4-H Shooting Sports Education

The guidelines given in this manual serve as a reference for Indiana Certified 4-H Shooting Sports Instructors. The scope and variety of the 4-H programs are such that many Indiana youth can be served because of volunteers such as you. Thank you!

Personal growth and development is the Primary Goal of the 4-H Program

The county Youth Extension Educator, an employee of the USDA Cooperative Extension Service through Purdue University, is responsible for managing the county program, interacting with the state 4-H office, assuring that requirements are met, and working with volunteers.

4-H Shooting Sports Goals:

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

Indiana 4-H Shooting Sports Instructor Website:
www.four-h.purdue.edu/shooting_sports/

Authors
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Note: You may not require meetings for 4-H youth. The exception to this is that Shooting Sports instructors may require one safety meeting. Contact your Youth Extension Educator for more information.

Meeting Recommendations:

- Have at least two adults in attendance at each meeting.
- Do not drive youth home after a meeting or activity. Be sure that parents know when the starting and ending times are for the meeting (and try to stick to them). A cell phone can be a great help for contacting parents if necessary.
- Your 4-H Shooting Sports meetings (time and place) must be on the county calendar, so the Extension Office is aware of them.
- Include all youth. Shooting Sports offers a physical activity and sport to handicapped or challenged youth that may not be able to participate in other sporting events (see “A Perfect Fit”).

Websites for instructors:
Indiana 4-H Shooting Sports: www.four-h.purdue.edu/shooting_sports
National 4-H Shooting Sports: www.4-hshootingsports.org/

The 4-H shooting sports enrollment would not grow without all the great volunteers and staff. Thank you all!

Dirk Studebaker and Tim Beck
IDNR Hunter Education Coordinators
Preamble: One of the goals of the Indiana 4-H Shooting Sports program is to encourage and support volunteer 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 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: All 4-H shooting activities must be directly supervised by an Indiana 4-H Shooting Sports Certified Instructor. All Indiana 4-H Shooting Sports programs must have a 4-H Shooting Sports Certified Coordinator. 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 the discipline in which they hold certification.

Reloading firearm cartridges and shells is prohibited as a 4-H Shooting Sports Education teaching activity. Certified instructors may demonstrate the reloading process but may not shoot the cartridges. For safety reasons, cartridges and shells should be purchased from authorized manufacturers who apply industry standards in the manufacturing and loading process.

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.

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.

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:

**Note:**

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

Risk Manager

Risk Management Office

***Indiana 4-H Shooting Sports Guidelines***
**Indiana 4-H Shooting Sports Education Position Statement**

**Preamble:**
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.

**Position statement**
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. *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.
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.

Objectives of 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, instructors, and coaches must understand the goals and objectives of the program in order to manage and 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:

1. To promote the highest standards of safety, sportsmanship, and ethical behavior, including sound decision making.
2. To enhance development of self-concept, character, and personal growth through safe, educational, and socially acceptable involvement in shooting activity.
3. To teach safe and responsible use of firearms and archery equipment self-discipline and concentration.
4. 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.
5. To expose youth to the broad array of vocational and lifelong hobbies related to shooting sports.
6. To strengthen families through participation in lifelong recreational activities.
7. To encourage participation in natural resources and related natural science programs by exposing participants to the content through shooting, hunting, and related activities.
Indiana Youth Participation

In 2005, there were 6,377 Indiana youth enrolled in the 4-H Shooting Sports project, including 1,286 girls (about 20%). Most of participants are first or second year shooting sports members: 3,152 (year 1); 1,168 (year 2); 664 (year 3); 425 (year 4), 268 (year 5), 178 (year 6), 106 (year 7), 90 (year 8), 52 (year 9), and 18 (year 10). An additional 256 youth participated through special interest, school enrichment, or individual study. Participation falls off after the first few years for many reasons, but the county shooting sports team should discuss ways to involve the older 4-H youth in instruction and other areas where they can take responsibility for the program. A great way to include youth is to encourage them (especially the older youth) to help with teaching, set-up, special events, inviting speakers, serve on committees, and help in making decisions. Remember that this is a program for youth - include them!

A 2002 4-H survey asked, “In your opinion, has this program had any impact (positive or negative) on the youth you work with (in SSE)? If so, explain the impact.” responses included:

- Yes, more responsible youth.
- Our youth are a lot more aware of gun safety and strict discipline.
- Positive impact – generates interest in shooting sports and safety; it makes them feel more assured of themselves around other hunters; some of the kids did not know how to use the guns; teaches safe gun handling and respect for others.
- Teaches safe gun handling and marksmanship.
- The impact has been very positive; they have learned more respect for firearms and archery equipment and everything else in the world.
- Yes. I have seen the “light of understanding” come into several young faces. Some of what they learned may save them, or friends and family from a tragic accident or wayward behavior. Have heard positive feedback from adults about what their kids got out of SSE.
- Had a very positive impact on our youth and adults on safety, etc in firearms, wildlife, etc.
- Positive- yes, once involved they just seem to want to learn more, and some want to go and have gone on to shoot competitively.
### Disciplines

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>Responsibilities include basic archery marksmanship for competitive and recreational games and bow hunting</td>
</tr>
<tr>
<td>Coordinators</td>
<td>Responsibilities include maintaining 4-H objectives and processes, recruiting, managing the program planning and delivery, finding support, program organization, and related items</td>
</tr>
<tr>
<td>Hunting</td>
<td>Responsibilities include basic skills and techniques, biological basis for hunting, relationships to hunter training, outdoor appreciation, and wildlife management</td>
</tr>
<tr>
<td>Muzzleloading</td>
<td>Responsibilities include all aspects of muzzleloading, including unique safety and hunting considerations</td>
</tr>
<tr>
<td>Pistol</td>
<td>Responsibilities include fundamentals of handgun marksmanship for competitive and recreational games and handgun hunting</td>
</tr>
<tr>
<td>Rifle</td>
<td>Responsibilities include fundamentals of rifle marksmanship for competitive and recreational games and rifle hunting</td>
</tr>
<tr>
<td>Shotgun</td>
<td>Responsibilities include shotgun marksmanship for competitive and recreational games and shotgun hunting</td>
</tr>
</tbody>
</table>
Volunteer Staff
All 4-H programs depend on the dedication, time given, and involvement of volunteers. **Volunteers are the core of the 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 the county shooting sports education program coordinator. Other adults can help with the shooting sports program as assistant instructors, under the guidance of a certified instructor. The responsibilities, requirements, and desired qualities of the certified shooting sports volunteers are given below. General position descriptions that can be adapted for your county are given on the following pages.

Coordinator
The individual who coordinates the 4-H Shooting Sports club activities and is the primary contact between the Extension Youth Educator and the 4-H Shooting Sports club. Desirable skills, qualities, and responsibilities include:
- Certified at a State 4-H Shooting Sports Workshop.
- Well organized, able to communicate with youth and adults.
- Knowledgeable of Purdue University requirements and guidelines and works to insure that they are being followed.
- Encourages parental involvement, recruits instructors, helps with paperwork (as required by the county extension educator, which may include completing workshop registration forms, purchasing equipment, applying for grants, etc.)

Discipline Instructor
Desirable skills, qualities, and responsibilities include:
- Certified at a State 4-H Shooting Sports Workshop where they are trained in the techniques of teaching shooting sports to youth.
- Interested in teaching all youth and continuing to learn ways to work with youth.
- Recruits other adults with interests in 4-H Shooting Sports and working with others, to assist with the program to bring in new ideas and to avoid burn-out.

Assistant Instructor
- Operates, with guidance and encouragement, under the direction of a discipline instructor.
- May become a certified coordinator or discipline instructor as their involvement in the local 4-H Shooting Sports program increases. (This is not required - volunteers must develop at the level they perceive as worthwhile and valuable, while balancing time commitments and personal interests.)

State Instructors (may be volunteers or professional staff)
- Specialize in instructing adult methods of teaching shooting fundamentals to other adults and youth.
- Remain current in both youth development and their discipline.
4-H VOLUNTEER POSITION

VOLUNTEER POSITION DESCRIPTION

Indiana 4-H/Youth Development Program
Purdue Cooperative Extension Service

POSITION TITLE: **4-H Shooting Sports Coordinator**

TIME REQUIRED / DURATION OF APPOINTMENT:
- Generally 10 - 40 hours/year

LOCATION:
- Preparation will generally take place in your home. Teaching takes place at the usual 4-H training sites and meeting locations for meetings with youth.

PURPOSE:
- Coordinate and management of the county 4-H Shooting Sports Education program in cooperation with the county Youth Extension Educator.

RESPONSIBILITIES:
- Coordinate the planning and delivery of the 4-H Shooting Sports program as required by the county extension office.
- Schedule trainings, meetings, tours, service projects, etc., and inform the county Extension Educator of the dates of these events.
- Communicate with members, parents, instructors, and the county extension Educator.
- Recruit, assist, and supervises instructors and other volunteers, with the assistance of the certified instructors.
- Develop resources: human, equipment, and funding.
- Promote the 4-H Shooting Sports
- Act as liaison with the county Youth Extension Educator and 4-H Advisory Committee, as needed.
QUALIFICATIONS:
- Must undergo the Purdue 4-H volunteer application and screening process and be accepted as a volunteer.
- Previous leadership experience
- State certification
- Knowledge of networking and collaboration
- Knowledge of the 4-H program and activities

RESOURCES AVAILABLE:
- Training workshop
- Indiana 4-H Shooting Sports Coordinator’s Guide
- Assistance of your county Extension Youth Educator

TRAINING / ORIENTATION PROVIDED:
- Certification workshop is required

CONTACT PERSON:
- Include name of county Extension Educator responsible and accountable for this position.
  Include their name, title, address, phone & fax numbers, and e-mail address:

BENEFITS TO THE VOLUNTEER:
- Helping youth learn and grow
- Making a contribution to your in your community and many other benefits to the community
- Increasing firearm and archery safety
- Sense of accomplishment

SALARY:
- Unsalaried; Volunteer.

____________________________________________________________________________
Signature of Volunteer Date
____________________________________________________________________________
Signature of Extension Professional Date

***Indiana 4-H Shooting Sports Guidelines***
VOLUNTEER POSITION DESCRIPTION

Indiana 4-H/Youth Development Program
Purdue Cooperative Extension Service

POSITION TITLE: **Discipline Instructor**

TIME REQUIRED / DURATION OF APPOINTMENT:
• Generally 10 - 40 hours/year, not including preparation time.

LOCATION:
• Usual 4-H training sites and meeting locations. Preparation will generally take place in your home.

PURPOSE:
• Overall management and teaching of a county 4-H Shooting Sports Education discipline in cooperation with the county 4-H Shooting Sports Coordinator.

RESPONSIBILITIES:
• Stress shooting, safety
• Cooperate with the 4-H Shooting Sports Coordinator to plan and implement the program
• Coach members on proper shooting techniques
• Actively encourage and support members
• Attend shooting club meetings and activities
• Recruit and train assistant instructors as needed
• Inform Coordinator about equipment, facility, and personnel needs
• Recruit parents and members
• Participate in additional training when available (i.e., Hunter Education, Red Cross First Aid, 4-H Leadership) Encourage members to participate in other 4-H activities and events
QUALIFICATIONS:
- Must undergo the Purdue 4-H volunteer application and screening process and be accepted as a volunteer.
- Age 18, or older
- An ability to work with youth and adults
- An interest in shooting sports and some knowledge in the area
- Posses an interest in youth development
- State certification in a specific discipline and recertification, as required
- Willingness to learn about the 4-H program, philosophy, and activities
- Behavior that is consistent with the 4-H philosophy.

RESOURCES AVAILABLE:
- County Extension Youth Educator
- Training workshop (required)
- Indiana 4-H Shooting Sports Discipline Instructor's Manual (provided at workshop)
- Assistance of the county 4-H Shooting Sports Coordinator

TRAINING / ORIENTATION PROVIDED:
- Training/certification workshop is required (provided by the IDNR)

CONTACT PERSON:
- Include name of county Extension Educator responsible and accountable for this position. Include their name, title, address, phone & fax numbers, and e-mail address:

BENEFITS TO THE VOLUNTEER:
- Helping youth learn and grow
- Making a contribution to your in your community and many other benefits to the community
- Increasing firearm and archery safety
- Sense of accomplishment

SALARY:
- Unsalaried; Volunteer.

______________________________________________________________________________
Signature of Volunteer Date

______________________________________________________________________________
Signature of Extension Professional Date
VOLUNTEER POSITION DESCRIPTION

Indiana 4-H/Youth Development Program
Purdue Cooperative Extension Service

POSITION TITLE: Assistant Instructor

TIME REQUIRED / DURATION OF APPOINTMENT:
• Generally 10 - 40 hours/year

LOCATION:
• Usual 4-H training sites and meeting locations. Preparation will generally take place in your home.

PURPOSE:
• Assist a discipline instructor of the county 4-H Shooting Sports in teaching 4-H youth the knowledge and skills required of a specific discipline.

RESPONSIBILITIES:
• Stress shooting, safety
• Actively encourage and support members
• Coach members on proper shooting techniques as directed by the discipline instructor
• Attend shooting club meetings and activities
• Participate in additional training when available (i.e., Hunter Education, Red Cross First Aid, 4-H Leadership) Encourage members to participate in other 4-H activities and events
• Help plan the yearly 4-H Shooting Sports county program
• Encourage members to participate in other 4-H activities and events

QUALIFICATIONS:
• Must undergo the Purdue 4-H volunteer application and screening process and be accepted as a volunteer.
• Age 18, or older
• An ability to work with youth and adults
• An interest in shooting sports and some knowledge in the area
• Posses an interest in youth development
• Willingness to learn about the 4-H program, philosophy, and activities

***Indiana 4-H Shooting Sports Guidelines***
• Behavior that is consistent with the 4-H philosophy
• Resources
• Training workshop (optional)
• Assistance of the county 4-H Shooting Sports Discipline Instructor and Coordinator

RESOURCES AVAILABLE:
• Discipline Instructor
• County 4-H Shooting Sports Coordinator
• County Extension Youth Educator

TRAINING / ORIENTATION PROVIDED:
• Depends on county

CONTACT PERSON:
• Include name of county Extension Educator responsible and accountable for this position. Include their name, title, address, phone & fax numbers, and e-mail address:

BENEFITS TO THE VOLUNTEER:
• Helping youth learn and grow
• Making a contribution to your in your community and many other benefits to the community
• Increasing firearm and archery safety
• Sense of accomplishment

SALARY:
• Unsalaried; Volunteer.

______________________________________________________________________________
Signature of Volunteer Date

______________________________________________________________________________
Signature of Extension Professional Date

***Indiana 4-H Shooting Sports Guidelines***
4-H VOLUNTEER POSITION

VOLUNTEER POSITION DESCRIPTION

Indiana 4-H/Youth Development Program
Purdue Cooperative Extension Service

POSITION TITLE: 4-H Project Leader

TIME REQUIRED / DURATION OF APPOINTMENT:
- Approximately 25 – 30 hours during one 4-H project year. Project meetings (time, place, and frequency) are determined by you and the 4-H members. Average time per meeting is about 1.5 hours. Average preparation time is about 1/5 hours.

LOCATION:
- Meetings are generally held at regular extension meeting locations.

PURPOSE:
- To provide leadership/teaching in a specific subject area to small group of 4-H members.

RESPONSIBILITIES:
- Organize the project group
- Communicate with members and their parents
- Arrange for and schedule meetings
- Conduct/teach project meetings (become familiar with the purposes of 4-H and the 4-H project, use the 4-H project manual and record book, use hands-on teaching activities, and use your own knowledge and community resources)
- Help 4-H members prepare exhibits for your county fair
- Help the 4-H members complete any required records
- Attend club meetings occasionally

QUALIFICATIONS:
- Must undergo the Purdue 4-H volunteer application and screening process and be accepted as a volunteer.
- Interest in helping youth
- Interest in 4-H educational programs
- Knowledge in, or willingness to learn about, subject matter
- Ability to organize and coordinate
• Ability to communicate with youth and adults

RESOURCES AVAILABLE:
• 4-H Club Leader
• New Leaders meetings
• 4-H Project manuals and leader’s guides
• Other project leaders
• County Extension personnel

TRAINING / ORIENTATION PROVIDED:
• Depends on county, please work with county shooting sports team.

CONTACT PERSON:
• Include name of county Extension Educator responsible and accountable for this position.
  Include their name, title, address, phone & fax numbers, and e-mail address:

BENEFITS TO THE VOLUNTEER:
• Helping youth learn and grow
• Making a contribution to your in your community and many other benefits to the community
• Increasing firearm and archery safety
• Sense of accomplishment

SALARY:
• Unsalaried; Volunteer.

______________________________________________________________________________
Signature of Volunteer Date

______________________________________________________________________________
Signature of Extension Professional Date

***Indiana 4-H Shooting Sports Guidelines***
4-H VOLUNTEER POSITION

VOLUNTEER POSITION DESCRIPTION

Indiana 4-H/Youth Development Program
Purdue Cooperative Extension Service

POSITION TITLE: 4-H Parent

TIME REQUIRED / DURATION OF APPOINTMENT:
- One 4-H year, about 1.5 hours/month for club meetings. One hour/week for project work during the 4-H year for a total of 15-25 hours per year.

LOCATION:
- County meeting locations, your home, office or as arranged.

PURPOSE:
- To provide support to your child so that they have a positive and successful 4-H experience.

RESPONSIBILITIES:
- Help your child enroll in the 4-H club
- Help your child select the 4-H projects that he/she wishes to participate in
- Provide or arrange for transportation to 4-H club meetings for your child
- Help with club activities as needed
- Help your child with activities and exhibits as appropriate

QUALIFICATIONS:
- Must undergo the Purdue 4-H volunteer application and screening process and be accepted as a volunteer.
- Note: Parents are not required to undergo the volunteer application and screening process
- Interest in youth
- An ability to help, without doing the work for your child
- Commitment to the 4-H member and his/her interests

***Indiana 4-H Shooting Sports Guidelines***
RESOURCES AVAILABLE:
• 4-H Club Leader
• 4-H Project Leader
• Experienced 4-H Parents
• 4-H Project Books
• 4-H Project Record Books
• County Extension office personnel

TRAINING / ORIENTATION PROVIDED:
• None

CONTACT PERSON:
• Include name of county Extension Educator responsible and accountable for this position. Include their name, title, address, phone & fax numbers, and e-mail address:

BENEFITS TO THE VOLUNTEER:
• Helping your child learn and grow
• Having a shared experience with your child
• Making a contribution to your in your community and many other benefits to the community
• Sense of accomplishment

SALARY:
• Unsalaried; Volunteer.

Signature of Volunteer __________________________ Date __________

Signature of Extension Professional __________________________ Date __________
Resources for Instructors

Websites for instructors:
Indiana 4-H Shooting Sports: www.four-h.purdue.edu/shooting_sports
National 4-H Shooting Sports: www.4-hshootingsports.org/

The following resources have been compiled to assist 4-H shooting sports instructors. A variety of resources are included that discuss shooting methods, youth development stages, the importance of fathers, and frequently asked questions. These resources were compiled (and continue to be compiled) to help you, the instructor, continue to learn, so you can be a better instructor. We hope you will have fun learning and working with youth – to teach them about a sport you care about.
What is Shooting Sports?
(Adapted from an article from the National 4-H Shooting Sports Instructor manuals)

Shooting Sports is fun for both youth and adults. The program is designed to assist young people in personal development, establish a personal environmental ethic, and explore lifelong vocational and avocational activities. Experiential learning opportunities and positive interactions with youth and adult role models help young people develop self assurance and a positive self-image.

The shooting sports program content provides a framework of knowledge and skills for lifetime participation in recreation, hobbies, and careers related to shooting sports. Core concepts stress safety, ethical development, personal responsibility, and lifetime recreational skills.

The program promotes responsibility, decision making, and identifying realistic, personal goals. Participants may choose to compete at a level appropriate for their abilities or pursue other objectives. Participants have shown high achievement in the field, shop or classroom, and on the target range, but personal development for young people and volunteers is the real objective. The program strives to make "every kid a winner," and to "make the best better."

The proportion of volunteers and participants new to 4-H is high in shooting sports. Approximately half of attendees at Indiana certification workshops were never involved in 4-H as youth or adults until they got involved with the 4-H shooting sports education program. Sometimes this percentage is as high as 80-85%. Links with other 4-H programs often introduces youth and adults to the wide array of activities and learning experiences 4-H has to offer. The program promotes positive interaction between young people and concerned, interested, and well-prepared adults with shared interests.

Shooting Sports involves too much for a single volunteer to deliver successfully. It is designed to be delivered by a team of volunteers with extension educator advice, consent, and support. It emphasizes the value of a cohesive and dynamic group of volunteers, each with limited responsibility to present a program that is better than any one of them could present alone. Identifying, recruiting, selecting and equipping leadership teams are significant decisions that will directly affect program success. State and regional workshops equip volunteers to deliver and promote the program.

If you like kids, have an interest in shooting or related activities, and are willing to learn, the 4-H Shooting Sports then the youth of your community need you. Sharing your time and expertise is a valuable gift that you give to your community.
Frequently Asked Questions (Indiana)

From Youth:
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 is not only recognized by the state of Indiana but also throughout North America and Mexico. Certain guidelines on what is taught 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.

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/education/hunt-edu.htm) for class choices. (Note that many counties require their youth to have completed this class before they enroll in their 4-H Shooting Sports program.)

From Adults:
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. We are required to cover specific discipline information, Risk Management, and how to teach youth to provide 4-H shooting sports education certification.

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.

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.

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 #kids/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 judge. 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).

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. Additionally, the cost of this program is very low.

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 they 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.

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 Special Needs Youth to the best of your ability. It is important to 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 “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. We want to include all youth while continuing 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. 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.

Q - I had a shooting sports instructor phone me yesterday inquiring about shooting sports patches –instructor, 4-H leader, and the round shooting sports patch with the clover. I thought at one time we had some on hand, but cannot find them or we have since used them. Do you have any or is there an outlet for them other than the 4-H supply catalog?

A – The brassard (large patch with a clover) and discipline bars are available from Purdue’s Media Distribution Center (MDC). Instructor rockers and the coordinator bar are available only at the certification workshops. Many county instructor teams put these on hats, vests, or shooting jackets to distinguish the certified instructors. The brassards and discipline bars (“pistol”) may also be purchased as achievement awards for youth involved in the program. Note that the county rockers (“Carroll”) are no longer available through MDC but may be purchased by each county. Your county extension educator can contact the state 4-H office for colors and suggested vendors. (Order numbers, 4-H 855-860, Brassard is 4-H 863.)

Q – How can I get the 4-H members to realize that I am a certified instructor? I feel that they don’t give me respect because I am a female instructor.

A – All instructors (male and female) should watch for signs that female instructors and female 4-H members are being treated equally. The shooting sports program is dominated by men and boys so sometimes youth don’t feel that females belong. Instructors can teach youth with this misconception a valuable lesson by watching for signs that the female instructors are not getting the respect that that male instructors are given or that 4-H girls are not being included equally. Some things that can be done are for all instructors to wear matching shirts/vests/etc., perhaps with the patches noted above. Addressing other instructors as Mr./Mrs. also sends the message that they are in charge. If subtle signals do not work, a frank and open discussion with the 4-H members is probably in order.

Q - One of my shooting sports leaders approached me with a couple of questions. First, can an Exploring 4-H members participate in a Shooting sports program using air rifles and pistols? And, secondly, if a leader comes to Purdue for training in one discipline and they are NRA certified or become NRA certified in another discipline can they teach the NRA certified one. (They take shotgun through Purdue University and then they become Black powder certified with the NRA, are they legal to teach?)

A – The answer to your first question is, No, an Exploring 4-H members may not handle firearms – Purdue’s liability coverage does NOT extend to that age group. If they want to do something with the younger members we highly recommend the Hunting discipline games and educational activities. We recommend it highly for the 3rd & 4th graders, too. With regards to your second question: no – a 4-H certified shotgun leader may not teach 4-H.

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***Indiana 4-H Shooting Sports Guidelines***
members in muzzle regardless of other certifications. The volunteer leaders can only teach 4-H members in the disciplines that they were certified by 4-H in.

Q - I need a quick refresher as to the rules for having a field trip with 4-H members... I am planning on taking a group of 5 kids 7 adults (2 instructors) to a local gun club for a sporting clays course. I am a little confused as to transportation and insurance!!!! Can you please help or point me in the right direction to where I can get the info?

A - You need to contact the Extension Office and let them know that you are taking a field trip. There is a permission form that you can get for parents to complete. If you already purchased a blanket insurance policy for shooting sports (or the county has a policy), you would be covered for this activity. If you don't have the blanket policy, you can take out a policy for a single day to cover the field trip. The Extension Office should always be informed when you're doing a field trip, that way the educator knows that it is a legitimate event. We have a new transportation guideline that takes effect March 1, 2003: “Parents should make arrangements for their own child's transportation. If you are in a position of "arranging" transportation, we need to be certain the requested drivers have a valid license and proof of insurance (you should see that they get it on file with the extension office).” I would STRONGLY encourage you to not have individual children riding with an individual adult unless it is their own parent/guardian due to the increased liability.

Q – We have had some parents indicate an interest in becoming certified shooting sports instructors but after our club sends in the registration and payment they do not attend the workshop and we lose our money and a potential instructor. Our club can not afford this. Do you have any suggestions?

A - Many counties ask volunteers to pay for the workshop and then reimburse (all or part) of the costs after the volunteer has helped with the county program. Some will reimburse half after one year of service and the other half after another year of service. When the instructors pay they are much more invested in coming to the workshops.
Youth Development Stages
(Adapted from NCR 292: Ages and Stages of Child and Youth Development, a Guide for 4-H Volunteers)

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 developmental 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.

**AGES 6,7,8**

<table>
<thead>
<tr>
<th>PHYSICAL GROWTH</th>
<th>GROWTH IN THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth slows down – after the rapid changes of the infant and preschooler</td>
<td>More interested in process than product (doing a project is more important than completing it)</td>
</tr>
<tr>
<td>Mastering physical skills, both small and large motor</td>
<td>Thinking is very concrete – children need to see, touch, taste, smell an object to understand</td>
</tr>
<tr>
<td>Activities need to be active</td>
<td>Show how something is done rather than only giving verbal instructions</td>
</tr>
<tr>
<td>Projects should be simple enough for completion</td>
<td>Sorting and collecting activities are fun for this age</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL GROWTH</th>
<th>EMOTIONAL GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depend on adults</td>
<td>Self-absorbed, do not imagine clearly what others think and feel</td>
</tr>
<tr>
<td>May have several “best friends”</td>
<td>Seek the approval of adults (not yet confident to set their own standards)</td>
</tr>
<tr>
<td>Boys and girls sometimes play together, but start to play separately</td>
<td>Like to play games but do not like to lose (success needs to be emphasized)</td>
</tr>
<tr>
<td>Disagreements may occur often but are rarely long lasting</td>
<td>Cooperative games with everyone winning is best (some measure of success should be found in every experience)</td>
</tr>
<tr>
<td>The opinion of peers is becoming important</td>
<td>Rules and rituals are important</td>
</tr>
<tr>
<td>Small group activities are important</td>
<td>When an activity fails help the children understand and interpret the reason</td>
</tr>
<tr>
<td>Need an adult’s approval</td>
<td>Competition with others (awarding competitive ribbons) is inappropriate for this age</td>
</tr>
</tbody>
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**AGES 9,10,11**

<table>
<thead>
<tr>
<th>PHYSICAL GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Slow, steady growth</td>
</tr>
<tr>
<td>• Active and full of energy – encourage physical activities</td>
</tr>
<tr>
<td>• Hands-on involvement</td>
</tr>
<tr>
<td>• Field trips are more successful if the 4-H members are not confined to one area or expected to do one thing for long</td>
</tr>
<tr>
<td>• Fairly concrete thinkers – speakers will get more attention if they bring objects to be seen and handled (tasted, smelled, etc.)</td>
</tr>
<tr>
<td>• Projects should involve making or doing something</td>
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</tbody>
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<table>
<thead>
<tr>
<th>GROWTH IN THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin to think logically and symbolically but still need to experience things with their senses as they move towards understanding abstract ideas</td>
</tr>
<tr>
<td>• Look to adults for approval</td>
</tr>
<tr>
<td>• Follow rules primarily out of respect for adults</td>
</tr>
<tr>
<td>• Individual evaluation by an adult is better than group competition with one winner</td>
</tr>
<tr>
<td>• Want to know how much they have improved and what to do to improve the next time</td>
</tr>
<tr>
<td>• Often surprised at what they can accomplish, especially with the encouragement of a caring adult</td>
</tr>
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<table>
<thead>
<tr>
<th>SOCIAL GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Joining a club with others similar to themselves is popular</td>
</tr>
<tr>
<td>• Beginning to identify with peers but continue to value adult guidance (Most of the satisfaction of completing a project comes from a desire to please a volunteer or parents rather than from the value or importance of the activity.)</td>
</tr>
<tr>
<td>• Beginning to discover the benefits of making other people happy, but more for the benefits to themselves rather than the benefit to others</td>
</tr>
<tr>
<td>• Beginning to take responsibility for their actions (Note – teaching responsibility is a long process that should begin in infancy but very concrete steps can be taken with this age group. Club meetings offer the opportunity for members to have a voice in determining activities. Decision-making skills are developed as the volunteer moves away from dictating directions to giving reassurance and support</td>
</tr>
<tr>
<td>• Project interest may separate into traditional male/female areas, but less so than at younger ages</td>
</tr>
<tr>
<td>• Think in black and white/right and wrong terms</td>
</tr>
<tr>
<td>• Beginning to develop an increased independence of thought and action which may allow them to try new things</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EMOTIONAL GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strong need to feel accepted and worthwhile</td>
</tr>
<tr>
<td>• School is more difficult and demanding</td>
</tr>
<tr>
<td>• Successes should be emphasized and failure minimized (true for all ages – we learn better and try harder if we think we can succeed)</td>
</tr>
<tr>
<td>• Avoid comparisons with the success of others (can cause problems with developing friendships)</td>
</tr>
<tr>
<td>• Need to build positive self-concept by comparing present to past performance for the individual</td>
</tr>
</tbody>
</table>
AGES 12, 13, 14

<table>
<thead>
<tr>
<th>PHYSICAL GROWTH</th>
<th>GROWTH IN THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth spurts marking beginning adolescence occurs across a wide age range with girls maturing before boys</td>
<td>Enjoy playing with ideas as much as playing sports</td>
</tr>
<tr>
<td>Rapid changes in physical appearance may make new teens uncomfortable with changing body images</td>
<td>Move to more abstract thinking</td>
</tr>
<tr>
<td>Hands and feet grow first, making youth more clumsy</td>
<td>Subjects of interest will be intensively studied</td>
</tr>
<tr>
<td>Acne, voice changes, and unpredictable menstrual cycles can create embarrassment</td>
<td>Prefer to find their own solutions, rather than be given a solution by adults (provide supervision without interference)</td>
</tr>
<tr>
<td>Slower developing teens may be concerned about the lack of changes</td>
<td>Small groups provide an opportunity to test ideas</td>
</tr>
<tr>
<td></td>
<td>Small clubs with many positions for developing leadership are ideal</td>
</tr>
<tr>
<td></td>
<td>Justice and equality are important (project judging may now be viewed in terms of what is fair, as well as being regarded as a reflection of the self-worth</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SOCIAL GROWTH</th>
<th>EMOTIONAL GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy activities away from home</td>
<td>As puberty approaches young people’s emotions begin a roller coaster ride that will characterize them throughout adolescence, due to changes in hormones as well as changes in thinking</td>
</tr>
<tr>
<td>Begin to depend on the opinions and recognition of peers</td>
<td>Values are beginning to be tested. Spending time with adults who are accepting and willing to talk about values and morals can have a lasting effect on these youth</td>
</tr>
<tr>
<td>Independence begins to emerge</td>
<td>So many changes are occurring (physical, new school, etc.) that young people hardly know who they are. Adults can help with self-knowledge and self-discovery</td>
</tr>
<tr>
<td>Begin to develop mature friendship skills (parents may need to help youth to understand this is a healthy sign of growing maturity, not a rejection of past family activities)</td>
<td>Avoid comparing young people with each other – performance should be compared with past accomplishments</td>
</tr>
<tr>
<td>Groups and clubs provide an opportunity for a feeling of social acceptance</td>
<td>Be especially careful not to embarrass the this age group</td>
</tr>
<tr>
<td>Still tend to cluster in same sex groups but are very interested in what the other group is doing</td>
<td>Need to be a part of something important – activities that provide things for others and demonstrates the teen’s growing sense of responsibility are ideal</td>
</tr>
<tr>
<td>Like activities where they can begin to feel at ease with members of the opposite sex (like to mix without feeling uncomfortable). This works best if the teens plan the activities and the boys are slightly older than the girls since girls mature earlier.</td>
<td>Junior volunteer organizations often are popular with teens toward the end of this age group</td>
</tr>
</tbody>
</table>
### AGES 15, 16, 17

#### PHYSICAL GROWTH
- Body changes are generally accepted, although some boys may still be growing at a fast pace
- Know their own abilities, interests, and talents
- May perfect athletic talent during intense hours of training and competition
- Drivers licenses increase independence

#### GROWTH IN THINKING
- Begin to think about the future and making realistic plans
- Mastering abstract thinking
- Have difficulty understanding compromise and may label adult efforts to cope with the inconsistencies of life as “hypocrisy”
- Vocational goals begin to influence activities
- Enjoy career exploration and preparation
- Set goals based on feeling of personal need and priorities (may enjoy college visits, part-time jobs, field trips to work places, and conversations with college students)
- Goals set by others are apt to be rejected
- Can initiate and carry out their own tasks without supervision
- Projects requiring research and creativity give teens an opportunity to demonstrate how much they have learned and what they can accomplish
- Appreciate help in arranging new experiences in their area of interest (4-H trips, college exploration, scholarships, etc.)

#### SOCIAL GROWTH
- Can understand the feelings of others but tend to be self-absorbed
- Relationship skills are well developed
- Friendships are often sincere, close, and long-lasting
- Recreation moves away from the family as well as away from large groups
- Dating increases
- Acceptance by members of the opposite sex is of high importance
- Sports and clubs are important. Teens want to be part of a group but to be recognized as unique individuals within the group
- Individually set priorities determine how active teens remain in clubs and organizations
- Volunteer relations with teens should change from that of director to a follower to that of advisor to an independent worker
- Many changes are occurring – consistent treatment from adults is important even when teens may act like adults one day and children the next

#### EMOTIONAL GROWTH
- Movement towards independence and identity, including a satisfactory adjustment to sexuality and definition of career goals
- Learning to cooperate with others on an adult level
- Time is precious – programs filled with “busy work” or meaningless activity will drive teens off
- Learning to interact with members of the opposite sex may preoccupy teens
- Unsettled emotions may cause the teen to be stormy or withdrawn at times
- The teens will pride themselves on an increased ability to be responsible in their eyes and those of peers and adults
### Ages 18, 19

<table>
<thead>
<tr>
<th><strong>Physical Growth</strong></th>
<th><strong>Growth in Thinking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth has tapered off for almost all teens</td>
<td>Future plans are important for teens making the transition to adult life</td>
</tr>
<tr>
<td>No longer as preoccupied with body image and body changes</td>
<td>Future goals influence activities the teens choose to participate in</td>
</tr>
<tr>
<td>May not be entirely prepared for adulthood</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Social Growth</strong></th>
<th><strong>Emotional Growth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Close relationships develop as young people become preoccupied with their need for intimacy. Some may marry at this age</td>
<td>Club meetings, rituals, and uniforms do not appeal to this group</td>
</tr>
<tr>
<td>Part-time jobs or advanced schooling may fill the need for social relationships that were filled by club activities in the past</td>
<td>Many teens enjoy looking back on their achievements in 4-H and appreciate special recognition for leadership activities</td>
</tr>
<tr>
<td>Support and guidance of adults in making serious decisions is often needed (Teens must make the final decision, of course, but volunteers can act as resources)</td>
<td>Feel they have reached the stage of full maturity and expect to be treated as such</td>
</tr>
<tr>
<td>Do not try to control a member’s activities</td>
<td></td>
</tr>
</tbody>
</table>

### Some Final Thoughts

These guidelines do not tell you all there is to know about child and youth development. They are intended as a resource to help you plan your activities as a volunteer. It is useful to observe club members and think about the descriptions for the age categories. Pick a time when the club members are involved in an activity to observe. Pay attention to the actions of one member at a time. Think about the four growth categories (physical, thought, social, emotional) and how each member reacts to the activity.

Observing the club members will give you clues to planning successful activities. You may note that one member is continuously causing problems for others or lagging behind others. Parents may need to help in this situation. Choose a quiet time when you are not rushed and mention your concerns to the parents. Avoid confronting or judging them. Assure the parents that you are not being critical and ask for their insight into the child’s development or behavior. Suggest that the parents might want to check with the school to see if the teachers have similar concerns. Also offer help and support to the parents, if they would like it. Outside assistance may be needed. Always keep the best interests of the child or youth in mind.

You, as the club volunteer, are a valuable asset to your community and to the individual members of your club. These guidelines about the stages of child and youth development – in combination with your special skills and interests in youth – will help you plan and carry out a successful 4-H program and make a positive impact on the lives of young people.
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.

***Indiana 4-H Shooting Sports Guidelines***
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 party line 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.
A Perfect Fit

4-H Involvement for Youth with Disabilities

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.

Additional Resources

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

4-H 842, A Perfect Fit, 4-H Involvement for Youth with Disabilities, give 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 challenges, 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.

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***Indiana 4-H Shooting Sports Guidelines***
Participation of Fathers

DEPENDING ON DAD: FATHER’S INVOLVEMENT PAYS OFF

* From the National Update on America’s Education Reform Efforts
This report was taken from Daily Report Card 10/03/97, (c)
by the Education Policy Network, Inc. Publisher: Barbara A. Pape.
The full report is available at www.ed.gov/NCES/pubs

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

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, neurodevelopment, 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 murderer’s 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 noradrenalin 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.”

- “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.”
- Unreported incidents of maltreatment are estimated to be as high as three million a year.
- In 60% to 75% of families in which a woman is battered, children are also battered.”
- “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 crashed 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 creation of 4-H Shooting Sports programs rests in the shooting and hunter education communities, the arms and ammunition industry and 4-H itself. Each organization entered the cooperative venture of building the program with a different set of objectives. Later those objectives merged into a cohesive program structure.

Shooting and hunter education organizations shared a concern about recruitment and development. Although shooting is almost as popular as track and field in international sporting events, competitive shooters were relatively rare and aging. Recruitment involved shooting organizations reaching out to people who were already interested in shooting sports. Like many other organizations, including 4-H, the recruitment efforts were directed at the easily reached audience of shooters who had a shooting tradition.

Hunter educators were concerned about teaching essential skills to produce safe and ethical hunters. The need was particularly acute for people coming from non-hunting and non-shooting backgrounds. Attacks on hunting made both recruitment and effective preparation more critical. They also outlined a need to broaden the base of understanding about hunting and other types of consumptive wildlife recreation or enterprise.

Industry had a strong, economic incentive. Sales of shooting equipment, ammunition and accessories were their livelihood. Economic stresses, antigun activities and declining participation rates in shooting and hunting were warning signs of economic hardship. Industry also faced a declining pool of skilled professionals in specialized areas of manufacture. Engravers, stock makers and other skilled artists or gunsmiths were in demand but rare and hard to find. Introduction of young people to safe and responsible use of shooting equipment and to careers related to shooting was viewed as a long-range solution.

The 4-H program also faced several problems. Males, both members and volunteers, were under-represented. Nationally, participants were nearly 65 percent female. Teens were grossly under-represented with a sharp decline in participation at about the age of 13. In many states the core of the 4-H program, the clubs, were experiencing a continued, long-term decline in membership. Birthright members made up as much as 95 percent of the membership in clubs. The increasing trend toward urbanization, coupled with the "cows and cooking" or "cows, sows and plows" image of 4-H resulted in barriers to participation that could be overcome only with creative programming.

Many youth shooting programs were available, so the subject matter of 4-H Shooting Sports was not unique. Several of the programs laid claim to a youth development foundation. Most of them used a volunteer corps to present the program to young people. A few of them even tried to link shooting to other areas of concern. The 4-H Shooting Sports program tried to combine the best of all of these programs while keeping a relationship with the existing natural resources, safety or outdoor recreation programs. The materials and training programs emphasized young people and their life skills as the product of the program while using tested techniques and positive reinforcement to develop fundamentally sound shooters. Strong and continuing recruitment of volunteers, intensive volunteer equipping and management, minimal commitment of professional staff time and attractiveness to males and older teens have been and continue to be key elements in successful 4-H shooting programs.

The cooperation with other organizations and agencies, innovation with 4-H, skills development and recruitment of identified audiences has been powerful. Where the program goes from here depends upon the orientation and commitment of the volunteers and coaches who drive it.
Ideal Youth Programs

Defining any ideal youth program involves risk. Every person interested in young people has a point of view and a set of biases. When a committee defines and structures the program, often too many elements are included because of these opinions. A simple definition may be better.

Ideal youth programs seem to share several elements. These programs are attractive to kids, parents and other volunteers. The volunteers are well-prepared, positive and understand the objectives of the program. They guide program direction, involving the participating young people in determining the exact nature and content. All participants strive to expand their interests, skills and competencies. Youth development and the growth of their coping, competency and contributory skills is the foundation of the program. Those skills are integrated into a matrix with fun, pertinent, informative and positive activities valued by the young people. Parents and older youth are actively involved and given increasingly responsible duties. Relationships are more important that skills, achievement or awards; and those who lead and guide the program ensure that the priorities remain in order. Finally, the groups are kept small with a high ratio of volunteers or coaches to young people to facilitate building relationships, mentoring and role modeling.

Youth Development

Many groups have analyzed young people and offered suggestions concerning their needs. Often and with some justification young people are viewed as a generation at risk. Their world is more complex. The impact of ignorance, errors in judgment or lack of preparation is more severe. Young people suffer from economic and social stresses within the economy, and those stresses are compounded by alterations in family structure. Development of fundamental life skills in a low-risk environment, where a young person can make a mistake and learn from it, is a critical need. The 4-H Shooting Sports program can and must be a low-risk environment with abundant opportunities to practice and develop life skills.

Youth professionals in 4-H have lumped fundamental life skills into three major categories of skills: coping, competencies and contributory. Like a taxonomic scheme, this one is dynamic and open to interpretation and alteration. Some critical components require effort to fit into the scheme. Others seem to span the major categories.

Coping skills are related to developing a positive self-concept, social skills, positive attitudes toward the future and a sense of control. These skills are strongly and positively linked to avoiding major risk factors for young people. A sense of future worth and personal value are insulators that help prevent dropping out of school, drug abuse, teen pregnancy and similar risk factors for young people. Social skills are vital to self-concept and positive interactions with others. They are learned, practical skills. Self-respect is the foundation of positive attitudes toward other people, the environment and productive use of one's allotted time. Wise and productive use of leisure time is also essential to coping with the risks and stresses of today's world. Decision making and analysis of alternatives are also part of coping with a world having a deluge of information and a death of analytical thinking. This list could go on and on.

Competencies are learned abilities that cover an unlimited range of critical areas. Young people must learn to use accepted practices of physical, mental, emotional and social health and safety. They benefit from exploring careers and job opportunities, expanding their range of potential roles in the society and achieving self-satisfaction from tasks well done. Competency as a citizen demands basic understanding of the environment, social interactions and politics.

Finally, acquiring knowledge, attitudes and skills in the subject matter provided by the 4-H program increases the breadth and depth of information and analytical capability for the participant. Shooting Sports has a particular strength in introducing areas of art and science related to physics, chemistry, mathematics, engineering, history, clothing and textiles, wood science, foods and nutrition, psychology, physical fitness and natural resources. Volunteers and coaches must help participating young people see the potential linkages and build these competencies.
Contributory skills involve productive discharge of personal, social and civic responsibilities. Developing leadership skills and exercising those skills in a progressively responsible manner is strength of the 4-H program. Community service activities and involvement in community affairs should be encouraged to enhance these skills. Contributory skills are a natural outgrowth of success and satisfaction with program activity. Volunteers and coaches must be aware of participant interest and be prepared to encourage such activities.

Very few young people are interested in a program overtly focused on coping, competencies and contributory skills. The concept of life skills development is neither attractive nor exciting. As a result, these elements are imbedded in hands-on, experiential learning in subject matter that is FUN. Volunteers and coaches must understand their role in teaching life skills, but they must carefully coat the medicine of life skills education with the easily swallowed activity of shooting and related interests. Opportunities to address the philosophy of life roles of competition and cooperation, responsibility, emotional control, personal responsibility, decision making and other elements of life skills development will be abundant. However, the volunteer or coach must be looking for them and be willing to address them. These concepts and principles can be threatening topics for a volunteer, but, like the discussion of ethics in hunter education, these issues can be among the most significant and rewarding for the instructor and member alike.
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. Less 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.
10 Steps to a Successful 4-H Shooting Sports Program
(Adapted from the article from the National 4-H Shooting Sports Instructor manuals)

You can start, or revitalize, your county 4-H shooting sports education program by following these 10 steps:

1. **Identify key volunteers.**

   Conservation officers, hunter training instructors and officers in local gun clubs are a good place to start. If you have no personal knowledge of these people, contact local sporting goods dealers, outdoor writers, conservation officers or even police agencies. Be sure to ask contact people if they have any additional suggestions of interested people, even if they prove not to be interested personally. In general, it is best to look outside the present group of 4-H volunteers to recruit shooting sports volunteers. This expands the leadership base and recruitment potential. Remember, interest in kids, not targets, is a key to locating good volunteers.

2. **Identify a group of potentially interested persons in cooperation with your key volunteers.**

   These people should be interested in working with youth, have an interest in shooting sports, and represent the range of shooting disciplines that your county wants to offer. Asking a person to work with young people in one of his or her interest areas is not an imposition. It is a compliment.

3. **Invite the potential volunteers to a meeting to discuss organizing (or revitalizing) your county 4-H Shooting Sports Education project.**

   Be prepared to discuss the philosophy, content, purposes and objectives of the program. Assistance from the state specialist, a nearby member of the state Shooting Sports committee or a volunteer from a successful county program is extremely valuable.

4. **Meet with the people that want to form a county team that will be trained and certified to implement the program.**

   The county 4-H shooting sports instructor team will benefit from having a preliminary discussion of the county’s goals, potential, and objectives before they attend the training session.

5. **Send instructors to attend a training workshop.**

   You are required to have a certified coordinator and certified discipline instructors for each discipline that you wish to offer the youth in your county. Successful completion of a training workshop, sponsored by the State 4-H program and the Indiana Department of Natural Resources, Law Enforcement, is required for certification. Participants may obtain certification in only one discipline at a workshop.

6. **Develop a county (or multi-county) plan.**

   Develop and refine a plan as soon as the team returns from training. Do not let more than a couple of weeks pass. The excitement and confidence built at the workshop may fade or become modified if too much time elapses from training to implementation.
7. **Develop the necessary support for the program: human, financial and material.**

Work with your county educator and certified shooting sports coordinator who have training in this area. Equipment and facilities need not be limiting factors, if a little creativity is applied. The shooting sports team will learn to recruit and train (“clone”) other instructors. Bringing in new instructors brings in a fresh outlook and keeps current instructors from being overwhelmed.

8. **Set the county plan in motion by recruiting assistant volunteers.**

Be prepared to have moderate success in the first attempt and try to keep the size of the group manageable. Be alert for opportunities to recruit volunteers during the course of the program. Involve new volunteers in activities appropriate to their interests and abilities. Volunteers can be given the title “Associated Instructors.” Remember, however, that associated instructors and other 4-H adult volunteers must be under the direct physical supervision of a certified discipline instructor (see 4-H Shooting Sports Policy Statement, page 1).

9. **Let the volunteers run the program.**

The extension educator holds the primary responsibility for this (and all) 4-H programs and projects and needs to be informed and involved with the program. However, the volunteers are the backbone of the 4-H shooting sports education program and the people that actually interact with the youth. Good programs have strong extension educator support, a dedicated coordinator, and a vibrant discipline instructor team. Suggestions and feedback should be sought and carefully considered. Everyone can improve on teaching techniques and ways to relate to youth. Even experienced teachers can learn how to reach students more effectively. Feedback from your extension educator, other instructors, and youth can be very beneficial.

10. **Draw older participants in the program into junior leadership and coaching roles.**

This program, like other 4-H programs, needs to have advancement opportunities for the participants. The second generation leadership will come from youth involved in leadership roles while they are members. Older youth can be particularly helpful in developing training aids, lesson plans, explaining things to younger 4-H members and relating to the younger 4-H members. The older youth generally enjoy helping to run the program and can learn a lot from this opportunity and many become certified instructors in the future!

From start to finish, the process of developing a new 4-H Shooting Sports Education program should take a minimum of three to six months. Later programs become increasingly easier, and a flow of new volunteers develops naturally. New approaches and ideas develop for more advanced programming. Capitalize on the availability of the volunteers and young people to further develop the county program. Be sure to share new ideas and approaches with your state coordinator so they can share them with others in the state. Your innovation may hold the key for success in another area.
**The Significance of State Workshops for Volunteers and County Programs**

(Adapted from the article from the National 4-H Sporting Sports Instructor manuals)

Where a strong workshop-based foundation is built, the 4-H Shooting Sports has been an outstanding recruiter and an excellent tool for delivering youth development and conservation messages. In addition, it offers opportunities to expose youth to other 4-H programs. To take advantage of their potential, young people need to interact with well-prepared, highly motivated and interested volunteers. Furthermore, all Indiana 4-H Shooting Sports volunteers need to receive the same training in youth development and required safety instruction.

Shooting Sports workshops are offered infrequently and the scheduling is never convenient for everyone who might like to attend. The time commitment required for a workshop is significant, consuming a long weekend. Workshop costs are held to a minimum, but the financial investment is significant. Shooting Sports materials are carefully controlled and rarely made available except to workshop graduates. Educators and volunteers deserve an explanation for this control and the significance of the workshops. This system is required by Purdue’s Risk Management Office in order to continue delivering a strong, cohesive and effective 4-H program in Shooting Sports.

Numerous reasons for exceptions to the workshop have been offered, but none have been convincing. Where exceptions to the workshop-based system have been tried, avoidable difficulties with program content, objectives, orientation, recruitment, methods and continuity were encountered. This caused the programs to drift from the core of 4-H program objectives and incidence of program failure.

**Answers to commonly asked questions**

**Is Shooting Sports a traditional 4-H program?**

Shooting Sports is both traditional and innovative. It is traditional in the sense of including all the core elements of 4-H program - a youth development base, safety education, skill development, interaction with positive adult role models and career exploration. The roots in natural resources, riflery and archery are also traditional. The hands-on teaching methods are traditional, and the volunteer development model is a major innovation that is becoming traditional in delivery of other programs. The team-teaching approach, the relatively free format for delivery and the audiences are relatively nontraditional. In many states, the proportion of adult volunteers and youth not previously 4-H members (or birthright 4-H families) prior to enrolling in Shooting Sports exceeds 80 percent. The program is traditional where it counts. Its nontraditional components may be showing the way for new innovations and impacts in the 4-H program across the nation.

**How much Extension Educator time is required to develop and maintain the program?**

The amount of time county staff must devote to the program varies with organizational style, willingness to develop volunteer management systems and personal interests. Original development may require as much as 40 to 80 hours over the course of a year. Some Educators have spent as little as 15 to 20 hours getting the program started effectively. Maintenance time
also varies. It may require as little as 8 to 12 hours per year giving advice and consent to a volunteer committee and handling normal communications with volunteers, committees, state staff and youth.

Some Educators elect to maintain a higher profile and deeper involvement. Educators should be involved based on the time needed for visibility, understanding, and personal satisfaction.

**How much time is expected from a volunteer?**
The time commitment for volunteers varies dramatically. Many Shooting Sports volunteers are deeply committed to the content and process. The biggest challenge with them is managing that willingness to avoid burn-out and high volunteer turnover. A comprehensive, basic program can easily involve 50 to 80 hours of direct youth contact in instruction alone. Involvement with practice sessions, shoots, fundraising and planning activities can multiply that time commitment. If a small team of instructors (worst case scenario: team = one) commits that kind of time, they usually burn out within two to five years. Three years is about the average. Use a large team of volunteers to deliver small segments of the total program with small individual time commitments. One program grew in volunteerism from 16 volunteers for 32 kids to 56 volunteers in a single year. The next year involved 86 volunteers. Within three years the leadership had grown to over 100 adults. Some of them gave as little as one hour. Others committed up to 40 or so hours.

Having so large a volunteer corps ensures a high volunteer to youth ratio. It also increases the potential for youth-adult mentoring, development of "significant other" relationships and multiple approaches to program elements. It requires constant recruitment of volunteers by volunteers and meaningful involvement of newly recruited volunteers. Like the training model, this shared leadership model holds great potential for 4-H use in today’s environment. Very few potential volunteers will refuse to invest one or two hours in something they enjoy with a youth audience. Usually the problem is getting volunteers to pick limits to their commitment rather than trying to get more time from them.

**Why can't I simply use any existing hunter education instructors or instructors certified by other agencies or organizations to conduct a program?**
Existing hunter education instructors, NRA certified instructors or coaches, certified archery instructors or similar individuals are excellent resources for starting the program. For them, the prime function of the workshops is orientation to the scope, intent, orientation and methods of working within the 4-H program. Without that background, the programs that emerge are often renamed repetitions of the existing programs available through those other organizations. The distinctive orientation, approach and methods of this program make it uniquely 4-H. Without those elements and guidelines for program management and support, the program risks its integrity and effectiveness, as well as value as a 4-H recruitment tool. Workshop content is designed to help volunteers deliver an effective, high-quality and self-sustaining youth development program using shooting as a vehicle. The workshops seek to assure quality control and program consistency.

Testimonials from NRA training counselors, NRA instructors, NAA instructors, hunter education instructors (and coordinators), police firearms instructors, NBEP instructors and others who are highly qualified and experienced in teaching their disciplines underscore the value of these workshops to persons who are already qualified by another organization. One NRA training counselor and chief firearms instructor for a metropolitan sheriffs department attended

***Indiana 4-H Shooting Sports Guidelines***
four of the programs. He said, "Even very experienced instructors will find this workshop well worth the time. I learned several new techniques in each session."

**Do the 4-H techniques differ significantly from those used in other programs?**
The proven techniques we are using in the 4-H program are compatible with the currently existing programs offered by other organizations. They differ in being pointedly based upon youth development objectives and in addressing Shooting Sports broadly rather than as a disconnected set of individual disciplines. Young people and adult volunteers are our products. The highly successful techniques we promote yield high success rates with both personal development and shooting skill.

**What kinds of content are covered in a Shooting Sports workshop?**
The workshops are a microcosm of the Shooting Sports. The core centers on safety and responsibility, teaching skills, coaching principles, 4-H objectives and organization, sources of support and means of linking Shooting Sports to other 4-H programs. A set of basic disciplines (archery, coordination, hunting and wildlife, muzzleloading, pistol, rifle and shotgun) branches from the core. Every volunteer receives the core materials, and each one is equipped in a specialization. Only one discipline may be taken at any given workshop because of the time requirements and content load that must be communicated.

A dynamic team approach to teaching and program management is strongly encouraged. Each instructor receives more training than required for certification by the outside certification organization in their discipline. The objective is to teach them how to teach using 4-H methods in the 4-H way with 4-H objectives. Shooting ability is not necessarily a prerequisite to effective instruction, since any person can become an effective instructor through the program. Enhanced marksmanship is a frequent by-product of the training, but teaching the instructor how to shoot better is a bonus and a demonstration of the effectiveness of the techniques.

**Why is Shooting Sports a valuable addition to the offerings in my county?**
Shooting Sports has the highest value to your county program when it is used as a recruitment device for young people and adults not already in the 4-H program. It has appeal to a wide range of youth in all socioeconomic levels in both urban and rural settings. It promotes learning fundamental life skills, has direct links to natural resources education and leads to exploration of careers and lifelong avocational pursuits. It provides many links to the rest of the 4-H program, including leadership development. In short, it is another tool you can use to increase the impact of 4-H in your community.

**Why do we train volunteers through state-level workshops?**
Quality control, volunteer preparation and efficient use of the volunteers and professionals who make up the state training team all contribute to using this approach.

**Who does the training?**
Instruction is provided by people with national training in their disciplines or by persons groomed to provide equivalent instruction. Outside instructors with a 4-H orientation are also employed when available. Nearly all the instructors are certified by other organizations or agencies, and the instruction provided surpasses the requirements for instructor certification by those organizations and agencies.
What kind of training is included?
Training is available in archery, program coordinator, hunting & wildlife, muzzleloading, pistol, rifle, and shotgun.

Why send a team of volunteers to a workshop when starting our program?
A team of volunteers provides mutual support, broader insight and stronger program development for the county. As the team gets larger (at least up to 15 or 20 persons, depending on county needs), the intensity, depth and breadth of the program tend to increase.

Why can't a single volunteer cover this project?
It is too large of a program to take that approach. Training in a discipline requires 16 to 18 hours. Common subject matter requires another 10 to 12 hours. The format of the workshop cannot be extended enough to permit multiple certifications in a single workshop.

In addition to the constraints of the training, two other problems, both potentially more serious, arise. First, the volunteer may feel overwhelmed by the sheer mass of the program, electing either to give it up or to limit it to his or her own special interest. While having a program delivered by someone with that special interest is ideal, limiting the program to one element severely cripples recruitment and retention potentials. The other serious impact is the burn-out problem outlined above. Asking one volunteer to cover everything on Shooting Sports is like asking one volunteer to cover everything in livestock. They may try. They may even have some success. BUT they will be gone very quickly because of the stress of trying to do more than they can accomplish effectively without support.

What kind of experience or background is necessary for volunteers?
The prime requisite is a commitment to helping kids develop a willingness to learn. An open and active mind is also essential. Willingness to take the risk of trying new methods or new ideas in order to build successful programs is also helpful. Training, certification or shooting skill can be helpful, but they are not essential. Experience with shooting and shooting instruction using dated materials may pose some barriers to learning sound instructional methods.

Excellent target shooters may or may not be excellent instructors. They key is not shooting ability, but coaching and instructional ability. The objective of the instruction cannot become the trophy or the winner's circle. It must remain the development of the young person to make “every kid a winner.”
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** makes up the majority of club volunteers, project volunteers, and members of county Extension boards, county 4-H councils, county 4-H Fair board, 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 Fair board 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.

| 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, and 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. |
The Indiana 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 have 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: Four-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, or volunteer I will:
• 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.

By signing a 4-H 785 form in the county Extension office or the state 4-H office, an individual acknowledges that he/she has read and agrees to abide by the behavioral expectations. The individual is to understand that his/her failure to comply with these expectations may result in disciplinary action or termination as a faculty member, educator, staff, or volunteer of the Indiana 4-H/Youth Development Program.
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:

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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.
Specific Uses: 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 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.**

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***Indiana 4-H Shooting Sports Guidelines***
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.
**Worksheet for Planning a 4-H Club Meeting**

This is a suggested outline for a 4-H club meeting. To add variety, you may want to try other ways of organizing and conducting your meetings.

<table>
<thead>
<tr>
<th>Time</th>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pre-meeting Activities**

(led by)                        (activity)

**Business**

Call to order .......................... (President)

Pledge of Allegiance.................... (Led by)

4-H Pledge............................... (Led by)

Roll Call (each member answers) ....... (Secretary) (Subject, if any)

Introduction of visitors ................ (Secretary)

Reading of minutes...................... (Secretary)

Approval of minutes.................... (President)

Treasurer's Report ..................... (Treasurer)

Committee and/or Officer Reports...

(Led by) (Subject)

(Led by) (Subject)

(Led by) (Subject)

Unfinished Business (if any)............. (President)

Items to be discussed..................

New Business ..........................
Suggestions for meeting reports:

1. Our club.....
2. We had a good attendance.
3. I think it was the best demonstration we ever had.
4. Miss Margaret Simpson visited us.
5. We voted to......

Instead say:

1. The Jolly Workers Club......
2. All members attended.
3. Jane Reed and Ruth White gave a demonstration on bread making.
4. Mr. Rex Warner of West Lafayette visited the club.
5. The Willing Workers Club voted to......

4-H News Writing
As a 4-H club news reporter, you have a big job ahead. The success of your club will depend on your work. You are now one of your club's most important officers.

By writing good news stories you can: help keep parents and others interested in what your club does; let people know what your club is doing to help your town; point out good work that will inspire other 4-H members to “Make The Best Better;” and attract more boys and girls to join 4-H clubs.

YOUR JOB
• Learn how to write GOOD news reports.
• Then, write them and get them into your paper.
• Always be on the lookout for 4-H club news.

WHAT IS NEWS?

• News is timely information about unusual and important things your club and what its members are doing.
• Meetings are an important part of 4-H club work. You can find a news story at every meeting.
• Some meetings are good for two news stories and advance story telling about what is planned for the meeting, and a follow-up story telling about what happened at the meeting.
• Other events you should write about are: fairs, exhibits, tours, picnics, members attending camps, conferences, officers elected, committees appointed, donations by the club, members with outstanding projects, contest winners, judging teams, community projects, and awards to clubs.
Getting Started

Never write a news story as you would a secretary’s report. Write your news story so that it will be used in the paper. Here are a few hints to help you get started.

First Step

The first step in writing a 4-H news story is to collect all the information. You can do this by getting the answers to these questions: WHO? WHAT? WHEN? WHERE? WHY? HOW? Apply each of these to your news and get the answers to each question. Just REMEMBER: In any story, LEAD OFF with your most important fact of the story.

To interest the newspaper editor and the readers, start with your most important fact. That is also a rule for writing the rest of your story. BUILD WITH THE MOST IMPORTANT DETAILS AT THE TOP OF YOUR STORY, and leave the least important points for the last. Follow your lead with the next important item. Weave it into your story so that the story reads smoothly.

Why? Because busy readers can get a summary of the story quickly. Newspaper space is limited. If an editor doesn’t have space, he can use the first few paragraphs that give the news without rewriting the entire story.

USE SIMPLE LANGUAGE in writing your story. Don’t use big words where smaller ones will do. Leave out words that aren’t necessary. Be BRIEF and CLEAR in your writing.

REMEMBER that you are the club reporter not the club secretary. Let the secretary write the minutes of the meeting. You cannot ask an editor to use valuable paper space to print a secretary’s report instead of a news story. So NEVER write your news story in the same style used for a secretary’s report.

TELL WHO ATTENDED the meeting or event. Copy the names carefully, including initials. Tell who the visitors were, if your club had any. (Jean Jones of Rutland, guest of Mary Smith, or Rex Warner of West Lafayette, State 4-H program volunteer.) The visit of an important person may be the big news of your meeting. In that case start your news story with that fact.

LEAVE OUT YOUR OPINIONS A good reporter writes about what he saw and heard - not what he himself thinks about those things. You cannot say this: “The club will spend its funds wisely.” That’s an opinion. Instead, say something like this: “The club will spend its funds wisely,” according to James Walker, president.

Since you are a reporter you must write your story from an IMPERSONAL viewpoint. Never say: “I think that…” or “In my opinion….”
News Reporter Teaching Tips

A. Reading/Recall:
1. Find a story which is about one page long.
2. Story may be silly, factual, etc.
3. Sources for story:
   Silly: National Enquirer
   Teen Magazines
   Movie Magazines, etc.
   (An interesting article may be about a current, popular event - Current movies, TV personality, band, etc.)
   Factual: Newspapers,
   Time Magazine,
   Newsweek, etc.

4. Depending on the time remaining, you may want to use 1 silly article and one factual article.
5. Read the article to the group.
6. Have the participants listen. (If you see them writing, ask them not to—just listen. Do not tell them ahead not to write notes unless you see them doing so, because they will know something is up!)
7. After you have read the article to them, have them write down what they remember from the reading.
8. Select a couple of participants to read what they recalled. If nobody responds, collect all of the papers and read them aloud-omitting the names of the participants.)

Reasons for doing this:
• Many things take place and are decided throughout a meeting and just because 'I heard it” doesn't mean they'll remember it.
• Teach them to take notes and try to get the key concepts, not everything word for word.

Find the Errors
Try rewriting the following article, following the guidelines you just learned:

The Perry Township Lucky Charms 4-H Club met on Monday January 30, 2006 at 7:00 PM. The meeting was held at my house.

We started off when Josie called the meeting to order. Sally called the roll and our response was "our Favorite flavor of ice cream". Mark and Cindy gave their demonstrations. Our volunteer told us about our plans to go to King's Island. Jeff and Jacki led singing. The meeting was then closed and we had our refreshments.

The next Lucky Charms 4-H meeting will be on February 12, 2006 at Josie's house.

Rewrite the news article (use another sheet of paper if needed):
4-H Shooting Sports Education

Project Meetings

The 4-H Shooting Sports Education project is successful only because of all the dedicated, certified volunteer leaders. Volunteer leaders work hard to achieve the shooting sports program goals and maintaining the highest standards of safety. Please make every effort to work through scheduling conflicts that some youth will have, to be as inclusive as possible. We know that this can be difficult for volunteer leaders who give so much time to the program and try hard to schedule meetings at a time that works best for all. Remember, however, that difficult as it is for you to schedule time it may be even more difficult for the 4-H youth because they must coordinate their schedule with both the meeting time and their parent’s schedule.

Meetings
Volunteer leaders or Extension Educators can not require youth to attend 4-H club meetings. There is one exception to this policy: one safety meeting may be required of 4-H youth enrolled in shooting sports, if the county extension educator and county shooting sports education instructors feel it is necessary. If your county has a safety meeting the agenda for this meeting must be on file in the county extension office. The addenda should outline what will be taught in the required meeting. The required safety meeting can be held at the shooting range or at a separate meeting before range shooting begins. Review of safety guidelines is required at all range meetings.

Hunter Education (IDNR program)
Many counties offer the IDNR Hunter Education (HE) course to 4-H members. This course gives hunting and safety information and a study of firearm equipment. Note, however, that while the course may be recommended, it may not be required.

Successful completion of the IDNR HE course may be used in lieu of a required safety meeting. For example, volunteer leaders could offer the HE course and state that anyone successfully completing the HE course will not be required to attend a safety meeting before shooting on the range. Note, however, that you will need to offer the option of a safety meeting for those youth choosing not to attend the HE course and must always review safety guidelines every time youth are shooting on the range.
County 4-H shooting sports teams may use the following agenda or adapt it to fit their program and the disciplines that the county offers.

**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**
- Cardinal rules of shooting – these rules are the standard for safety when handling firearms and archery equipment
- Eye and ear protection – eye and ear protection are essential for the safety of all shooters
- Range rules and commands – give the guidelines and procedures that will be followed by everyone on the range.
- Lead – information about the toxicity of materials youth may be handling
- Behavioral expectations – clear guidelines of what is appropriate behavior on the range, what will be expected, and the consequences of inappropriate behavior
- Other safety information – safety guidelines and recommendations based on the particular ranges used
- Dress – discussion of types of clothing that can pose safety concerns

***Indiana 4-H Shooting Sports Guidelines***
4-H Shooting Sports Education

Additional information for each of the recommended topics:

Cardinal rules of shooting –

The 3 cardinal rules:
- 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 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 – 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 – 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 the100% 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 styphnate. 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 – 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 – 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 (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).
Indiana 4-H Shooting Sports Policy

Compliance Statement

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.

_____________________________ County is in compliance with the stated Indiana Shooting Sports Policy.

Signed: ______________________________________ 4-H/Youth Extension Educator

Date:   __________________________

Complete and send to: 4-H Shooting Sports Coordinator
1161 Agricultural Administration Building
West Lafayette, IN 47907-1161
Phone 765/494-8433
FAX: 765/496-1152

Note: This Compliance Statement must be resubmitted when a new Educator assumes the 4-H Responsibilities for a county. Range plans for each range used for 4-H Shooting Sports must also be on file. Be sure to keep copies for your files.

***Indiana 4-H Shooting Sports Guidelines***
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.

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***Indiana 4-H Shooting Sports Guidelines***
Volunteers who want to work with youth must complete this application. Consideration as a Purdue University Cooperative Extension Service volunteer is contingent on return of this form to your county Extension office and clearance through the Indiana Criminal Justice Institute and recommendation of approval by the 4-H/Youth Educator.

I. GENERAL INFORMATION
Name: __________________________________________________________________________________________
   (last) (first) (middle)
Former or other names: __________________________________________________________________________
Address: _________________________________________________________________________________________
   (home) (work)
email address: __________________________________________________________________________________

Please check your interests and skills. List other talents or interests below the list provided.

Aerospace  Fashion Revue  Program Promotions
Arts (performing, visual, drawing)  Food and Nutrition  Public Speaking
Beekeeping  Forestry  Rabbits
Bicycling  Genealogy  SAFE
Child Development  Health  Sewing
Citizen ship  Home Environment  Sportfishing
Clowning  Horse and Pony  Teen Leadership
Communications (teaching, debate)  Horticulture  Veterinary Science
Computers  International Programs  Weather
Consumer Projects  Leadership  Weeds
Crafts  Livestock  Wildlife
Crop and Soil Science  Management of 4-H Clubs  Woodworking
Dairy  Performing Arts  Working with Volunteers
Demonstrations  Personality Development  Others – Please list
Dog Care/Obedience  Photography
Electric
Entomology  Poultry

Have you been a 4-H member or 4-H leader? If yes, what county ________________, state __________. What were your areas of participation?

List previous volunteer experience. Identify work with youth and community groups (current or most recent experience first). You may attach additional pages.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Volunteer Role</th>
<th>City/State</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. VOLUNTEER INTEREST:
Why are you interested in a volunteer position in Extension youth programs?

Do you prefer to work directly with: _______ youth _______ adults _______ both
If you prefer to work directly with youth, what grade level(s) do you prefer? _______ Grades K-2 _______ Grades 3-6 _______ Grades 7-12 _______ no preference

Skills, training, education, hobbies

Are you applying to be a volunteer with a new club? ____ Yes ____ No
Are you applying to help with an existing club? ____ Yes ____ No
Name of club: ___________________________________________________________

III. PERSONAL REFERENCES:
List three persons not related to you who know about your qualifications for working as a volunteer in a youth organization. If you have previous experience as a volunteer, one reference should be from that organization. You may include business associates, employees or social friends. Include complete addresses and phone numbers.

Home Phone _____________________________________ Work Phone ________________________________
Name: ___________________________________________________________________________________
Address: ________________________________________________________________________________
St, RR, Box, Apt# City State Zip
How do you know this person? _______________________________________________________________

Name: ___________________________________________________________________________________
Address: ________________________________________________________________________________
St, RR, Box, Apt# City State Zip
How do you know this person? _______________________________________________________________

Name: ___________________________________________________________________________________
Address: ________________________________________________________________________________
St, RR, Box, Apt# City State Zip
How do you know this person? _______________________________________________________________

IV. VERIFICATION:
Have you been convicted of a crime (excluding minor traffic violations)? ___ Yes ____ No
If yes, give date, nature of offense and disposition. __________________________________________________
__________________________________________________________________________________________

PLEASE NOTE: A criminal record will not necessarily disqualify an applicant. A criminal record will be considered as it relates to specifics of the position.

I certify that the above information is correct. I authorize the contact of the references listed above. I understand background checks will be conducted. I authorize the Purdue University Cooperative Extension Service to contact the Indiana Criminal Justice Institute to conduct a search of the Sex and Violent Offender Registry to release any information on the Registry to the Purdue University Cooperative Extension Service. I understand the misrepresentation or omission of facts requested is just cause for non-appointment as a Purdue University Cooperative Extension Service youth program volunteer.

Volunteer signature: __________________________________________ Date: _________________________

Please return the application at your earliest convenience. Contact us if you have any questions or wish further information. Thank you!

It is the policy of the Purdue University Cooperative Extension Service, David C. Petritz, Director, 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. Purdue University is an Affirmative Action employer. This material may be available in alternative formats. 1-888-EXT-INFO http://www.agcom.purdue.edu/AgCom/Pubs/menu.htm
V. CONSENT FOR 4-H/YOUTH DEVELOPMENT VOLUNTEER BACKGROUND CHECK:

Date of Birth ______________________ Social Security Number_______-_____-_______
Month Day Year

Alias/Maiden Name _____________________________________________________________

PLEASE NOTE: A criminal record will not necessarily disqualify an applicant. A criminal record will be considered as it relates to specifics of the position.

I certify that the above information is correct. I authorize the contact of the references listed above. I understand background checks will be conducted. I authorize the Purdue University Cooperative Extension Service to contact the Indiana Criminal Justice Institute to conduct a search of the Sex and Violent Offender Registry to release any information on the Registry to the Purdue University Cooperative Extension Service. I understand the misrepresentation or omission of facts requested is just cause for non-appointment as a Purdue University Cooperative Extension Service youth program volunteer.

If accepted as a volunteer, I agree to 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. I recognize that the 4-H/Youth Development Program is part of the Purdue Cooperative Extension Service, in which the United States Department of Agriculture, Purdue University, and all Indiana counties share. As a volunteer, I am committing to involve individuals regardless of race, color, sex, religion, national origin, age, or disability in educational experiences in cooperation with other Extension volunteers and Extension personnel.

Volunteer signature: __________________________________________________________

Date: _______________________

Contact us if you have any questions or wish further information. Thank you!
REFERENCE FORM
For Volunteer Position Working Directly With Youth
(For telephone or face-to-face interviews)

Reference Name ___________________________________________ Phone ____________
Address _______________________________________________________________________
Street City State Zip
Applicant’s Name ___________________________ Position Considered for ________________
Interviewed by ____________________________ Date _______________________________

has applied to be a volunteer in Purdue University Cooperative Extension programs (4-H) and has
given your name as a reference. I would like to ask you some questions. Do you have a few
minutes?

Explain the position the volunteer will be assuming
(club organizational leader, committee member, etc.)

YOUR COMMENTS WILL BE TREATED IN A CONFIDENTIAL MANNER.

1. How long have you known the applicant?

2. What is your relationship to the applicant?

3. Have you ever worked with the applicant in a volunteer capacity? _____ Yes _____ No
   If yes, please describe:

4. What strengths would the applicant bring to this position?
5. What difficulties might the applicant have fulfilling these duties?

6. Please describe situations where you have observed the applicant interacting with children.

7. Would you be willing to place your son or daughter or any other child you are responsible for under his/her supervision?

8. Would you consider this applicant a positive role model for youth?

9. Is the applicant dependable?

10. Do you know of any reason why this person should not be considered for this position?

THANK YOU!
I appreciate your assistance in helping the Purdue University Cooperative Extension Service select qualified people to serve in volunteer roles.

It is the policy of the Purdue University Cooperative Extension Service, David C. Petritz, Director, 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. Purdue University is an Affirmative Action employer. This material may be available in alternative formats.

1-888-EXT-INFO http://www.agcom.purdue.edu/AgCom/Pubs/menu.htm

Revised 10/00
Adult Behavioral Expectations

To Promote the Well-Being of Youth for Faculty, Extension Educators, Staff and Volunteers Who Work with 4-H/Youth Development Programs in Indiana

“Those who believe in and work with youth have confidence in our future.”

These 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, or volunteer I will:

- 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.

I have been given the opportunity to review these expectations and the opportunity to ask questions, and any questions have been answered to my satisfaction. By signing below, I acknowledge that I have read and agree to abide by the behavioral expectations in this document. I understand that my failure to comply with these expectations may result in disciplinary action or termination as a faculty member, educator, staff, or volunteer of the Indiana 4-H/Youth Development Program.

Print Name _________________________________ Date __________________________

Educator Signature __________________________ Date __________________________

A signed copy of the Adult Behavioral Expectations for each faculty, educator, staff, and volunteer in 4-H/Youth Extension programs will be on file in the respective administrative office after January 1, 1992. These Behavioral Expectations and related policies have been developed by faculty, educators, staff, and volunteers to strengthen the work of those who believe in the 4-H/Youth Development Program.

It is the policy of the Purdue University Cooperative Extension Service, David C. Petritz, Director, 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. Purdue University is an Affirmative Action employer. This material may be available in alternative formats.
1-888-EXT-INFO   http://www.agcom.purdue.edu/AgCom/Pubs/menu.htm
OMNIBUS 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.)

***Indiana 4-H Shooting Sports Guidelines***
Final Notes to Volunteers

*Note: the following information is intended to give general information to 4-H volunteers. Specific details may be acquired from your County Extension Office, the State Director of Extension, the Office of Risk Management at Purdue University, or your insurance agent.

Instruction and Supervision – Do your best to provide adequate instruction and supervision regarding any potentially dangerous situation a youth might be in. The youth’s relative maturity must be taken into account.

First Aid and Medical Treatment – Treat minor injuries appropriately. Do not give medical attention if it appears that an injury is serious and beyond your skill to administer proper treatment. Take reasonably prudent steps to summon necessary help as quickly as possible.

Alcohol and Minors - The consumption of alcohol by minors (age 21) is a violation of State Law and cannot be condoned in association with an Extension activity. Any volunteer, committee representative, volunteer, or Extension staff member who contributes to a violation of the law could be held liable in a court of law. The Extension committees, councils, and Extension boards could be liable both criminally and/or civilly, if underage drinking associated with an Extension activity is condoned, ignored, or accepted by any of the Extension committees and/or boards. Liability coverage by Purdue would not provide protection to an employee or volunteer who violates state or local laws or ordinances concerning alcoholic beverages.

Items on Loan to CES for Exhibit, etc. - Purdue’s policy does not provide coverage in these situations. If items are valuable, there should be a written agreement signed by both parties. That agreement should state who has the responsibility for insurance. Special policies can be purchased from most insurance companies on a short-term basis to cover such exposures.

Three considerations should be kept in mind when working with youth:

1. Act Safely
2. Follow Policy
3. Youth, or Volunteers, that do not follow policy will be removed from the program.
Publication Recommendations
4-H Shooting Sports

National Rife Association
www.nra.org: Scroll down for:
- Eddie Eagle
- Education and Training
- Youth Programs
- NRA en Español
- Range Services
- Monthly Publications

NRA publications that you find useful ((click on NRA Program Materials Center, on the left hand side of the homepage www.nra.org):

<table>
<thead>
<tr>
<th>Publication</th>
<th>Price</th>
<th>Order Number</th>
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<tbody>
<tr>
<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 Packet</td>
<td>$6.00</td>
<td>EF 13185</td>
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<tr>
<td>The Basics of Pistol Shooting Packet</td>
<td>$6.00</td>
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<tr>
<td>The Basics of Shotgun Shooting Packet</td>
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<td>The Muzzleloading Shotgun Packet</td>
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<td>The Muzzleloading Pistol Packet</td>
<td>$12.00</td>
<td>EZ 14355</td>
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<tr>
<td>Home Firearm Safety</td>
<td>$6.00</td>
<td>ES 14120</td>
</tr>
<tr>
<td>NRA Junior Rifle Shooting</td>
<td>$6.00</td>
<td>EM 09450</td>
</tr>
<tr>
<td>The Skeeters 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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<tr>
<td>Eddie Eagle series</td>
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</table>

Note: Send an e-mail to youth_programs@nrahq.org to subscribe to the NRA Youth Shooting Sports e-newsletter.

Ohio State Curriculum (4-H manuals)
Media Distribution Publication Office
Phone: (614) 292-1607
Fax: (614) 292-1248
http://www.ag.ohio-state.edu/~buckpubs/

<table>
<thead>
<tr>
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<tr>
<td>Safe Use of Guns</td>
<td>$5.00</td>
<td>4-H 630</td>
</tr>
<tr>
<td>Basic Archery</td>
<td>$5.00</td>
<td>4-H 631</td>
</tr>
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Archery Manufacturers and Merchants Organization
The publication listed below is available at www.archery4kids.net/ and generally distributed by archery suppliers (your local archery shop can get copies).

<table>
<thead>
<tr>
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<th>Price</th>
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<tbody>
<tr>
<td>ABC’s of Archery</td>
<td>varies</td>
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</table>

Indiana Department of Natural Resources
www.in.gov/dnr/fishwild/huntguide1/hunt.htm, Indiana Hunting Regulations

Junior Shooting Coach News (JSCN News)
P.O. Box 3207
Brentwood, TN 37024-3207
Phone: (615) 831-0485

National Shooting Sports Foundation, Inc.
Attn: Literature Coordinator
11 Mile Hill Road
Newtown, CT 06470-2359
Phone: (203) 426-2359
www.nssf.org/lit/SafetyCons.cfm
The National Shooting Sports Foundation has a variety of publications and videos are available on topics such as: safety, conservations, and hunting. Some publications are available for free on the website listed above.

Federal Cartridge Company
Attn: Marketing Department
900 Ehlen Drive
Anoka, MN 55303-7503
www.federalcartridge.com/
Federal Cartridge has a variety of publications and videos are available on topics such as: safety, conservations, and hunting.

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

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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
bloopers - 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
broadhead - 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 on 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

***Indiana 4-H Shooting Sports Guidelines***
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, skeet (or skeet 1), improved cylinder, quarter choke, skeet 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
coach/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
FFFFg - finer grade of black powder used in small bore shotguns, pistols and rifles .45 caliber and smaller
FFFFFFg - 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** - inleted 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 headspring 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	ang - metal extension of the action, trigger guard, receiver, breech plug, or other part bedded into the stock	ang 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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