



»»-OUTDOORS-TOMORROW-FOUNDATION->

# Outdoor Adventures



CHANGING THE FUTURE OF  
YOUTH SHOOTING SPORTS



Life's better outside.®  
PROUD PARTNER

Volume 11, Issue 5

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## News

**Amazing Story – Please Read – OA student saves a life with CPR.**

**New – Need Help with Archery?  
Need CPE Hours?**

**First ever Archery Coaches Clinic  
this summer! Get approval NOW**

**Pro-Hunts – 2 Outdoor Adventure  
Students Pronghorn Antelope  
Hunts – Wyoming Hunt with a  
Professional Athlete/Coach.  
Poster Project supporting North  
American Model for Wildlife  
Conservation.**

**DEADLINE May 26, 2017**

## INSIDE THIS ISSUE

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## CALENDAR OF EVENTS

- DSC S.A.F.E.T.Y. Event – Sept. 23, 2017
- YWCE – January 4, 2018

**Great Message from Shane  
Mahoney – Very short**

<https://youtu.be/6VyzvdTvq4M>



## Outdoor Adventures Student Saves Life

The following email was shared with the OTF staff. For privacy, all names have been changed:

Hi Mr. Outdoor Adventures Teacher,

My daughter was in your Outdoor Adventures class last year as an 8th grader. First I want to tell you how much she thoroughly loved your class and learned valuable lessons that have impacted her life. Last Friday at 5:00 p.m. our neighbors came running over to see if anyone knew CPR because they found a 5-year-old lifeless in their swimming pool. Some guest had come over and she was supposedly asleep but somehow wandered out. My husband remembered our daughter had learned this in your class. Our brave daughter ran over there and administered CPR for 2-3 minutes till the fire and rescue arrived. She helped to force blood to her brain and played a crucial role in saving her life. The little girl was taken off the ventilator yesterday and will make a full recovery. We are eternally grateful for your class and all she learned from you which has left a lasting impression on her. It has inspired her father and I to get certified also. Please relay this to your class this year that you truly never know when you will use this life saving technique. Our daughter may never get the opportunity to use this again but thank God she learned it in your Outdoor Adventures class. We wish you all the best!

Sincerely, Outdoor Adventures Family

### Shane Mahoney Videos

Shane's latest YouTube video is a presentation from earlier this spring at the Vancouver Island University to students on the many pathways to conservation - link here ---

> <https://www.youtube.com/watch?v=vmywmj9Y4ao>

Have you read Shane's works on Medium yet? We've published a few articles so far you will all enjoy ---

> <https://medium.com/conservation-matters>

Part 3 of an interview Shane did with Wide Open Spaces is now available, this part dives into funding for conservation & the hunter's image ---> <http://www.wideopenspaces.com/shane-mahoney-exclusive-interview-part-iii-funding-conservation-hunters-image>



# Teacher Training

**RSVP for each training. I have provided several dates for each training. Please check your schedules and let me know today! The Texas Parks and Wildlife Department's Hunter Instructor and Boater Education will require some homework prior to the training. I will review the requirements for each upon your RSVP.**

**If you need training outside of Texas, contact state Department of Natural Resources or Scot McClure to assist you in locating training near you. [scot@GoOTF.com](mailto:scot@GoOTF.com)**

## **Arlington Archery Center 4215 Little Rd. Arlington, TX 76016**

<b>Dutch Oven Cooking.....</b>	<b>8:00 AM– 1:00</b>	<b>June 5 w/ Angler Ed.</b>
<b>TPWD Explore Bowhunter.....</b>	<b>2:00 PM – 6:00</b>	<b>June 5</b>
<b>TPWD Angler Instructor.....</b>	<b>8:00 PM– 2:00</b>	<b>June 5 w/ Dutch Oven Cooking</b>
<b>TPWD NASP BAI.....</b>	<b>8:00 AM – 4:00</b>	<b>June 6</b>
<b>TPWD Hunter Instructor.....</b>	<b>8:00 AM – 2:00</b>	<b>June 7</b>
<b>TPWD Boater Education Instructor.....</b>	<b>2:00 PM – 6:00</b>	<b>June 7</b>

## **Arlington Archery Center 4215 Little Rd. Arlington, TX 76016**

<b>Dutch Oven Cooking.....</b>	<b>8:00 AM– 1:00</b>	<b>July 17 w/ Angler Ed.</b>
<b>TPWD Explore Bowhunter.....</b>	<b>2:00 PM – 6:00</b>	<b>July 17</b>
<b>TPWD Angler Instructor.....</b>	<b>8:00 PM– 2:00</b>	<b>July 17 w/ Dutch Oven Cooking</b>
<b>TPWD NASP BAI.....</b>	<b>8:00 AM – 4:00</b>	<b>July 18</b>
<b>TPWD Hunter Instructor.....</b>	<b>8:00 AM – 2:00</b>	<b>July 19</b>
<b>TPWD Boater Education Instructor.....</b>	<b>2:00 PM – 6:00</b>	<b>July 19</b>

**Outdoor Skills Workshops (Orienteering, Rock Climbing, Dutch Oven Cooking, Birding and much more) <http://tpwd.texas.gov/calendar/outdoor-skills-workshops-seminars>**

**NASP – Basic Archery Instructor** All NASP Instructor classes anywhere in the United States can be found and Pre-register at: [www.naspbai.org](http://www.naspbai.org)

To receive further information or register for any of the courses below please contact Burnie Kessner,

[burnie.kessner@tpwd.texas.gov](mailto:burnie.kessner@tpwd.texas.gov).

May 5 – Nacagdoches, TX

May 13 – Seguin, TX

May 31 – Maud, TX

June 1 – Queen City, TX

June 2 – Killeen, TX

June 6 – Arlington, TX

June 10 – Arlington, TX

## **Hunter Instructor Classes**

June 10 – Austin, TX

Oct. 31 – Austin, TX

## Boater Education Instructor Classes

May 13 – Austin, TX  
May 13 – Dickinson, TX

## Angler Education Instructor Classes

May 6, 2017, 10:00 AM – 2:30 PM, Pearland, TX – [greg.akins@tpwd.texas.gov](mailto:greg.akins@tpwd.texas.gov) 281-534-0123  
May 24, 2017, 9:00 AM – 2:30 PM, Daingerfield, TX - [keira.quam@tpwd.texas.gov](mailto:keira.quam@tpwd.texas.gov) 469-644-2705  
May 30, 2017 8:30 AM – 4:00 PM, Lake Worth, TX - [keira.quam@tpwd.texas.gov](mailto:keira.quam@tpwd.texas.gov) 469-644-2705  
Aug. 19, 2017, 9:30 AM – 2:30 PM, Edinburg, TX, [shane@fishingsfuture.org](mailto:shane@fishingsfuture.org) 956-238-9476



## Archery Coaches Clinic



**July 20, 2017**  
**9:00 AM – 3:00 PM**  
**(lunch is provided)**  
**Brock I.S.D. Archery**  
**Complex – Brock, TX**  
**Cost: \$125.00 per Coach**

- The Outdoors Tomorrow Foundation is proud to offer a 1 day Archery Clinic for Coaches.
- When you teach archery, are you asked: Why, How, When, Where? Improving archery performance is more than just a few steps. Learn how to fine tune your archers' skills and scores.
- Learn new instructional tools to assist in your archery lessons: Aim, Anchor, Grip, Release, Flight, Stance, Tuning, Repair, Mental Preparation, Tiller, Timing, Rest

**Instructor: Kelly McDonald, Brock I.S.D. Archery Coach** "I will share and discuss proven finger shooting techniques passed down to me from a 7-time national / 3-time world champion. Also from a 2-time Olympic gold medal coach and a current dream team Olympic coach. Here at Brock we have had good success with our program with the help of our great coaching staff. We are 2 time Elementary division State champion along with national qualifiers and scholarship winners. Please join me at the OTF's Archery Coaches Clinic and take these proven techniques back to your home range."

All attendees must be NASP BAI Certified to attend. Payment must be made to Outdoors Tomorrow Foundation. Purchase Orders, credit cards or checks are acceptable.

# Outdoor Adventures Manager Corner

## Great Lesson Idea from Bonnie Newcomb!

You have made it to May! If you are looking for some lesson plans to help you finish out the year, check out the following link. There are lesson plans, Keep Texas Wild information, math lessons for cross curriculum (deer, oh deer, oh deer...), posters & publications, information about loaner trunks, field investigation information, plus much, much more!

<http://tpwd.texas.gov/education/resources/resources/lesson-plans>

I have included one of the lessons for you!

## The Web of Life

### Objectives

1. Students will be able to identify some animals and plants found at in a coastal habitat community or related wetland areas and to describe how they are interdependent on each other.
2. Students will also be able to describe what happens to the rest of the food web when one or more organisms disappears due to a natural or manmade disturbance to the ecosystem.

### Materials

1. food web cards
2. one or more large balls of yarn or string

### Background

A food web is a combination of all the food chains found in an ecosystem. It begins with the producers, or plants that use sunlight, carbon dioxide, and water to make the sugar glucose. The animals that eat plants (herbivores) are known as the primary consumers. The animals that eat the herbivores (carnivores) are known as secondary consumers. This goes on and on to tertiary and quaternary consumers. Other organisms are important such as the decomposers, who feed on dead or waste material and recycle nutrients back into the habitat. Removing any one of these organisms can have disastrous effects on the ecosystem, causing a partial collapse of the food web.

### Procedure

1. Read the background material aloud in class. It may be helpful to draw an example of a food chain or food web on the board, and to make a diagram with producers on the bottom, with the primary consumers above them, the secondary consumers above the primary consumers, and so on. Make food web cards (from the list below) on large index cards. Punch 2 holes in each card to put string through and laminate.
2. Either go outside or push desks back to allow a large area for your "web".
3. Have students stand in a circle.
4. Hand out the food web cards with attached string to go around the students' necks. You now have your web components.
5. Starting with the algae and other plants, give these students the loose end of a ball of string.
6. Ask "Who eats this plant?" When the correct animal has been named, unravel the string to reach that student as they stand in the circle. Have them wrap the string around their wrist once.

7. Then ask "Who eats this animal?" Do the same with that student, unraveling the string across the circle to reach that student, who then wraps string once around their wrist. Ideally, many students will end with more than one string wrapped around their wrists, showing they eat more than one thing.
8. Continue until a web is formed. Have the students notice how everything is interconnected.
9. Then explain to the students that there has been an oil spill that contaminated and killed all the birds. The student who represents birds must drop that string and anyone connected to him or her must also drop their string. Have students notice how many of them are affected by this.
10. Have a brown tide kill off the grass and see who is affected. Then have a red tide bloom kill off the fish to show the difference in the effects of two tides

**Create Food Web Cards with the following names:**

Seagrass	Rattlesnake	Sun	Piping Plover
Oyster	Peregrine Falcon	Marshhay Cordgrass	Periwinkle
Blue Crab	Snail	American Oyster Catcher	Red Drum
Algal Mat	Coyote	Red-tailed Hawk	Mourning Dove
Pocket Gopher	Grass Shrimp	Turkey Vulture	Jackrabbit
Roseate Spoonbill	Speckled Trout	Great Blue Heron	Swamp Sparrow



# PRO HUNTS

PRO HUNTS IS DONATING 2 WYOMING ANTELOPE HUNTS FOR THE COMING 2017 SEASON TO BE GIVEN AWAY TO 2 DESERVING STUDENTS.

THE HUNT WILL TAKE PLACE THE 1ST WEEK OF OCTOBER, 2017 AND THE WINNERS MUST BE ACCOMPANIED BY A PARENT OR GUARDIAN. IT WILL BE A 3 DAY GUIDED HUNT AND EACH STUDENT WILL HUNT WITH EITHER AN ATHLETE OR COACH.

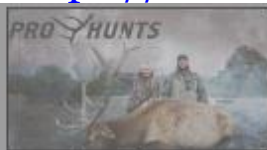
STUDENTS AND ATHLETE/COACH WILL BE FILMED AND FEATURED AS AN EPISODE OF PRO HUNTS.



<https://www.pro-hunts.com/>



TYLER BEARDALL



JOSH FIELDS



KEVIN JEPSEN



JOE PAVELSKI

# PRO HUNTS

- OUTDOOR ENTERTAINMENT NETWORK -



JJ HARDY



ROBIN YOUNT



CARSON PALMER



CHRIS COGHLAN

# Electronic (On-line) Poster Project

Use this project as your spring semester final!

“How has the North American Model for Wildlife Conservation allowed the Pronghorn Antelope to return to sustainable levels?” Must report on regulated hunting and its role in conservation. Trip will be the first week of October 2017.

Wildlife Conservation Project - Project Due to OTF office – May 26<sup>th</sup>

## Criteria:

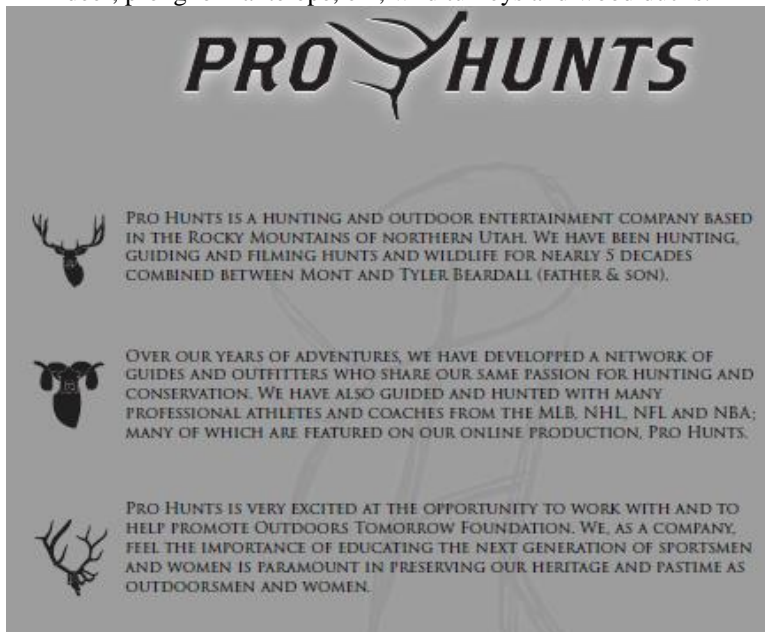
- Age limit: 12-18 and enrolled in Outdoor Adventures course in 2016-2017.
- Students create an electronic (on-line) poster - “How the North American Model for Wildlife Conservation has allowed the Pronghorn Antelope to return to sustainable levels”. The report must include how regulated hunting has promoted conservation.
- Teachers select the top 3 projects and send them to Scot McClure, OTF, by **May 26, 2017**. Winners announced June 2, 2017. Use the attached grading rubric for project scoring.

Two Outdoor Adventures students and parents will spend a weekend in Wyoming hunting pronghorn antelope with Pro-Hunts! Participants must sign letters of release and pay for their own transportation to Wyoming.

OA Teachers: Advantages for using this project as your final grade: **Grading Rubric is provided!!!!**

- 1) One of your students could win a once in a life-time chance to hunt pronghorn antelope, have the hunt video recorded and hunt with a professional athlete/coach in October 2017.
- 2) Use the poster in your local community news outlets for increased awareness for your program.
- 3) Incorporate technology into Outdoor Adventures and use computer labs and technology for your final exam.
- 4) Students will learn about the North American Model for Wildlife Conservation. To learn more about the North American Model for Wildlife Conservation: <http://www.nssf.org/factsheets/PDF/WildlifeConservation2014.pdf>

American hunters have the unique position of being the original conservationists. In the early 20th century, many wildlife species in the U.S. were facing an uncertain future due to unregulated overharvesting of many species and habitat destruction. Sportsmen and women watching this unfold led the call for new approaches for the responsible management and use of these resources. Seasons, game limits and funds for wildlife conservation programs all originated with the hunting community. These efforts were able to turn the tide and save populations that were once disappearing of species including white-tailed deer, pronghorn antelope, elk, wild turkeys and wood ducks.



## Pro-Hunts Video

<https://www.pro-hunts.com/watch/>

## "Why We Hunt"

<https://www.youtube.com/watch?v=SwJMOJziGj4>



<b>Student Name</b>	<b>Class Period</b>	<b>Final</b>	<b>Grade</b>
<b>Criteria</b>	<b>Level 1 100 points</b>	<b>Level 2 80 points</b>	<b>Level 3 54 points</b>
Overview of The North American Wildlife Conservation Model	Content is accurate. Delivered all relevant information necessary for full understanding of model. 10 pts	Content is accurate, but description leaves some undefined information. 8 pts	Content is incomplete or inaccurate. Poorly stated or not clearly defined. 6 pts
Describe Basic Principle #1	Content is accurate. Delivered all relevant information necessary for full understanding. 5 pts	Content is accurate, but description leaves some undefined information. 4 pts	Content is incomplete or inaccurate. Poorly stated or not clearly defined. 2 pts
Describe Basic Principle #2	Content is accurate. Delivered all relevant information necessary for full understanding. 5 pts	Content is accurate, but description leaves some undefined information. 4 pts	Content is incomplete or inaccurate. Poorly stated or not clearly defined. 2 pts
Describe Basic Principle #3	Content is accurate. Delivered all relevant information necessary for full understanding. 5 pts	Content is accurate, but description leaves some undefined information. 4 pts	Content is incomplete or inaccurate. Poorly stated or not clearly defined. 2 pts
Describe Basic Principle #4	Content is accurate. Delivered all relevant information necessary for full understanding. 5 pts	Content is accurate, but description leaves some undefined information. 4 pts	Content is incomplete or inaccurate. Poorly stated or not clearly defined. 2 pts
Describe Basic Principle #5	Content is accurate. Delivered all relevant information necessary for full understanding. 5 pts	Content is accurate, but description leaves some undefined information. 4 pts	Content is incomplete or inaccurate. Poorly stated or not clearly defined. 2 pts
Describe Basic Principle #6	Content is accurate. Delivered all relevant information necessary for full understanding. 5 pts	Content is accurate, but description leaves some undefined information. 4 pts	Content is incomplete or inaccurate. Poorly stated or not clearly defined. 2 pts
Describe Basic Principle #7	Content is accurate. Delivered all relevant information necessary for full understanding. 5 pts	Content is accurate, but description leaves some undefined information. 4 pts	Content is incomplete or inaccurate. Poorly stated or not clearly defined. 2 pts
Identify the initial concerns for the conservation of the Pronghorn Antelope	Identifies the potential wildlife conservation concerns in a clear and concise manner. 20 pts	Identifies the potential wildlife conservation concerns with some undefined information. 16 pts	Content is incomplete or inaccurate. 12 pts
Describe the impact the North American Model has had on the conservation of pronghorn Antelope	Clearly describes impact with abundant data to support impact. 25 pts	Clearly describes impact but with minimal data to support impact. 20 pts	Content is incomplete or inaccurate. Poorly stated no factual data to support impact. 16 pts
Electronic Poster layout, design and grammar	Content is presented in clear and concise fashion. Presentation uses graphs, color, pictures and diagrams. All grammar is correct. 10 pts	Content is presented in clear and concise fashion. Presentation uses some graphs, colors, pictures and diagrams. Most grammar is correct. 8 pts	Content is unclear and difficult to interpret. Presentation uses basic format. A lot of grammatical mistakes. 6 pts