4-H

4-H is the youth education program of the Purdue University Cooperative Extension Service. 4-H is the only Federal Youth Serving Organization. Administered by the Secretary of Agriculture, though Land Grant universities.

Key Aspects of the 4-H Program:

- Focus on youth development.
- Subject matter from the land-grant university.
- Informal programming - emphasizing experiential learning.
- Youth, parents, and families learning together.
- Use a variety of delivery methods.
- Volunteers extend our programs far beyond what staff could do!

Why offer 4-H Shooting Sports Project?

- To engage youth through something they are interested in
- Help youth become successful adults – positive growth and development
- Teach firearm and archery safety
- Teach responsible equipment handling and ethics
- Teach life skills
- Introduce a lifetime sport & hobby

Instructor website:
www.four-h.purdue.edu/shooting_sports/

Project website:
www.four-h.purdue.edu/natural_resources/

Author: Natalie Carroll, Extension Specialist,
Department of Youth Development and Agricultural Education.
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<thead>
<tr>
<th>Suggestions from an experienced 4-H Shooting Sports Certified Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be flexible</td>
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<tr>
<td>• Make sure you work with your county 4-H educator and the office secretaries (who can give you a lot of information).</td>
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<tr>
<td>• Your major job is to keep track of the kids (who they are, what, and how they are doing).</td>
</tr>
<tr>
<td>• Have the finances audited every five year and whenever there is a new treasurer.</td>
</tr>
<tr>
<td>• Be the “glue” that holds the entire county 4-H Shooting Sports program together.</td>
</tr>
</tbody>
</table>
4-H Values and Strategies

4-H Values:
Volunteers – the people that create programs to meet local needs, deliver quality educational programs, and develop adult and teen leadership.
Education and youth involvement in the learning process, development of practical skills and abilities, and application of learned skills to other situations.
Youth as Resources – Getting youth involved in selecting their own learning activities, participants in real-life learning experiences.
Encouraging interactions of 4-H members with peers, parents, and other caring adults.
Partnerships among community groups. These are essential to expand the number and improve the quality of programs, make the best use of available resources, and build community consensus.
Diversity – encourages creativity and promotes an exchange of ideas, tolerance, sensitivity, understanding, and mutual respect. Diversity enriches the lives of all program participants.

4-H Strategies:
1. Educate youth and adult participants through practical, hands-on, learn-by-doing methods that emphasize life skills. 4-H strives to develop life skills through the areas of competency, coping, and contributing. These include:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Coping</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Acquiring knowledge</td>
<td>Recognizing self worth</td>
<td>Applying leadership skills</td>
</tr>
<tr>
<td>Using scientific knowledge</td>
<td>Relating to others</td>
<td>Taking community action</td>
</tr>
<tr>
<td>Making career decisions</td>
<td>Making decisions</td>
<td>Volunteering</td>
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<tr>
<td>Managing resources</td>
<td>Solving problems</td>
<td>Conserving the environment</td>
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<tr>
<td>Communicating</td>
<td>Dealing with change</td>
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<tr>
<td>Mastering technology</td>
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</tbody>
</table>

2. Promote maximum youth participation in planning, conducting, and evaluating 4-H programs. 4-H believes that participation empowers members and makes learning meaningful for both youth and adults.

3. Identify youth-development issues and provide relevant educational programs to address these issues.

4. Increase public and private support of 4-H program with time, money, material, and commitment. 4-H must take the lead in inspiring the community to bring all available resources to bear on critical youth issues.
Certification Workshop

The 4-H Shooting Sports program is one of the few 4-H programs in Indiana that require certification of volunteers. Each county must have a coordinator and discipline instructors. To become certified volunteers must apply, and be accepted, to be a 4-H volunteer leader in their county, attend an entire 4-H shooting sports certification workshop, and pass both a written test and practium. Note that other certifications and trainings may not be substituted for the 4-H certification workshop.

Workshop registrations are available at http://www.inhea.com/. The disciplines that are offered are:

- Archery
- Coordinator (fall only)
- Hunting/Outdoor Pursuits
- Muzzleloading
- Pistol
- Rifle
- Shotgun

**Notes:**
- Checks should be made payable to *IHEA Training*.
- Full payment must accompany the registration (No reservations without payment.)
- Refund policy is as follows: Full refund until the workshop deadline; one-half the amount from the deadline to 3 full days before the workshop begins; no refunds after that time.
- Duplicate this form as needed.
- There will be a $20.00 late fee assessed for registrations and/or payments received after the due date.
- A minimum number of participants is required in each discipline or the class will be canceled.

Send Registration and payments to:
Tim Beck  
I.D.N.R Law Enforcement  
P.O. Box 917  
Jasper, IN 47547

Phone: (812) 482-3093  
Fax: (812) 482-3093  
E-mail: becktl@psci.net
Coordinator Responsibilities

The 4-H Shooting Sports Coordinator is a critical component of the 4-H Shooting Sports program. They work with the county extension educator to provide a quality youth program.

- The coordinator is the conduit between the county educator and discipline instructors. Everyone needs to work together to maintain excellent relations. Remember: 4-H is for Youth.

- Assist the county extension educator in keeping proper documentation:
  - List of certified volunteer instructors.
  - Signed omnibus forms on file in the county 4-H office for each instructor (only need to be signed once).
  - Lists of firearms owned by 4-H: serial numbers, make, and model. (Be sure your youth educator has a copy.)
  - Provide range plans to the county office to be sent to the state 4-H office as needed.

- Organize and coordinate the county 4-H shooting sports program. This includes:
  - Setting meeting (time, place, and on the county extension calendar).
  - Equipment inventory.
  - Recruiting new instructors and members.
  - Explaining completion and exhibit requirements to youth.

- Work with county 4-H shooting sports team to:
  - Determine needs: equipment, ranges, additional instructors (and $$ for training), funding for equipment.
  - Assure age-appropriate training and inclusion of all 4-H members. Encourage discipline instructors to work with older youth in the program to assure that their needs and interests are being met. Older youth make excellent assistant instructors and often have great ideas and work well with the younger members.
  - Share news and information from the county educator and state office (opportunities for youth, etc.) with your instructor team.
  - Call a yearly instructor meeting (or more) to discuss program goals, objectives, and review progress.
Preamble: One of the goals of the Indiana 4-H Shooting Sports program is to encourage and support volunteers upon whom 4-H depends to extend its programs for the benefit of the youth of Indiana. A very important liability issue associated with volunteers is the teaching of age appropriate instruction and effective supervision. Thus the certification of 4-H Shooting Sports instructors and coordinators through state-sponsored workshops is essential to the integrity and success of the program. These workshops teach volunteers about program safety and the developmental abilities and maturity of 4-H youth. Purdue University provides liability coverage for adult volunteers while they are acting at the direction of, and within the scope of, their duties in the Indiana 4-H Shooting Sports program.

Policy statement: The primary goal of the Indiana 4-H Shooting Sports program is to teach young people how to safely and appropriately handle firearms and archery equipment. While it is understood that many parents, choose to involve their children in this activity as a “prelude” to hunting activities, the Indiana 4-H Youth Development Program under no circumstances provides authority to volunteers to arrange or conduct hunting activities with (or for) 4-H members. Likewise, tree climbing or activities involving tree stands are not authorized.

All volunteers involved with the Indiana 4-H Shooting Sports Program must complete the Indiana 4-H Youth Development Application/Screening Process and participate in the State 4-H Shooting Sports Certification Workshop prior to participating as a volunteer with the program. All Indiana 4-H Shooting Sports Programs must have a 4-H Shooting Sports Certified Coordinator. All 4-H shooting activities must be directly supervised by an Indiana 4-H Shooting Sports Certified Instructor.

If a program divides the participants into groups for concurrent shooting sessions, each group must be under the on-site supervision of an Indiana 4-H Certified Shooting Sports Instructor, teaching in only the discipline in which he/she holds certification. Associate instructors and other 4-H adult volunteers must be under the direct physical supervision of an Indiana 4-H Shooting Sports Certified Instructor while engaged in any activity which involves the use of firearms and/or archery equipment.

The reloading of firearms cartridges and shells in prohibited as a 4-H Shooting Sports educational activity. For safety reasons, cartridges and shells should be purchased from authorized manufacturers who apply industry standard in the manufacturing and loading process.

Definitions:

- **4-H Shooting Sports disciplines**: archery, hunting, muzzleloading, rifle, pistol, and shotgun.
- **Indiana 4-H Shooting Sports Certified Instructor**: An educator or adult volunteer who has county background validation and has successfully completed a course of training at an Indiana 4-H Shooting Sports Workshop (Sponsored by the State 4-H Department and Indiana Department of Natural Resources).
- **Indiana 4-H Shooting Sports Certified Coordinator**: A 4-H Shooting Sports Program Coordinator is an educator or adult volunteer who works primarily with other volunteers to deliver the 4-H Shooting Sports program in the county. Volunteers work under the guidance of their county Youth Extension Educator.
- **Associate 4-H Shooting Sports Instructor**: An educator or adult volunteer who has locally recognized experience in the 4-H Shooting Sports program and/or youth development and proper county background validation and who has been trained at the local level by an Indiana 4-H Shooting Sports Certified Instructor in the discipline which he/she is teaching.
Shooting Sports Education Policy Statement (continued)

To avoid potential problems in the event of a claim, Extension office files should contain a complete list of volunteers working on each activity for at least one year after the activity. In order for coverage to respond for either a staff member or a volunteer, it is imperative that potential claims be reported immediately to:

Local County Extension Director

Note:
Accident/Medical Insurance must be purchased separately to cover each participant.

Compliance Statements (See Risk Management Forms)
A Shooting Sports compliance statement must be completed and filed with the State 4-H Office each time a new Extension Educator assumes responsibility in a county that conducts a Shooting Sports Education program. The compliance statement (see Risk Management Forms) is an opportunity for the educator to verify the following:

An Indiana 4-H Certified Shooting Sports Instructor must directly supervise all 4-H Shooting Sports activities. If a program divides the members into groups for concurrent shooting sessions, groups must be under the on-site supervision of an Indiana 4-H Certified Shooting Sports Instructor.

Adult volunteers who are primarily responsible for a concurrent session, which involves the use of firearms and/or archery equipment, must be Indiana 4-H Certified Shooting Sports Instructors in the discipline, which she/he is teaching.

Associated Instructors and all remaining adult volunteers must be under the direct physical supervision of an Indiana 4-H Certified Shooting Sports Instructor while engaged in an activity which involves the use of firearms and/or archery equipment. All adult volunteers and youth engaged in the use of firearms and/or archery equipment must be advised of the basic range safety rules before shooting starts. All shooting sports programs must have an Indiana 4-H Certified Coordinator.

Range Plans (See Risk Management Forms)
Each county Shooting Sports Education program shall keep on file with the State 4-H Office a range plan for EACH range utilized for local shooting sports workshops and activities (see Risk Management Forms). When new ranges are utilized or the configuration of a range is changed, the range plans must be updated. These range plans are critical in terms of liability issues and Purdue University’s insurance coverage and protection for the volunteers involved with the program.

Omnibus Forms (See Risk Management Forms)
Every Certified Shooting Sports Education Coordinator and Certified Instructor shall complete and keep on file with the local Extension Office a copy of the Omnibus Consolidated Appropriations Act form (see Risk Management Forms). The Omnibus Consolidated Appropriations Act of 1997 is also called the Gun Ban for Individuals Convicted of a Misdemeanor Crime of Domestic Violence. This law requires that if any of your 4-H Shooting Sports Instructors have been convicted of a “misdemeanor crime of domestic violence” or is currently the subject of a domestic violence restraining order, they may not be present when teaching any class that has firearms and/or ammunition present in that class. It is the responsibility of the Extension Educator working locally with the Shooting Sports Education program to distribute, collect and maintain these forms.
Indiana 4-H Shooting Sports Education Position Statement

4-H programming encourages youth to:

- experience new activities;
- share the results of their learning;
- process the experience by analyzing and reflecting on it;
- generalize the experience by connecting it to real-world situations;
- and apply what was learned to different situations.

Youth involved in 4-H programming develop practical skills that help them to develop into capable, competent, responsible adults. A large support network of Extension educators, campus specialists, parents, and more than 20,000 volunteers makes Indiana 4-H one of the largest youth programs in the state.

4-H programs offer a wide range of curriculum choices so youth are able to explore new areas. In all programs caring adults provide both technical expertise and social contact because a part of positive youth development is based on positive relationships. Because participation in 4-H programming is voluntary, it is important to offer a wide variety of experiences so many avenues can be explored.

Why does Indiana 4-H have a shooting sports program?

- The shooting sports education program teaches self-confidence, personal discipline, responsibility, teamwork, and sportsmanship.
- The shooting sports education program appeals to youth that may not be interested in other 4-H offerings, especially males (85% of shooting sports education participants are males).
- The 4-H shooting sports education programs teach safe and ethical use of firearms.

Isn't it dangerous to teach kids about guns?

- Our society allows its citizens to possess firearms. Therefore, citizens should be provided adequate training to ensure safe, ethical, and responsible use of firearms.
- Having and using firearms does not lead to violence. Violence is a symptom of larger societal issues. The Commission for the Prevention of Youth Violence listed the following risk factors in its report: alcohol and other drugs, child maltreatment (physical and emotional), gang involvement, gun availability, media violence, violence among intimates and peers. You can read more about this in the American Medical Association's report: *Youth and Violence, Medicine, Nursing, and Public Health: Connecting the Dots to Prevent Violence* (American Medical Association, December 2000).

The Indiana 4-H Shooting Sports Education Program reaches over 5,300 youth each year. Programs are provided by trained and certified shooting sports education instructors. The certification workshop teaches volunteers about youth development as well as safe and ethical use of firearms.
Instructor webpage: www.four-h.purdue.edu/shooting_sports/
Objectives of Indiana 4-H Shooting Sports

The 4-H Shooting Sports Education program strives to enable young people, their parents, and adult volunteers to become responsible, self-directed, and productive members of society. Educators, volunteers, instructor, and coaches must understand the goals and objectives of the program in order to manage or present it properly. These goals and objectives are consistent with the goals and objectives of the entire 4-H program. The program transfers knowledge, skills, and attitudes to develop human capital, using the subject matter and resources of the land-grant universities.

The specific goals and objectives of the 4-H Shooting Sports program include, but are not limited to, those listed below:

- To promote the highest standards of safety, sportsmanship, and ethical behavior, including sound decision making.
- To enhance development of self-concept, character, and personal growth through safe, educational, and socially acceptable involvement in shooting activity.
- To teach safe and responsible use of firearms and archery equipment self-discipline and concentration.
- To complement and enhance the impact of existing safety, shooting, and hunter education programs using experiential educational methods and progressive development of skills and abilities.
- To expose youth to the broad array of vocational and lifelong hobbies related to shooting sports.
- To strengthen families through participation in lifelong recreational activities.
- To encourage participation in natural resources and related natural science programs by exposing participants to the content through shooting, hunting, and related activities.

Note:
The hunting/outdoor pursuits discipline offers an excellent class, particularly for the younger participants. Some programs limit the shooting that these new members can do because of their age and size. This discipline is a great way of introducing them to the outdoors and the wildlife that we enjoy here in Indiana. Hunting does not need to be the focus of this training. Looking for a way to retain your older members? This discipline gives you all the tools you need. It is some of the best training that has been overlooked. The cost of this program for the counties is very low.
Staff

Professional Staff
Professional Staff consists of the Extension Youth Educator who is responsible for providing local leadership in the county and program coordination with assistance from other county Extension staff and state staff. The State Coordinator is a member of State 4-H staff located at Purdue University with responsibilities in the natural resources area, including the coordination of the Indiana 4-H Shooting Sports program.

Extension Educator Responsibilities
- The overall guidance and coordination of the county 4-H shooting sports education program.
- Working with the State 4-H Office, as needed.
- Volunteer screening, references, and other paperwork.
- Sending potential Shooting Sports volunteers to certification workshops.
- Submitting required compliance statement and range plans to the State 4-H Office.
- Requests for Certificate of Insurance.

Volunteer Staff
All 4-H programs depend on the dedication, time given, and involvement of volunteers. **Volunteers are the core of any county 4-H program.** Volunteer 4-H staff includes 4-H program and project volunteers, members of county Extension boards, county 4-H councils, county 4-H fair boards, and numerous other special support committees that provide support to the county program. 4-H programs could not survive without volunteers who organize, manage, and bring the programs and projects to Indiana youth. The 4-H Shooting Sports program has an additional requirement for certified instructors, because of the expertise required and liability issues that accompany the use of archery and firearm equipment. Certification is required of discipline instructors and a county shooting sports education program coordinator. The certified instructors are the core of a county program, with the advice and consent of the county Extension Educator. Other adults can help with the shooting sports program as assistant instructors, under the guidance of a certified instructor. The requirements and qualities of these volunteers is given, below. Position descriptions are given in 4-H Shooting Sports Guidelines.

4-H Shooting Sports Coordinator
The 4-H Shooting Sports Coordinator is a critical component of the 4-H Shooting Sports program. They fill a vital function as the liaison between the professional and volunteer staff that provide this program to youth.
Managing the County Program
Equipment

Equipment for the 4-H Shooting Sports program is expensive. Coordinators can sometimes find savings by asking at a local discount store (e.g., WalMart, Meijer’s) or contacting the companies, below.

<table>
<thead>
<tr>
<th>Air rifles and air pistols</th>
<th>Targets</th>
<th>Trius trap throwers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daisy Manufacturing Co.</td>
<td>American Target Company</td>
<td>Trius Products, Inc.</td>
</tr>
<tr>
<td>Shooting and Training Service</td>
<td>1328 S. Jason Street</td>
<td>P.O. Box 25</td>
</tr>
<tr>
<td>P.O. Box 220</td>
<td>Denver, CO  80223</td>
<td>Cleves, OH  45002-0025</td>
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<tr>
<td>2111 South 8th Street</td>
<td>Ph:  303/733-0433</td>
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<tr>
<td>Rogers, AR  72757-0220</td>
<td>-- or --</td>
<td></td>
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<tr>
<td>Phone: (800) 643-3458</td>
<td>National Target Company</td>
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<td></td>
<td>P.O. Box 2152</td>
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<td></td>
<td>Rockville, MD  20847-2152</td>
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<td></td>
<td>(800) 827-7060</td>
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<td>IHEA website, <a href="http://www.inhea.com">www.inhea.com</a></td>
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<td>NRA??</td>
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National 4-H Shooting Sports website: [www.4-hshootingsports.org](http://www.4-hshootingsports.org) ???

Instructor resources & equipment:
Choose “Instructor Resources” (left hand side of homepage) and “Instructor Resource List.”

The Extension Office should keep an inventory of all the equipment that the shooting sports club has purchased (through someone) including: firearm make, model, serial number, when purchased, who purchased, who has possession. The following pages have example forms.

Grants

Obtaining grants and funding from supporting groups can help your county program grow and keep costs to youth down. Note, however, that whenever you are applying for funding to support the 4-H program there are specific guidelines and stipulations that must be followed to meet governmental and Purdue University policy. You must work with your county educator who has training in this area. Applications for support must go though the Purdue Business Office and this takes time. Talk with your county Extension Educator as soon as you hear about a grant or to get ideas about possible grants. From time to time grant training is available for educators and volunteers. Ask your county educator about this if you are interested.

Check on: Tax Exempt Status for 4-H Clubs and Organizations

Changes at the national level & IRS- – in my SSE PPT (fri night) I say:

- Authorized 4-H groups are exempt from paying federal income tax on funds raised on behalf of 4-H.
- Donors may deduct contributions to 4-H clubs and affiliated 4-H organizations.
- This status addresses only federal income tax – it does not exempt donors from state, local, hotel, property, sales or other taxes.
Groups must be under guidance and control of Cooperative Extension.
Is this right?

A major need is how/where to get grants. Get info on Friends of the NRA, NADA (Nat’l Assoc of ?? Archery – Tim says that they have good deals – for NASP (Nat’l Archery in the Classroom) and other educational programs. Also look at PSE & Eastman for Archery? And Pheasants Forever, White Tails Unlimited, Quality Deer?? Dick’, Gander Mountain, ?? (WalMart getting out of shooting equip??)

Need recommendations and suggestions for good starter equipment. Esp. for rifle and archery.
Suggestions from Instructors – Eye and Ear protection

1. Use an old suitcase (with a handle and rollers) to store eye and ear protection. Old socks can protect eye protection and keep it from getting scratched.
2. Purchase eye and ear protection for each participant and keep in a “baggie” with the 4-H member’s name so they have it to use each time. They get to keep it at the end of the year. You can include the costs (estimated at xx) in their dues.
Firearm and Equipment Inventory*

<table>
<thead>
<tr>
<th>Make</th>
<th>Model and caliber/gauge</th>
<th>Serial number</th>
<th>Purchase date</th>
<th>Purchaser</th>
<th>Account, check no., authorization</th>
<th>Where purchased</th>
<th>Location of equipment</th>
<th>Purchase price</th>
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All receipts are on file at: _________________________________________________
(Put the purchaser’s name and serial number on the receipt.)
(The shooting sports coordinator should have a copy of all receipts.)

Expendables

<table>
<thead>
<tr>
<th>Item</th>
<th>Purchase price</th>
<th>Quantity</th>
<th>Total Value</th>
<th>Instructor/Discipline</th>
<th>Location</th>
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*Note: You have two choices for disposing of unused firearms: you can turn them in to the local police department for proper disposal or trade them in when you purchase a new firearm.

Equipment removed from inventory:

<table>
<thead>
<tr>
<th>Make</th>
<th>Model and caliber/gauge</th>
<th>Serial number</th>
<th>Date removed from inventory</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
An alternative format for the firearm inventory is to list the information for each firearm is given below:

**Firearms and Equipment**
- Make -
- Model and caliber/gauge –
- Serial number
- Purchase date –
- Purchaser –
- Account, check number, authorization -
- Where purchased -
- Location of equipment –
- Purchase price -

(Repeat as needed)

All receipts are on file at: _________________________________________________
(Put the purchaser’s name and serial number on the receipt.)
(The shooting sports coordinator should have a copy of all receipts.)

**CO₂ & CA information**
The NRA has developed safety posters addressing Carbon Dioxide (CO₂) and Compressed Air (CA) Usage. CO₂ and CA Air Rifles & Air Pistols are used in many 4-H Shooting Education Programs. These posters are designed to promote safe handling of these pressurized tanks. The posters can be ordered at:
Equipment Purchases by a 4-H club or 4-H Council

When a 4-H club or 4-H Council wishes to purchase a firearm (rifles & pistols & shotguns – not archery or muzzleloaders) for use in their 4-H shooting sports program these steps MUST be followed:

1. The county educator must write a memo on Extension letterhead (the name and address is required) stating that the firearm(s) is being acquired for the use of the 4-H shooting sports education project and will be the property of that business entity. For example:

   “Mr. ShootingSports” is purchasing the following firearms:
   a. Muzzle1, specs….
   b. Rifle2, specs…

   solely for the use of the 4-H shooting sports education project. These firearms will be the property of the X (enter county name) County 4-H shooting sports program.”

2. The representative purchasing the firearms (Mr. ShootingSports) must complete the required Firearms Transaction Record from the Bureau of Alcohol, Tobacco, and Firearms (Form 4473) using their name and address. This form is provided by the seller and allows individuals to make such a purchase under the Instructions to Transferee (buyer)

   Pertinent Text from AFT Form 4473: Firearms Transaction Record

   Note: Instructions to Transferee (buyer), #2. When the transferee (buyer) of a firearm(s) is a corporation, company, association, partnership, or other such business entity, and officer authorized to act on behalf of the business must complete and sign Section A of the form and attach a written statement, executed under penalties of perjury, stating:

   A) that the firearm(s) is being acquired for the use of and will be the property of that business entity, and

   B) the name and address of that business entity

   If firearms were obtained for the 4-H Shooting Sports club (with club $$) under someone’s name, take a letter from the 4-H Office (as described above) and resubmit the BATF Form 4473 with the letter to assure that ownership is the 4-H club. This will show proper ownership and protect the buyer, should the firearm be stolen and used to commit a crime.
Crossman Range Set-up

(4-H SSE workshop, Sept. 2007)
Frequently Asked Questions

from Youth:

Topic: Shooting Sports and Hunter Education
Q - Why can't my 4-H shooting sports class count towards my Hunter's Education certificate? They seem to cover the same thing.
A - The Indiana Hunter Education training must be followed exactly for the Hunter Education certificate to be valid in all states and Mexico. Although Hunter Education and 4-H Shooting Sports have the same goals of teaching youth safety and responsibilities in handling sporting arms, they fall under different jurisdictions and requirements of completion. Your instructors may be certified to teach both Hunter Education and 4-H Shooting Sports

Topic: Hunter Education classes
Q - I have not been able to attend the Hunter Education classes when they are offered in my county. Can I take it in another county?
A - Yes. Hunter Education is offered in every county in Indiana some time through the year and you can take it wherever it works best for you. A Hunter Education certificate is valid throughout the U.S., Canada, and Mexico. See the IDNR website (www.in.gov/dnr/lawenfor/hunt-edu.htm) for class choices.

from Adults:

Topic: NRA certification
Q - I have NRA certification. Do I need to attend the 4-H SSE workshop to become a certified 4-H Shooting Sports Education Leader?
A - Yes. The only way to get your name added to our list of certified leaders is to attend our workshop. Other certifications do not focus on youth and vary in the content that they provide. Furthermore, we are required to attest that individuals receiving certification have been trained in specific discipline information, Purdue’s risk management procedures, and how to teach youth to provide 4-H shooting sports education certification.

Topic: Non-4-H members shooting
Q - Can 2nd graders shoot with the 4-H members if their parent (or grandparent) is present?
A - No. The liability insurance granted from Purdue to certified instructors applies ONLY to instructors working with 4-H youth. Do not jeopardize your program by allowing non 4-H members to shoot.

Topic: Ratio of youth/adults when shooting
Q - What are the guidelines/rules in terms of the number of students that can be in a discipline per instructor?
A - There are no specific guidelines with respect to #youth/instructor. This will vary with age, ability, and discipline. We discuss this issue at our training workshops so discipline instructors should have a good understanding of how to determine appropriate ratios. Try to enlist parents as assistants to help on the range or work with non-shooting aspects so you can work with smaller numbers of youth on the range. Although you might have a lot of kids...
signed up for a discipline you probably would not have more than 4-5 shoot at the line at any one time unless you have some parents watching the other end of the shooting line (then you might have 6-8 kids). Perhaps an assistant instructor (not certified) could work with the other youth in some non-shooting educational training.

**Topic: Age to start shooting sports**

**Q** - Do you have any recommendations for third graders that are enrolled in shooting sports? I am concerned about the maturity level of third graders. Are they ready for shooting sports? Are we required to let them participate in our program?

**A** - You are not required to start the shooting sports program at 3rd grade, if your county shooting sports instructor team feels that the size and maturity level required for their program is higher than is normally found in third graders. The overall safety of the youth and adult instructors must be the paramount consideration. On the other hand, if the younger 4-H members are ready and interested now they may lose interest if you exclude them. Furthermore, they will not be able to complete 10 years in Shooting Sports if they don't start in the third grade. We recommend that you consider the Hunting discipline as an introductory class for your younger participants (3rd & 4th graders). This discipline offers a great way of introducing kids to the outdoors and the wildlife in Indiana. Hunting does not need to be the focus of this training. And, the cost of this program is very low.

**Topic: Recertification?**

**Q** - I received certification 15 years ago and have been active in our county program since that time (with just a few years off). My county team suggested that I attend a certification workshop but it is difficult for me to get the time off work. Am I required to attend a certification workshop?

**A** - State guidelines do not require you to attend another certification workshop, although if county guidelines require an updated certification that would take precedence. Since you have continued to be involved, the hands-on experience that you have gained by working with youth over the years of your leadership is of great value, assuming that you have worked to improve your teaching techniques and learn from the youth. Many experienced instructors report, however, that they always learn something new at the workshops and really enjoy the synergy that is created when a number of shooting sports enthusiasts get together for the weekend to talk about teaching the sport that they enjoy to youth. Furthermore, the state instructors continue to receive additional training, so our certification workshops have changed a lot since you were originally certified. I am sure that you would learn some new teaching techniques. But, the bottom line is that the question of your recertification is up to your county and to you.

**Topic: Shooters with disabilities**

**Q** - This summer we had a 4-H member in our shooting sports program with special needs. I was worried about my ability to help this boy since I have no training in this area. Must I accept this youth into our classes?

**A** - You must include all youth to the best of your ability. It would be very helpful to talk with the parents so you can determine what special needs the youth has, how they can best be addressed, and if extra help is required. It can be both appropriate and reasonable in some “Special Needs" cases to ask the parent or guardian to be present and involved with their child at shooting sessions to help with mobility challenges or to provide an extra set of eyes,
if closer observation is required. While we want to include all youth, we must also continue to maintain the highest standards of safety. The book, *Teaching Shooting Sports to persons with disabilities* (ISBN 0-916682-66-8) may be helpful in making accessories to help SSE youth with mobility challenges.

**Topic: Youth Owned Equipment**

**Q** - Can 4-H members use their own equipment?

**A** - Yes, it is ok for kids to use their own equipment in all the disciplines but we ask that the instructors inspect the firearm or archery equipment at each meeting. We also recommend that all firearms (club and individually owned) are checked by a gunsmith each year.

**Topic: Reloading**

**Q** – We have 7 boy's in the county Shooting Sports Program that want a class on reloading. What can I do to give what they want for this discipline? I am certified by the NRA as a Reloading Instructor.

**A** - Reloading is not permitted in Indiana 4-H, because of the increased risk. The policy statement specifically states that reloading is not allowed. Perhaps the boys that are interested could learn from their parents or another source – it should not be offered as a 4-H activity, however.

**Topic: Hunter Education**

**Q** - Our instructors returning from Ross Camp this week brought back info that Hunters Ed could no longer be a requirement for participation in Shooting Sports, our County Counsel has had this as policy for several years. My question is, "Can we still require Hunters Ed since it is policy by our County Counsel?" So far, there has been little evidence that this has interfered with our enrollment in a negative way.

**A** – No. While you can recommend Hunter’s Education, you can not require it. Hunter Education is a great program, one that anyone can benefit from, and 4-H fully realizes the benefits of this program for youth. However, requiring a program of that length and one that contains many aspects that are not part of 4-H shooting sports (hunting, for example) contravenes federal guidelines. The county counsel does not have the power to supersede these guidelines. Remember that 4-H is a federal program and, as such, subject to federal guidelines.

What most counties have done is change their wording to “recommend” (rather than required). If there are some youth that choose not to take the Hunter Education training, your instructors may require a 1-2 hour 4-H shooting sports education safety meeting.

**Topic: Required meetings**

**Q** – Can we require 4-H members to attend our shooting sports meetings?

**A** – No, you can NOT require meetings for completion of any 4-H project, with one exception: a safety meeting may be required. The exception was made to allow youth attend a safety meeting before shooting on a range. This exception may not be used to require youth to attend multiple meetings or to require the Hunter Education course. Further, the volunteer instructors can not insert a “safety review” at each meeting in order to require the youth to attend each meeting. Please make sure that shooting sports accessible to all youth and remember that they may have difficulty making each meeting.
The safety meeting can be given to all 4-H members enrolled in the shooting sports education project, to new shooting sports members, or at each discipline at the first range meeting of the year. Safety guidelines should always be reviewed each time you are on the range. The safety meeting should focus on range safety and procedures that must be followed in your shooting sports program. Please be sure to make every effort to schedule the meeting at a time that is convenient for the youth. You might offer two safety sessions. One of the problems that we often run into is kids not being able to make a meeting (though no fault of their own, as they are dependent upon their parents and their parents’ schedules, for transportation). The discipline instructors should work together to write a lesson plan (with estimated times) for the safety meeting or you can use the suggested Safety Meeting agenda given in this booklet. Give a copy of your agenda to your Youth Extension Educator so they have a record of the topics that you cover.

**Topic: Required safety meeting**

Q: I am trying to make things run a little smoother in our Shooting Sports program. First of all, safety is primary with our program. Our first and second meetings are all about safety. Some of the 4-H’ers are not showing up to either of the first two meetings, however, and they still want to participate. Neither I, nor my discipline leaders, feel comfortable allowing them to participate before understanding the safety rules. I know we can not require them to attend meetings, but there has to be some stipulation that we can adhere to before we begin the 2005 year. Our leaders don’t want to begin their meetings each time by taking aside 1 or 2 kids and running them through all the safety requirements. This is not fair to all the kids who come to one of the first two meetings.

So these are my questions:

Scenario #1, Can we state that 4-H members are required to attend one of the first two or three meetings before they can participate or they will have to wait until next year before they are allowed to shoot on the range? If not, they would still be allowed to complete by doing a poster project and completing their record books.

Scenario #2, Can we state that 4-H members are required to attend one of the first two or three meetings or they have to have a valid hunter safety certificate before they can participate on the range? If not, they would still be allowed to complete by doing a poster project and completing their record books.

A – The answer to both your questions is: Yes. You can require a safety meeting before 4-H members are allowed to shoot on the range, so the answer to Scenario #1 is Yes. The Hunter Education course also covers a lot of safety, so the answer to Scenario #2 is Yes. (Please note, however, that you can not require the Hunter Education course as it is much more than the “1 required meeting” that is allowed of shooting sports 4-H members.)

It appears that you and your instructors are trying to be as flexible as possible while still maintaining a high level of safety and we applaud that. Noting that they can still do a poster and record book to complete the project is commendable.

A final note: there should always be a brief safety discussion whenever your instructors begin a range session.
**Topic: Muzzleloading age recommendation**

**Q** – My question is… What age should the child be in order to begin the muzzleloading program? Are there state rules in regard to the subject and age requirement? In our county the rifle and shotgun projects require the youth to be in 7th grade. Any recommendations from your end will be helpful.

**A** - There are no state guidelines for what age a 4-H member should be for any of the disciplines. We generally recommend, however, that shotgun and muzzleloading are offered to the older youth because they are more expensive (ammunition and equipment) and the firearms are heavier and more appropriate for older youth. Since your county 4-H Shooting Sports committee already has set guidelines for rifle and shotgun it would be most appropriate to use these for muzzle as well. Generally the county 4-H shooting sports committee should discuss these issues and consider the current enrollment, demand for the new discipline by the youth, equipment availability, comfort level of the instructors with younger youth, range availability, etc.

**Topic: Hunting**

**Q** – Can we take the 4-H shooting sports member hunting? We will have one adult for every two youth.

**A** – Although we offer a program to teach youth about hunting, our liability insurance policy does not allow Shooting Sports volunteer leaders to take youth hunting. There are just too many variables in this situation that is beyond the control of the certified instructor.
General Requirements

Age of members - It is up to each Shooting Sports Education Instructor Team working with their county Extension Youth Educator to decide the appropriate age to begin this program in your county. The decision should be based on the ratio of instructors to youth, the maturity level of the youth, the disciplines offered, your instructor's level of comfort when working with the younger youth, and the size of equipment you have. The hunting and wildlife discipline has many group activities and is often the best choice for younger 4-H members.

4-H Shooting Sports Education Certification Workshop – Recruit new volunteer instructors. They will need to attend the certification workshop if they are going to take responsibility for the training. Parents may help a certified instructor without attending the workshop but must be under the direct observation of the instructor when any shooting is occurring.

The Omnibus Consolidated Appropriations Act of 1997 - The Omnibus Act specifies gun control for individuals convicted of a misdemeanor crime of domestic violence. Additional legislation prohibits any person who has been convicted of a misdemeanor crime of domestic violence, or subject to a restraining order, from being present in any place where firearms and/or ammunition are present. Therefore, Extension Educators must have a signed self-report on file for every certified instructor in your 4-H Shooting Sports program. To address this rule, your county Extension office must have a signed self-report on file for every certified instructor in your 4-H Shooting Sports program.

Liability Release Policy (4-H Youth Development Projects, Events, and Activities Release Form) Effective January 1, 2005, it became required by Risk Management at Purdue University that a 4-H Youth Development Events/Activities Release form (4-H 980-W) shall be obtained annually from each and every 4-H participant in the following projects/activities:

- ATV Safety (if 4-H members are riding ATV’s during workshops, events, or activities);
- Shooting Sports Education; and
- Horse and Pony

4-H members who do not have on file with the County Extension Office a release form that has been signed by at least one parent or legal guardian will not be allowed to participate in these projects, events, or activities. Those 4-H members who have reached age 18 by the time the forms are distributed are not exempt from having a signed release form on file. However, these individuals are not required to have a parent or guardian signature.

Adults and other non-4-H members are not allowed to shoot at a 4-H meeting. These people will not be covered by Purdue’s liability, nor would the certified instructor.
Ominbus Consolidated Appropriations Act

4-H Shooting Sports Education
Staff and Volunteer Instructor Information

The Omnibus Consolidated Appropriations Act of 1997, also called the Gun Ban for Individuals Convicted of a Misdemeanor Crime of Domestic Violence: amended the Gun Control Act of 1968. This law prohibits any person who has been convicted of a "misdemeanor crime of domestic violence" from shipping, transporting, possessing, or receiving firearms or ammunition. There is an addition to this law which includes any person who is currently the subject of a restraining order that restrains the person from harassing, stalking, or threatening an "intimate partner" or child of the "intimate partner," or engaging in conduct that would place an "intimate partner" or his/her child in reasonable fear of bodily injury, from shipping, transporting, possessing, or receiving firearms or ammunition, except firearms or ammunition which are imported for, sold or shipped to, or issued for the use of any federal, state, or local agency. This law applies to all persons, including peace officers, and CES staff.

This means that if any of your 4-H Shooting Sports Instructors has been convicted of a “misdemeanor crime of domestic violence” or is currently the subject of a domestic violence restraining order they may not be present when teaching any class that has firearms and/or ammunition present in that class.

In order to assure that every adult involved with your 4-H Shooting Sports program understands and complies with this law please make copies of this form for each staff person and volunteer instructor that attends any class where firearms and/or ammunition are present.

Self Certification for Volunteer 4-H Shooting Sports Leaders and CES staff.

I certify that I received information regarding federally legislate firearms prohibitions, which may relate to my eligibility to instruct or attend a 4-H Shooting Sports class that involve the possession, receipt, or use of firearms and ammunition. I understand that I am responsible for determining if I am in a prohibited class pursuant to this legislation.

Please check one of the following statements:

I declare that I am not present at any 4-H Shooting Sports class that involves the use or possession of firearms and/or ammunition.

I declare that I am present at 4-H Shooting Sports class(es) that involve the use or possession of firearms and/or ammunition, and that I AM NOT covered by the restrictions of the federal legislation: I have not been convicted of a "misdemeanor crime of domestic violence: and I am not currently the subject of a domestic violence restraining order. I understand that if in the future I am convicted of a "misdemeanor crime of domestic violence" or I become the subject of a domestic violence restraining order, until such time as the conviction is set aside or exonerated or the restraining order expires, I may not instruct or attend any 4-H Shooting Sports class that involve the use or possession of firearms and/or ammunition.

Signature _______________________________________________________ Date ______________

Print Name __________________________________________ Date of Birth __________________

(Note: this form needs to be signed by the instructors once (not each year) and kept in the county Extension Office.)
Patches

Purchasing the Indiana 4-H Shooting Sports patches is a great way to designate instructors or to use for youth who complete a discipline. Some counties use these patches on caps or special shirts or vests for instructors. This can be especially helpful to the women instructors who may not receive the same respect as the male instructors.

You may purchase brassards and discipline patches at Purdue’s Media Distribution Center for your instructors and youth. Some counties like to provide them to youth at completion events. Order numbers are:

- 4-H 855, Archery
- 4-H 856, Hunting & Wildlife
- 4-H 857, Muzzleloading
- 4-H 858, Pistol
- 4-H 859, Rifle
- 4-H 860, Shotgun
- 4-H 863, 4-H Shooting Sports Education brassard

Instructor rockers are only available to certified instructors. Therefore, they are distributed at the certification workshops and are not available for purchase. (Fall, 2005 prices were: package of 10 discipline bars for $11.00 and a package of 10 brassards for $15.00.)

The 4-H program will maintain supplies of the patches listed above at MDC for your use for instructors and youth. We do not have county rockers. You may order county rockers (usually 100 minimum) from Apple Group or Excel Group. If you are interested in ordering patches, contact information is:

Apple Group
112 N. East Street
Tipton, IN 46072-1740
PH: 1-800-695-5121

Excel Group
100 Executive Drive
Lafayette, IN 47905
Ph: (765) 447-4593

The color of the patches is gold with Kelly green text.
Project Completion - Project Exhibition

The guidelines for exhibition and completion or 4-H projects are given below. This text was taken from the Indiana 4-H Procedures and Policies Handbook.

Exhibition:
Exhibition of a 4-H project in local, county, or state exhibits/fairs is voluntary on the part of the exhibitor. The exhibition of 4-H projects provides 4-H members an opportunity to display their 4-H projects, enter into competition and participate in an educational/social environment with peers. With exhibition also comes the responsibility for abiding by all the terms and conditions pertaining to the respective 4-H project.

Completion:
The completion of a 4-H project must not be misinterpreted as exhibition of a project at a local, county or state fair. 4-H members are considered complete in their project work for that year when they have:

1. Completed an “official” 4-H member enrollment form prior to the established and published date for enrolling
2. Turned in a completed 4-H project record sheet prior to the established and published date
3. Had an officially recognized 4-H leader/extension educator verify the existence of the completed project or activity

Though exhibiting in local, county, and state exhibits/fairs in not required for project completion, as it does not necessarily relate directly to content and skills learned in the development of the 4-H project, project exhibition is encouraged as a continuation of the educational experience.

Note:
In a statement from our federal partner in Washington, DC, the following statement appears: “Anytime there are procedures for exclusion of individual from event which use the 4-H name there are potential challenges to enforcement of the exclusions. The challenges have a substantial potential to prevail and they frequently result in negative publicity for the organization. Therefore, before choosing a policy of exclusion it is wise to evaluate the exclusion being considered, to be sure there is an overwhelming educationally based need for the exclusion.”

The bottom line:
Extension employees and volunteers are obligated to eliminate (and should not create) any practices that limit, deprive, or tend to deprive any youth of opportunities for membership and/or participation in the Indiana 4-H program.
RISK MANAGEMENT OFFICE

__________________ County 4-H Shooting Sports Range

Our shooting sports range is located at: _____________________________________________

_____________________________________________

The State 4-H Office must have a range layout for property used for 4-H shooting sports firearm and archery shooting. These layouts must be updated with the State 4-H Office any time there is a change to a range.

Sketch the shooting range, indicating which disciplines meet in which areas, and the general size of each area. If your shooting sports club shoots at more than one location copy this form and attach the location and range sketch for each.

Complete and forward to: 4-H Shooting Sports Education Coordinator
Department Youth Development and Agricultural Education
Agricultural Administration Building
615 W. State Street
West Lafayette, IN 47907-2053
REQUEST FOR CERTIFICATE OF INSURANCE

This is to request that a certificate of insurance be issued in connection with the activity described below. This is an Official University activity.

I. DATE OF ACTIVITY: ___________________________________________________

II. TYPE OF ACTIVITY (PROVIDE DETAIL): ___________________________________

(Attach copy of any agreement or contract with pertains to activity.)

III. WHO WILL PARTICIPATE: ______________________________________________

IV. LOCATION OF ACTIVITY: ______________________________________________

V. PERSON OR ORGANIZATION WHO HAS REQUESTED CERTIFICATE (PREMISES OWNER):
   Name/Organization: _____________________________________________________
   Address: _____________________________________________________________
   Phone: ___________________________ FAX: __________________________

VI. PERSON STAFF MEMBER COMPLETING THIS FORM:
   Name: _______________________________________________________________
   Title: ________________________________________________________________
   County (CES Only): __________________________________________________
   Phone: ___________________________ FAX: __________________________
   Date Requested: _______________________________________________________

VII. SEND CERTIFICATE TO:
     _______Premises Owner _______Purdue Staff Member

• CES REQUESTS ONLY •

This form must be sent to the CES Director’s Office for review and approval. That office will forward to Risk Management.

APPROVED: ___________________________ DATE: __________________________

CES Director’s Office

CES Director’s Office: Phone: (765) 494-8489 FAX: (765) 494-5876
Risk Management Office: Phone: (765) 494-1690 FAX: (765) 496-1338

NOTE: This completed form must be received by the Risk Management Office at least three (3) working days prior to the activity.
Where to shoot

The NRA has created a One-Stop-Shop For Shooting Resources website that you can access by Zip Code. The site is: [http://www.nra.org/nralocal.aspx](http://www.nra.org/nralocal.aspx). By entering their zip code and selecting your areas of interest, the site will list:

- basic firearms courses
- shooting clubs
- places to shoot/ranges
- gun show calendars
- business alliances
- friends of NRA events (fund raisers that turn into grant opportunities)
- Refuse To be A Victim seminars (non-firearms class)
- tournament calendars

Source:

Chip Lohman
Program Coordinator, Youth Programs
National Rifle Association (Since 1871) Office (703) 267-1550

The National Shooting Sports Foundation (NSSF) also has a website devoted to finding places to shoot: [www.wheretoshoot.org](http://www.wheretoshoot.org).

Source:

Randy Clark
Managing Director, Program Development
National Shooting Sports Foundation
11 Mile Hill Rd
Newtown, CT. 06470
Phone: (203) 426-1320
Fax: (203) 426-1087
[www.NSSF.org](http://www.NSSF.org) <http://www.rclark@nssf.org/>
Running Meetings
Evaluating Shooters

The following evaluations are used with permission from Virginia 4-H, Virginia Cooperative Extension Virginia Tech and Virginia State Universities.

Website: www.ext.vt.edu/resources/4h/environment/shootinged/

Archery - Ideas for Review & Evaluation

- Demonstrate your knowledge of archery safety, include:
  - Zone of fire and direction
  - Targets and target identification
  - Equipment
  - Arrow retrieval
  - Range operation
- Demonstrate your knowledge of archery equipment, including:
  - Bow types and materials
  - Parts of bows and arrows
  - Arrow shaft materials
  - Arrow points and fletching
  - Quivers
  - Finger tabs, gloves, arm guards
- Demonstrate proper archery shooting form, including:
  - Eye dominance
  - Stance and posture
  - Bow-hand grip
  - Nocking the arrow
  - Setting the hook
  - Raising the unit
  - Draw
  - Anchor
  - Aim
  - Release
  - Follow through
- Shoot a 3-shot group at 10 yards (7" or less)
- Demonstrate your ability to move the group to the aiming point
- Shoot 5 arrows at each of the following distances and record your score
  (Standard at the discretion of the instructor. If available, use a standard 40 cm.(16") target, 9 point bull.)

<table>
<thead>
<tr>
<th>Distance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 yards</td>
<td></td>
</tr>
<tr>
<td>15 yards</td>
<td></td>
</tr>
<tr>
<td>20 yards</td>
<td></td>
</tr>
<tr>
<td>25 yards</td>
<td></td>
</tr>
</tbody>
</table>
**Hunting - Ideas for Review & Evaluation**

- Demonstrate your knowledge of hunting safety, including:
  - Basic firearm safety
  - Muzzle control in the field
  - Target identification
  - Equipment safety and handling
  - Zone of fire
  - Blaze orange
  - Planning a safe hunt
- Discuss the history of hunting and why people hunt today
- Discuss some of the concerns you have heard about hunting and your response.
- Demonstrate your knowledge of the basic wildlife management principles, including:
  - Necessary habitat components
  - Carrying capacity
  - Predator and prey relationships
  - The role of hunting regulations in management of wildlife populations
- Discuss the following of several species of game in your area, using the current Indiana Hunting Regulations (www.dnr.state.in.us/fishwild/hunttrap.htm):
  - Open seasons
  - Bag limits
  - Licenses required
  - Lawful methods of taking
  - Unlawful methods of taking
- Demonstrate your knowledge of one, or more, of the following hunting arms and ammunition:
  - Archery
  - Handguns
  - Rifles (small bore, highpower, and blackpowder)
  - Shotguns
- Demonstrate your knowledge of proper field care of game

Used with permission from:
Virginia 4-H
Virginia Cooperative Extension Virginia Tech and Virginia State Universities
Website: www.ext.vt.edu/resources/4h/environment/shootinged/
**Muzzleloading - Ideas for Review & Evaluation**

- Demonstrate your knowledge of muzzleloader safety, include:
  - The three basic rules of gun safety
  - Range rules
  - Equipment
  - Loading and firing procedures
  - Use of appropriate ammunition
  - Range operations
  - Eye and ear protection
  - Zone of fire and direction
  - Targets and target identification

- Demonstrate your knowledge of muzzleloader equipment, including:
  - Muzzleloader types
  - Parts of the muzzleloader
  - Propellant materials
  - Projectiles
  - Muzzleloader accessories

- Demonstrate the proper steps in loading and firing a muzzleloader

- Shoot a 3-shot group (standard set by instructor)

- Shoot a 3-shot group by moving the group to the aiming point (reworded from VA)

- Load and Shoot 10 and record your score
  (Standard at the discretion of the instructor.)

<table>
<thead>
<tr>
<th>Shot</th>
<th>Distance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>_____ of a perfect _____</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>_____ of a perfect _____</td>
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<tr>
<td>3</td>
<td></td>
<td>_____ of a perfect _____</td>
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<tr>
<td>4</td>
<td></td>
<td>_____ of a perfect _____</td>
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<td>5</td>
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<td>_____ of a perfect _____</td>
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<td>6</td>
<td></td>
<td>_____ of a perfect _____</td>
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<td>_____ of a perfect _____</td>
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<tr>
<td>10</td>
<td></td>
<td>_____ of a perfect _____</td>
</tr>
</tbody>
</table>
**Pistol - Ideas for Review & Evaluation**

- Demonstrate your knowledge of pistol safety, include:
  - The three basic rules of gun safety
  - Range rules
  - Equipment
  - Use of appropriate ammunition
  - Range operations
  - Eye and ear protection

- Demonstrate your knowledge of pistol equipment, including:
  - Pistol types
  - Parts of the pistol
  - Ammunition (types, components, function)
  - Pistol operation

- Demonstrate proper pistol shooting form, including:
  - Eye dominance
  - Stance (one handed and two handed)
  - Shooting positions
  - Sight alignment/sight picture
  - Trigger control
  - Follow through

- Shoot a tight group in the bench position of one, or more, of the following:
  (Standard set by instructor)

<table>
<thead>
<tr>
<th>Supported position</th>
<th>Two-handed position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air pistol at 10 meters</td>
<td>Air pistol at 10 meters</td>
</tr>
<tr>
<td>22 pistol at 50 or 75 feet</td>
<td>22 pistol at 50 or 75 feet</td>
</tr>
</tbody>
</table>

- Shoot 10 shots with one or more of the following rifles and record your score
  (Standard at the discretion of the instructor. Air Pistol (B-40 target at 10 meters) or pistol (B-2 or B-3 at 50 feet or B-6 at 75 feet)

<table>
<thead>
<tr>
<th>Shot</th>
<th>Distance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
</tr>
<tr>
<td>2</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
</tr>
<tr>
<td>3</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
</tr>
<tr>
<td>4</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
</tr>
<tr>
<td>5</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
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<tr>
<td>6</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
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<tr>
<td>7</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
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<tr>
<td>8</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
</tr>
<tr>
<td>9</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
</tr>
<tr>
<td>10</td>
<td>Distance</td>
<td>_____ of a perfect _____</td>
</tr>
</tbody>
</table>
Rifle - Ideas for Review & Evaluation

- Demonstrate you knowledge of rifle safety, include:
  - The three basic rules of gun safety
  - Range rules
  - Equipment
  - Use of appropriate ammunition
  - Range operations
  - Eye and ear protection

- Demonstrate your knowledge of rifle equipment, including:
  - Rifle types
  - Parts of the rifle
  - Ammunition (types, components, function)
  - Rifle operation

- Demonstrate proper rifle shooting form, including:
  - Eye dominance
  - Bench position
  - Shooting positions
  - Use of the sling
  - Sight alignment/sight picture
  - Trigger control
  - Follow through

- Shoot a tight group in the bench position of one, or more, of the following:
  - Air rifle - 10 meters
  - 22 rifle - 50 meters

- Shoot 10 shots with one or more of the following rifles and record your score
  (Standard at the discretion of the instructor. Air Rifle (AR-5 at 10 meters); 22 rifle (A-17 or A-36 at 50 feet or A-23 at 50 yards)

<table>
<thead>
<tr>
<th>Shot</th>
<th>Distance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>___ of a perfect</td>
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<tr>
<td>2</td>
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<td>___ of a perfect</td>
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<td>___ of a perfect</td>
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<tr>
<td>10</td>
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<td>___ of a perfect</td>
</tr>
</tbody>
</table>

Used with permission from:
Virginia 4-H
Virginia Cooperative Extension
Virginia Tech and Virginia State Universities
Website:
www.ext.vt.edu/resources/4h/environment/shooting/
**Shotgun - Ideas for Review & Evaluation**

- Demonstrate you knowledge of shotgun safety, include:
  - The three basic rules of gun safety
  - Range rules
  - Equipment
  - Use of appropriate ammunition
  - Range operations
  - Eye and ear protection

- Demonstrate your knowledge of shotgun equipment, including:
  - Shotgun types
  - Parts of the shotgun
  - Bore sizes
  - Choke
  - Action types
  - Ammunition (5 basic parts of a shell and how a shell works)
  - Shotgun operation

- Demonstrate proper shotgun shooting form, including:
  - Eye dominance
  - Stance
  - Gun ready position
  - Mounting the shotgun
  - Swing to the target
  - Trigger pull
  - Follow through

- Shoot a series of moving clay targets (difficulty level at the discretion of the coach and determined by the age and experience of the shooter)

- Demonstrate your ability to properly care for your shotgun, including:
  - Cleaning
  - Storage
  - Transporting

---

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Virginia 4-H
Virginia Cooperative Extension Virginia Tech and Virginia State Universities
Website: www.ext.vt.edu/resources/4h/environment/shootinged/
Meeting Suggestions

- Have water available
- Have restrooms available
- Communications – cell phone, LMR (land mobile radio), hand radio etc.
- Information about the meeting (time, date, place) – listed with your County Extension Office, EMS, Law Enforcement (your county office may pass your meeting dates on for you)
- First aid kit and, preferably, someone trained in first aid
- Comfort kit with items such as sunscreen, insect repellent
- Incident reports – procedures and forms
- Be sure the county office has the range plan for the range you are on

A form for member information can help your discipline instructors keep track of the 4-H members and give information about how to contact them if a meeting must be canceled. Remind your instructors that this is confidential information and may not be shared.

Member Information

Name: __________________________

Address: __________________________

City/Town: __________________________

Zip code: __________________________

Phone number: __________________________

Grade in School: __________________________

Date of Birth: __________________________

How many years have you been in 4-H? __________________________

How many years have you been in Shooting Sports? __________________________

What other 4-H projects are you currently taking? __________________________

NOTE: This form is intended for use by the discipline instructor.
Club Meeting Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Place</th>
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<tbody>
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</tr>
</tbody>
</table>

Club Requirements:

1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
4. ___________________________________________
5. ___________________________________________
Safety Meeting

4-H Policy does not allow required meetings, with the exception of a safety meeting for shooting sports. You may use the following agenda or adapt it to fit your program and the disciplines that the county offers or create your own agenda.

Agenda

- Introductions
- Cardinal Rules of Shooting (3)*
- Eye and Ear Protection*
- Explanation of Range Rules and Range Commands
  - Range Officer’s word is law
  - Eye protection is required
  - Ear protection is required with firearms
  - Cease Fire – any one can call, used for unsafe behavior
- Lead*
- Behavior Expectations
  - Pay attention to instructors – active listening
  - Zero tolerance of disruptive behavior. Everyone must be able to hear and see the instructors
  - If someone does something that is deemed dangerous they may have to sit out of shooting for that night. If you repeatedly create a dangerous situation you will not be able to continue in the program.
- Other safety information that youth should have (where parents should park, site specific rules and regulations, etc.)
- Dress for: weather, some disciplines will shoot prone, no loose clothing in archery

*Note: These topics are discussed in the 4-H Shooting Sports youth manual (4-H 950). Instructors might want to assign pages 2&3 for review.

Rationale and Additional Information

Cardinal rules of shooting – these rules are the standard for safety when handling firearms and archery equipment. They are:

► Always keep the arrow or muzzle pointed in a safe direction
► Always keep your finger off the trigger until ready to shoot
► Always keep your firearm or bow unloaded until ready to use

Eye and ear protection – eye and ear protection are essential for the safety of all shooters. Eye and ear protection are mandatory for all shooters, coaches, and others on the range. The likelihood of an injury is relatively small, but the impact of such an injury could be serious. Stray or deflected pellets, target chips, gases and powder residue from shotguns and other foreign objects have the potential to damage the eyes. Wearing shooting glasses protects them. Many shooters combine their eye protection with corrective lenses or tinted lenses that increase contrast, reduce light intensity, or enhance vision in other ways.
The sound levels produced by any powder firearm can cause hearing damage. Hearing damage is usually gradual, so the shooter seldom notices the loss until it is serious. The damage is cumulative and permanent. The damage from the prolonged exposure during target shooting is a real and present threat. Inexpensive and comfortable hearing protection (plugs or muffs) are available. Some shooters use both plugs and muffs for added protection. Choose the type of protection that fits your shooting style and budget. Always wear them on the range.

Range rules and commands – give the guidelines and procedures that will be followed by everyone on the range. Range Commands will vary from discipline to discipline and range to range and. Range commands give the guidelines and procedures that will be followed by everyone on the range. It is especially important that youth understand the Cease Fire command and that any one can call a Cease Fire. The Cease Fire is used to stop unsafe behavior immediately. It is important that youth always read, understand, and follow the range commands that pertain to the range they are on.

Lead – information about the toxicity of materials youth may be handling. Avoid eating or drinking on the range. Never eat or drink until after your hands have been washed. Lead from the balls or exposed lead ammunition is of concern. Hands should always be washed after handling the 100% pure lead balls used in muzzleloaders. Lead ball should never be placed in the mouth. Percussion caps and centerfire primers are even a source of lead. The priming compound used in modern caps is lead stypynate. For this reason, care should be taken when handling caps. Lead exposure is cumulative. (Suggestion for coaches and shooters: always have anti-bacterial moist towellets available on the range so you can wipe your hands carefully once you are through shooting.)

Behavioral expectations – clear guidelines of what is appropriate behavior on the range, what will be expected, and the consequences of inappropriate behavior. Disruptive behavior will not be tolerated. Everyone must be able to hear and see the instructors at all times. Youth must use active listening skills throughout the shooting sports meetings. If anyone does something that is deemed dangerous they may have to sit out of shooting for that night. If they repeatedly create a dangerous situation they will not be able to continue in the program.

Other safety information – safety guidelines and recommendations based on the particular ranges used. This information includes safety guidelines and recommendations based on the particular ranges used. Examples: where parents should park, stand when watching shooting, when to talk to their child, etc

Dress – discussion of types of clothing that can pose safety concerns. Discuss the types of clothing that can pose safety concerns (e.g. no loose clothing in archery). This discussion may also include information about appropriate clothing for different weather and shooting situations (e.g., some disciplines will shoot prone).
4-H Shooting Sports Safety Quiz

Complete the 3 Cardinal Rules of Shooting rules:

Always keep the arrow or muzzle pointed ________________________________.

Always keep your finger _________________________________ until ready to shoot.

Always keep your firearm or bow _____________________________ until ready to use.

1. Wearing shooting glasses protects your eyes from ___________________________.

2. Ear plugs and muffs protect your ears from ______________________________.

3. Are Range Rules the same for all ranges? (circle one)    YES   NO

4. What do you do when someone calls “Cease Fire?”

5. Is lead a concern in the 4-H Shooting Sports discipline that you signed up for? (circle)
   Yes    NO

6. What must you do after handling lead?

8. Why is active listening especially important for 4-H members taking shooting sports?

Name: ____________________________
4-H Shooting Sports Safety Quiz

Note: youth do not need to answer exactly as given below but they should have the general idea.

1. List the 3 Cardinal Rules of Shooting:
   - Always keep the arrow or muzzle pointed in a safe direction.
   - Always keep your finger off the trigger until ready to shoot.
   - Always keep your firearm or bow unloaded until ready to use.

2. Wearing shooting glasses protects your eyes from – There are many correct answers, including: stray or deflected pellets, target chips, gases and powder residue from shotguns and other foreign objects.

3. Ear plugs and muff protects your ears from _____ loud noises from firearms _______.

4. Are Range Rules the same for all ranges? (circle one) YES - the correct answer is NO

5. What do you do when someone calls “Cease Fire?”
   - Stop whatever you are doing and wait for instructions from the Range Officer.

6. Is lead a concern in the 4-H Shooting Sports discipline that you signed up for? (circle)
   - Yes     NO
   - The correct answer will depend on the discipline. Lead is not a concern for archery but is a concern (to varying degrees) for the other disciplines.

7. What must you do after handling lead?
   - Wash your hands.

8. Why is active listening especially important for 4-H members taking shooting sports?
   - So that you, other youth, and the adults can stay safe. (They might also say – to hear all the rules, to pay attention, because shooting equipment can be dangerous, etc.)
The Round Robin

Many county instructor teams like to have a round robin to introduce 4-H members to the variety of instructors and disciplines that are offered in their county. You can have them change disciplines at each meeting or have them attend the same discipline for two meetings.

An example from a county with a large enrollment and offering all 5 shooting sports disciplines is given below. The youth are divided into five groups and attend each discipline for two weeks. This works especially well when all the groups are able to meet at one place. In the example the club meets at the county fairgrounds and holds a general 4-H shooting sports education meeting before breaking into disciplines.

<table>
<thead>
<tr>
<th>Date</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 4</td>
<td>Archery</td>
<td>Hunting/Wildlife</td>
<td>Muzzleloading</td>
<td>Pistol</td>
<td>Rifle</td>
<td>Shotgun</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Archery</td>
<td>Hunting/Wildlife</td>
<td>Muzzleloading</td>
<td>Pistol</td>
<td>Rifle</td>
<td>Shotgun</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Hunting/Wildlife</td>
<td>Muzzleloading</td>
<td>Pistol</td>
<td>Rifle</td>
<td>Shotgun</td>
<td>Archery</td>
</tr>
<tr>
<td>March 4</td>
<td>Hunting/Wildlife</td>
<td>Muzzleloading</td>
<td>Pistol</td>
<td>Rifle</td>
<td>Shotgun</td>
<td>Archery</td>
</tr>
<tr>
<td>March 25</td>
<td>Muzzleloading</td>
<td>Pistol</td>
<td>Rifle</td>
<td>Shotgun</td>
<td>Archery</td>
<td>Hunting/Wildlife</td>
</tr>
<tr>
<td>April 1</td>
<td>Muzzleloading</td>
<td>Pistol</td>
<td>Rifle</td>
<td>Shotgun</td>
<td>Archery</td>
<td>Hunting/Wildlife</td>
</tr>
<tr>
<td>April 8</td>
<td>Pistol</td>
<td>Rifle</td>
<td>Shotgun</td>
<td>Archery</td>
<td>Hunting/Wildlife</td>
<td>Muzzleloading</td>
</tr>
<tr>
<td>April 15</td>
<td>Pistol</td>
<td>Rifle</td>
<td>Shotgun</td>
<td>Archery</td>
<td>Hunting/Wildlife</td>
<td>Muzzleloading</td>
</tr>
<tr>
<td>April 29</td>
<td>Rifle</td>
<td>Shotgun</td>
<td>Archery</td>
<td>Hunting/Wildlife</td>
<td>Muzzleloading</td>
<td>Pistol</td>
</tr>
<tr>
<td>May 6</td>
<td>Rifle</td>
<td>Shotgun</td>
<td>Archery</td>
<td>Hunting/Wildlife</td>
<td>Muzzleloading</td>
<td>Pistol</td>
</tr>
<tr>
<td></td>
<td>Shotgun</td>
<td>Archery</td>
<td>Hunting/Wildlife</td>
<td>Muzzleloading</td>
<td>Pistol</td>
<td>Rifle</td>
</tr>
</tbody>
</table>

Notes:
- The disciplines that your county offers will depend, of course, on your certified instructors.
- If your instructors are not able to meet at the same time or place it will make it much more difficult for parents to get the 4-Hers to the various meetings (and remember where they are supposed to be!)

Dubois County example: meetings every Thursday
6:30 - 7pm, general meeting, guest speakers, activities, etc.
7-9 pm, round robin of disciplines
Resources
4-H Opportunities

RoundUp
Career Exploration on the Purdue University campus for Middle School aged youth. Late June each year. Ask your County Extension Educator for more information.

Scholarships
Each year the 4-H Foundation gives over $100,000 in college scholarships to eligible 4-H members. Ask your County Extension Educator for more information.

Science Workshops For High School Students

Aerospace Science: Build model rockets and planes, take a ride in a small airplane, and talk to an astronaut by phone as you learn about the principles of flight and career opportunities.

Ambassador: Learn to be a spokesperson for your local 4-H Youth Program through news writing, public presentations and radio. A special track will be available for youth interested in promoting 4-H Shooting Sports.

Animal Science: Join us for hands-on learning experiences dealing with the science of aquaculture, beef, dairy cows, goats, horses, poultry, rabbits, sheep, swine, Veterinary Science, and other animal species. Visit with Purdue University faculty about educational and career opportunities. (Individual workshops are limited to 40 participants. If more than 40 applications are received, participants will be selected based on representing a variety of counties and date of application receipt.)

Computer Science: Choose one of the following: FLASH (Add action to your homepage) or 3-D Modeling (Turn flat, boring graphics into 3-D images that appear to jump off the screen).

Engineering Science: Investigate Agricultural & Biological Engineering, Civil Engineering, and Electrical Engineering. Your team will design, build, and compete with other teams in a mousetrap-powered vehicle race. Tour the engine plant of Caterpillar, Inc., and spend time with Purdue faculty.

Entomology: Learn all about insects from Purdue Entomologists in the classroom, the laboratory, and in the field.

Food Science and Nutrition: Explore career possibilities in Food Science; Nutrition Science; Nutrition, Fitness and Health; Foods and Nutrition in Business; and Dietetics.

Mission to Mars: A new workshop to introduce students to the complex issues of traveling to and living on Mars. Hands-on activities are based on current research being done at the NASA. Students will learn about plant growth, ecosystems, recycling, food production, and Mars habitats. For example, students will participate in activities to learn how to clean grey water or to investigate how much ‘stuff’ you will really be able to carry on your trip to Mars.

Plant Science: Participants will engage in classroom, lab, and outdoor fun. Hands-on activities include topics such as plant propagation methods, grafting, flower arranging, fruit/vegetable/ornamental crops, forestry, soil science, and genetics. Scholarships for youth and teachers are available.

For an application and information, contact your county Extension 4-H Youth Educator.
Characteristics of Youth: Ages & Stages

Effective youth instructors understand that youth have very different abilities and interests. The publication, *Ages and Stages of Child and Youth Development, A Guide for 4-H Volunteers* (NCR 292) discusses Youth Development Stages and is an excellent guide. A few notes are given below.

Understanding the common physical, mental, social, and emotional development of youth will help you in working with the 4-H members in your club. Keep in mind that no two children develop on the same schedule and transitions are gradual. A youth may seem very responsible and mature at one meeting and may be bored and noisy at the next meeting. Accept the members at their current development stage and offer challenging opportunities to help them make the transition into the next developmental stage. You can help your club members to grow and mature and help make 4-H a rewarding and fulfilling experience.

Activities at 4-H club meetings are not always as successful as the volunteer had planned. Sometimes youth talk among themselves rather than listening to you; maybe no one came to a planned field trip; or perhaps no one would speak up to answer your questions when you were trying to involve the youth in the discussion. Inappropriate activities may occur because a volunteer is trying to teach to too broad an age range of youth so the activity is too simple for the older members, and too difficult for the younger members. Giving the older youth leadership opportunities to choose and teach the activities can help a volunteer in these instances, and this technique is often very rewarding to the 4-H members.

Youth can vary greatly in physical, mental, social, and emotional growth and interests within any age group. These differences are even more marked between age groups. The following charts may be used as a reference for general tendencies of youth at various ages. Remember these are guidelines only.

The publication *Ages and Stages of Child and Youth Development, A Guide for 4-H Volunteers* discusses the Physical Growth, Growth in Thinking, Social Growth, and Emotional Growth for youth in different stages of growth: ages 6-8, 9-11, 12-14, 15-17, and 18-19. The 4-H Shooting Sports Guidelines which is given to all new 4-H Shooting Sports Instructors at the Friday night session of the Certification Workshop, has a summarized version of this publication (page 23-27).
“Colors” Training

Many counties have done Colors training to help 4-H members learn about interacting with people who see things differently than them. This program is actually the Matrixx System® Colors training intended to help you quickly identify their own personality style and that of others. Understanding personality types helps with effective communication and building positive relationships. The Matrixx System is based on temperament theory. Temperament theory is a methodology for helping people understand human behavior. It helps people recognize, accept and learn to value the differences in others. It is a tool to increase understanding, empathy, and communication by reducing prejudice, and bigotry. Matrixx Colors training combines experience-based research with a dynamic and entertaining approach that is informative, insightful, understandable and easy to apply in everyday life. The goals of Matrixx Colors training is to help youth:

- understand and appreciate your own personality style and the styles of others,
- identify temperament of youth and/or adults and help them understand their temperament,
- communicate and interact more effectively with others based on their temperament,
- speak the language of the listener,
- listen in the language of the speaker,
- enhance the participants ability to understand how others process information, and
- improve interpersonal relationships.

“Everything that irritates us about others can lead us to an understanding of ourselves.” Carl Jung

Talk to your county educator if you are interested in offering this program to 4-H members. There is a charge of about $5/participant for the materials.
Competition Opportunities

Indiana introduced the 4-H Shooting Sports program in 1983. A decision was made at that time that the program would not offer competitive events. This policy was adopted to assure that volunteer instructors would focus on education and inclusion – helping all youth learn to appreciate and improve their shooting sports skills. Consequently, there is no competitive 4-H shooting contest in Indiana. Youth can compete with educational exhibits (posters, projects, and hand-made items) at county and (if chosen) the state fair. There are a few competitive 4-H events sponsored by a county or national 4-H which are available to Indiana youth. If a 4-H shooting sports club attends these events they must follow all the usual 4-H club field trip requirements: the event must be on the county extension calendar, follow transportation guidelines, etc. Youth attending non 4-H events should be transported and registered by their parents and not a volunteer shooting sports instructor. Non 4-H events may not be attended as a 4-H club activity.

The following competitive events have been held for many years. Current information about these (and any new competitive events) is available at the Indiana 4-H shooting sports website.

Randolph County Extravaganza (4-H)
Randolph County offers a shooting “Extravangaza” each June. The event includes a round robin of Archery, Muzzleloader, Rifle, Shotgun, Pistols, and Fishing. Youth compete in age groups - 13 and under, 14 and older. Pre-registration is required. Information is sent to county Extension Educators in April or May each year.

National Invitational (4-H)
The National 4-H Shooting Sports committee and Missouri 4-H began hosting a National 4-H Shooting Sports Invitational in Columbia, Missouri in 2005 and expects to continue this activity. In 2005 the guidelines were: participants must be 4-H members, aged 14-19, and pay all costs: transportation, food, lodging, and a $60 participant fee (per participant). Teams of three or four youth or individuals can attend. Individuals and teams must have a parent or a certified instructor with parental permission who is willing and able to travel with them. The adult(s) will also need to pay the necessary fees. Each state can send a total of 36 youth. Teams and individuals must choose a discipline to compete in.

USA Passport Qualification Program (not 4-H)
The National Governing Body for the Olympic Shooting Sports, www.usashooting.com/, sponsors the USA Passport Qualification program and other youth programs.

Youth Hunter Education Challenge (YHEC, not a 4-H event)
YHEC is a program in outdoor skills and safety training for young hunters and is sponsored by the NRA (see www.nrahq.org/hunting/youthed.asp). Participants get hands-on training in eight skill areas, giving them expertise in all methods of take and all types of game. Indiana has offered in late September at Friendship but may be moving the event to June in 2007, to be held in conjunction with NMLRA (see below). Specific information is available at www.ffni.com/~mike.maddox/.
NMLRA Invitational (not 4-H)
This The National Muzzle Loading Rifle Association, located in Friendship, Indiana, invites 4-H shooting sports members from across the country to the National Championship Matches. There is a registration fee and youth should be accompanied by a parent. This event is muzzleloading only but ALL 4-H members are welcome to compete. Guns are available if youth don't have one already. All participants will receive a special patch. Call Joyce Vogel at (800) 745-1493 for more information.

NRA Summit (not 4-H)
The National Rifle Association’s Youth Education Summit (YES) program hosts a group of outstanding high school sophomores and juniors from across the United States for a weeklong educational experience in Washington, D.C. The Youth Education Summit is an expense-paid, seven-day event designed to encourage America’s youth to become active and knowledgeable U.S. citizens. YES is an intensive educational experience that allows students to learn the significance of the Constitution and the Bill of Rights, to develop an understanding of federal government, and see the importance of active participation in civic affairs - all while in the nation’s capital. This event is usually held the third week in June and the application deadline is generally April 1. Youth may call 1-800-672-3888, ext. 1353 for an application or download the application from www.nrafoundation.org/friends/yes.

Scholastic Clay Target Program (not 4-H)
The Scholastic Clay Target Program provides school-age participants in grades 12 and under with the opportunity to showcase their competitive shooting skills and earn state and national recognition. The program is designed to instill in participants safe firearms handling, commitment, responsibility, leadership and teamwork. The Scholastic Clay Target Program is a cooperative effort between the National Shooting Sports Foundation (NSSF), the firearms industry's largest and most diverse trade association with 2,200 members, and the governing bodies for trapshooting, skeetshooting and sporting clays shooting - the Amateur Trapshooting Association (ATA), the National Skeet Shooting Association (NSSA) and the National Sporting Clays Association (NSCA), respectively. See www.nssf.org/SCTP/about.cfm for more information.

USA Shooting (not 4-H)
USA Shooting was chartered by the United States Olympic Committee as the National Governing Body for the sport of shooting in April 1995. It is USA Shooting's mission to prepare American athletes to win Olympic medals, promote the shooting sports throughout the U.S., and govern the conduct of international shooting in the country. The organization implements and manages development programs and sanctions events at the local, state, regional, and national levels. They sponsor the USA Passport Qualification program and other youth programs. See www.usashooting.org for more information.
Determining Eye Dominance
(Adapted from the article from the National 4-H Shooting Sports Instructor manuals)

Most people have a dominant eye, just as they have a dominant hand or foot. When a person looks at an object with both eyes, the dominant eye aligns directly with the object unless an obstruction interferes with a clear line of sight. Under normal conditions, when a finger is pointed at an object, or two or more objects are aligned visually, the dominant eye determines the alignment. Just as some people are truly ambidextrous, a very small number of people have indeterminate eye dominance. The majority, however, have a dominant eye. In most cases eye dominance and hand dominance are on the same side, but many people are cross-dominant. That is, their handedness and eyedness are on opposite sides.

Humans have binocular vision—they get slightly different images from each eye and blend them in the brain to yield one image and a sense of depth or distance. With both eyes open, you have a wider field of vision with more peripheral vision and better motion detection. In short, you simply see better when both eyes are used. Experience shows that shooting skills are learned more easily and often better developed when a shooter learns from the dominant eye side. Where eyedness and handedness are on the same side, new shooters easily use the dominant side. Cross-dominant shooters have a greater challenge, but they do better when they learn to shoot with the dominant eye.

Some shooters, particularly those with successful experience in shooting with the non-dominant eye, are reluctant to switch. The switching process usually involves a brief period of reduced success and frustration, followed by improved skill levels beyond their original level. Some experienced shooters have learned to shoot one-eyed closing the dominant eye or obstructing it with a shield, blinder, spot of tape or a small object on the lens of the shooting glasses. Others have learned to override their dominant eye through practiced concentration or to compensate in some other fashion. Fewer than 1 percent of all shooters must shoot one-eyed because of dominance switching. In most cases, the shooter learns to use both eyes and shoot from the dominant-eye side. Learning one-eyed or with the dominant eye obstructed or closed increases stress and fatigue, and reduces concentration and quickness. Results indicate reduced performance levels, increased frustration for the shooter and slower learning. Learning to shoot well is a challenge. You need every advantage to meet that challenge effectively. Learning from the dominant-eye side is a major advantage.

How to Determine Eye Dominance

Four basic methods for determining eye dominance are described. Those that provide a check for "cheating" are more effective in an instructional setting. Regardless of the method selected, the exercise should be repeated several times. Instructors should remain alert for eye-dominance related problems with shooting performance.

Coach-pupil Method

Shooters should get into coach-pupil pairs, standing several arm-lengths apart and facing each other squarely. The "pupil" should place one thumb over the other, then cross the fingers of the top hand over those of the bottom one. This leaves a small, triangular opening. Raise the hands, keeping both eyes open, and center the "coach's" nose in the triangular opening. Then the "pupil" should bring his or her hands slowly back to the face, keeping the "coach's nose" in the opening. The hands should come to the dominant eye. Coaches must watch closely for wavering between the eyes, an indication of "cheating" or forcing the hands to a
predetermined eye. The exercise should be repeated several times to confirm the original results with both partners checking their eye dominance.

Option: Shooters could cup their hands together, leaving small openings between the bases of the little fingers and the thumbs. A card or a sheet of notebook paper with a small hole centered in it could also be used.

**Distant-object Method**

Use any of the methods of making an aiming device outlined above. Center a distance object in the opening. Make sure both eyes stay open and face the object squarely. Without losing sight of the opening, bring the hands, card or paper to the face. The aiming device will come to the dominant eye.

**Finger-point Method**

With a pointing method, a distant object or a partner is used. The finger is pointed naturally at the object with both eyes open and the face square to the object. The eyes are covered or closed alternately. When the dominant eye is closed or covered the finger appears to jump away from the original location.

**Tube Methods**

Kaleidoscopes, toilet paper tubes and similar objects can be used with many young people to determine eye dominance. When the person is not aware of being tested for eye dominance, the tube will almost always be brought to the dominant eye. This also occurs with spotting scopes, telescopes and similar tools where one-eyed viewing is needed.

**Troubleshooting for Coaches and Instructors**

Some shooters will bring the opening back to their own noses because they are looking at the paper or their hands rather than at the target. Those who use the finger-point method will see two fingers if they focus on their hand rather than on the target. If inconclusive results are obtained, try another method. Make note of that shooter, however, and watch for evidence of switching dominance in the act of shooting. Consistently missing to one side of the target usually indicates an eye-dominance related problem.

**A Note of Caution**

Vision problems can have a serious impact on shooting ability. Often they go undetected by the shooter or those around them. Unless you are an ophthalmologist or optometrist, avoid "diagnosing" vision problems, but be aware of the types of problems a shooter with vision problems may face. Discuss any potential problems you observe with the shooter and his or her parents. Like teachers who notice reading problems or other vision related difficulties, the shooter instructor may notice things that even the shooter misses.

**Eye Protection**

Be sure that all shooters are wearing adequate eye protection while they are on or near the firing line. We recommend the use of shooting glasses for all shooters, including archers. Eyes are precious and vision is vital to shooting. Let's do our part in protecting them.
Experiential Learning

Experiential learning distinguishes 4-H youth development education from many formal educational methods. Activities are designed so youth experience a learning activity, reflect on what they did (explore the meaning of the activity), generalize what they learned (to test the 4-H members comprehension and appreciation of the activity), and then think about how they can apply what they learned to other situations (generalize). You can help guide youth as they explore each activity by discussing statements and questions that address these areas (Experience, Share, Process, Generalize, and Apply). Below are some suggested questions you might ask youth to help them with each step.

**Experience** an activity.
- Do it!
- Any shooting sports activity that you do with the 4-H youth qualifies as the "experience."

**Share** what you did, what you learned, and what you liked (or didn’t like) about the activity.
- What did you learn to do today?
- What was the goal of this activity?
- Were you surprised about.... (how easy, how difficult, how fun, etc.) this activity was?
- How could you practice what you learned at home?
- How would you explain what you did today to your friend or parents?

**Process** the activity. Discuss what was most important about the activity.
- What do you think was the most important part of this activity?
- What life skill did you learn when doing this activity?

**Generalize,** to your own, every day experiences.
- How could you use what you learned today?
- How can this activity help you become a better shooter (or citizen or hunter)?

**Apply,** share how you will use what was learned (activity and/or life skill) in other parts of their lives.
- What are some other areas where special safety rules and equipment are important?
- Why must safety rules be followed so carefully?
- How can participation in shooting sports and hunting lead to learning more about our natural resources?
Experiential Learning

(Excerpted and Adapted from “Experiential Learning in 4-H Project Experiences 4-H Volunteer Leaders' Series.” University of Arkansas Cooperative Extension Service, Dr. Darlene Z. Baker. You may view the entire document at: http://publications.uaex.edu/. Search using the word – “experiential.”)

The 4-H program has adopted a process that allows youth to first learn by doing before being told or shown how and then process the experience.
► Participants **experience** the activity - perform or do it.
► Participants **share** the experience by describing what happened.
► Participants **process** the experience to determine what was most important and identify common themes.
► Participants **generalize** from the experience and relate it to their daily lives.
► Participants **apply** what they learned to a new situation.

The advantages of using the experiential learning process in group settings include:

- The helper quickly assesses youth's knowledge of the subject.
- The helper builds on the youth's experience or knowledge.
- The helper is a coach rather than an up-front teacher.
- The youth relate the experience to their own lives and experiences.
- Helpers may use a variety of methods to involve the youth in the experience.
- Youth with many different learning styles can be successful.
- Discussions move from the concrete to the abstract and analytical.
- Youth are stimulated to learn through discovery and to draw meaning from the experience.
- Helper and participant learn together in a cooperative way, rather than in a teacher-student relationship.
- Youth work together, share information, provide explanations and evaluate themselves and others.

Youth take responsibility for their own learning.
Elementary School Children

Children undergo important developmental changes during their elementary school years. Their reasoning becomes more logical, their attention gets more adaptable, their perspective taking grows more sophisticated, and their reading and math skills blossom. These children begin spending more time outside the home and with other children and adults. Family involvement is critical for elementary-school-age children’s learning and development.

Middle and High School Students

To be successful in school and in life, adolescents need trusting and caring relationships. They also need opportunities to form their own identities, engage in autonomous self-expression, and take part in challenging experiences that will develop their competence and self-esteem. Adolescents desire autonomy, independence, and time with peers, but at the same time, they continue to rely on guidance from parents and other adults.
How Do Questions Enhance Performance?
(By Paul M. Whitworth, NRA Shooting Update, Summer, '96)

What's a great tool for motivating and enhancing learning and performance? Answer Questions! Questions create interest, and stimulate thinking and discussion. When well-asked, they focus attention, check for understanding, and facilitate review. Questions enable participants to use information they have acquired and to receive feedback. Increased use of questions increases participant involvement, and thus, achievement.

Questions serve as icebreakers during introductions. Pair up participants and ask them to interview each other for information such as: participant's name, fishing experience, reason(s) for attending a course, and desired training outcome(s). Subsequent introductions of partners to the group enable attendees to recognize shared backgrounds and experiences. Participants express interests, desired training outcomes, and hesitations or concerns, which the instructor can later reference to minimize resistance to training, generate interest, and increase motivation.

Questions must be clearly and concisely worded. Questions should be asked of an entire group. Then, after a short pause, the instructor can direct the question to an individual.

Participants should be given three to seven seconds of "think time." More time may be given if the individual appears to be developing a response. If a response is not forthcoming, the instructor can redirect the question, or restate it.

When asking questions, follow the acronym APPLE:

- A - Ask the question of the group
- P - Pose the question to an individual
- P - Pause for participant "think time" (three - seven seconds)
- L - Listen to the response
- E - Evaluate the response.

Questions may be closed-ended or open-ended. Closed-ended questions seek a specific, often detailed answer, or a yes or no response. Closed-ended questions limit discussion, and may be used to review, to check for understanding, and to focus or speed discussion. An example of a closed-ended question is: "Can the safety mechanism of a firearm fail?"

Open-ended questions are used to develop discussion and draw out opinions and feelings. Open-ended questions require active thought and promote follow-up questions and discussion. Open-ended questions generally use who, what, when, where, why and how, and allow a variety of responses. An example of an open-ended question is: "How do safe gun handling rules prevent accidents?"

When developing questions, use: "how" and "when" to solicit specifics. Use "what" to gain facts or opinions. "Who" and "where" generate sources. "Why" seeks a cause.

Instructors can increase participation by using open-ended questions, redirecting questions for others to answer and relaying additional questions. Relaying and redirecting questions solicits opinions, and avoids instructor provided answers and opinions. Open-ended questions are also useful in partyline questioning, in which a question leads to an answer that generates another question.
"Overhead" questions are issued to the group, while directed questions are asked of an individual. Addressing questions to the group keeps all individuals involved. Overhead questions are used to introduce topics, generate discussion, and encourage participation. Directed questions are useful to involve non-talkative individuals, stop side conversations, avoid participants who dominate discussion, and acknowledge individuals who have the answer. Always spread questions equally among the participants.

A check for understanding requires participants to explain, practice and apply new material. Checks for understanding may consist of overhead questions requiring responses by all, a few learners, or an individual (with written or oral responses that the instructor checks privately).

Practical exercises offer excellent opportunities to check for understanding. As an example, many participants recite the correct answer to: "What is a correct sight picture?" However, they may lack understanding. A better check for participants' understanding is to ask: "What does your sight picture look like?" and "Which element is in sharp focus?" Then have them draw a picture of what they observe. Asking participants questions while they perform significantly increases learning, because participants retain 90 percent of what they say and do.

Questions about muscular effort, force, movement, and technique promote kinesthetic awareness of physical efforts and skills, such as for building a shooting position or firing the shot. When shooters perform correctly, resulting in a good shot, ask them to explain how they executed the correct performance and what it felt like. Using their own words allows shooters to reinforce correct performance in a meaningful way.

Initial questions on specifics (e.g., What are the three major parts of a rifle?), when answered successfully, increase student confidence. As discussion continues, relationships may be explored requiring participants to analyze, judge, and compare or contrast options. Higher level questions may follow requiring explanation and justification of answers. Examples of higher level questions are: "Why is the revolver not classified as a semiautomatic?" and "What do the shooting sports mean to you?"

Questions are used throughout training. Effective instructors use questions to promote active learning and to provide feedback. Questions are invaluable for more meaningful training and learning.
Meeting Activities

The following activities have been submitted by volunteer leaders and youth and are available at the Indiana 4-H Shooting Sports Instructor website, www.four-h.purdue.edu/shooting_sports/. Please encourage youth and adults in your counties to add to these.

Suggestions for teaching youth about kill zones:

1. Set up a 2-D or 3-D target
2. Have the youth distribute themselves around the target and take turns showing where to aim to hit the kill zone. You can let them use a laser pointer or flashlight to indicate where they would aim. (Note: you need front, side, back - strait on and above shots of deer to show where to aim.)
3. Ask them to explain why they place the shot where they do. Discuss proper shot placement.

Obstacle Course

Check that your 4-H members understand safe firearm and bow handling in the field with this fun activity:

1. Set up or mark an obstacle course containing any of the following obstacles, and others you (or your older members) can think of:
   - fence (different heights, if possible)
   - gate
   - stream
   - companions (one walking on the right, one on the left, and one on each side)
2. Have each 4-Her walk through the course, carrying their firearm or bow properly. Let the other 4-H members critique how well the youth did. Discuss this positively and explain that you expect each member to do even better, as they watch and learn from the members who have completed the course.

Note: Older youth can be very helpful in setting up the course and thinking of obstacles. You might prefer to work with the older youth to make sure that they understand safe gun (and bow) handling over each obstacle and then let them walk the course with the younger 4-Her for a 1-1 teacher:student ratio. After all the youth have walked the course, bring them together to discuss what they learned, what problems they had or could imagine.

Making Animal Tracks

Making plaster casts is fun, interesting, and educational. Casts are easy to make and can be used as teaching aids or display items. Plaster casts are made of specimens you can not bring home, such as animal tracks.

Steps to making your cast:

1. Locate the specimen you want to use.
2. Make a form by joining cardboard strips to surround the specimen. The strips can be joined with paper clips. Use a paper clip to join the ends of the form. Place your form around your specimen. If there is soil around the specimen gently press the form into the soil to create a dam.
3. Pour enough Plaster of Paris into the mixing cup to fill your form to a depth of about one inch. Add water to the plaster, a small amount at a time, and stir with a stick or spoon until the plaster is smooth, thickened and will pour slowly - about the consistency of pancake batter.

4. Pour plaster into the form to the depth of approximately three-quarters to one inch. If you are making a cast of a track in sand or loose soil, pour the mixture down the stirring stick to avoid damaging the specimen. Fill the form nearly to the top to make a stronger cast.

5. Leave the plaster overnight, or longer, if the weather and time permits. Once the plaster has set carefully lift the cast off the specimen. A knife blade or spatula can be helpful in lifting the cast. Brush the excess soil or debris away after the cast is thoroughly dry.

6. Dry the plaster mold completely. In the middle of the summer it can be baked in the sun for two or three days. In the winter it may be dried in a slightly heated oven (approximately 100 °F for approximately one full day, twenty-four (24) hours).

Materials Checklist

- Plaster of Paris
- Form - made from the strips of a cardboard milk carton or similar material, cut about 3/4 to 1 inch wide and up to 1 foot long
- One of the following lubricants: Vaseline, kitchen oil or grease, petroleum jelly, shortening
- Mixing cup and stick or spoon for mixing the Plaster of Paris (Plastic containers are desirable because hardened plaster can be easily removed from them by flexing the plastic and the container may be used again.)
- 2 strips of cardboard (a milk carton works well - or plastic strips from a milk jug)

Blood Trail
The purpose of this exercise is to familiarize the members in tracking wounded game by using a blood trail. In a squirt bottle, mix up equal parts of water and milk. Add enough red food coloring to make the milky water dark red (to the color of blood). In a wooded area, create a trail using the “blood” that a game animal would follow. Break branches and create areas of matting down to help the trail be more visible and more natural. Whenever the animal could exert itself, for instance jumping over a fence, make sure to increase the amount of blood in that area. Take each member through the blood trail and help the younger members recognize the signs for the blood trail.

Beast Feast
Introduce 4-H members to the taste different types of game like venison, pheasant, mourning dove, rabbit, elk, and beaver with a Beast Feast. It is also a chance for members of your club meet local hunters and members of other Shooting Sports club. Contact local hunters to see if they are interested in sharing game. There are a variety of ways the game could be prepared, with a stew being the most common. It is a good idea to cook all the food over a fire so members can be exposed to Dutch oven cooking at the same time. Dutch ovens can be used to cook stew, potatoes, breads, and deserts. There are several websites and books devoted to Dutch oven cooking as well as recipes for game.
Non-Threatening, Hands-on Instruction

(adapted from material developed by Jim Peter, Dubois County CES)

A major element of shooting is stance. When working with shooters, particularly beginners, instructors frequently must use their hands to position the shooter to correct their form. Because close contact with the shooter is often essential for effective instruction, the instructor must be careful to avoid any action that could appear improper or cause the student anxiety. A few simple actions can ensure a working relationship between instructor or coach and student without any question of anxiety or impropriety.

Respectful, non-threatening treatment of shooters begins with demonstration. Ask a junior volunteer or parent assistant to help demonstrate how instructors will work with shooters to correct their posture or position. It is best to discuss and demonstrate how you will reposition shooters at your first meeting and while parents are present. Shooter anxiety levels will be reduced when they know what part of their body is not in the correct stance and how you will be moving it. Remember IRS:

1) **Inform**: Tell the shooter what you are about to do (such as “I am going to reposition your right arm, push your torso forward, raise an elbow, reposition a hand, turn your hips, etc.”). This reduces the shooters anxiety because they know what you are doing.

2) **Rigid fingers**: Hold your hands relatively rigid with fingers and thumb straight. Except in an unsafe situation where immediate and decisive action is required, it is seldom necessary to "grab" a student or the firearm. Pressure from the palms of flattened hands (fingers not curled) can accomplish most repositioning necessary.

3) **Stance**: Move the student into the correct position and ask them if they can feel the difference. Does the new position feel more comfortable?

The student may need to try the new position for awhile until they feel comfortable with it. Don’t be surprised if they lapse into old habits - it takes time to develop new habits.
Participation of Fathers

Depending on Dad: Father’s Involvement Pays Off

A federal study has shown that children do better in school when their fathers are involved in their schools. This result is seen whether or not dads live with their children as long as their mothers are involved in their education. The study provides data from the National Center for Education Statistic's 1996 National Household Education Survey of the parents of 16,910 kindergarten through 12th graders. It is one of the first bodies of research that examines the individual contributions of mothers and fathers in their children's education.

"This study provides hard evidence about the powerful and positive influence that parents can have as full and equal partners when they make the commitment to help their children get a good education," said Vice President Gore. "Fathers matter a great deal when it comes to helping their children succeed in school and this study should encourage millions of American fathers to step up to the plate and make a difference in their children's education."

According to "Fathers' Involvement in Their Children's Schools," children whose dads are involved in school are more likely to get mostly A's. However, the study found that in two-parent families, fathers are less likely than mothers to be very involved in their children's schools: The proportion of children with highly involved fathers (27%) is about half the proportion of those with highly involved mothers (56%).

Other findings:

- Mothers and fathers are most likely to get involved in their children's schools if the schools welcome parental involvement and make it easy for parents to be involved;
- Fathers of more than half of the K-12 children participate at their children's school at a moderate (two activities per year) or high (three or more activities per year) level;
- Children living in two-parent families are more likely to get mostly A's, regardless of the level of the mothers' involvement. Children who live in single-parent families headed by fathers are twice as likely to get mostly A’s if their fathers are highly involved at school, compared with those whose fathers have little involvement;
- In single-parent families, children living with single fathers or single mothers are about equally likely to have highly involved parents -- 46% and 49% respectively; and
- Families with high parental involvement in their children's schools are more likely to visit a library, museum or historical site with their children, and are more likely to have high educational expectations for their children.
Publications

The Indiana 4-H Shooting Sports manual 4-H 950 is introductory. It provides a safety overview (eye and ear protection) and equipment part identification for the disciplines. It also has suggestions for projects and activities for each discipline. For additional information or a more in-depth study we recommend the following publications.

Ohio State Curriculum, www.ag.ohio-state.edu/~buckpubs/

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<tbody>
<tr>
<td>Publication Office</td>
<td>Safe Use of Guns</td>
<td>$5.00</td>
<td>4-H 630</td>
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<tr>
<td>Phone: (614) 292-1607</td>
<td>Basic Archery</td>
<td>$5.00</td>
<td>4-H 631</td>
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<td>Fax: (614) 292-1248</td>
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Archery Manufacturers and Merchants Organization, www.archery4kids.net/

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<tbody>
<tr>
<td>ABC’s of Archery</td>
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This publication is generally distributed by archery suppliers – your local archery shop can get copies. The information is also available to print off the internet at the website listed above.

NRA books – probably can get (I thought that we could no longer purchase these, but am told now that we can. I have found them to be very good for the more advanced student – one who wants to learn more and is willing to pay for them.) Need to check on availability & cost.

National Rife Association, www.nra.org

11250 Waples Mill Road
Phone: (800) 336-7402
Fairfax, VA 22030
Phone: (703) 267-1000

(Prices from 2005?)

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<td>Air Guns: A Guide to Air Pistols and Rifles</td>
<td>7.00</td>
<td>EF 09170</td>
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<tr>
<td>The Basics of Rifle Shooting.</td>
<td>6.00</td>
<td>EF 13185</td>
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<td>The Basics of Pistol Shooting</td>
<td>6.00</td>
<td>EF 13275</td>
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<td>The Muzzleloading Shotgun</td>
<td>14.00</td>
<td>EZ 14415</td>
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<td>The Muzzleloading Pistol</td>
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<td>Home Firearm Safety</td>
<td>6.00</td>
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<tr>
<td>NRA Junior Rifle Shooting</td>
<td>6.00</td>
<td>EM 09450</td>
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<tr>
<td>The Skeeter's Guide</td>
<td>2.50</td>
<td>EF 09180</td>
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<tr>
<td>NRA Physically Disabled Brochure</td>
<td>0.50</td>
<td>CP 19670</td>
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National Shooting Sports Foundation, Inc.
The National Shooting Sports Foundation provides a variety of publications and videos on topics including safety, conservations, and hunting. Some publications are available for free. See the website, http://www.nssf.org/, click on “Safety and Education” or contact the company:
Attn: Literature Coordinator
11 Mile Hill Road
Newtown, CT 06470-2359
Phone: (203) 426-2359

Federal Cartridge Company
Federal Cartridge Company has a variety of publications and videos are available on topics such as: safety, conservations, and hunting. See http://www.federalcartridge.com/, then click on “Education” (left hand side) and “Educational Materials” (left hand side). Or, contact the company:
Attn: Marketing Department
900 Ehlen Drive
Anoka, MN 55303-7503

Books
Outdoor Empire Publishing Company Inc.
P.O. Box C-19000
Eastlake Avenue East
Seattle, Washington 98109
Phone: (206) 624-3845

Educational Videotape/DVDs
4-H Shooting Sports Instructors that are certified in Hunting/Outdoor Pursuits have learned techniques to get the most from the following Alan Madison Productions videos/DVDs. They can do a presentation that would be beneficial for 4-H shooting sports youth in all disciplines. Hunter Education (HE) instructors can borrow many of these titles in DVD format from the local CO and many will provide instruction. If you are not a HE instructor and would like to review these resources contact Dirk Studebaker (studebaker@aclass.com or phone: 765.583-2817) or Tim Beck (becktl@psci.net or phone: 812.482-3093). The materials may be purchased directly from Alan Madison Productions:

<table>
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<tr>
<th>Contact: Geri Hatfield</th>
<th>518.392.3311</th>
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<tr>
<td>Alan Madison Productions</td>
<td>1.877.404.3311</td>
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<tr>
<td>PO Box 100</td>
<td>518.392.3314 fax</td>
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<tr>
<td>Chatham, NY 12037</td>
<td><a href="http://www.alanmadison.com">www.alanmadison.com</a></td>
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DVDs
“The 5 Pack” from Alan Madison Productions, Inc.
This set includes:
  Survival (21:30 minutes)
  The Last Shot (14:28)
  Shoot/ Don't Shoot II (14:33)
  Firearms Safety & the Hunter (21:23)
  The Hunters Path…. Choices in responsible hunting (17:56)

In 2005: The set sold for $149.99 plus $8 for shipping and handling.

New in 2008: The Master - 8 films on one DVD...fully authored and digitally remastered. It is an all encompassing outdoor skills DVD that covers not only hunter education, bowhunting, water and boating safety, survival, self-rescue, but also is entertaining and informative. The price is $99 includes free shipping and has been widely received by a variety of both outdoor enthusiasts and educational personnel.

Our website has all the details.
Thanks.

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Raising Responsible Youth

Adolescence (between the ages of 13 and 19) is a time of transition during which young people explore and search for independence. As might be expected, the relationship between adolescents and their parents also changes. What can parents do to help teens move safely toward independence and young adulthood?

Love unconditionally. Love and acceptance do not mean parents have to approve of everything their adolescents do, but parents need to accept teens for who they are, not what the parents want them to be.

Be proud. Teens want and need approval and want to know their parents are proud of them. Show appreciation for the positive things adolescents do.

Praise appropriate behaviors. Genuine praise can be effective because teens are more apt to repeat a behavior that pleases a significant person.

Be involved. Adolescents need their parents to be involved in their lives. Parents need to be available when teens need them; parents are still important in the life of an adolescent.

Talk each day. With today's busy lifestyles, it may seem impossible to find a time to talk when parents and adolescents can give each other their undivided attention. Try to create times to talk each day. It may not be long—perhaps just five minutes. But, keep the communication lines open.

Be observant. If the parent sees the adolescent is not feeling good about something, acknowledge the teen's feelings. Listen to what is being shared. Avoid offering a "pat" solution or quick judgments.

Guide and advise. Parents can help adolescents explore and clarify issues and the consequences of actions through discussion. Assist them in exploring the pros and cons of issues.

Establish boundaries. Adolescents need and want limits. Limits need to be clear, reasonable, age-appropriate, and change as the youth moves through adolescence. Parents can involve teens in the determination of limits; however, it is the parents' responsibility to set and consistently enforce the limits.

Parents may need to say "no." A parent's reasons for saying "no" need to be logical. Parents should remain calm and not change their minds.

Recognize limits will be tested. Recognize that rules will be broken; help adolescents to accept responsibility for their own behavior.

Build trust. Trust adolescents to do the right things. Teens earn a parent's trust by doing the "right things," such as respecting their curfew.

Use fair consequences. When a limit is not followed, a consequence follows. Consequences are effective only if they are meaningful to the adolescent.

Model appropriate behavior. Adolescents can learn appropriate life skills as well as how to solve problems effectively by watching parents and adults.

Monitor behavior. Parents should know where teens are, what they are doing, and whom they are with.

Parenting takes time and effort. Over time teens will appreciate the changes that have occurred on their path to responsible adulthood.
Shooters with Disabilities

Include youth with special needs to the best of your ability. Talk with the parents to determine what needs the youth has, how they can best be addressed, and if extra help is required. It can be both appropriate and reasonable in some cases to ask the parent or guardian to be present and involved with their child at shooting sessions to help with mobility challenges or to provide an extra set of eyes, if closer observation is required.

The passage of the Americans with Disabilities Act of 1990 brought to the forefront the needs and rights of individuals with disabilities. The Act guarantees equal opportunity in employment, in public accommodations, in transportation, in state and local services, and in telecommunications for persons with disabilities. Youth with disabilities especially benefit from the many opportunities ensured by this Act.

Approximately 4.3 million school-aged children in the United States have disabilities. Great strides have been made in our formal education system to educate these children, but efforts need to be made to ensure that children with disabilities also have the opportunity to participate in non-formal education programs, such as 4-H.

4-H Is for Everyone

The mission of 4-H is to help youth in their development through hands-on learning. It is important that those involved with 4-H be well-informed about disabilities and their implications for 4-H involvement. This awareness allows 4-H to remove any possible participation barriers, to better structure programs and activities that meet the needs of these young people, and, most importantly, to nurture and encourage youth from all backgrounds. Efforts must be made to step up the process of informing the public that 4-H is open to all youth including those with disabilities and that the concept of mainstreaming is an active part of current 4-H programs.

Reaching Children with Disabilities

4-H must make sure that all children have the opportunity and are encouraged to participate in 4-H. It is our responsibility as adults to ensure this occurs by recruiting 4-H members through non-traditional avenues. Potential ways of recruiting youth with disabilities include the traditional contacts through schools and churches, but volunteers also should contact local rehabilitation service agencies and parent support groups. Other agencies that may provide assistance are March of Dimes or Easter Seal offices.

Benefits of Mainstreaming

All 4-H members grow as people by focusing on strengths, developing more positive attitudes, and removing prejudices, while attaining a greater sense of achievement and positive self-image. Direct benefits of mainstreaming youth with disabilities into 4-H programs include:

◊ 4-H members with disabilities can develop a greater sense of self-confidence and self-reliance as they interact with others in an encouraging environment.

◊ 4-H volunteers have the opportunity to learn new skills and techniques for working with children. Volunteers can broaden personal experiences and become more accepting of people who are perceived to be different.

◊ 4-H members without disabilities have an opportunity to interact with youth whom they perceive to be different. Members learn that all people have strengths and weaknesses. They learn to see a person for his/her unique abilities and not for the disability.
Disabilities

Disabilities encompass a wide range of social, physical, mental, and emotional conditions. Disabilities affect all segments of the population and come in many forms. Some of the most common physical disabilities are:

◊ amputations
◊ neurological impairments such as cerebral palsy, epilepsy, spina bifida
◊ vision impairments such as blindness
◊ musculoskeletal impairments such as paralysis, muscular dystrophy, arthritis
◊ hearing impairments such as deafness
◊ respiratory impairments such as asthma, bronchitis, emphysema
◊ congenital malformation - birth defects such as dwarfism, malformed body parts
◊ diabetes
◊ developmental disabilities
◊ emotional disabilities

These are only a partial listing of disabilities. There are many others that may affect young people. Your local school system can help you to plan an appropriate program for challenged youth in your program. Try to include all youth while continuing to maintain the highest standards of safety. Some references that you may find useful are:

A Volunteer’s Guide, 4-H 788, contains suggestions for involving youth with disabilities in 4-H programs. (Available from Purdue Media Distribution Center.)

A Perfect Fit, 4-H 842, 4-H Involvement for Youth with Disabilities, gives suggestions of Disability Awareness Exercises. (Available from Purdue Media Distribution Center.)


The NRA offers support and guidance to organizations. To obtain more information about any of the various programs offered or to ask specific questions about disability-related shooting activities and/or problems, write to NRA Disabled Shooting Services, 11250 Waples Mill Road, Fairfax, VA, 22030, or call the department's direct phone line at (703) 267-1495.
Shooting Booths

Note: Shooting events must be conducted with the highest level of safety and professionalism and in compliance with the guidelines listed below.

Program Benefits:

- Program visibility
- Program promotion

A certificate of insurance (Form RM02) must be filled out and submitted through the Assistant Director, Personnel and Staff Development, office. Make a note on Form RM02 that your program is in full compliance with the requirement set forth in this document (Shooting Booth Guidelines) OR fully document your intentions to assure that every reasonable precaution has been taken to prevent accidental injury to either participants or by-standers.

GUIDELINES FOR SHOOTING BOOTHS AT A COUNTY FAIR:
The following shooting booth set-up and operational procedures should be considered minimum standards. There are many equally acceptable alternatives to the guidelines given here. For example, the external barrier wall may be constructed of many materials. The key is to have penetrable barrier to capture and hold any stray pellets with an impenetrable barrier behind it.

Shooting Booth Layout:

1. **Size:** nearly any size range may be used. Adapt the range to fit your situation. The standard 10-meter (about 33 feet) range is preferred, but you can shorten it if necessary. Neither length, nor width, is critical to safety considerations.

2. **Pellet Containment:** The range must be completely enclosed at the back and on both sidewalls with a double wall. The inner wall must be of a penetrable material (nearly any relatively soft wall board like gypsum board, blue foam insulation, Celotex, Hamosote, Upson board, etc. will work). The outer wall must be equivalent to ½ - ¾ inch plywood. A dead air space of approximately 3.5 inches should separate the two walls. Other pellet deadening inner surfaces may be used (e.g. hanging free-swinging carpet or heavy canvas). The backstop must effectively eliminate the possibility of a projectile rebounding off a hard outer wall. The booth must be partially or completely roofed in a similar fashion, with the roof extending from in front of the firing line sufficiently far toward the backstop wall to eliminate the possibility of a shot being accidentally or deliberately fired over the rear wall. Inner walls should be built with a minimum of studs. Spacers cut from small blocks of 2x4s would be adequate to suspend the light materials and would reduce the potential for hard spots. Be particularly careful to keep hard spots (studs, nail heads, etc.) out of likely pellet impact areas in the vicinity of the traps. Similarly, be sure that there are no gaps in the outer (containment) walls. With the recommended arms and ammunition, pellets would have very little energy left after penetrating a “sheetrock” wall, but it is best not to take chances. Commercial pellet traps (an equivalent of the larger Daisy model 875 or larger) are recommended and should serve as the primary backstop and target frame in front of each firing point. Pellet traps may be made of PVC pipe with the back (angled part) lined with carpet or 3-4 layers of...
furniture blankets. The counter or table used to support the traps should be faced with carpet or some other pellet-deadening arrangement to prevent ricochets.

3. **Firing points:** A narrow counter (18-24 inches wide and about 30 inches high) makes an effective shooting line. Shooting stations should be separated on both sides by counter-to-ceiling dividers of plywood that serve as side shields, extended across the front. The dividers must be of adequate height to prevent the tallest individual from inadvertently or deliberately swinging the muzzle of a firearm anywhere outside the gallery. Access for servicing targets or clean up should be provided from the firing line end of the gallery. The counter may be surfaced with carpet remnants to prevent excessive wear on the firearms.

**Arms and Ammunition:**

Only single stroke, pneumatic air guns (either rifle or pistol) or their CO₂ equivalents should be used. High velocity air rifles should be avoided, primarily because of potential damage to the sheet metal traps. Several models of both Daisy and Crossman air guns are in current use and are quite acceptable. The Daisy 853 (752, 952) and the Daisy 7171 (747, 777) are recommended as standards for performance. Only standard .177 air gun pellets are permitted. Steel BBs should not be used because of their tendency to rebound or ricochet.

**Procedures:**

1. The range must be under the immediate control of a trained leader (adult or older youth) at all times when it is in operation. A range officer and assistants (coaches or instructors) must be able to reach all firing points immediately. This means that no more than two (2) firing points per leader/coach/instructor should be active. Note that these individuals need not have been through a state-level training session, but it is recommended that someone with at least the equivalent of an NRA instructor rating should train them.

2. Range commands and safety rules should be prominently posted at the entrance to the range area. Those rules must be reviewed with each shooter, or group of shooters, before they are permitted to shoot. Standard range procedures and commands will be used. Strict adherence to all range safety procedures and commands must be expected, demanded, and enforced.

3. Observers should be held behind the firing line by a physical barrier, for example, a rope strung through a series of portable posts or a temporary fence.

4. All persons on the firing line must wear protective lenses. This includes range personnel, shooters, and any parent or other individual accompanying the shooter to the line. Personal eyeglasses are acceptable, but some form of safety glasses must be supplied.

5. Arms and ammunition must be maintained under lock and key at all times when they are not in immediate use.
Suggestions:

1. You may want to provide a few sandbags (shot bags filled with sand work very well) for smaller youth or others who need help supporting arms.

2. Silhouettes, collapsing targets, projected targets on white-surfaces refrigerator boxes, or suspended targets (e.g., ping pong balls on strings) may add some novelty and excitement to the shooting.

3. Try to keep the posted range commands to a minimum and phrase them simply. You are trying to write so children can understand them.

4. Remember that this is a recruitment process. Your tone and attitude will have a major impact on that process. One need not be a heavy-handed in order to “run a tight ship” on the firing line. Needing to enforce range safety is not an excuse to forget everything instructors have learned about kids and teaching. Remember that we need to project the best image in the shooting sports arena.

5. Please share this information with the entire shooting sports team, particularly anyone who might be willing to help with the planning or operation of the booth.

Example: The following is an example of the guidelines one county submitted for a shooting booth in a semi trailer:

1. The shooting booth will only use 0.177 Cal. Air rifles. The booth will be open from ___ pm to ___ pm each night. A certified 4-H SAFE (Sporting Arms Family Education) instructor will be in charge with another adult to assist. Shooters will be allowed ___ shots for ___ cents and will be given their target to keep afterward. The target will contain information about the SAFE program.

2. The range will be set up inside an 8 foot x 35-foot truck trailer donated for this event by ____________. The inside of the trailer will be lined with carpet to protect the truck and to absorb any misplaced pellets. The backstop will be wheat straw bales that will absorb the pellets. The paper target will be suspended in front of the straw bales.

3. The shooting platform will be built at the end of the trailer and will be designed to allow only two shooters at a time, plus the range officer and his/her assistant. Range commands will be used to control the shooter and the range. All shooters will be required to wear safety glasses. Shooters will be shown the proper way to handle and shoot the rifles prior to being given pellets. The platform is designed to prevent unauthorized people from entering the shooting area and to control the direction in which the rifles may be pointed. The targets will be suspended from a holder that will be attached to a rope and pulley system, which will enable new targets to be set up without having to go downrange to retrieve the targets. Bench rest positions will be used to aid younger shooters by supporting the rifle barrel.

4. Range rules and procedures as well as range setup will be in accordance with the Shooting Booth Guidelines.
Youth and Violence

Youth and Violence: A Report to the Nation
(From the report of the American Medical Association, www.ama-assn.org/, December 2000)

Note: The following pages present selected quotes and notes from the Youth and Violence report.

Critical Influences of Youth Violence

“A youth does not pick up a gun and shoot a classmate or rape a neighbor solely because he or she watched too much violent television or was abused at home or suffered racial injustice or could not read. A single event may set off the explosion but the charges were laid over time as a result of the interaction of multiple individual, situational, contextual, and societal influences. Risk factors for violence and aggression are additive and follow a developmental sequence; this is why programs designed to diminish them must be developmentally appropriate. Risk factors are also interdependent and are affected by a range of life experiences and influences involving family, peers, community, and culture, as well as an individual’s personal physical and mental health status.”

Critical Influences:

“Behavioral influences – most children and adolescents who engage in violent behavior have pre-existing emotional, cognitive, neurodevelopmental, and/or psychosocial problems. They may have suffered a recent loss, disappointment or rejection; felt alienated or disenfranchised; experienced academic failure; or fallen into alcohol or other drug abuse. For some, the early onset of aggressive behavior in childhood puts them at increased risk for delinquent behavior and criminal involvement later in life. Most serious juvenile offenders have a history of childhood misbehavior, including antisocial behaviors such as physical aggression; conduct disorders; and disruptive, covert, oppositional, and defiant behaviors.”

“Biological influences – Forty-three percent of juvenile murderers in one study suffered past serious head trauma, which may have contributed to the murderous behavior. Brain damage can result from emotional as well as physical blows. Scientists have shown that, as late as school age and even into adolescence, exposure to a single extreme situation of violence can change the structure and function of the brain in ways that are likely to interfere with academic performance. Research indicates the important role of certain brain chemicals, especially the neurotransmitters serotonin and noradrenaline in regulating aggressive behavior; it also suggests that negative experiences in early childhood, particularly severe neglect and abuse, can cause long-lasting changes in the levels of these chemicals in some individuals.”

“Economic influences – A quarter of all young children in the United States live in poverty, including 37% of all African Americans and Hispanics under age 18 and 16% of white children. Numerous dimensions of poverty relate to high rates of community violence, including high levels of transience and unemployment, crowded housing, low levels of community participation and organization, firearm and drug distribution networks, increased school dropout rates, alcohol and other drug abuse, unemployment, and teen pregnancy. In all ethnic groups, rates of violence are highest for boys and men at the lowest economic level. At any given economic level, few differences are found among racial groups.”
“Societal, familial, environmental influences – These factors include bigotry, intolerance, and injustice; easy access to weapons, alcohol and other drugs; exposure to violence in the family and community; poor schools; and lack of opportunities for children to engage in purposeful, positive, supervised activity outside of school. Also included in this sphere, is the rampant violence that bombards children from video games and television, and from movie and computer screens. Family violence has been said to be the training ground for youth violence, the breeder of hate. Less obvious but just as critical is inadequate parenting: failure by parents to set clear expectations for their children; failure to supervise and monitor their children’s behavior; and excessively severe, overly harsh, or inconsistent parenting. Family risk factors also include mental illness in the family, abuse of alcohol and other drugs by family members, large family size, stressful life events, family disorganization, and poor parental bonding. Many adolescents spend up to 40% of their non-sleeping time alone or with peers or adults who might negatively influence their behavior. Low-income youth are more likely than other to be home alone for three or more hours after school – which is the same time during which most juvenile violent crime is committed. Youth who embrace the culture of violence are most likely to feel socially disconnected, with no stake in society, no sense of a productive future, and no trust in adults.”

Key Risk Factors

Research indicates that a number of factors increase the risk of violence during childhood and adolescence. Risk factors are complex and interdependent and can be influenced by multiple variables, individual and societal. This report highlights six key risk factors:

Alcohol and other drugs (60% of domestic violence incidents involve an offender who is drinking; in the United States, 40% of students who drank alcohol at school also carried a weapon at school compared with 4.4% of those who did not drink)

“Child maltreatment - The National Center on Child Abuse and Neglect recognizes six major types of child maltreatment: physical, sexual, and emotional abuse and physical, educational, and emotional neglect.”
  o “In 1997, almost 300,000 children in the United States were the subject of confirmed reports of abuse and over half a million more were found by child protective agencies to be neglected.”
  o Unreported incidents of maltreatment are estimated to be as high as three million a year.
  o In 60% to 75% of families in which a woman is battered, children are also battered.”
  o “Many parents would be surprised to find that spanking has the identical effect on children as child abuse, although with lower frequency. In one high-crime neighborhood, youth whose fathers used corporal punishment on them (and a quarter of 16-year-olds are hit by their parents, nationwide) were more likely than other youth to be convicted of a serious crime (34% vs 14%). While approval of spanking has dropped from 96% to 54% over the last 30 years, 94% of parents still spank toddlers; while 34% of parents admit to hitting an infant under age one.”
Gangs – Youth gangs are responsible for a disproportionate share of all criminal offenses, violent and nonviolent. A quarter of rural areas, a third of small cities, and 57% of suburbs now report active gangs.

Guns - The rise in murders of juveniles from the mid-1980s through the peak year of 1993 was entirely firearm-related, as was the subsequent decline in juvenile murders through 1997. In many parts of the country, firearms have surpassed auto crashes as the leading cause of death among children and youth. In fact, homicides involving firearms have been the leading cause of death for black males aged 15 to 19 since 1969, and teenage boys in all racial and ethnic groups are more likely to die from gunshot wounds than from all natural causes combined. “Since 1889, 223 million firearms have been produced in or imported to the United States. An estimated 192 million guns are in private hands today; at least 25 million households keep handguns and 50% of their owners keep them loaded. Handgun owners typically cite self-defense to justify this practice, but suicides, homicides, and accidental deaths in the home outnumber deaths associated with self-defense by 40 to 1. Family and friends are the primary sources of guns for young people; only 5% have asked someone else to purchase a gun for them for legal or illegal sources.”

Media violence – The average child views about 25 acts of violence a day on television, or some 200,000 such acts by the age 18. According to the Federal Trade Commission, movie studios, record companies, and video game producers are actively marketing violent entertainment products to children. “Studies of the effects of TV violence suggest that children confronted incessantly by violent images in the media may:
- become immune to the horror of violence
- come to accept violence as a way to solve problems
- imitate the violence they observe
- identify with victims or victimizers in unhealthy ways

Children are certainly affected by the massive coverage given by news media to sensational violence, including incidents of mass murder/suicide, which may trigger copycat behavior in some children and adolescents.”

Violence among intimates and peers – The effects of witnessing domestic violence, even among very young children, can include traumatic stress reflected in higher levels of depression and anxiety, attention and learning problems, and greater likelihood of developing aggressive and anti-social behavior. Between 10% and 30% of teens experience violence while dating, which is not surprising in view of a survey in two Chicago high schools in which 28% of boys responding believed that “girls needed to be punched or slapped sometimes.” One in seven school children is either a bully or victim of a bully, one of the distinct warning signs of youth violence.
Warning signs of youth violence

Many children and youth who behave violently have a long history of emotional and behavioral problems. Signs and symptoms of trouble usually have existed for years, not as isolated behaviors or single emotional outbursts. Consultation with a mental health professional should be considered for children who display behavior patterns incorporating one or more of the following signs:

- frequent loss of temper
- frequent physical fighting
- significant vandalism or property damage
- making serious threats
- extreme impulsiveness
- alcohol and other drug abuse
- easily frustrated
- hurting animals
- preoccupation with violent or morbid themes or fantasies in schoolwork, artwork, or choice of entertainment
- carrying a weapon
- name calling, abusive language
- bullying or being bullied
- truancy

- excessive feelings of rejection, isolation, or persecution
- gang affiliation
- depression, despair
- low self-esteem
- threatening or attempting suicide
- extreme mood swings
- deteriorating school performance
- being witness to or the subject of domestic abuse
- setting fires
- preoccupation with weapons and explosive devices
- history of discipline problems
- social withdrawal
- blaming others for difficulties and problems

Note: These indicators are not necessarily reliable precursors or predictors of violent or delinquent behavior. They must be interpreted carefully and cautiously to avoid the risk of unfairly labeling and stigmatizing an individual. Just as important as responding to early warning signs is not over-reacting, in what US Secretary of Education Richard W. Riley called “mechanical profiling of students.” Stereotyping and labeling can have devastating and indelible effects.
The Indiana 4-H Program

Traditions, System Structure, Policy

4-H Emblem: A green four-leaf clover with a white letter “H” on each leaflet. The four ‘H’s represent the four-fold development of Head, Heart, Hands, and Health.

4-H Pledge:

I pledge

My Head to clearer thinking
My Heart to greater loyalty
My Hands to larger service, and
My Health to better living.

For My Club, My Community, My Country, and My World.

4-H Slogan: “Learn By Doing”

4-H Colors: Green and white

4-H Motto: “To Make the Best Better”

System Structure

Local 4-H club - the basic unit of 4-H. The club, or group, provides the unit for members to enroll, become active in 4-H related activities, and be a participant in a group’s planned program of meetings, demonstrations, tours, visits, etc.. The club relates to its school, township, or county organization through its Junior and Adult Volunteers, who receive special training. The representative “voice” of the local 4-H community is generally elected by the local 4-H families to serve on the County 4-H Council.

Volunteer staff make up the majority of club volunteers, project volunteers, members of county Extension boards, county 4-H councils, county 4-H Fairboard, and numerous other support committees. These dedicated volunteers are the core of any local 4-H club. Generally, the county 4-H council provides local policy, program leadership, and direction for the 4-H program. Typically, a 4-H council will include committees that give special leadership to: 4-H program planning, 4-H finance and resource development, 4-H awards, achievement, and volunteer training. The Fairboard gives leadership to the county fair and all the activities associated with the fair. The fair provides a showcase for member projects and activities to be displayed for the public to share. 4-H projects are often judged so that 4-H members can learn how to improve their work.

County staff - The county 4-H organization includes a limited number of salaried staff in addition to the large number of volunteer staff who direct and give leadership to the county 4-H program. The salaried staff is a group of professional Cooperative Extension employees with training and skills in the areas of agriculture, consumer and family sciences, and youth development. The Extension Youth Educator is responsible for providing leadership training and coordination to the 4-H program with team assistance from other county Extension staff and state staff.
Policy Guidelines

The 4-H policy guidelines must be followed by employees and volunteers alike.

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| Civil Rights and 4-H | 4-H Programs at all levels must comply with the Civil Rights Act of 1964. This act requires that all persons shall have equal opportunity and access to the programs and facilities without regard to race, color, sex, religion, national origin, age, marital status, parental status, sexual orientation, or disability.  
You must make every reasonable effort as a club volunteer to see that this equality of opportunity is maintained fairly.  
You should be able to report on ways that you used to be sure that 4-H was equally open to all youth in your community. |
| Expenses for Volunteers | You may deduct out-of-pocket expenses for 4-H work from your income tax, if you are not reimbursed by your local or the state Extension office. This usually includes money spent for fees, materials, awards, travel (meals, lodging, cost of transportation).  
You must keep a record of expenses for your tax return. Show the date, nature and amount of cost, and miles traveled. Canceled checks and receipts will be needed. Check with your IRS office for further details. |
| Insurance for Volunteers | Indiana 4-H Volunteers, while acting on behalf of the Extension Educator and/or the 4-H program in an official capacity, have liability insurance coverage from Purdue University. This coverage applies whether the volunteer is acting temporarily or permanently and with or without compensation. Names of volunteers and assistant volunteers involved and a club’s annual program must be on file in the county Cooperative Extension Office. Note: 4-H Shooting Sports volunteers are required to attend a workshop provided by the State 4-H Office of Purdue University in order to be extended this liability coverage.  
Coverage under the University auto liability policy would be effective only if and when the limits of the owner’s policy were exhausted by payment of claims or suits arising from an accident. It is highly recommended that volunteers obtain additional auto insurance if they will be transporting 4-H youth.  
If you have questions, or need further assistance with regard to liability coverage, talk to your Extension Educator. |
| Other | List of 4-H members’ names and addresses are protected and must not be distributed to individuals or organizations beyond the 4-H Program. |
Philosophy and Expectations
Note: Selected sections of the policy are given below and intended to be used for reference purposes only. Remember your County Youth Extension Educator is your first point of contact when you have questions about the 4-H program.

The Indiana 4-H program serves the youth of Indiana by providing a strong educational youth development program. This program delivers educational experiences in a variety of settings. Caring, capable and contributing adults assist in the 4-H program as models for youth. The rich heritage of the 4-H Program is one to be valued and passed along to future generations. The Indiana 4-H/Youth Policy and Procedures Book sets out certain standards and guidelines to be used to assure that 4-H is a positive youth development program.

County 4-H policy is guided by the county 4-H policy making or governing board (i.e., 4-H Council) as provided by the County Extension Board. Legal authority for the 4-H Program rests with the Director of the Cooperative Extension Service at Purdue University. No county 4-H policy may conflict with state 4-H policy or with federal guidelines and requirements. Deadlines for county and state participation should be carefully constructed so as to encourage rather than to discourage participation. Such deadlines should be well published. Members not complying with established and published dates and deadlines for exhibition may be denied the opportunity to exhibit.

It is the policy of 4-H to be an inclusive organization. No county policy or practice should be used to arbitrarily exclude youth from either membership or participation. Youth should participate in 4-H Youth Development opportunities at levels and times that best suit the youth's development and support family involvement.

Membership: Youth may become 4-H members when they enter the third grade and may continue their membership through the completion of grade 12 (enrolled since 1998). A member may continue membership for a maximum of ten (10) years. Note: Members enrolled in 4-H prior to the 1998 program year are eligible through the calendar year in which they reach age 19 (per previous state membership policy). An individual’s 4-H grade is determined by the school grade in which he or she is classified regardless of the time of year he or she enrolls in 4-H. A member does not advance in 4-H grade until he or she enrolls in 4-H for the subsequent school year. Each member should enroll in the division of a project that would best suit his/her interest and potential for personal growth and would enhance their family involvement.

Opportunities in the 4-H program are available to all Indiana youth as defined regardless of race, religion, color, sex, national origin, marital status, parental status, sexual orientation or disability. Married young men and women of 4-H age may participate in any of the 4-H projects and activities. However, married persons must participate by the same terms and conditions and/or guidelines as unmarried participants. Membership in 4-H is gained by annually enrolling through a Purdue University Cooperative Extension Service Office located in each of Indiana's 92 counties. The 4-H club year usually extends from one annual 4-H exhibit to the next. Enrollment is an annual process attained by completing the appropriate county 4-H enrollment form. Each county establishes its own enrollment deadline.
Residence: Indiana youth typically enroll in 4-H in the county or state in which they reside. However, individuals living in one county may join 4-H in another county. There may be educational or social reasons for an individual joining 4-H in a different county than that of their primary residence. During a single calendar year, a 4-H member enrolled in a given project is expected to enroll and exhibit that project only in one county of enrollment. In the event that a project is not offered in the county of primary 4-H enrollment, a 4-H member may enroll in that specific project in a different county. Approval of this special exception rests with the county 4-H policy-making or governing board (i.e. 4-H Council) and/or the Extension Board of the receiving county. Participation in 4-H related activities and events (i.e., judging; share-the-fun) must be in the county of primary 4-H enrollment. The above policy is not intended to provide an escape mechanism for troubled 4-H members and families who are unwilling to follow the terms and/or conditions in their current county of 4-H membership. Decisions regarding 4-H membership in a non-resident county (a county you do not live in), rest with the County 4-H Council and/or the Extension Board in the receiving county. Note: In a statement from our federal partner in Washington, DC, the following statement appears: "Anytime there are procedures for exclusion of individuals from events which use the 4-H name there are potential challenges to enforcement of the exclusions. The challenges have a substantial potential to prevail and they frequently result in negative publicity for the organization. Therefore, before choosing a policy of exclusion it is wise to evaluate the exclusion being considered, to be sure there is an overwhelming educationally based need for the exclusion".

Deadlines: The proper compliance with established, stated and published final dates and deadlines is considered an appropriate expectation of 4-H membership. Submitting things on time and following the rules is part of the 4-H learning experience and is considered a reasonable thing to do. Individuals not complying with these expectations may lose awards and privileges. This is especially true in animal projects where animal ownership, raising and identification has a specific time line as part of the project requirements. Members not complying with established and published dates for exhibition may be denied any and all premiums or awards for that project.

Exhibition: Exhibition of 4-H projects in local, county, or state exhibits/fairs is voluntary on the part of the exhibitor. The exhibition of 4-H projects provides 4-H members an opportunity to display their 4-H projects, enter into competition and participate in an educational/social environment with peers. With exhibition also comes the responsibility for abiding by all the terms and conditions pertaining to the respective 4-H project.

Completion: The completion of a 4-H project must not be misinterpreted as exhibition of said project at a local, county, or state fair. 4-H members are considered complete in their project work for that year when they have (1) completed an "official" 4-H member enrollment form prior to the established and published date for enrolling; (2) turned in a completed 4-H project record sheet prior to the established and published date; and (3) had an officially recognized 4-H leader/extension educator verify the existence of the completed project or activity. Though exhibiting in local, county, and state exhibits/fairs is not required for project completion, as it does not necessarily relate directly to content and skills learned in the
development of the 4-H project, project exhibition is encouraged as a continuation of the educational experience. Note: In a statement from our federal partner in Washington, DC, the following statement appears: “Anytime there are procedures for exclusion of individuals from events which use the 4-H name there are potential challenges to enforcement of the exclusions. The challenges have a substantial potential to prevail and they frequently result in negative publicity for the organization. Therefore, before choosing a policy of exclusion it is wise to evaluate the exclusion being considered, to be sure there is an overwhelming educationally based need for the exclusion.”

Behavioral Criteria: 4-H members, volunteers, parents and the public: When attending, participating or acting on behalf of the 4-H program, all persons are expected to conduct themselves in accordance with accepted standards of social behavior, to respect rights of others, and to refrain from any conduct which may be injurious to the 4-H program. The following actions constitute misconduct for which persons may be subject to disciplinary penalties and/or dismissal from the program:

(a) Dishonesty in connection with any 4-H activity by cheating or knowingly furnishing false information.
(b) Alteration or unauthorized use of 4-H records.
(c) Obstruction or disruption of any 4-H activity or aiding and encouraging other persons to engage in such conduct.
(d) Failure to comply or aiding or encouraging other persons not to comply with specific terms and conditions of a given project, contest, or activity.
(e) Failure to comply with directions of 4-H officials acting in the proper performance of their duties.
(f) Inhumane treatment of 4-H animal projects.

There are many opportunities for 4-H members, volunteers, parents and the public to participate in 4-H events and activities. When involved in such experiences, members, volunteers, parents and the public are expected to follow all rules and regulations as outlined by those responsible for the specific program or activity. In all such 4-H activities, the following constitute a violation of behavioral expectations:

1. Possession or use of fire crackers, gun powder, firearms, chemicals or other materials that can be used to create an explosive mixture.
2. Misuse of fire equipment or sounding a false fire alarm.
3. Having a guest of the opposite sex in your sleeping quarters.
4. Physical or verbal abuse of any person or conduct which threatens or endangers the health or safety of any person.
5. Theft of or malicious damage to property.
6. Possession, use, or distribution of alcohol, illegal drugs, tobacco and tobacco-like products, or other dangerous substances.
7. Lewd, indecent, or obscene conduct.
8. Unauthorized entry, use or occupancy of any facility.
9. Any conduct which threatens or interferes with maintenance of appropriate order and discipline or invades the rights of others.

When violations occur at out-of-county, district, area, and/or state and/or national 4-H events, the following procedures will be followed.
(a) The parents/legal guardians will be contacted to arrange transportation home for the violator(s) and
(b) The local extension educator will be notified.

**Adult Behavioral Expectations** Adult Behavioral Expectations give faculty, educators, staff and volunteers the opportunity to reaffirm their commitment and dedication to the well-being of young people. When all faculty, educators, staff and volunteers sign a copy of this document, individuals are making a collective statement that youth in the 4-H/Youth Development Program are being treated with respect, dignity, and attention to individual needs. The faculty, educators, staff and volunteers who work with the 4-H/Youth Development Program in Indiana are proud of the quality educational programs provided to youth of this state and to their personal commitment to nurture the positive growth and development of youth.

In my role as a 4-H/Youth Development Program faculty, educator, staff, and volunteers agree to a number of specific items:

- Respect, adhere to, and enforce the rules, policies, and guidelines established by the Purdue University Cooperative Extension Service including all laws related to child abuse and substance abuse.
- Conduct myself in a courteous, respectful manner, exhibit good sportsmanship, and demonstrate reasonable conflict management skills.
- Be truthful and forthright when representing the 4-H/Youth Development Program.
- Under no circumstances allow, consume, or be under the influence of alcohol or illegal drugs at 4-H/Youth Development Program events or activities.
- Recognize that verbal or physical abuse, failure to comply with equal opportunity and anti-discrimination laws, or committing criminal acts are not acceptable practices in 4-H/Youth Development Programs.
- Accept my responsibility to represent 4-H/Youth Development Programs with dignity and pride by being a positive role model for youth.
- Accept supervision and support from salaried Extension staff or designated management volunteers.
- Participate in orientation and training, which includes youth protection standards, sponsored by the Purdue Cooperative Extension Service.
- Operate machinery, vehicles, and other equipment in a safe and responsible manner when working with youth participating in 4-H/Youth Development Programs.
- Treat animals in a humane manner and teach program participants appropriate animal care and management.
- Use technology in an appropriate manner that reflects the best practices in youth development.
- Accept my responsibility to promote and support the 4-H/Youth Development Program in order to develop an effective county, state, and national program.
The 4-H Emblem

Please note the following restrictions on how the copyrighted 4-H Emblem may be used:

- The 4-H Club name and emblem shall be given a position of prominence when it is used.
- No letter, design, or object may be superimposed onto the 4-H emblem.
- No alteration in the emblem shape is allowed. This restriction includes audiovisuals, stationery including letterhead paper, certificates, publications, etc.
- Any use of the 4-H Club name and emblem is forbidden if it exploits the 4-H program, its volunteers, 4-H youth participants, the United States Department of Agriculture, Cooperative Extension Services of the land-grant Universities, or their employees.
- The 4-H Club name and emblem can not be used to imply endorsement of commercial firms, products, or services.

Rules For Using The 4-H Emblem **

The official 4-H emblem consists of a green four-leaf clover with stem and the letter “H” in white or gold on each leaflet. The 4-H emblem most nearly reflects that which is described in the 4-H name and emblem law and is thus recommended for use nationwide.

The four-leaf clover with stem and the letter “H” in white or gold on each leaflet may also appear, if necessary, in other colors and still be considered the official 4-H emblem. For example, when it is not possible to use the color green for the emblem, as in printing on fabric, plaques, and trophies, other colors may be used.

When used, the 4-H club name and emblem shall be given a position of prominence. It is not permissible to superimpose any letter, design, or object on the 4-H emblem or to alter its shape in audiovisuals, on stationery over which a letter is written or typed, certificates, publications, etc. When the 4-H Emblem is used, the following wording (exactly as printed below) will be displayed to the right of the base of the stem and under the lower right leaf:

18 U.S.C. 707

Any use of the 4-H club name and emblem is forbidden if it exploits the 4-H program, its volunteer volunteers, or 4-H youth participants or the United States Department of Agriculture, Cooperative Extension Services of the land-grant Universities, or their employees. Also, the 4-H club name and emblem cannot be used to imply endorsement of commercial firms, products, or services.
4-H Supplies

Manufacturers, wholesalers, jobbers, retailers, purchasers, or others cannot manufacture, sell, distribute, or advertise items bearing the 4-H name or emblem unless authorized to do so by the Cooperative Extension Service, and then only within the respective geographical area within the jurisdiction of the authorizing agent.

The National 4-H Supply Service, National 4-H Council, insofar as possible is the official primary source of supplies, paraphernalia, and other similar items bearing the 4-H name or emblem and is thus its national authorized agent. As such, the National 4-H Supply Service should be consulted initially to determine the availability of items desired at all levels of 4-H. When the National 4-H Supply Service determines that, for acceptable reason(s), the 4-H organization may be better served by using an authorized alternative source, the authorized agent can approve the 4-H emblem for use in the respective geographical area of authority.

Contests, Awards Programs: Specific Uses

Donor or sponsor identification and involvement with a 4-H contest or awards program(s) will be approved only as a result of an agreement between the Cooperative Extension Service and the donor or sponsor as to the type of award, purpose of the award, criteria on which the award will be given, and/or the rules and regulations under which a contest or awards program shall be conducted.

Any sponsor, donor, organization, individual, or group wishing to cooperate with the Cooperative Extension Service in sponsoring an award or contest shall receive authorization to use the 4-H name and emblem from an appropriate person in their geographical area of responsibility prior to issuing any publicity or promotional materials related to the award or contest.

Donors of 4-H awards or cooperating sponsors of 4-H contests should be recognized by the Cooperative Extension Service in ways that show appreciation but do not imply endorsement of the donor’s product. Likewise, donors should be permitted to publicize their association and involvement with 4-H, but focus should be on 4-H rather than on sales promotions.

Any tangible items given by a donor as a 4-H award that incorporates the 4-H emblem as a part of the item shall use the official shape and design of the 4-H emblem as prescribed in the regulations.

Donors of 4-H awards or cooperating sponsors of 4-H contests cannot require the use of or refer to specific brand name products or services as a criteria for an award or in conducting a contest.

If the name or emblem of 4-H is used in conjunction with a donor or sponsor’s name or any 4-H award or in printed or visual material used in publicizing, promoting, or conducting a 4-H contest, the 4-H name and emblem shall be given a position of prominence.

**Source: The 4-H Name and Emblem: Guidelines and Authorized Use, United States Department of Agriculture, Extension Service.**
4-H Motto: “To Make the Best Better”

The 4-H Pledge

I pledge:

My Head to clearer thinking
My Heart to greater loyalty
My Hands to larger service, and
My Health to better living.

For My Club, My Community, My Country, and My World.

Questions that you might ask your 4-H members about the pledge:
(Questions and suggested answers for the pledge are adapted from an article by Indiana 4-H Shooting Sports Instructor, Sheri Shamp)

What will happen to you while you’re trying to make the Best Better?
Then ask what they think each line means…. 

“My Head to clearer thinking”

→ You will acquire a positive attitude about yourself as a role model, your life, and your values.

“My Heart to greater loyalty”

→ You will become more loyal to yourself, your family, your community, and the youth that your serve.

“My Hands to larger service”

→ You will be using your time to help others, to explore and evaluate yourself, your home, your workplace, and your community to see how you can better serve.

“My Health to better living”

→ The more you do to help others the less time you will spend worrying about yourself. You won’t be bored!

“For My Club, My Community, My Country, and My World”

→ Make your pledge for the betterment of your club, your community, the USA, and the world.
Youth Resources
Exhibit Guidelines

Note: County guidelines take precedence. Any projects chosen for the Indiana State Fair must follow State Fair guidelines. Available from the Indiana 4-H website: www.four-h.purdue.edu/. Click on Projects (upper navigational bar), Shooting Sports, and Exhibits.

2009 Indiana State Fair Shooting Sports Education Exhibit Guidelines

Create an exhibit that shows the public what you learned in shooting sports education this year. Exhibits must be displayed horizontally, sized 22” x 28”, mounted on a firm backing (foam-core board or other), and covered in clear plastic or other transparent material. Be sure to include a label with your name, grade, and county. Title your exhibit with one of the following: archery, hunting, muzzleloading, pistol, rifle, shotgun, or shooting sports. You can use a subtitle, if you wish.

Important Notes:

<table>
<thead>
<tr>
<th>For the safety of all fairgoers, do not include any of the following in your exhibit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• firearm</td>
</tr>
<tr>
<td>• live ammunition</td>
</tr>
<tr>
<td>• usable ammunition</td>
</tr>
</tbody>
</table>

Any ammunition or arrows used in your exhibit must be completely inert (unusable).

- Projects involving firearms, bows, arrows, ammunition, may be exhibited as a photographic display on a poster or in a notebook following grade level guidelines. Notebooks must include detailed information about how the project was completed with photographs documenting the work. Photographs are encouraged as they help the judges see the progress and the finished product. The notebook must include research, planning, costs, and an explanation of how the final project will be used.
- **Handmade items** must include information explaining how the project was made and its intended use.

**Grade: 3rd through 5th**

(one State Fair entry per county)
Display a poster showing what you learned in the 4-H shooting sports project.

**Grade: 6th through 8th** (one State Fair entry per county)
Choose one of the following options. Exhibits MUST meet the size restrictions or be presented in a notebook. All exhibits, other than posters, must include an explanation of costs (time and money) and procedures.
1. Poster
2. Small project or model no larger than 18 x 18 x 36 inches.
3. Notebook, showing how a shooting sports item was made, or project completed. Include pictures of the item or project.
Grade: 9th - 12th (one State Fair entry per county)
Choose one of the following options. Items 2-4 MUST have an explanation of what was done (e.g., explaining what you did, your research, planning, costs (in time and money), and how you will use the finished product).
1. Poster
2. Project or model (may be any size).
3. Notebook, showing how a shooting sports item was made, or project completed. Include pictures of the item or project.

Independent Study: Grades 9-12, one State Fair entry
- Advanced topic - Learn all you can about your topic and present it on a poster. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, "Advanced Shooting Sports"
- Mentoring - exhibit a poster that shows your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, "Advanced Shooting Sports – Mentor."

Judging Score Sheet
Indiana State Fair 4-H Shooting Sports Education Judging Score Sheet

Note: age appropriate judging is critical so that each youth is treated fairly. Young 4-H members (grades 3 – 5) should not be expected to have the fine motor coordination or advanced thinking skills of an older 4-Her. Originality is expected of high school youth.

All poster exhibits are 22" x 28" and displayed horizontally. The poster must be on foam-core board or backed to stand-alone and include a title and label.

Circle One:  Grade 3-4  Grade 5-6  Grade 7-9  Grade 10 & above
Circle One:  Poster  Notebook  Educational Display  Project: ___________

<table>
<thead>
<tr>
<th>Content and Information (accuracy &amp; completeness)</th>
<th>Weight</th>
<th>Hand-made item</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improv.</th>
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<tr>
<td></td>
<td>40%</td>
<td>15%</td>
<td></td>
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<tr>
<td>Originality and Creativeness (attracts interest, encourages thought)</td>
<td>20%</td>
<td>10%</td>
<td></td>
<td></td>
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<tr>
<td>Useful to Discipline</td>
<td>10%</td>
<td>10%</td>
<td></td>
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<tr>
<td>Knowledge of the Discipline</td>
<td>10%</td>
<td>5%</td>
<td></td>
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<tr>
<td>Suitable Subject and Age Appropriate (matches grade and ability)</td>
<td>5%</td>
<td>10%</td>
<td></td>
<td></td>
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<tr>
<td>Conveys Message/Accomplishes Purpose</td>
<td>5%</td>
<td>5%</td>
<td></td>
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<tr>
<td>Quality of Workmanship</td>
<td>5%</td>
<td>40%</td>
<td></td>
<td></td>
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<tr>
<td>Meets Exhibit Requirements</td>
<td>5%</td>
<td>5%</td>
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Judges Comments:
Indiana 4-H Shooting Sports Manual

The Indiana 4-H Youth manual is recommended for introductory use. It include information and activity suggestions for the disciplines that we offer in Indiana. These manuals may be ordered from Purdue Universities’ Media Distribution Center (Order # 4-H 950). A package of 10 manual sells for $12.00 (2006). Topics covered include:

- Safety
- Eye dominance
- Discipline activities
- Resources
- Record Sheets
- Glossary

Older youth and those who want to pursue a discipline in more detail are recommended to use the NRA manuals listed in the Publications sections.

Answers to the IDs, word finds, crossword puzzle, and additional information about youth development stages, experiential learning, and making a good poster, are available for free at: www.extension.purdue.edu/extmedia/4H/4-H-1007-W.pdf
# Meeting Log

Date: _____________________________

Explain what you did and what you learned. Use the back of this sheet for additional information or sketches.

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Sketches, pictures, etc.
Poster Exhibit Guidelines and Suggestions

- Display a poster relating to something you learned from your project manual.
- **You must choose a new topic each year.** Choose a creative title for your poster that gives viewers an idea of your topic. Include a name label in the lower right hand corner.

Note the suggestions for creating a great poster, below.

**Poster board** – use white when required and experiment with other colors when not required. All posters must be 22” x 28” unless otherwise specified.

1. **Mounting adhesives** – the best is rubber cement (it leaves no marks and won’t wrinkle paper). White glue should be used only in cases where wrinkling or damage will not occur.

2. **Colored pencils** – the best are soft leaded – they are easy to color and blend easily – strokes will not show if handled properly – hard leaded pencils are less expensive but are more difficult to use. (Soft leaded pencils can be purchased at art stores.)

3. **Labels** – Plain 3” x 5” file cards (cut to the proper size) work exceptionally well – they have a smooth finish, are sturdy enough for gluing and removing smudges.

4. **Stiff backing** – any material that will keep the poster from bending forward will work. Some examples are: very stiff cardboard, plywood (this can make the poster very heavy); and masonite (1/8” thick found to work well and could be use year after year). If you can find foam core board in the correct size it can take the place of poster and backing.

5. **Acetate or other clear plastic covering** – this is required for most posters to keep them clean before judging and keep fairgoers from touching them. Coverings generally come in various thickness (3, 5, 7 ½, and 10 mill) in rolls or sheets.

6. **Plastic tape** – this is not necessary but it makes attaching poster board to the stiff backing easy. Tape is available in many colors, cloth or plastic, and widths. The 1 ½” wide tape can give the poster a border. Available at discount stores.

7. **Lettering** – Stencils, self-adhesive or press-type letters may be purchased at discount or art stores. Some youth prefer to type their labels and title on a computer.

8. **County ID labels** – an identification label should be places at the lower right hand corner of poster projects. Labels are available from your leader or at the County Extension Office. The label should include township, article, project, year, and your name.

9. Your poster should read like a dollar bill:

* From Roger Sherer, Extension Educator, Wells County
Poster Exhibit Guidelines*

<table>
<thead>
<tr>
<th>A Good Poster</th>
<th>Tips to remember</th>
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<tbody>
<tr>
<td>• Attracts attention                                                         • Don’t use too many words</td>
<td></td>
</tr>
<tr>
<td>• Is simple and clear                                                        • Use a combination of illustrations and words</td>
<td></td>
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<tr>
<td>• Interests someone in insects or some aspect of insects                     • Be as neat as you can</td>
<td></td>
</tr>
<tr>
<td><strong>When forming ideas for your poster</strong>                                       • Cut evenly, cement carefully, blend colors when using crayons or colored pencils</td>
<td></td>
</tr>
<tr>
<td>• Know the project requirements                                              • Leave white space on the poster</td>
<td></td>
</tr>
<tr>
<td>• Read the manual – look for ideas                                           • Make sure the poster is balanced</td>
<td></td>
</tr>
<tr>
<td>• Brainstorm ideas and make a list                                           • Choose colors carefully. Note the following general guidelines:</td>
<td></td>
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<tr>
<td>• Think of titles with alliteration (repeating a sound in words)</td>
<td>− Black tends to be more formal, neat, rich, strong</td>
</tr>
<tr>
<td>• Look at other posters for ideas – but don’t copy</td>
<td>− Blue is cool, melancholy, or depressed</td>
</tr>
<tr>
<td><strong>Steps to follow when making a poster:</strong></td>
<td>− Purple is considered royal, rich, imperial</td>
</tr>
<tr>
<td>1. Read your project manual</td>
<td>− Red stands for love as well as anger and hatred</td>
</tr>
<tr>
<td>2. Read your county project requirements</td>
<td>− Orange is generally used for Halloween and is festive and gay</td>
</tr>
<tr>
<td>3. Decide on information to include on the poster</td>
<td>− Yellow tends to be warm, light, or ripe</td>
</tr>
<tr>
<td>4. Sketch out your idea</td>
<td>− Green is fresh, young, or growing</td>
</tr>
<tr>
<td>5. Collect supplies</td>
<td>− White means pure, clean, and neat</td>
</tr>
<tr>
<td>6. Mark guidelines for lettering and pictures (lightly)</td>
<td><strong>Things you should never do</strong></td>
</tr>
<tr>
<td>7. Layout letters, pictures, etc. on the poster.</td>
<td>• Make a vertical poster</td>
</tr>
<tr>
<td>8. Cement (glue, etc.)</td>
<td>• Use Saran Wrap to cover</td>
</tr>
<tr>
<td>9. Clean up the poster so it is neat. Erase any guidelines that are showing.</td>
<td>• Use staples, tacks, or tape</td>
</tr>
<tr>
<td>• Remove excess rubber cement or glue.</td>
<td>• Use fluorescent posters</td>
</tr>
<tr>
<td>10. Glue poster to backing</td>
<td>• Create a poster that is all words or a poster that is all pictures</td>
</tr>
<tr>
<td>11. Cover poster with plastic</td>
<td></td>
</tr>
<tr>
<td>12. Take your poster to the fair on the right day and time</td>
<td></td>
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</tbody>
</table>

* From Amy Nierman, Extension Educator, Washington County and Angela Apple

4-H 689, 4-H Communication Activities, has more suggestions. (Purdue Agricultural Communications)
Record Sheets

A number of record sheet examples follow. You are welcome to copy them and use them as they are or to create your own. If youth keep their shooting sports record sheets, meeting times, and other forms in a folder or notebook they are less likely to be lost.

Please Note: The forms and suggestions provided in this manual are for reference only. Each Shooting Sports Education instructor team should determine what to use in their county program based on local resources and needs.

The Value of Record Sheets

- Keeping record sheets help youth learn responsibility
- Recording what was done helps youth to remember what they learned in a class
- Record sheets are valuable references for youth when applying for 4-H (and other) scholarships. Without good records, the information can be very difficult to compile.

Personal Goals Record Sheet
(Complete at the beginning of the project year.)

What I would like to learn in this project:

What I would like to do in this project
(with the club or making something related to shooting or wildlife):

Other goals, objectives, questions, etc.
Summary Record Sheet 4-H-950B-W (3/03)
(Complete at the end of the project year.)

Name _______________________________________ Grade ______________  Year 20____

Name of Club __________________________________________ Year in club work _______

County _________________________________________ Township ____________________

What I experienced in this project
What did you do this year in the 4-H Shooting Sports Education project?
(Summary of what firearms, archery, or other equipment you used, what project/exhibit you did,
field trips that you took, etc.):

What I learned in the 4-H Shooting Sports education Project
Explain what you learned. Some examples are: shooting skills, information gained about wildlife
and other natural resources, safety concepts that you learned, and learning to work with others.)

Describe how the 4-H Shooting Sports education project has helped you:

How can you use what you learned in the 4-H Shooting Sports Education project in other 4-H
projects, at home or at school?

I have reviewed this record and made comment about the individual’s progress and completion.

Signature of Helper/Leader _________________________________ Date ________________

Purdue Extension, 4-H Department
Purdue University is an equal opportunity/equal access institution
Youth Educator Responsibilities
Extension Educator Responsibilities

The county Extension Youth Educator, as the paid Purdue staff member, is responsible for the overall guidance and coordination of the county 4-H shooting sports education program. The educator works in conjunction with the State 4-H Office. They are responsible for all volunteer screening, references, acceptance, removal, and other paperwork pertaining to the management of volunteers. They are also required to submit a compliance statement and range plans to the State 4-H Office where they are filed. Any requests for a Certificate of Insurance must originate with the educator. They are generally the person responsible for sending in the paperwork for potential Shooting Sports volunteers wishing to attend a certification workshop.

Forms

The County Youth Extension Educator has the primary responsibility for the 4-H Shooting Sports program. They have many and varied responsibilities and are required to manage multiple programs and work with many volunteers. They must make sure that office personnel and volunteers maintain the appropriate use of the 4-H Emblem and that all guidelines for using the emblem are followed. There are also a number of forms and requirements specific to 4-H and the 4-H Shooting Sports program. Examples of many of these forms are given in the 4-H Shooting Sports Guidelines booklet that is provided at the Volunteer Instructor Certification Training workshop. Some of them are particular to the 4-H Shooting Sports program only. Examples include:

- Shooting Sports Compliance Statement (Purdue Risk Management form), Educator assurance that policies and procedures are being followed.
- Shooting Sports 4-H Shooting Sports Range (Purdue Risk Management form), required for each range that is used for the 4-H shooting sports program.
- Request for Certificate of Insurance (Purdue Risk Management form), for requesting a copy of Purdue’s liability Insurance.
- 4-H Volunteer Information Form (4-H 784), required of all volunteers before they are offered a position as a 4-H volunteer leader.
- Adult Behavioral Expectations (4-H 785), all volunteers must agree to the stated behavioral expectations before they are offered a position as a 4-H volunteer leader.
- Omnibus Form, 4-H Shooting Sports instructor self-certification that they are not prohibited from being around firearms and ammunition under the Gun Ban for Individuals Convicted of a Misdemeanor Crime of Domestic Violence.
Liability and Insurance for Volunteers

The booklet, *Serving as a Volunteer in the 4-H Shooting Sports Program: Guidelines for 4-H Volunteers in the Purdue University Cooperative Extension Service*, is provided and discussed at the certification workshop. The primary points are given below. Talk with your county Extension Educator if you have questions.

- Purdue provides liability coverage for bodily injury or personal injury to third parties
  - Includes damage to their property when such injury is the result of Purdue’s negligent act.
  - Coverage amount of $25 million per occurrence

- Personal injury includes:
  - Defamation of character
  - Invasion of privacy
  - False arrest

- Do not confuse liability with medical coverage (medical not covered by Purdue)

- Who is covered? The University, its employees, and its volunteers

- Coverage includes: Payment of claims or legal settlements and Defense costs

- If an accident or injury occurs, IMMEDIATELY contact extension staff

Auto Liability

- Purdue provides coverage for bodily injury to third parties and damage to their property when an injury is the result of the operation of an employee’s or volunteer’s personal vehicle when on official university business.

- Your personal insurance coverage is always primary. (Recommended minimum limit for personal insurance is $100,000 per accident for bodily injury and property damage.)

- Coverage amount: $25 million per occurrence

- Who is covered? The University, its employees, and its volunteers

- School bus coverage is not provided by Purdue University.

- Additional guidelines apply to transport a group of youth to an event. Talk to your Extension Educator.
Accident and Illness Coverage
Accident and illness coverage policies may be purchased by a county or club for 4-H events and activities (through the county extension office). It is provided through American Income Life Insurance Company and should be purchased by Extension Educator, on either a per-activity or blanket basis. All 4-H projects are covered at a cost of $1 a year per member
- $2 a year for horse and pony

Final Notes
- Purdue coverage is broad, but not everything can be covered.
- Indemnification resolution: Coverage is in place as long as person is:
  - Acting in good faith.
  - Acting within scope of his/her duties.
- Supervision of youth - ratio of adults to youth:
  - Mixed groups require both male and female chaperones
  - Discourage an individual adult from being alone in a room (or car) with a child
  - More than one adult with a group, in case of an emergency
  - Consider
    - The type of activity
    - Number of participants
    - Age of participants
    - A common sense approach is best!
    - MORE IS BETTER!

Releasing a volunteer – Paid staff, Extension Youth Educators only

The county Extension Educator, as the Purdue employee, must initiate any volunteer release process. If you have concerns about any volunteers (certified instructors or assistant instructors) discuss your concerns with the educator know. Document any discussions that you have with the volunteer in question (date, nature of concerns, what was decided, signatures). Educators must follow the Procedures and Policy guidelines, Volunteer Management section (pp 13 & 14) for the steps that must be taken to dismiss a volunteer.
Starting a 4-H Shooting Sports Program

Question: How can a county get a 4-H Shooting Sports Program started?

Answer:
It is a good idea to start with just a couple of disciplines. Many counties use the Hunting discipline for the younger kids (3rd grade) and then start rifle and archery with 4th and up. You would need to send someone in each discipline. If you can’t find a coordinator at first we will let that go for a bit but hopefully your instructors will find someone willing to get the training and take that role. It is really a pretty labor intensive program and educators just don't have the time (and most don’t have the interest). Note that we do not support hunting – the learning takes place on ranges. So, you will need ranges – not a lot of space for archery and rifle can be inside, if they do air rifle. You may be able to use a building at your fairgrounds. A sketch of the range(s) and a compliance statement must be on file at the State 4-H Office. The county should also keep a copy of these forms.

Costs vary widely with the discipline and whether your county decides to try and purchase equipment or have the kids use their own. Ammunition can get costly so most programs charge the kids anywhere from $5 to $50, depending on the discipline. Accident insurance is highly recommend. Most counties in Indiana have a 4-H Shooting Sports program so you can learn a lot by talking with coordinators and educators in your Area. Volunteers can learn a lot by visiting other programs and asking them to visit one of your meetings.

The specific Risk Management Forms that apply to this program are:
Required forms:
1. Indiana 4-H Shooting Sports Policy Compliance Statement* - this must be signed by the county Youth Educator and sent to my office. (keep a copy in the county)
2. Range Plan Form* - must be completed for each range that the shooting sports club uses. The form requires the county name, address where the range is located, and a sketch. The sketch should include the shooting stations (number & position), distances to objects (roads, buildings, forests, etc.), buildings in the area (what? distance, etc.), and any other pertinent information for the particular range. One of these forms must be submitted to my secretary, Linda Hines, for each range (copy original). They will be sent for review to the Purdue Police Department. If you do not hear from us you may assume that we found no problems as we return incomplete forms or range plans that appear dangerous. (keep a copy in the county)
3. Omnibus Consolidated Appropriations Act* - form that must be signed by instructors and kept on file in the county office (only needs to be signed once, not each year).

* These forms are in the 4-H Procedures and Policy manual, Risk Management Forms, which are available only to Extension Educators.

Optional form – Certificate of Insurance – use the form from the Director’s office (CED probably has). This form is just proof of liability coverage (not accident) for shooting events for 4-H youth, taught by certified instructors. Some offices like to keep a copy in case there are any questions and some property owners want them if a 4-H club is shooting on their property.
Steps in getting the program started
Starting and maintaining a 4-H shooting sports program is most successful when the county extension educator and the certified 4-H shooting sports coordinator work closely together. The following steps are recommended.

1) Call a meeting of all adults that might be interested in helping with the program. If you are restarting a program that has languished (or died) invite any previously active, certified instructors.
   a) Discuss the general objectives for the program (stated on page 1) and what you and other meeting attendees hope to achieve by offering this program in your county.
   b) Explain the requirements for volunteer leaders in this program.
      i) All 4-H volunteers must apply and be accepted as a county volunteer 4-H instructor. This process documents volunteer excellence and includes:
         • A written application (4-H 784) including three references.
         • A reference check (written or by phone) by the Extension Educator.
         • Clearance through the Indiana Criminal Justice Institute Sex and Violent Offender Registry, by the Extension Educator.
         • A recommendation or denial of the applicant’s involvement with 4-H youth/development programs, by the Extension Educator.
         • All volunteers will be asked to sign the Behavioral Expectations Form (4-H 785 or 785Y). This form allows everyone to REAFFIRM their commitment and DEDICATION to the well-being of youth
      ii) Volunteer leaders must attend (and successfully complete) a certification training workshop. These workshops are held twice a year by the Indiana Department of Natural Resources in conjunction with the State 4-H Office. They run Friday night through Sunday afternoon and are held at Ross Camp in Tippecanoe County.
      iii) A certified shooting sports coordinator is required.
      iv) Certified instructors are required for each discipline that your county will be offering youth.
      v) Other adults can help but if they want to take responsibility for teaching a discipline they would need to attend certification training and pass the usual volunteer screening process.

2) Decide what disciplines your county will offer youth. This decision depends on many factors, including the interests and expertise of the adults, the availability of ranges, and the interests of the youth. Generally, it is best to start small. The Hunting discipline is often a good choice for the younger kids (3rd and 4th) and then rifle, archery, and pistol. The shotgun and muzzle disciplines are generally offered only to older kids because of the size and cost of these firearms. It usually works best to work out the “kinks” with a couple of disciplines and then add as you go along and the youth want to try new disciplines. Furthermore, when you are starting a new program it is often difficult to get enough people to cover all the disciplines. As more youth become involved more adults will become interested in the program.

3) Invite experienced shooting sports instructors and/or coordinators from surrounding counties to a meeting. They can give you a lot of valuable insight about what works well, challenges that they have had, etc. The county extension youth educator can help you find these people by asking their colleagues for suggestions of outstanding programs.

4) Visit outstanding 4-H shooting sports programs in surrounding counties.
Glossary of Shooting Terms

ACP - abbreviation for Automatic Colt Pistol, for example .45 ACP
action - the parts of the firearm that load, fire, and eject the cartridge
action release - a device that unlocks the action; normally found on semi-automatic or slide-action firearms; also called a bolt release in some cases
adapter - 1) a fixture on the bow for attaching an accessory like a bow quiver, stabilizer, cable guard, bow-fishing reel or sight; 2) part of the arrow that permits attachment of a nock or point (see screw-in adapter)
adjustable arrow plate - arrow plate that can be adjusted to achieve better arrow flight, usually using set screws or micrometer adjustments
aim-point - an optical sight that superimposes a spot of light on the image of the target
air charge - the compressed air used to propel the pellet in a pneumatic pellet gun
alignment - 1) relationship among two or more items; 2) having all elements true, square and in line with each other
ambidextrous - able to use both hands with equal dexterity
ammo - shooter’s jargon for ammunition
AMO - Archery Manufacturer’s Organization, a trade association of all archery equipment manufacturers
anchor - 1) holding the string at full draw; 2) position of the string, fingers, hand, or mechanical release at full draw (see also high anchor and low anchor)
anchor point - a stable reference point for anchoring the string at full draw
antimony - metal often alloyed with lead to produce a harder shot or bullet material
Apache draw - extremely high anchor point, anchoring the nocking point on the cheekbone directly under the dominant eye, preferred for short-range shooting by some archers
aperture - a hole or opening in a sighting device, like the hole in the center of a receiver or peep sight disk
aperture rear sight - 1) device anchored in the string at eye height that the archer looks through at the sight pin; aids in precise sight alignment; commonly used in some archery shooting games, illegal in others; also called a string peep or peep sight; 2) metallic rear sight for a rifle, pistol, or shotgun in which the shooter looks through an aperture centering the front sight or front aperture in the opening and aligning the sights with the target; also called a receiver sight or peep sight
apothecary measure - measurement standards used in pharmaceutical and pharmacy measurement
archer’s paradox - observation that an arrow must flex to fly true to a mark
arm guard - protective device worn on the inside of the bow arm to keep the clothing out of the string’s path and to protect the arm from abrasion by the string
arm-rest standing position - the standing rifle shooting position where the upper arm is rested against the side of the body for support and stability
arrow plate - lateral rest for the arrow; pad or part of the arrow rest holding the arrow away from the side of the riser
ATA - Amateur Trapshooters Association, the governing body for American trap shooting in the United States
arrow rest - a device for supporting an arrow while it is at rest or being drawn
arrow shelf - the flattened area at the bottom of the sight window on bows with a center shot cutout
attitude - the orientation of the body relative to the target
back - those parts of the bow pointing down range when the bow is properly held in shooting position
back quiver - an arrow-holding device designed to be worn on the archer’s back, either centered (center-back quiver) or over the shoulder
backer (backing target) - a second target used to verify shots fired into the record target from other firing points
backstop - the ultimate stopping point for a projectile, often an earthen barrier, berm, or slope
ball puller - a screw device used to retrieve a ball from a muzzleloader
ball starter - a device used to insert the ball into the muzzle (short starter) or push it a short distance down the bore (long starter)
bare bow - shooting without the aid of sights or other accessories to aid in sighting; purely “instinctive” shooting
barrel - the tube that contains and directs the projectile [see also bore, chamber, rifling, muzzle]
barrel lug - an extension of the barrel or attachment to the barrel used to attach it to the stock
barrel wedge - tapered pin used to anchor the barrel to the stock on muzzleloading firearms
base wad - the wad surrounding the battery cup in a shotshell; may be composed of fiber, rolled paper, plastic, or formed from the hull material
BBs - 1) steel projectiles for air guns, approximately .177 caliber; 2) standard shotgun shot size, approximately .18 inch in diameter
bead - 1) the pointing or sighting aid(s) on a shotgun barrel; may be a small metal bead on a threaded post, a plastic or glass cylinder or a similar object; mid-rib beads are smaller; 2) the primary sighting area of a bead-and-post rifle sight
beavertail forend - broad shotgun forend commonly seen on doubles, with a shape similar to a beaver’s tail
bedded barrel - a rifle barrel completely and consistently in contact with the stock material for the entire length of the fore stock
bench-rest position - a rifle shooting position where the shooter is seated at a bench and the rifle is supported on a rest, cradle or sandbags; often used for sighting-in purposes
blooper - an under-powered shotshell that fires with an unusually loud, flat-sounding report; shot and wad may or may not exit the barrel; complete safety check should be made before another shot is fired
blunderbuss - matchlock firearm featuring a bell-shaped muzzle and commonly associated with the Pilgrims
blunt - a flat or broadened arrow point designed for hunting small game and killing the quarry by its impact
bolt - 1) moveable locking device that seals a cartridge in the chamber of a firearm, usually contains the firing pin and a means of extracting cartridges from the chamber; 2) a quarrel or arrow for a crossbow; 3) a threaded rod used as a connector
bolt action - firearm action designed around a manually operated bolt; both turnbolt and straight-pull designs in use
Boone and Crockett Club - one of the major organizations maintaining records of North American big game animal trophies
bore - channel through which the projectile(s) travel while in the barrel
bore size - 1) the diameter of the bore in a rifle, measured in caliber (hundredths or thousandths of an inch) or millimeters (mm); 2) the gauge or caliber of a shotgun
bore swab - cleaning fixture made of fiber or fabric used to apply solvent, remove fouling, dry the bore or apply oil to the bore
bow case - a protective device for the bow; may be either hard (with high impact resistance) or soft (designed to prevent damage by scraping or minor bumps)
bow hand - hand holding the bow when in proper shooting position; the hand associated with the non-dominant, non-shooting or “off” eye
bow-hand side - the side of the body or target associated with the bow hand
bow press - a device to compress the limbs of a bow, usually used in servicing compound bows or checking adjustments in draw weight
bow quiver - an arrow-holding device designed to be attached to the bow; safety demands that the arrowheads be covered by a cowl or shield on all bow quivers
bow scale - a scale used to find the draw weight, peak weight or holding weight of a bow
bow stringer - a device used to string or unstring a conventional bow (recurve or longbow)
bowyer - a designer and builder of bows
breech block - solid block of metal, either moveable or fixed in position, that sells or locks a cartridge in the chamber of a rifle or shotgun
breech plug - threaded plug that seals the breech end of a muzzleloader barrel
bridle - plate that holds internal working parts of the lock in place
brockhead - an arrowhead designed for hunting large game animals and to kill by hemorrhage
buck shot - cold-swaged or cast lead pellets designed to be fired in a shotgun, ranging in size from No. 4 (approximately .24 caliber) to OOO (approximately .375 to .380 caliber)
buckhorn sight - open rear sight with high, curved sides
bull - 1) abbreviated term for bullseye or center portion of a target; 2) term applied to adult male elk, moose or domestic bovines; 3) content of discussions when shooters or hunters gather to talk
bullet board - loading block holding pre-lubed or patched and lubed bullets or balls, used as a means of speeding loading in a muzzleloading rifle or pistol
bullet mass - weight of a bullet divided by the acceleration of gravity, generally measured in slugs (pounds/32 feet per second squared) although bullet weight is measured in ounces (shotgun slugs) or grains (rifle bullets or balls); must be calculated to determine bullet energy
bullet point - target or field points that curve to a point like a spitzer bullet (have a radius curve or ogive)
bullseye - center portion of a circular target; aiming dot on a target
butt - 1) target backing device designed to stop and hold arrows without damage, may be made of foam blocks or baled materials like paper, straw, excelsior, sugar cane fiber, marsh grass or plastic foam; 2) shoulder end of a rifle or shotgun stock; 3) a shooting stand or blind
bull plate - protective device attached to the shoulder end of the butt stock usually of metal, horn, plastic or rubber
cable - wire ropes used to provide mechanical advantage on compounds bows and cammed limb bows
cable guard - device designed to hold the cables away from the path taken by the arrow when it is drawn or shot
caliber - diameter of a firearm bore measured in hundredths or thousandths of an inch or in millimeters
cam - 1) an eccentric wheel with changing radius around its perimeter; 2) eccentric wheel designed to prolong the peak draw weight of the compound bow, altering its draw force curve to increase its efficiency

**cam bow** - two-wheel compound bow featuring cams rather than round eccentric wheels

**cammed limb** - limb design with cam action at the bases of the limbs rather than at their tips

**cammed limb bow** - bow design featuring cammed limbs

cant - holding the bow or firearm at a slight angle to the perpendicular

cap-and-ball - a revolver type intermediate between muzzleloading pistols and cartridge pistols where the cylinder consists of several short muzzleloading chambers with a cap at the rear

**caplock** - 1) lock designed for use with percussion caps; 2) a rifle or shotgun using a percussion lock

capper - a device used to hold percussion caps and press them into place on the nipple of a muzzleloader

**cardinal rules of safety** - three fundamental rules of firearm and archery safety including 1) empty and open until ready to fire, 2) muzzle or arrow pointed in a safe direction, and 3) fingers off the string or trigger until ready to fire

**cartridge arm** - any firearm using fixed ammunition

**center-of-mass hold** - holding the aligned sights on the center of the bull or target, with the firearm or bow sighted to place the projectile at the top or center of the front sight

**center-fire** - a firearm using a primer or battery cup located in the center of the cartridge head

**chamber** - rear portion of the firearm barrel, shaped to hold and support a specific cartridge

**chambering** - v. milling or cutting the breech end of the barrel to the dimensions specified for the appropriate cartridge; n. 1) the process of cutting the chamber in a firearm; 2) the dimensions of the chamber in a firearm or the cartridge for which it was cut

**change roles** - coach and pupil exchanging responsibilities during coach-pupil instruction

**channel** - opening or tube

**chilled shot** - fine shot made with a hard lead alloy containing antimony or tin and antimony

**checkpoint** - any reference point used by the shooter to be sure the anchor point is properly located

**checkering** - n. 1) textured surfaces on the firearm stock, frame or hammer designed to increase the security of the shooter’s grip; 2) individual diamonds or other patterns within the textured surface; v. cutting or pressing the textured surface on a firearm

**choke** - 1) a device or barrel structure designed to control the pattern of a shot, generally available in cylinder, sket (or sket 1), improved cylinder, quarter choke, sket 2, modified or half choke, improved modified, full and extra full; 2) the amount of choke present in a particular barrel; 3) losing concentration under pressure

**choke tube** - fixed or changeable sleeve containing a choke device

**cleaning jag** - fitted device attached to a cleaning rod designed to hold a cleaning patch securely and tightly in the barrel

**clicker** - spring-loaded device attached to the riser near the arrow rest to signal when the arrow has been drawn fully, often used by target shooters who suffer from target panic or freezing as a release signal

**climbing block** - a portable device used in climbing trees without penetrating the bark

**clip** - a removable box magazine for rifle, pistol or shotgun cartridges

**clout** - long-range target game featuring a large horizontal target in concentric circles around a central flag
cm - abbreviation for centimeter, 1/100 of a meter or approximately 0.4 inch

couch/pupil method - teaching technique where two shooters support and reinforce learning, switching roles after each portion of the shooting session

cock - “hammer” of a flintlock action

collet choke - variable choke device where the amount of choke constriction is controlled by turning a collet that controls the attitude of a set of steel fingers within the device

comb - upper edge of the butt stock, the part in contact with the cheek or face

components - elements or pieces that make up a whole, in handloading it refers to the powder, primers and other items needed to create a new cartridge

composite - made up of several materials (fiberglass and graphite limbs, for example, are composites of those fibers in a plastic matrix)

composite limb - limb made of composite materials

compound bow - bow designed to give the shooter a mechanical advantage during the draw, changing the shape of the draw force curve and yielding a higher efficiency in energy transfer to the arrow

conical point - target point with an abruptly conical shape, tend to deflect more than bullet points when striking other arrows

constriction - difference between bore diameter and choke diameter in a shotgun

controlled access - restricting access to authorized and responsible persons

crimp - 1) folded seal on a shotshell or blank rifle or pistol cartridge; 2) slightly rolled or indented area at the neck of a rifle or pistol cartridge designed to hold the bullet in place

creep - 1) tendency of the drawing hand to ease forward from the anchor point during or prior to release, usually caused by fatigue or excessive draw weight; 2) movement of the trigger without releasing the sear

crest - lacquer indicia applied to the shaft between the fletching and the point and used to identify the arrow (see “signature”)

cresting lathe - mechanical device used in applying crests or signatures to arrow

crooked stock - butt stock with considerable drop at the comb and/or heel

cross hair - reticle consisting of a pair of hairs, wires or similar structures arrayed at right angles and centered in the sight

cup grease - heavy grease used to seal the mouths of the chambers in a cap-and-ball revolver

cushion plunger - adjustable and spring-loaded lateral arrow rest or side plate

cylinder pin - pin or post that supports the cylinder of a revolver

dead release - release without increasing tension in the back and shoulder muscles, in extreme cases while the drawing hand is creeping forward

deformation - alteration of the shape of bullets or shot, particularly due to acceleration, contact with the barrel or impact

degrees of choke - amount of constriction or choke in a shotgun barrel

desiccant - a drying agent

dock spike - a long, heavy nail used in construction of piers, docks and similar structures; useful as tent pegs and anchoring pegs for equipment

dot - reticle consisting of a small dot suspended on the intersection of nearly invisible cross hairs

double - shorthand expression for double-barrel shotguns, usually refers to side-by-side doubles

dram - unit of apothecary measure for volume, formerly used in measuring changes of black powder for shotshells
**dram equivalent** - a velocity or pressure measure giving shotshell performance equivalent to a specified amount of black powder

**draw** - 1) process of pulling the string back to the anchor point; 2) type of anchoring system used (such as Apache draw, high draw, low draw) cf. “anchor”

**draw check** - device used to signal when the arrow has been drawn to a consistent length, often used by target shooters to combat target panic or freezing (see “clicker”)

**draw check arrow** - marked arrow used to determine draw length or proper arrow length

**draw force** - force applied to the string in drawing the bow to full draw

**draw force curve** - draw force compared to the length the arrow is drawn, shape varies with bow design

**draw length** - distance from the string to the arrow rest when an arrow is fully drawn to the anchor point

**draw weight** - force required to draw an arrow to the anchor point

**drift punch** - tapered metal tool used to direct the force of a hammer blow on a specific spot

**drop** - 1) movement of the projectile toward the earth; 2) distance below the line of sight; 3) distance below an imaginary line extended along the rib or top of the barrel toward the butt stock

**drop at comb** - drop measured at the front of the comb

**drop at heel** - drop measured at the top of the heel

**drop shot** - soft lead shot containing pure lead or very soft alloys formed by dropping molten lead through a calibrated screen in a shot tower (as most fine shot is made)

**dry point** - pointing the shotgun at a target without firing or dry firing

**duplex reticle** - reticle composed of tapered posts of heavy cross hairs with fine cross hairs in the center

**eccentric** - wheel with the pivot point located off center so the effective radius changes as the wheel rotates

**effective range** - distance at which a projectile remains capable of performing its intended task, determined in rifles or pistols by a combination of remaining energy and trajectory, determined in shotguns by a combination of pellet energy and pattern density

**ejector** - device designed to automatically and completely remove a fired case from the chamber

**empty mark** - a mark on the ramrod of a muzzleloader indicating the depth of the empty barrel

**end** - a series of shots fired before the arrows are scored or retrieved

**energy** - the physical measure of potential to do work, computed as half the mass multiplied by the square of the velocity

**escutcheon** - a metal plate inletted into the stock of a firearm, often used to reinforce a stress point on the stock

**extra-full** - chokes giving pattern densities in excess of 85 percent of the shot charge in a 30 inch circle at 40 yards

**extractor** - device designed to lift the cartridge from the chamber so the shooter can remove it manually

**eyedness** - having a dominant eye, one that takes precedence in aligning a sight (like a finger tip) with an object when both eyes are open and unobstructed

**Fg** - coarsest granulation of black powder used in shoulder arms

**FFg** - granulation of black powder used in big bore shotguns and rifles

**FFFg** - finer grade of black powder used in small bore shotguns, pistols and rifles .45 caliber and smaller
FFFFg - finest black powder used in sporting arms, used only as priming powder for flintlock arms
face - 1) the belly of the bow, the part that faces the shooter when the bow is in shooting position; 2) a target
felt recoil - apparent recoil influenced by weight of the firearm, shooting position, stock design, action type and similar features
ferrule - cylindrical or tapered tube designed for attachment of one object to another, for example attaching a broadhead to an arrow
ferrule cement - a heat sensitive cement of low melting point used to attach ferrules to shafts
field point - a heavy point with a more or less elongated tip of smaller diameter than the body of the point, often designed to match broadheads in mass or flight characteristics
fine shot - shot produced by dropping molten metal through screens in a shot tower, commonly from approximately 0.18 inches in diameter (BB) to 0.08 inches in diameter (#9)
finger pinch - tendency of the arrow to swing away from the rest during the draw, usually caused by cupping or curling the hand and cured by keeping the back of the hand flat during the draw
fire control - mechanical parts of the firearm that cause it to fire, including the trigger, sear, hammer, main spring and firing pin
firing point - a designated shooting station or location
fish-tailing - lateral oscillation of the shaft in flight, usually caused by improper spine, improper bow tuning, poor shooting hand form or misaligned nocks
FITA - Federation Internationale de Tir a l’Arc, the governing body for international, Olympic-style archery shooting using large, five color faces over known but relatively long ranges in open shooting fields
flange - 1) a rim or lip on a cylinder, 2) rim or edge on a scoring gauge
flash hole - channel from the priming pan of a flintlock to the breech and main powder charge
flash pan - priming pan of a flintlock
fletch - 1) to apply fletching to an arrow; 2) the type or style of fletching materials used
fletching - feathers or vanes used to steer and stabilize the flight of an arrow
fletching cement - cement used to apply fletching materials
fletching clamp - clamp used to hold the fletching materials in shape and in place during application to the shaft
fletching jig - tool used to hold the fletching clamp in proper alignment with the shaft while the fletching is being applied
fletching style - number and placement of feathers or vanes, selected by considering trade-offs in speed, control, weather sensitivity, durability and noise in flight; common styles include vanes that are in line with the shaft (straight), angled across the shaft (angled), spiraled along the shaft (helical), or wrapped around the shaft (one type of flu-flu); usual numbers and placement involve three vanes at 120 degrees and the index vane perpendicular to the plane of the string and rest, four vanes at 90 degrees or 75 and 105 degrees, and six vanes at 60 degrees
flight - 1) a group of shooters scheduled to shoot at the same time; 2) behavior of the arrow when it is actually in flight
flight line - path taken by a flying target or game bird
flight shooting - long range archery game where arrows are shot for maximum flight distance
flight arrow - a specialized arrow with minimal fletching designed for flight shooting
flint - extremely hard stone used in flintlock firearms and arrowheads
**flintlock** - 1) lock used on flintlock firearms, featuring a cock, flint, frizzen and flash pan; 2) firearm using a flint-and-steel lock

**flu-flu** - specialized arrow designed for limited flight distance and often used in shooting flying targets, game birds or small game; use spirally wound full-length feathers or six full-length feathers to slow arrow flight

**fly** - connecting arm in the lock of a muzzleloader using double set triggers

**follow through** - 1) continuing the appropriate action of the shooting sequence through the shot until the target is struck; 2) holding the bow and string hands or the firearm in their release or shooting positions until the arrow or bullet strikes the target; 3) continuing the swing on a moving target until the target is struck

**forearm** - front portion of a stock on firearms with a two-piece stock; forend or fore stock

**forend** - portion of a stock between the action and the muzzle, also called a forearm or fore stock

**forend cap** - metal or wood cap covering the extreme end of the forend

**fouling** - powder residue or bits of metal left in the bore or other parts of the firearm as a result of shooting

**four position** - rifle matches in which shooters fire stages from the prone, sitting, kneeling and standing positions

**four-wheel bow** - compound bow design featuring eccentric wheels and idlers to aid in developing mechanical advantages, usually feature less let-off at full draw than two-wheel bows

**fowling piece** - muzzleloading shotgun designed for bird hunting, usually double-barrel designs

**frangible** - easily broken into pieces; frangible bullets come apart with explosive results

**free-floated barrel** - rifle barrel that is firmly bedded at the receiver but does not touch the stock material for the length of the forend

**freezing** - experiencing difficulty in releasing the string when the arrow is drawn and a sight “picture” is developed, also known as target panic; sometimes used for other shooting problems, like releasing as soon as the sight or other reference point touches the target

**frizzen** - the hardened steel striking surface on a flintlock, produces sparks of burning steel when struck by the flint

**frizzen spring** - spring that holds the frizzen in place prior to firing and helps it direct the spark into the flash pan

**full choke** - choke device nominally delivering pattern densities of 70 to 80 percent in a 30 inch circle at 40 yards

**gas check** - a gilding metal or other hard metal band at the base of a lead bullet; permits higher velocities and pressures than possible with a lead bullet

**gauge** - standard shotgun borings, currently 10, 12, 16, 20, 28 gauges; formerly the number of bore diameter lead balls that could be cast from a pound of lead

**globe sight** - an aperture front sight

**glove** - protective device for the shooting hand usually with individual finger stalls for the three drawing fingers

**gold** - bullseye or center of a five-color, FITA-style target

**grain** - unit of measure for bullet weight; one grain equals 1/7000 pound

**granulation** - a grade or size of individual black powder granules

**grip** - v. to grasp or hold the firearm or bow in a manner that enables the shooter to control the arm; n. 1) the stock or handle of a handgun; 2) the area immediately behind the trigger guard on a rifle, musket or shotgun [see also straight or English grip, pistol grip]
grooves - the spiral channels cut into the bore of a rifle or a shotgun choke

ground quiver - device that is set on or stuck into the soil for holding the arrows upright with the tips on the ground or protected in a tube

grounding - placing the bow on a rack or on the ground to indicate that the archer has finished shooting the arrows in that end

group - cluster of arrows or bullets shot with the same form, aiming point, sight setting and other factors to determine the average point of impact for that combination

half cock - a hammer position midway between the fired and fully cocked positions, often used as a safety device

hammer - a spring-loaded striker that provides the force, directly or by transferring it to the firing pin, needed to detonate a primer, percussion cap, battery cup or priming compound in the rim of a cartridge

handedness - dominance of a hand or side of the body, usually involves better dexterity for that hand

hang-fire - delayed ignition of ammunition or a muzzleloading charge

handle - grip portion of the bow

hauling line - light line used by bowhunters to raise or lower equipment when using an elevated stand

head stamp - identifying information on the head of a cartridge case

heel - the upper portion of the butt or butt plate of a lung gun

high anchor - anchor point locating the nocking point near the corner of the mouth on the drawing hand side, often with a finger touching the canine or eye tooth

high house - the target house on the left side of a skeet field from which the target emerges 10 feet above ground level

high house target - targets thrown from the high house on a skeet field

high velocity - term to signify velocities above target load levels in shotgun ammunition or above some minimum velocity (approximately 2500 feet per second) in center-fire rifles

high wrist - shooting style in which the bow-hand wrist is held in alignment with the forearm

hip quiver - arrow holding device designed to be worn on the belt

hold - 1) position of the aligned sights relative to the target or the intended point of impact; 2) relationship of the hands and archery equipment to the intended point of impact; 3) pause at full draw to check alignment, aiming point and form before release

hold over - holding the sights, sight pin or other reference point above the intended point of impact to compensate for projectile being below the line of sight at the distance to the target

hold under - holding the sights, sight pin or other reference point below the intended point of impact to compensate for the projectile being above the line of sight at the distance to the target

hooked breech - barrel attachment style in muzzleloaders where an extension of the breech plug hooks into a steel base mounted in the rear of the barrel channel, permits easy removal of the barrel for cleaning

hydroscopic - attracting moisture from the air

impact area - the area in which the projectile(s) strike the backstop or ground

improved cylinder - the most open or least constricted of the commonly used field chokes; nominally patterns about 45 to 50 percent of the shot charge in a 30-inch circle at 40 yards

improved modified - choke often used in the bottom barrel of over/under trap guns; nominally patterns 65 to 70 percent of the shot charge in a 30-inch circle at 40 yards
indexing - 1) aligning the cylinder of a revolver with the forcing cone on the barrel; 2) aligning the plug of a scoring gauge with the hole made by the bullet
inert - deactivated, non-functional, incapable of action
inert ammunition - dummy ammunition or ammunition loaded with deactivated or non-functional materials; action-proving ammunition

International Bowhunters Education Program (IBEP) This program is administered by the National Bowhunter Education Foundation (NBEF, www.nbef.org). Bowhunter Education prepares bowhunters to hunt ethically, competently, and safely.
idler - wheel or pulley that changes the direction of a cable without altering the force applied
insert - 1) fitted unit that fits into the hollow shaft of an arrow to permit attachment of either a nock or a point; 2) blades fitted into a broadhead with replaceable blades; 3) small blades at right angles to the main blades on some broadheads (also known as “bleeder blades”); 4) elements in rifle sights that may be changed to suit the conditions or the shooter’s preferences
instinctive shooting - shooting without the aid of sights or other aiming devices on the bow
jacketed bullet - bullet composed of a lead core with a gilding metal or other harder metal bearing surface
jag - a cleaning device designed to hold a patch on the cleaning rod in a specific sized bore
jaws - top and bottom portions of a flintlock cock, designed to hold the padded flint securely
jerking - moving the trigger or shooting fingers with a brief, violent motion
judo head - specialized, spring-loaded head for roving or practice
jumping a target - anticipating the flight line of a shotgun target and moving the shotgun in that direction before the target emerges
kneeling - rifle shooting position; shooter sits on one foot or heel with the lower leg on the other side held vertically; the elbow of the forward hand rests on the knee providing support for the rifle
lacquer - tough paint used in archery applications, often with an epoxy or vinyl base
laminated - layers of material bonded together to take advantage of the characteristics of the component materials
laminated limb - limbs composed of fiberglass or other composite materials on the surfaces with cores of wood
lands - raised, spiral ridges left when rifling is cut in a barrel
lanyard - cord attached to an implement to hold or operate it
laser sight - sight that projects a laser dot onto the target
laws of physics - fundamental relationships describing mass and movement of objects and the interactions of those factors
lead fouling - deposits of lead left in the bore of a firearm
length of pull - distance from the butt to the trigger
limb - flexible portion of the bow from the riser to the tip
line of flight - path taken by the arrow in flight
line of sight - straight line from the eye, through the sight to the target
live release - releasing the string while increasing the tension in the back and shoulder muscles (pulling the shooting elbow back), indicated by the shooting hand moving backward along the face or neck on the release
loaded mark - mark on a muzzleloader ramrod to indicate the barrel is properly loaded
loading port - opening through which a firearm may be loaded, usually serves as an ejection port as well
loading ram - level activated rod on a cap-and-ball revolver that serves as a seating device for the ball
lock - mechanical parts of a muzzleloader or other firearm
lock plate - flat plate upon which the parts of a muzzleloader lock are assembled and held in place
longbow - straight or slightly reflexed bow based upon the old English design; sometimes used in fish and game regulations to designate all bows with the exception of crossbows
low anchor - anchor point locating the nocking point under the chin
low-house - trap house on the right side of a skeet field (station 7) from which the target emerges 3 1/2 feet above ground level
low-house target - targets thrown from the low house on a skeet field
low wrist - shooting position in which the shooting firearm is relaxed, allowing the hand to be pushed upward by the pressure of the bow against the palm; position favored by target shooters
lubricated wad - fiber or felt wad treated with a lubricant
m - abbreviation for meter, the base unit of length measure in metric units; approximately 10 percent longer than a yard
machining - cutting or milling metal to specified dimensions
magazine - 1) part of a firearm where ammunition is stored prior to being inserted into the chamber for firing; 2) a controlled storage area for ammunition or components
magnum shot - very hard shot made with a lead alloy containing a high percentage of antimony
main spring - the spring that is cocked to provide energy to the hammer or firing pin
malfunction - failure of a firearm or ammunition to perform as designed; legally defined in the rules of shooting games
matching chokes - process of selecting the appropriate choke for the intended use of a shotgun
matchlock - 1) firing mechanism where a match is inserted into a touch hole to ignite the powder charge; 2) firearm using this type of lock
Maxi ball - flat-based muzzleloader bullet developed by Thompson Center Arms
micrometer - measuring device using a graduated dial or set of dials to obtain precise measurements
micrometer sights - aperture rear sights or externally adjusted telescopic sights with micrometer-style, graduated adjustment knobs that permit precise sight adjustment
milling - machining process where metal is removed to form the appropriate part or dimensions
minnie ball - conical bullet for muzzleloading arms developed in the mid-nineteenth century
misfire - failure of a cartridge, percussion cap or powder charge to fire
mimetic - mimicking or practicing a process without actually performing the act; practice steps without shooting
mm - abbreviation for millimeter, 1/1000 of a meter or approximately 0.04 inch
modified choke - shotgun choke patterning approximately 55 to 65 percent of its shot charge in a 30-inch circle at 40 yards; also known as half choke
module - integrated operating element of a firearm, like a trigger group or fire control mechanism
momentum - physical measure of inertia, the mass multiplied by the velocity
musket - smoothbore muzzleloading firearm suitable for use with either shot or ball
muzzle - terminal end of the bore, opening from which the projectile or projectiles emerge
muzzle control - maintaining adequate control of the firearm so the muzzle is never pointed at anything the shooter does not intend to shoot
name tent - folded card used to identify the person sitting at that location
nipple pick - tool for cleaning the opening or channel in the nipple of a muzzleloader
nipple wrench - tool designed to remove or replace a nipple
nitro card wad - heavy treated paper cut to shape and used as an over-powder wad in shotguns
notch or V-sight - open rear sight using a notch or a V-shaped slot as a reference point for sight alignment
NAA - National Archery Association, the governing body for FITA-style shooting and Olympic archery in the United States
NFAA - National Field Archery Association, governing body for indoor and outdoor archery shooting using both conventional and compound bows in the United States
nocking point - location where the arrow is placed on the string
nocking point indicator - device for maintaining the proper nocking point on the middle serving of a string, commercial and homemade types available
NRA - National Rifle Association, the governing body for rifle, pistol, and international shotgun shooting in the United States
NSSA - the National Skeet Shooting Association, the governing body for American skeet shooting in the United States
NSSF - National SAFE Foundation, a trade organization of the arms and ammunition manufacturers in the United States dedicated to the promotion of SAFE
ogive - curved surface at the front of a bullet
open sight - rear sight with a flat or curved upper surface with or without a notch or groove as a reference point
optical sights - sights using lenses with or without magnification
over-powder wad - wad used to seal the bore and contain the gases produced by the burning powder
over-shot wad - wad used in muzzleloading shotguns or roll-crimped shotshells to keep the shot in place until the charge is fired
overdraw - extended shelf permitting a shorter arrow to be drawn inside the face of the bow
palm-rest grip - pistol shooting grip where the supporting hand is cupped under the shooting hand
Partridge sight - sights using a rectangular notch in the rear sight and a flat-topped, rectangular blade for a front sight, often used on pistols
patch box - inletted cover on the side of a muzzleloader stock used to carry a small supply of patches or other materials
patch knife - a small knife used to trim patching materials when using a muzzleloading rifle with patched round balls
pattern - cluster or cloud of projectiles fired from a shotgun using shotshells
pattern control - use of chokes, buffering materials or loading techniques to modify the pattern of a shotgun
PBA - Professional Bowhunters Association, a bowhunting organization with a high ethical standard
peep sight - rear sight consisting of a perforated disk through which the front sight is viewed, also called a receiver or aperture sight
pellets - 1) projectiles developed for use in pellet rifles and pistols, consisting of a hollow-based lead cup; 2) shooter’s synonym for shot in shotshells
penetration - 1) depth to which a projectile will travel in a given substance before stopping, a measure of energy and momentum; 2) complex interaction of momentum, diameter, point characteristics and the medium; 3) bowhunters term for the arrow’s ability to reach the vital organs of the quarry and exit the far side

percussion cap - hollow cup of copper or gilding metal containing a small amount of pressure sensitive explosive, used to ignite the powder charge in percussion or caplock firearms and cap-and-ball revolvers

peripheral vision - wide angle vision, seeing objects on the edges of the visual field

pilot hole - hole bored into hard materials to start a screw

pistol grip - downward curved gripping surface immediately behind the trigger guard on many firearms

pivot arm - operating arm on a spring-powered trap

plinking - shooting at safe and legal targets of opportunity; informal shooting

plucking - pulling the fingers away from the string rather than relaxing them and letting the string roll away from them, a release form fault

point of impact - location at which a projectile strikes another object or the surface of the earth

Pope and Young Club - organization that maintains record of bowhunting trophies

porpoising - undulating (vertical oscillation) movement of an arrow in flight, usually indicates a form fault or improper bow tuning

possibles bag - bag or pouch used by a shooter to carry all the equipment and materials that he or she “might possibly need”

post - reticle using one or more pointed or flat-topped sighting devices

powder charge - amount and type of powder used in a particular load

powder flask - a non-sparking metal flask used to carry a supply of black powder

powder horn - cow horn modified as a carrying device for black powder

powder measure - calibrated volumetric device for measuring charges of powder

press - 1) act of pulling the trigger back smoothly to fire the arm; 2) device for putting tension on bow limbs to relieve the pressure on the string; 3) tool used in handloading ammunition

priming flask - small flask for carrying and dispensing small charges of priming powder

priming pan - part of a flintlock containing the priming powder

prone - rifle shooting position where the shooter lies belly down on the ground, supporting the rifle with the arms braced firmly on the ground

projectile - object like an arrow, bullet, shot or stone propelled by mechanical, pneumatic or chemical forces

punch - tool used to transfer the energy of a hammer or similar instrument to a small area

Pyrodex - black powder substitute developed by the Hogdon Powder Company

query - a question or request

quiver - device to hold arrows

ram - rod or other device moved by mechanical, pneumatic, or hydraulic pressure within a given course or zone of travel

ramrod - rod used for loading or cleaning firearms

range - 1) safe shooting area; may be further defined by the rules of formal shooting games; 2) maximum distance a given projectile may travel; 3) distance to a target; 4) effective shooting distance of a projectile, firearm, or bow

range layout - design of a shooting range

range officer - person responsible for the safe operation of a shooting range
range rod - heavy ramrod for use at a fixed location
range staff - persons assisting the range officer while conducting shooting on a shooting range
receiver - part of a firearm to which all other parts connect; housing for the action, fire control, and safety mechanisms
receiver sight - aperture rear sight or peep sight
recoil - reaction of the firearm to the force of a projectile being fired; expression of Newton’s law: for every action there is an equal and opposite reaction
recoil control - stock construction, action design, structures or mechanical devices designed to reduce the amount of felt recoil or to spread it over a longer time frame
recoil pad - hollow or solid attachment to the butt of a firearm used to cushion the recoil
record shot - shots fired at the scoring surfaces of a target
recurve bow - conventional bow with the tips of the limb curved toward the back of the bow
reflexed limb - limb that angles toward the back of the bow when the bow is unstrung
release - 1) permitting the bowstring to return to its resting position, firing an arrow; 2) hand-held mechanical device to fire the bow
reloading - handloading, remanufacture of ammunition from basic components
report - firing noises produced by a firearm
reticle - sighting device or structure
rifling - spirally arranged lands and grooves that impart a spin to the projectile or modify the dispersal of shot
rifling process - cutting grooves in the interior of a firearm bore to create rifling
rim - flange at the base of a cartridge case; may be used as a location for a priming compound (rimfire cartridges) or for headspacing and extraction purposes
rimfire - cartridge with priming compound sandwiched between the layers of a folded rim, fired by striking the rim and crushing the priming compound between the metal surfaces
riser - central portion of the bow, including the handle or grip
SAAMI - Sporting Arms and Ammunition Manufacturer’s Institute, the industry-supported organization that sets standards for the sporting arms and ammunition industry
sabot - a split sleeve to hold a bullet or ball
St. Charles quiver - hooded quiver worn in the center of the back and permitting the arrows to be removed from the bottom of the quiver
scattergun - term used for shotgun
screw-in adapter - 1) device permitting quick change of points having threaded shanks; 2) accessory attachment points on the riser of the bow
sear - interlocking surfaces that hold a mainspring, hammer, firing pin, or similar device in place until released by moving the mating surface
sear spring - spring that holds a sear in place
self bow - bow built as a single unit
semi-automatic (semi-auto) - self-loading firearm design in which some of the energy developed by the fired cartridge is used to operate the action; may be operated by gas or recoil
semi-beavertail forend - forend intermediate in design between the beavertail and splinter designs
serving - windings placed on a bowstring to protect the string loops and the center portion of the string and to provide a smooth surface for a cleaner release
set trigger - trigger used to activate a hair-trigger sensitivity on a firing trigger in a double-set trigger arrangement
**shaft** - body of an arrow

**shaft spider** - tracking device inserted in a hunting arrow that leaves a trail of fine thread to aid in game recovery

**shaving lead** - leaving small shavings or spatterings of lead around the forcing cone of a cap-and-ball revolver

**shooting range** - 1) safe place to shoot; 2) shooting field or location developed according to the rules of a specific event

**shot charge** - weight of shot in a shotshell

**shot cloud** - airborne shot charge or shot cluster

**sight** - device to assist in aligning the eye with the bore or bow and pointing the aligned system at a target

**sight bar** - vertical post allowing for elevation adjustment

**sight extension** - horizontal bar extending the sighting radius for more precise sight alignment

**sight picture** - combination of a properly aligned set of sights and a target

**sight pin** - post, pin, or other shape used as the actual sighting device

**sight window** - cutout area on a bow to permit the arrow a straighter path to the target and to permit the use of a sight

**sighting ring** - ring around the bulls used for sighting shots

**sighter** - shots fired to determine and adjust sight settings

**sighter bull** - bull used for sight adjustment

**signature** - personalized indicia on the shaft just beyond the fletching to identify or beautify the arrow

**silhouette shooting** - shooting games where metallic silhouettes are the targets and knocking them over is the criterion for success

**silencer** - device designed to reduce noise by dampening vibrations of the string or cables or by muffling the report of fixed breech firearms

**sin** - arrow falling short of the target

**single stage trigger** - normal single trigger

**sitting** - shooting position where the shooter sits on the ground supporting the elbows with the knees

**six o’clock hold** - hold where the bull is situated at the top of the front sight (like a “pumpkin on a post”) in order for the projectile to strike the center of the bull

**skeet** - 1) formal shotgun shooting game conducted on a nearly semi-circular field with eight shooting stations around the perimeter and targets thrown from either end of the base chord; 2) shotgun choke producing patterns of about 35 to 40 percent of the shot in a 30-inch circle at 40 yards, also known as skeet 1; 3) skeet 2 chokes fire tighter (nearly modified) patterns

**skirt** - hollow rear portion of a pellet

**slap** - 1) arrow striking the cables, riser or rest on the release resulting in fish-tailing; 2) string striking the inside of the forearm or elbow of the bow hand, usually indicating pronation of the shoulder or improper elbow rotation

**sling** - 1) strap used to carry a firearm or steady it in some shooting positions; 2) strap used to hold the bow in the shooter’s hand on release of the arrow

**smoothbore** - firearm lacking in rifling

**snap caps** - inert devices designed to fit a firearm chamber and permit it to be “fired” releasing the tension on the springs without damaging the firing mechanism
snatching - jerking the trigger to make the firearm fire while it seems to be lined up with the intended point of impact

spin wing - light plastic vane with a curled edge used by many target archers
spine - stiffness of the shaft, a feature of its materials, length, diameter, mass, wall thickness and accessories
spitzer - sharply pointed bullet with a tangent or secant ogive
splinter forend - thin forend or fore arm found on many side-by-side double shotguns
sprue - small projection left when a cast round ball is molded
squeeze - act of pressing the trigger straight back with steady pressure until the firearm goes off
squib load - grossly under-powered load
stabilizer - counter-weight(s) attached to the bow to dampen vibrations during release
stadia wires - multiple cross hairs used as a range finding device in some optical sights
stalker quiver - hip quiver designed to protect broadheads from damage and the shooter from broadhead injuries
standing - shooting position where the shooter stands upright and supports the firearm with the arms and shoulder alone
starter - see ball starter
station - shooting position or location on a shotgun field; trap has five stations, skeet has eight
statistical office - location of the statistical officers
string - 1) bowstring; 2) series of shots fired with the same sight setting and hold; 3) series of shots fired in accordance with the rules or the orders of the range officer
string hand - drawing hand, the hand on the same side as the dominant eye
string hand side - the dominant-eye side of the body, bow or target
string jig - device used for making bowstrings
string nock - notches cut in the tips of the bow’s limbs to hold the string in place
string peep - aperture rear sight anchored in the upper part of the bowstring
string silencer - device to reduce string vibrations and string noise on shooting
string tracker - any of several tracking devices used by bowhunters to aid in recovering game animals
stock - wooden or composite materials acting as a handle for the firearm
straight-away target - target flying on a line directly away from the shooter
straight grip - firearm grip or wrist that follows the straight line from the toe to the trigger guard; also known as an English grip
straight stock - butt stock with relatively little drop at the comb or the heel; tends to recoil nearly straight back and to pitch the shots somewhat high; commonly used on trap guns
sustained lead - shotgun lead obtained by maintaining a set gap between the shotgun and the target (towing the target along with the shotgun)
swing through lead - shotgun lead obtained by starting behind the target, accelerating through it and firing as the muzzle clears the front of the target
tab - protective device for the shooting fingers, composed of one or more layers of material
take - process of rendering game animals into the possession of the hunter, broadly defined by most game agencies
take-down bow - bow that permits the limbs to be removed from the riser for transportation or storage; also permits use of different weight limbs or replacement limbs
tang - metal extension of the action, trigger guard, receiver, breech plug, or other part bedded into the stock
tang lever - operating lever of a single-shot or double-barrel firearm

target back - reverse side of the target from the one with the bulls printed on it

target panic - inability to release the bowstring when the arrow or sight is properly aligned with the target

telescope sight - optic sight with or without magnifying lenses, adjusted either internally or externally and containing a reticle or sighting device

thimble - cylindrical support structure on a muzzleloader to hold the ramrod

three position - shooting match including stages fired from the prone, standing and kneeling positions

thrower arm - cushioned arm that propels clay targets from a trap

thumb-lock grip - pistol shooting grip where the fingers and thumb of the supporting hand are wrapped over the fingers and the thumb of the shooting hand

tight group - obviously compact cluster of shots fired with the same sight setting, sight alignment, and sight picture and demonstrating proper form

toe - bottom edge of the butt of the firearm

touch hole - the opening in a matchlock arm where the match was inserted into the powder charge

tracking the target - moving the firearm along the flight patch of the target

trade gun - smoothbore muzzleloader used as a trade item during the fur trade era

trajectory - the curved flight path of the arrow or other projectile

trajectory curve - path of a projectile in flight relative to a line of sight

trap - 1) a device for throwing a clay target; 2) a formal shooting game

trap field - field properly set up for shooting trap

tree sight - specialized sight that compensates for the downward angle of the bow when shooting with the arm lowered rather than extended straight from the shoulder

triangulation - using a series of three or more “shots” to determine the precision of a shooter’s sight alignment

trigger - lever used to release a sear and fire a firearm

trigger control - 1) keeping the finger off the trigger except during a shot; 2) pressing the trigger straight back through a firing sequence without disturbing the sight alignment and sight picture

trigger guard - protective device surrounding the trigger

trigger plate - metal plate that controls the orientation of the trigger

true draw length - distance from the string to the far edge of the arrow rest

tumbler - device in a muzzleloader lock that permits the hammer to fall on firing

two-wheel bow - compound bow design featuring eccentric wheels or cams at end of both limbs and without idlers, usually features more let-off at full draw than a four-wheel bow

uncalibrated - having divisions that are of unequal or unknown units

unhit bull - record bull that has not been fired upon or hit by a shot, usually associated with failure to fire at a bull and firing at another bull more than once

vane - 1) individual piece of fletching material; 2) plastic fletching material

vernier peep - an adjustable peep or receiver sight used on long range or target muzzleloading rifles and adjusted on a vernier scale

wad - material used to seal a bore, to cushion a shot charge or projectile or to prevent shell components from moving within the case, usually made of treated paper (card wads), fiber, felt or plastic

wad column - total array of wads in a cartridge or charge
web - portion of hand between the base of index finger and the base of thumb
wedge pin - see barrel wedge
wheel lock - 1) firearm lock using a spring-loaded, serrated wheel whirling against a pyrite flint to produce a shower of sparks and ignite a priming powder charge; 2) a firearm with a wheel lock action
whip finish - winding a strand of material over itself to lock the end in place, usually accomplished by winding the material over a loop of strong material, tucking the end of the wound material through the loop and pulling the loop out, drawing the material under itself
wobble area - area through which a firearm moves during sighting and firing
worm - spirally twisted metal pins used for retrieving patches or swabbing the bore with cleaning patches when using a muzzleloader
wrist - the narrow portion of the stock at the grip
zone of fire - the danger area ahead of the muzzle, must be safe before any shooting equipment can be discharged safely
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