

Connecting to Workplaces:

Validating Outcomes Demonstrations with Employers



Hunting/Fishing or Recreation Guide Demonstration

LBS Levels 2/3

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**Meeting Employers' and Employees' Needs
...Now and in the Future**



Literacy Network Northeast



Far Northeast Training Board (FNETB)

Acknowledgements

Hunting/Fishing or Recreation Guide Demonstration

Description Scenario:

This demonstration is a role-play. The learner is a hunting guide for the Great Northeastern Hunting Lodge. He/she answers the phone when an American hunter calls and gives him important information about hunting regulations and safety with black bears. The guide writes a memo to his/her employer giving pertinent details about the conversation.

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All demonstrations can be found on the following websites:

<http://demonstrations.alphaplus.ca/DemonstrationBank/>

or

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We would like to acknowledge the employer that helped make this project a success.

Four Seasons Guiding, Chapleau

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Essential Core Skills Chart


Hunting/Fishing/Recreation Guide Profile


Participating employers ranked these essential skills in order of importance. This order may change according to each individual company or employer. The Connecting to Workplaces Project focused on the identified top five skills. Take note that what is of importance to employers may extend beyond the skills, abilities or knowledge LBS programs can provide and may require partnering with other programs.


Essential Core Skills Chart

	HRSDC Essential Skills	Most Important  Important				
Most Important  Important	Additional Skills	Be friendly, helpful, efficient	Practise good hygiene	Listen / understand information	Use appropriate language, voice, tone	Respect ethnic, cultural diversity
	Time Management	Be on time	Take initiative	Take responsibility for own work	Listen & follow instructions	Work independently
	Reading Skills	Read manuals on hunting / fishing regulations	Read & follow instructions, directions	Read notes, messages, notices	Read symbols	Read signs and bulletins
	Writing Skills	Complete simple forms	Make journals, keep logs	Write messages, notes	Keep records	Write names and addresses
	Math Skills	Handle money, make change	Know shape and special senses*	Use measurement tools	Multiply and divide	Operate a cash register

 Within LBS mandated reading, writing and numeracy skills

 Within LBS mandated speaking and listening skills

 Within LBS mandated problem-solving teamwork, critical thinking

 Outside of LBS mandate, but possible with partnership

*Have good observation skills. (i.e. wildlife, plants, surroundings)

“Hunting/Fishing/Recreation Guide” profile continues on next page.

Hunting/Fishing/Recreation Guide Profile (continued)

More Workplace Information from Participating Employers

Methods most often used to train employees:

(In order of importance)

1. Job Shadowing
2. Video

Requirements most employers look for:

1. First Aid
2. CPR
3. Grade 12
4. WHMIS
5. Clean driving record
6. Bondable

Courses employers most often provide to employees:

1. First Aid
2. WHMIS
3. CPR

Number of employers who stated they would hire applicants who do not have a grade 12 equivalent:

Yes — 4 employers No — 0

Number of employers who would consider applicants who could demonstrate or submit their demonstration results:

Yes — 4 employers No — 0

Employers also base their hiring decisions on:

Past experience, interests, references

Assessment Preamble

More about pre-demonstration training and assessment:

Assessing a learner's performance in accordance with expectations in a real-world place of employment is more complicated than assessing the learner's work for academic purposes where 6 out of 10 is a pass. How do instructors determine what constitutes a pass for demonstrations of employment-related activities and skills? How do they know where to draw the line between what is good enough in a particular job and what is not? There is no simple answer. Instead, the answer lies in the relative importance placed by each individual employer on the overall significance of various tasks and duties in pursuit of desired company objectives. It is not something that others outside the company are necessarily aware of. Until more of that information is available, instructors may need to rely on their own good common sense in helping learners determine an appropriate level of performance for employment-related activities.

Assessment of workforce demonstrations is also challenging for instructors because of inconsistencies across employment sectors. What is acceptable in one workplace setting may not be acceptable in another. What is high on the priority list in one setting may not factor in much at all in another. Even within same industries, specific expectations and required levels of performance will not be consistent location to location. For that reason, the assessment of end-of-training or employment-readiness demonstrations should be less concerned with measuring discreet elements of separate learning outcomes and more interested in recognizing the learner's overall successful accomplishment of each integrated employment-related task.

Success in the workforce involves not only understanding and being able to meet the particular demands of the job but also being aware of and avoiding serious mistakes that could put the job in jeopardy. For that reason, an important aspect of pre-demonstration training should involve helping the learner: 1) recognize relative levels of importance associated with different job duties and tasks, 2) become aware of the level and quality of performance that is expected, and 3) anticipate possible outcomes or repercussions for different kinds of mistakes.

Discuss, or research and discuss, the role each skill plays and its relative importance in the overall success of day-to-day work. Identify mistakes that might constitute a fireable offence. Take these discussions into account when you assess the learner's performance on this demonstration.¹

1. Jane Barber, *Connecting to Workplaces: Validating Outcomes Demonstrations with Employers*, Chambermaid/Housekeeping Cleaner Demonstration, 2005

Demonstration Scenario

This demonstration is a role-play. The learner is a hunting guide for the Great Northeastern Hunting Lodge. He/she answers the phone when an American hunter calls and gives him important information about hunting regulations and safety with black bears. The guide writes a memo to his/her employer giving pertinent details about the conversation.

Notes for the Instructor

Employment goal: Hunting/Fishing or Recreation Guide

Employers polled placed a strong emphasis on good speaking and listening skills. Guides need to know their natural terrain, but in order to be successful on the job, they need to be able to convey that information in a friendly, helpful and competent manner to clients seeking their expertise.

The outcomes from this demonstration should indicate that the learner has some competency in the following essential skill areas and is able to:

- ▶ Be friendly and helpful
- ▶ Listen/understand information
- ▶ Use appropriate language, tone
- ▶ Respect cultural diversity
- ▶ Read manuals on hunting/fishing regulations
- ▶ Complete simple forms
- ▶ Write messages, notes
- ▶ Write names and addresses

Preparation for this Demonstration

This demonstration is primarily a role-play in which the learner uses some of his/her essential skills for becoming a successful hunting/fishing guide. Any practitioner or volunteer can play the “American Hunter” role, but if you have someone in mind who loves to ham it up, the role would be perfect.

The learner should be working at high level 2 or level 3. To prepare him/her to successfully complete this demonstration, the learner should have practice in:

- ▶ Telephone Role play
 - ▶ answering questions clearly and appropriately
 - ▶ finding information for the caller
- ▶ Using authentic documents
 - ▶ reading regulations on hunting and fishing
 - ▶ reading regulations on firearms
 - ▶ completing simple forms
 - ▶ writing messages
 - ▶ writing names and addresses

Instructions for Delivering this Demonstration

- ▶ This demonstration is divided into three parts. Have the learner read each part to make sure that he or she understands the scenarios and instructions.
- ▶ Review the assessment criteria with the learner by going over both the instructor's assessment tool and the learner's.
- ▶ Ask if the learner has any questions. Encourage the learner to involve him/herself in the role play as much as possible. However, if he or she gets stuck assure the learner that you will help.
- ▶ The demonstration should be completed in approximately one and a half to two hours.

Note: If the learner has much difficulty navigating the demonstration without your help, it could be that he or she is not yet ready for the activities. The learner's sense of his or her readiness and competency will be reflected in the learner's assessment tool.

Materials to provide:

Pen, paper

Assessment

The learner's performance on this demonstration is assessed by both the instructor and the learner.

What constitutes a successful demonstration?

On the instructor's assessment tool, the learner must have **at least** 9 performance indicators completed and the other 3 mostly complete.

Learning Outcomes

Please refer to the next page, Level Descriptions and Outcomes for this Demonstration, to determine the learning outcomes.

Level Descriptions and Outcomes for Demonstration

Read with understanding for various purposes	Write clearly to express ideas	Use number sense and computation	Self-management Self-direction
<p>Draws on personal experience and reading experience to gather meaning from the text (level 3)</p> <p>Skims to understand types of text; scans to find specific information (level 3)</p> <p>Uses various conventions of formal texts to locate and interpret information (level 2/3)</p>	<p>Completes forms requiring non-personal and more detailed personal information (level 2/3)</p> <p>Writes short summaries (level 3)</p>	<p>Provides specific, detailed information or instructions to familiar and unfamiliar individuals (level 3)</p> <p>Works to repair misunderstandings in communication (e.g., asks, "Did you say...?", "Do you mean...?") (level 2)</p> <p>Uses developing awareness of how non-verbal cues affect communication (level 2)</p> <p>Gets the main idea of an event and reflects on relevant information (level 2)</p> <p>Uses basic strategies to check and increase understanding (level 2)</p>	<p>Takes initiative</p> <p>Works independently</p>

Role-play Preparation for the Instructor

Give the learner a copy of the ***Hunting Regulations Summary***, published annually by the Province of Ontario. This publication is free and is the preferred tool for this demonstration. If you cannot obtain this publication, then give the learner the authentic workplace documents included in this demonstration. The learner should be allowed to peruse this material and the information on black bears before completing the demonstration. It is a good idea to mark the pages in the ***Hunting Regulations Summary*** that the learner will need for this demonstration. Page numbers are given for the 2004/05 publication only.

Page 11-12	Non-Residents of Ontario and Some Hunting Licence Options for Non-Residents
Page 12	Bringing a hunting rifle into Canada
Page 65	Regular Deer Seasons schedule

(These pages were downloaded from the Ministry of Natural Resources website and are included in this demonstration.)

Role-play

The learner is telephoned by an American who wants to plan a hunting trip. This is his personal information:

Dwight Lester
1205 Main St.
Newbank, Ohio, 22845
(605) 277-5465

Here is some more information that needs to be included in the role-play:

- ▶ Dwight Lester wants to hunt deer.
- ▶ He is bringing a group of about 8 men. One of these is the 12-year-old son of one of the hunters.
- ▶ One of the hunters wants to bring his dogs for hunting.
- ▶ His party prefers to hunt with rifles.
- ▶ He would like to come for the third week in October.
- ▶ He last hunted in Canada in 1986.
- ▶ One of the hunters had a bad experience with a black bear a few years ago. He asks for some information on black bears and how to avoid dangerous encounters.

Suggested scenario and questions for role-play:

Hi, my name is Dwight Lester and I want to do a bit of hunting in Canada.

Correct response: Learner will convey an attitude of friendly, helpful openness.

- 1. Last time I was across the border I had a bit of trouble with my gun. I was held up for a few hours. They searched my pickup and all my gear. What do I do to make sure that doesn't happen again?**

Correct response: Learner will refer to information on bringing firearms into Canada.

- 2. We're planning on coming up for the third week of October for some deer hunting. Should there be a problem?**

Correct response: Learner will refer to the Deer Season Table

(Include this question if the learner doesn't mention licensing requirements)

- 2a. Do I need any kind of licence to hunt?**

Correct response: Learner refers to information on obtaining a non-resident hunting licence in Ontario.

(At this point you deliberately misunderstand the learner's response so that the learner must clarify meaning)

- 3. There will be 7 of us coming...no, there'll be 8, I forgot. One of the guys is bringing his young son. He just got a hunting rifle for his 12th birthday and wants to try it out.**

Correct Response: Learner refers to information re: age limit for non-resident hunters (same section as non-resident licensing information)

- 4. One of my buddies is bringing his hunting dogs. Do you have kennels for dogs?**

Correct response: Refer to Regular Deer Seasons Restrictions (no dogs)

- 5. Well, he might bring them anyway.**

Correct response: (Learner should politely discourage this action)

- 6. By the way, do you have any information on bears?**

(at this point the learner should encourage you to clarify your meaning. What kind of information are you looking for?)

- 7. One of my hunting buddies came close to being attacked by a black bear a few years ago. He wants to know what you do if you meet a black bear. Just play dead, right? That's what I told him.**

Correct Response: Learner refers to Bear Wise information

- 8. Well, thank you very much for your information. I hope to see you this fall sometime.**

Learner Name _____ Date Completed _____

Part One, Two and Three

PART ONE

Your instructor will give you some information on

- ▶ hunting regulations in Ontario
- ▶ encountering black bears

You should read over this information to prepare for the demonstration. If your instructor gives you a copy of the ***Hunting Regulations Summary*** you do not have to read the whole book! Just look at the pages marked for the demonstration and look over the table of contents.

PART TWO

Preparing to Role-Play

You are working for the Great Northeastern Hunting Lodge. You're the only one in the office right now and the phone rings. You receive a call from Dwight Lester, an American who wants to hunt in Canada. The last time he hunted in Canada was about 20 years ago. If he knew any of the regulations, he's forgotten them.

Answer Dwight Lester's questions to the best of your ability. You should be able to find all of the answers you need in the information provided in this demonstration. Remember, if you don't give a good impression, Mr. Lester might take his hunting party (and money!) somewhere else. So far, your boss Norm Pearson hasn't had much luck getting American hunters to stay at his lodge. This could be a real break. Don't let Dwight hang up before you get his name (correct spelling), address, and phone number. You can offer to send him some more information on the Great Northeastern Hunting Lodge.

PART THREE

Norm Pearson has just purchased the Great Northeastern Hunting Lodge and is anxious to build up his business. He keeps a form by the phone so that no one helping a potential client will forget any important details. Fill out the form with Dwight Lester's personal information. Then, fill in the section headed "State reason for call", giving Norm the important facts about the phone call.

Phone Message Form

THE GREAT NORTHEASTERN HUNTING LODGE

Phone Call Received By:		Date:
Client Information		
Name:		
Address:		
Phone:	Fax:	Email:
Reservation?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Send Information:	<input type="checkbox"/> email	<input type="checkbox"/> fax
	<input type="checkbox"/> phone	<input type="checkbox"/> mail
Call Back?	<input type="checkbox"/> yes	<input type="checkbox"/> no
State reason for call		

Deer Season Schedule

2004 Regular Deer Seasons Rifles, Shotguns, Archery and Muzzle-loaders			
Rifles, Shotguns, Archery, and Muzzle-loaders are permitted during many of these seasons; check the conditions under which you may hunt.			
WMU(s)	Resident – Open Season	Non-resident – Open Season (antlered deer only)	Conditions (Restrictions Only)
5	Oct. 16 to Oct. 29	No season	Archery; muzzle-loading guns only; no dogs
5	Oct. 30 to Dec. 15	No season	No dogs
6, 7B, 9A, 9B	Oct. 2 to Oct. 8	Oct. 2 to Oct. 8	Non-Resident Guide Requirement in part of 7B and all of 9B; archery and muzzle-loading guns only; no dogs
6, 7B, 9A, 9B, 11A	Oct. 9 to Dec. 15	Oct. 9 to Nov. 15	Non-Resident Guide Requirement in part of 7B and all of 9B, 11A
7A	Oct. 9 to Dec. 15	Oct. 9 to Nov. 15	Archery and muzzle-loading guns only
8	Oct. 16 to Oct. 29	Oct. 16 to Oct. 29	Archery and muzzle-loading guns only; no dogs
8	Oct. 30 to Dec. 15	Oct. 30 to Dec. 15	No dogs
10	Oct. 30 to Dec. 15	Oct. 30 to Nov. 15	Non-Resident Guide Requirement; no dogs
11A	Sept. 18 to Oct. 8	Sept. 18 to Oct. 8	Non-Resident Guide Requirement; archery and muzzle-loading guns only; no dogs
3, 11B, 12A, 12B, 13, 14, 15A, 15B, 21A	Oct. 9 to Dec. 15	No season	Non-Resident Guide Requirement in part of 12B
28	Nov. 1 to Nov. 4	No season	Deer hunt only in part of WMU – contact Kirkland Lake MNR office (page 96) for details; no dogs
36, 37, 38, 46, 47, 48, 49, 50, 53A, 54, 55A, 55B, 56, 57, 58, 59, 60A, 61, 62, 63A, 63B, 68A, 74B	Nov. 1 to Nov. 13	Nov. 1 to Nov. 13	
39, 41, 42	Nov. 1 to Nov. 13	No season	
43A, 43B	Nov. 15 to Nov. 21	Nov. 15 to Nov. 21	Landowner's Permission; no dogs. Buxton Twp. is in WMU 43B
43A, 43B	Dec. 6 to Dec. 8	Dec. 6 to Dec. 8	Landowner's Permission; archery and muzzle-loading guns only
44	Nov. 1 to Nov. 13	Nov. 1 to Nov. 13	Landowner's Permission; no dogs
45	Nov. 1 to Nov. 5	Nov. 1 to Nov. 5	No dogs
64A	Nov. 1 to Nov. 6 Nov. 15 to Nov. 20	Nov. 1 to Nov. 6 Nov. 15 to Nov. 20	
64B	Nov. 1 to Nov. 6 Nov. 15 to Nov. 20	Nov. 1 to Nov. 6 Nov. 15 to Nov. 20	Archery; shotgun and muzzle-loading guns only
65	Nov. 1 to Nov. 6	Nov. 1 to Nov. 6	Archery; shotgun and muzzle-loading guns only; no dogs
66A, 67	Nov. 1 to Nov. 6	Nov. 1 to Nov. 6	
68B, 74A	Nov. 1 to Nov. 13	Nov. 1 to Nov. 13	Archery; shotgun and muzzle-loading guns only
69B	Nov. 1 to Nov. 6	Nov. 1 to Nov. 6	Archery; shotgun and muzzle-loading guns only
71, 72A, 73, 75	Nov. 1 to Nov. 13	Nov. 1 to Nov. 13	Archery; shotgun and muzzle-loading guns only; no dogs
82A, 82B, 83A, 84	Nov. 1 to Nov. 5	Nov. 1 to Nov. 5	No dogs
82A, 82B, 83A, 84	Nov. 29 to Dec. 3	Nov. 29 to Dec. 3	Muzzle-loading guns only; no dogs
82B	Nov. 15 to Nov. 19	Nov. 15 to Nov. 19	Muzzle-loading guns only; no dogs

Changes are proposed that will establish new 6 day muzzle-loader seasons commencing on the first Monday in December in WMUs 63A, 63B, 64A, 64B, 65, 66A, 67 and 69B (Kemptville office). Contact the office listed for details.

Changes are proposed that will establish a new one week rifle season for WMU 67 (Kemptville office) in the 3rd week of November. Contact the office listed for details.

Changes are proposed that will establish new non-resident (bucks only) seasons for WMUs 39, 42 (Sudbury office), and 41 (North Bay office). Contact the offices listed for details.

Changes are proposed that will establish a new season for deer in WMU 4 (Stouffville office). Contact the office listed for details.

Hunting Regulations Summary

I live outside Ontario. How do I get a non-resident licence to hunt in Ontario?

Non-residents of Ontario must present one of the following to obtain a non-resident licence to hunt in Ontario:

- ▶ an Ontario non-resident's hunting licence issued to you after January 1, 1968; or,
- ▶ a hunting licence issued to you by a competent authority in any jurisdiction as a resident of that jurisdiction after January 1, 1968; or,
- ▶ an Ontario Hunting Licence Examination Certificate issued to you after January 1, 1968; or,
- ▶ an Ontario Hunting Licence Verification Certificate showing that you were issued an Ontario licence to hunt or passed the Hunting Licence Examination; or,
- ▶ a certificate, issued to you after January 1, 1968, by a competent authority in any jurisdiction, giving you permission to purchase a resident's hunting licence in that jurisdiction.

NOTE: A non-resident who wishes to hunt in Ontario must be 16 years of age or older.

The licence fees stated in this summary are in effect until December 31, 2004. A list of Ontario hunting licences is available on page 7.

Licence Type Available From Cost

Non-resident's Available from numerous small game licence issuers throughout Ontario. **\$85.00**

Non-resident's Available from numerous moose licence issuers throughout Ontario. **\$340.00**

NOTE: see page 36 for information for non-residents wishing to hunt moose.

Non-resident's Available from numerous deer licence issuers (antlered deer throughout Ontario only) **\$170.00**

Non-resident's Available from numerous black bear licence issuers throughout Ontario. **\$170.00**

NOTE: see page 81 for information for non-residents wishing to hunt bear.

Wild turkey Available from selected licence MNR offices, and selected per licence issuers in (max. of two) **\$21.50**

Where can I purchase a non-resident's hunting licence?

Non-resident hunters who wish to go hunting immediately may purchase a hunting licence at many locations throughout the province. For the licence issuer nearest to your intended hunting location, call the MNR office serving that area. A list of MNR offices is provided on pages 95 and 96.

What should I know about bringing my hunting rifle or shotgun into Canada?

Effective January 1, 2001, federal firearms regulations require that hunters who bring non-restricted firearms into Canada declare their firearms at their point of entry. A fee is required to complete this procedure; this confirmed declaration is valid for up to 60 days. Firearms Declaration Forms are available from Customs offices, through the toll-free Canadian Firearms Centre information line at

▶ **1-800-731-4000,**

▶ through the Canadian Firearms Centre Web site at <http://www.cfc-ccaf.gc.ca/> (click on “Fact Sheets”) and

▶ often through hunting outfitters.

NOTE: Non-residents may face special requirements around the import or purchase of ammunition. Consult with your outfitter or call the Canadian Firearms Centre at 1-800-731-4000.

*(Adapted from the **Hunting Regulations Summary**, Ontario, 2004 or <http://www.mnr.gov.on.ca/MNR/pubs/pubmenu.html>)*

Bear Wise Information

Ministry of
Natural Resources

Bear Wise — How to Recognize a Potentially Dangerous Encounter

Injuries by black bears are rare, but can occur in the following situations:

Cornered bears

Black bears may become anxious or annoyed if they are crowded by people or dogs, or if intently focused on a food source. These bears will generally give many warning signs (they may make huffing or “popping” sounds, swat or beat the ground with their forepaws or even bluff charge) to let you know that you are too close.

Mother bears protecting their young

Mother bears are rarely aggressive towards humans but they are protective of their cubs. Do not test this by intentionally approaching cubs or knowingly getting between them and their mother. The mother bear will generally give you many warning signs to let you know that you are too close.

Predatory black bears

On EXTREMELY RARE occasions, black bears (usually adult males) have attacked humans with the intent to kill and eat them. This has happened about 40 times in the last century in North America (six incidents in Ontario). By comparison, many more people have been killed by lightning, dogs, and bee stings. Predatory black bears may not make huffing or “popping” sounds, swat or beat the ground with their forepaws or perform bluff charges. Instead, they may press closer and closer to their intended prey assessing whether it is safe to attack.

Here is what to do if you find yourself in one of these situations.

- ▶ Slowly back away, watching the bear.
- ▶ If the bear tries to approach you, stop. Be aggressive, yell, throw rocks or sticks and use pepper spray if you have it. NEVER TURN AND RUN.
- ▶ If the bear continues to approach you, resume backing away slowly while continuing to be aggressive towards the bear.
- ▶ If a bear makes contact with you, DO NOT PLAY DEAD. Fighting back is the best chance of persuading a black bear to stop its attack. Use a large stick, a rock or anything else that you have on hand to hurt the bear.

(Copied from http://bears.mnr.gov.on.ca/gen_recognize.html)

Instructor's Evaluation

Levels 2 and 3 Performance Indicators	Beginning	Mostly	Complete
<p style="text-align: center;">Communication</p> <p>Reading</p> <ul style="list-style-type: none"> • Draws on personal and reading experience to gather meaning from the text (level 3) • Skims to understand types of text; scans to find specific information (level 3) • Uses various conventions of formal texts to locate and interpret information (level 2/3) <p>Writing</p> <ul style="list-style-type: none"> • Completes forms requiring non-personal and more detailed personal information (level 2/3) • Writes short summaries (level 3) <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Provides specific, detailed information or instructions to familiar and unfamiliar individuals (level 3) • Works to repair misunderstanding in communication (e.g., asks, "Did you say...?", Do you mean...?") (level 2) • Uses developing awareness of how non-verbal clues affect communication (level 2) • Gets the main idea of an event and reflects on relevant information (level 2) • Uses basic strategies to check and increase understanding (seeks clarification) (level 2) <p style="text-align: center;">Self-Management and Self-Direction</p> <ul style="list-style-type: none"> • Takes initiative • Works independently 			

Learner Name _____ Date Completed _____

Learner Self-Evaluation

1. I understood what I was asked to do in part one.
 yes some no
2. I understood what I was asked to do in part two.
 yes some no
3. I understood what I was asked to do in part three.
 yes some no
4. I was able to participate in the role-play.
 yes some no
5. I understood all of Dwight Lester's questions.
 yes some no
6. I thought I gave good answers to all questions.
 yes some no
7. I was able to write down Dwight Lester's personal information on the memo.
 yes some no
8. I was able to write a brief description of our conversation and give Norm Pearson the important points.
 yes some no

After completing this demonstration, I would like to work more on...

- Reading publications like the *Hunting Regulations Summary*.
- Practising my speaking and listening skills with role-play
- Writing out forms and memos
- None of these. I feel confident in all areas.

Answer Key

Role Play

1. Learner should find information in the ***Hunting Regulations Summary*** and refer to the section: **“What should I know about bringing my hunting rifle or shot gun into Canada?”** He should offer Mr. Lester:
 - ▶ The phone number. 1-800-731-4000
 - ▶ The website. <http://www.cfc-ccaf.gc.ca/>
 - ▶ The suggestion that he call a local outfitter.
2. Refer to 2004 (or appropriate year) ***Regular Deer Seasons*** chart. If Mr. Lester and his party plan to hunt with rifles, they are unable to do so until after October 30.
 - 2 a. There are several correct answers. The learner should refer to the section from the ***Hunting Regulations Summary***, **“I live outside Ontario. How do I get a non-resident licence to hunt in Ontario?”**
3. Twelve-year-old non-residents cannot hunt in Ontario. (***Hunting Regulations Summary***.)
4. There are no dogs allowed. (***Regular Deer Seasons*** chart).
5. The learner should be polite but clear about the province’s rules.
6. The learner should ask Mr. Lester to clarify his meaning. What kind of information on bears?
7. The learner should refer to the Ministry of Natural Resource’s **“Bear Wise — How to Recognize a Potentially Dangerous Encounter.”**

Telephone Message

The learner should fill in Dwight Lester’s name and address correctly. He or she should be able to give a brief précis of the telephone conversation.

List of Materials Used

Binder of prepared materials: “Hunting Guide/Recreation Guide”

Single sheet on essential skills for guides

Hunting Regulations Summary, published annually by the Province of Ontario

http://bears.mnr.gov.on.ca/gen_recognize.html

<http://www.noto.net/>

Conversations with guides and owners of northern resorts and lodges

Conversations with Ministry of Natural Resources officials