

**MODULE WLD1070: HUNTING & GAME MANAGEMENT 1
(ETHICS/GAME IDENTIFICATION)**

Level: Introductory

Theme: Management and Conservation

Prerequisite: None

Module Description: Students explain the role of regulated hunting in game management, identify Alberta’s game animals, and demonstrate knowledge and skills that ensure safe and comfortable experiences in the outdoors.

Module Parameters: Access to an outdoor wilderness environment and relevant government agencies.

Teacher must be a registered Alberta Conservation and Hunter Education Program Instructor (Alberta Environmental Protection, Natural Resources Service).

Instruction on basic first-aid and survival techniques to be provided by person(s) having current certification in Standard Level First Aid.

Note: Alberta Conservation and Hunter Education Program Student Certificates may be awarded to students who successfully complete Hunting & Game Management 1 and 2, and receive at least 80% on the Alberta Conservation and Hunter Education Examination.

See Section C (Planning for Instruction) and Section H (Linkages/Transitions) of this Guide for further information on instructor training and certification.

Supporting Module: CTR1210 Personal Safety (Management) [Career Transitions Strand]

Because of the practical nature of this module, students must have a general knowledge of basic first-aid and survival techniques relevant to wilderness environments. See Planning for Instruction in Section C for further information on student safety.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> explain game management practices and the role of regulated hunting in game management 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> identifying and explaining basic principles of wildlife management and the role of regulated hunting in game management. <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Principles of Wildlife Management, WLD1070–1</i></p> <p><i>Standard</i> <i>Respond to a standard of 1 on the rating scale</i></p>	<p>25</p>

MODULE WLD1070: HUNTING & GAME MANAGEMENT 1 (ETHICS/GAME IDENTIFICATION) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify the distinguishing characteristics of Alberta’s ungulates, carnivores, upland birds and waterfowls • describe basic equipment and techniques required for safe and comfortable experiences in the outdoors 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • given a current issue regarding hunting ethics: <ul style="list-style-type: none"> – negotiating and debating the issue while assuming the role of one or more stakeholder groups – preparing and presenting a position paper that outlines an ethical plan of action. <p><i>Assessment Tool</i> <i>Negotiation and Debate: Introductory Level, WLDNEG–1</i> <i>Position Paper: Hunting Ethics, WLD1070–2</i></p> <p><i>Standard</i> <i>Address criteria in negotiation/debate and the position paper to a standard of 1 on the rating scale</i></p> <ul style="list-style-type: none"> • given pictures, videos and/or slides of Alberta’s ungulates, carnivores, upland birds and waterfowl, identifying selected species by: <ul style="list-style-type: none"> – common name – distinguishing characteristics/habits – habitat/range. <p><i>Assessment Tool</i> <i>Guide to Wildlife Identification, WLD1070–3</i> <i>Alberta Conservation and Hunter Education Manual, Natural Resources Service (Alberta Fish and Wildlife)</i></p> <p><i>Standard</i> <i>Identify eight big game ungulates, five big game carnivores, eight upland game birds and 16 waterfowl</i></p> <ul style="list-style-type: none"> • performing practical skills within each of the following areas of outdoor experience: <ul style="list-style-type: none"> – basic first aid and survival techniques – safe use and care of outdoor equipment. <p><i>Assessment Tool</i> <i>Task Checklist: First Aid and Outdoor Survival, WLD1070–4</i> <i>Lab Assessment: Outdoor Experiences, WLDLAB</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of:</i> <ul style="list-style-type: none"> – 2 in basic first aid/survival – 1 in the use/care of outdoor equipment – 1 in lab assessment </p>	<p></p> <p>40</p> <p>35</p>

MODULE WLD1070: HUNTING & GAME MANAGEMENT 1 (ETHICS/GAME IDENTIFICATION) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a summative theory test for the module in which the student demonstrates knowledge of wildlife management and hunting ethics, the distinguishing characteristics of Alberta’s four classes of game species, basic first-aid/survival techniques, and the safe use/care of outdoor equipment. <p><i>Assessment Tool</i> <i>Sample Test Items: Alberta Conservation and Hunter Education Program, Natural Resources Service (Alberta Fish and Wildlife)</i></p> <p><i>Standard</i> <i>Response indicating 80% mastery</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Role of Regulated Hunting</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the goals of game management and agencies responsible for managing Alberta’s game animals identify components and techniques of a game management system; e.g.: <ul style="list-style-type: none"> biological research inventory habitat manipulation managing wildlife populations explain the role of regulated hunting in game management and conservation 	<p>See <i>Alberta Conservation and Hunter Education Manual</i>.</p> <p>Contact any district Natural Resources Service (Fish and Wildlife) Office for information regarding instructor workshops.</p> <p>Contact the Alberta Hunter Education Film Library.</p> <p>Subscribe to <i>The Alberta Game Warden</i>.</p>

MODULE WLD1070: HUNTING & GAME MANAGEMENT 1 (ETHICS/GAME IDENTIFICATION) (continued)

Concept	Specific Learner Expectations	Notes
<p>Role of Regulated Hunting (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe responsibilities of the hunter in reporting conditions that may endanger wildlife; e.g.: <ul style="list-style-type: none"> – pollution and its effect on wildlife – habitat loss and abuse – threats to rare and endangered species – neglect for wildlife laws • identify ethical considerations that provide a social standard for conduct when hunting; e.g.: <ul style="list-style-type: none"> – hunter-landowner relations – regard for other land users – respect for self – respect for wildlife – respect for laws and enforcement officers. 	<p>Philosophical discussion:</p> <ul style="list-style-type: none"> • how much wildlife of any species is enough? • how do we deal with preferred species? • how do we deal with problem species? • what uses of wildlife are appropriate? <p>Cite examples of relevant careers:</p> <ul style="list-style-type: none"> • research/conservation • law enforcement • tourism and guiding.
<p>Identification of Game Animals</p>	<ul style="list-style-type: none"> • identify and describe the distinguishing characteristics and habits of Alberta’s big game ungulates; e.g.: <ul style="list-style-type: none"> – horned animals – antlered animals • identify and describe the distinguishing characteristics and habits of Alberta’s big game carnivores; e.g.: <ul style="list-style-type: none"> – cougar, wolf and coyote – grizzly bear and black bear • identify and describe the distinguishing characteristics and habits of Alberta’s upland game birds; e.g.: <ul style="list-style-type: none"> – ptarmigan – grouse – pheasant and hungarian partridge • identify and describe the distinguishing characteristics and habits of Alberta’s waterfowl; e.g.: <ul style="list-style-type: none"> – puddle and diving ducks – geese 	<p>Individual/small group research.</p> <p>Displays and presentations.</p> <p>Pictures and slides.</p>

MODULE WLD1070: HUNTING & GAME MANAGEMENT 1 (ETHICS/GAME IDENTIFICATION) (continued)

Concept	Specific Learner Expectations	Notes
<p>Identification of Game Animals (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • distinguish between similar game and non-game species of ungulates, carnivores, upland birds and waterfowl; e.g.: <ul style="list-style-type: none"> – woodland caribou – lynx – wild turkey – whooping crane and swan. 	
<p>Equipment, Techniques and Safe Practices</p>	<ul style="list-style-type: none"> • describe the characteristics, use and care of basic equipment and personal gear used when hunting in the outdoors; e.g.: <ul style="list-style-type: none"> – clothing – bedding and tents – knives and axes – compass and maps – backpacks • identify items to be included in first-aid and survival kits • identify factors that affect ability to cope with emergency conditions in the outdoors; e.g.: <ul style="list-style-type: none"> – pain and cold – thirst and hunger – fatigue, boredom and loneliness – fear • describe procedures for examining someone who is hurt or suddenly becomes ill in the outdoors • demonstrate emergency first-aid techniques; e.g.: <ul style="list-style-type: none"> – artificial respiration – control of bleeding from cuts – care for victims of shock or concussion – care of sprains, fractures and dislocations – treatment of burns, blisters and frostbite – care of animal and insect bites 	<p>Emphasis on field experiences.</p> <p>Potential linkages exist with the “First Aid in the Wilderness” certificate course (see Section H: Linkages/Transitions).</p>

MODULE WLD1070: HUNTING & GAME MANAGEMENT 1 (ETHICS/GAME IDENTIFICATION) (continued)

Concept	Specific Learner Expectations	Notes
Equipment, Techniques and Safe Practices (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate techniques for detecting, treating and preventing hypothermia • demonstrate basic survival techniques for the outdoors; e.g.: <ul style="list-style-type: none"> – fire building – shelter building – sending rescue signals – securing water and food. 	