Dear Youth Leader,

Thank you for showing interest in QDMA's youth program – the Rack Pack! We are very grateful that you have decided to promote youth involvement in the outdoors and whitetail hunting. I hope this resource will assist you in your efforts.

This guide will provide procedural suggestions for some youth activities. We spent numerous hours creating plans for these activities so that your event will be easy to run and engaging for youth. Use these activities where they will benefit your group the most, and feel free to adapt them so they will fit best. We suggest reviewing QDMA's Youth Policy and Procedure Manual before each hunt or event.

If you have any questions, please contact me at 800-209-3337 or rackpack@qdma.com.

Again, thank you for your time and effort to recruit and enrich the next generation of whitetail hunters.

Sincerely,

Daniel Bartley
Considerations for all Rack Pack events...

1. **Supervise:** Maintain supervision of youth during all events, even the seemingly “safe” activities.
2. **Emergency Plan:** Have a plan in place for safety and emergencies of which all volunteers are aware (some activities are dangerous).
3. **Contact Info:** During hunts or multi-day events, provide a copy of each participant’s contact information to all adult volunteers.
4. **Watch Your Back:** Encourage parent/guardian(s) to accompany their child at all Rack Pack events (required for overnight events).
5. **Plan Ahead:** Many of the activities listed require equipment, material, or supplies, so make sure you give yourself time to plan.
6. **Be Safe:** Keep a first aid kit on hand, including bandages and antiseptic spray.
7. **Make It Fun:** All events should have an element of fun built in!
8. **Don’t Spoil ‘Em:** Many youth like to earn their accomplishments, so don’t make the activity or event too easy.
9. **Follow-up:** It’s a good practice to contact the youth’s family after the event for feedback and to encourage further involvement.
10. **Publicize:** Use text and pictures to disclose the outcome of the event to local media and to QDMA headquarters.

We suggest that volunteers be aware of firearm and hunting safety principles, the #1 priority is keeping our youth and volunteers safe!
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>5</td>
</tr>
<tr>
<td>“21”</td>
<td>5</td>
</tr>
<tr>
<td>Baseball</td>
<td>6</td>
</tr>
<tr>
<td>Archery Tic-Tac-Toe</td>
<td>8</td>
</tr>
<tr>
<td>The Challenge Award</td>
<td>9</td>
</tr>
<tr>
<td>Habitat Management</td>
<td>10</td>
</tr>
<tr>
<td>Carrying Capacity Tower</td>
<td>10</td>
</tr>
<tr>
<td>Cross Step</td>
<td>11</td>
</tr>
<tr>
<td>Mini-plots</td>
<td>12</td>
</tr>
<tr>
<td>Herd Management</td>
<td>13</td>
</tr>
<tr>
<td>Deer Drag</td>
<td>13</td>
</tr>
<tr>
<td><strong>Herd Monitoring</strong></td>
<td>14</td>
</tr>
<tr>
<td>Antler Growth and Scoring</td>
<td>14</td>
</tr>
<tr>
<td>Antler Ring Toss</td>
<td>15</td>
</tr>
<tr>
<td>Blind Walk</td>
<td>16</td>
</tr>
<tr>
<td>Calling All Predators</td>
<td>17</td>
</tr>
<tr>
<td>Casting Tracks</td>
<td>18</td>
</tr>
<tr>
<td>Exact Age</td>
<td>20</td>
</tr>
<tr>
<td>Trail Camera</td>
<td>21</td>
</tr>
<tr>
<td><strong>Outdoors &amp; Wildlife</strong></td>
<td>33</td>
</tr>
<tr>
<td>Arrowhead Hunt</td>
<td>33</td>
</tr>
<tr>
<td>Atlatl Throwing</td>
<td>34</td>
</tr>
<tr>
<td>Casting Competition</td>
<td>36</td>
</tr>
<tr>
<td>Catch and Release Fishing Tank</td>
<td>37</td>
</tr>
<tr>
<td>Fly Tying</td>
<td>38</td>
</tr>
<tr>
<td>GPS Scavenger Hunt</td>
<td>39</td>
</tr>
<tr>
<td>Hiking</td>
<td>40</td>
</tr>
<tr>
<td>Turkey Shot</td>
<td>41</td>
</tr>
<tr>
<td><strong>Hunter Management</strong></td>
<td>22</td>
</tr>
<tr>
<td>After the Shot</td>
<td>22</td>
</tr>
<tr>
<td>Bigfoot Walking</td>
<td>23</td>
</tr>
<tr>
<td>Bloodhounds</td>
<td>24</td>
</tr>
<tr>
<td>Bowl-A-Spike</td>
<td>25</td>
</tr>
<tr>
<td>Camo Hide n’ Seek</td>
<td>26</td>
</tr>
<tr>
<td>Dare to Compare</td>
<td>27</td>
</tr>
<tr>
<td>Don’t Get Winded</td>
<td>28</td>
</tr>
<tr>
<td>Gun Cleaning</td>
<td>29</td>
</tr>
<tr>
<td>How to Make a Rattle Bag</td>
<td>30</td>
</tr>
<tr>
<td>The Shot</td>
<td>32</td>
</tr>
<tr>
<td><strong>Miscellaneous Topics</strong></td>
<td>50</td>
</tr>
<tr>
<td>Hunting Trips</td>
<td></td>
</tr>
<tr>
<td>Grunt Calling Contest</td>
<td></td>
</tr>
<tr>
<td>Rattling Contest</td>
<td></td>
</tr>
<tr>
<td>Identifying and Aging Trees</td>
<td></td>
</tr>
<tr>
<td>Robo-Deer</td>
<td></td>
</tr>
<tr>
<td>Mounts</td>
<td></td>
</tr>
<tr>
<td>Reptile</td>
<td></td>
</tr>
<tr>
<td>Fishing</td>
<td></td>
</tr>
<tr>
<td>Hunter, Boater, ATV Safety</td>
<td></td>
</tr>
<tr>
<td><strong>Whitetail Biology</strong></td>
<td>47</td>
</tr>
<tr>
<td>Deer Talk</td>
<td>47</td>
</tr>
<tr>
<td>Doe Stomp</td>
<td>48</td>
</tr>
<tr>
<td>Whitetail Flag Snag</td>
<td>49</td>
</tr>
<tr>
<td><strong>Clay Pigeon Golf</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>Shooting</strong></td>
<td>43</td>
</tr>
<tr>
<td>Air Rifles</td>
<td>43</td>
</tr>
<tr>
<td><strong>Quail Dove Management</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rack Pack Bounce</strong></td>
<td>42</td>
</tr>
<tr>
<td><strong>QDMA</strong></td>
<td>42</td>
</tr>
<tr>
<td><strong>Whitetail Biology</strong></td>
<td>47</td>
</tr>
<tr>
<td>Deer Talk</td>
<td>47</td>
</tr>
<tr>
<td>Doe Stomp</td>
<td>48</td>
</tr>
<tr>
<td>Whitetail Flag Snag</td>
<td>49</td>
</tr>
<tr>
<td><strong>Hunting Trips</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grunt Calling Contest</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rattling Contest</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Identifying and Aging Trees</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Robo-Deer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mounts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reptile</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fishing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hunter, Boater, ATV Safety</strong></td>
<td></td>
</tr>
</tbody>
</table>
InSTRUCTIONS:
For a simple archery game, each individual tries to shoot cards to equate to 21, or as close as possible. Since the goal is to shoot 21, each suit would be mounted on a board, allowing 4 sets of cards.

Several archers will shoot at each suit (alternating shots), allowing more participation.

Set the distance to fit the skill level of the archers. Misses are reshot. Hits on another card count.

“21” (Group Activity)

OVERVIEW: This activity emphasizes the importance of concentration while archery shooting.

TOPIC: Hunter Management

VENUE: Indoor/Outdoor

MATERIALS:
• Bows
• Arrows with field tips
• An oversized deck of playing cards
• Archery target
• Backdrop (Indoors – drape, Outdoors – safe location, hay bales, etc.)
• Have prizes or awards for winners
Baseball (*Group Activity*)

**Overview:** Just as the name suggests, this fun archery game is designed around the same general rules of the familiar sport of baseball. When the players are engaged, encourage cheering and general commotion as there would be in match play eliminations, but remember safety remains a major concern at all times.

**Topic:** Hunter Management

**Venue:** Indoor/Outdoor

**Materials:**
- Bows
- Arrows with field tips
- Archery target
- Backdrop (Indoors – drape, Outdoors – safe location, hay bales, etc.)
- One or two 5-color targets (use the size target that fits the skill level and distance being shot) *(cont’d below)*
Baseball (Continued)

INSTRUCTIONS:
Create two teams that are balanced in skill levels. On a target, draw the diagram above. Assign plays and value of pitches to the target rings (it is good to put an undesired play or pitch next to a desired one to keep the game interesting and encourage skill).

A “batter” on one team shoots at the target, where the arrow hits determines the next action (the batter can be struck out or can walk with the correct number of hits in the strike or ball ring). If there is a hit (single, double, or triple), then an archer from the other team comes to the line (the “fielder”) and shoots an arrow at the appropriate base. The batter and fielder shoot at the base that the hitter previously shot. If the batter hits the base first, then he/she is safe; if the fielder hits it first, the batter is out. The next “batter” comes up and the process repeats until there are 3 outs. If there is someone on base when the next “batter” hits a double, for example, that batter and a fielder shoot for the double and assume the other player on base comes home. The X ring could be used for home runs.

The game continues for the desired number of innings. There needs to be an “umpire” with binoculars to spot and call where the initial shot hits, keep the ball/strike count, and do line calls for hitting the base with batter/fielder play (either the umpire or another person needs to keep track of where there are runners on bases and the number of runs for each team).

Developing a scorecard can be useful if the group wants to do this more than once. Stop and retrieve arrows when necessary.
Archery Tic-Tac-Toe (Group Activity)

Overview: This fun game is designed to help archers become more accurate shooters, thus increasing their chance of harvesting a whitetail humanely. It combines precision archery practice with friendly competition.

Topic: Hunter Management

Venue: Indoor/Outdoor

Materials:
- Bows
- Arrows with field tips
- Archery target
- Backdrop (Indoors – drape, Outdoors – safe location, hay bales, etc.)
- Tic-tac-toe sheets, each gridded with 9 blocks (size depends on the skill level of the archers)

Instructions:
As in standard tic-tac-toe, the archer shoots arrows at the target trying to create a line across, up and down, or diagonal (this can be either a single person shooting or a pair on a target).

If an arrow is outside the outer box, it can be reshot – if it lands in another block, it stays.

The size of the tic-tac-toe grid can be sized or the distance adjusted to fit different skill levels.

For higher-level shooters, to increase the challenge, dots could be placed in each of the blocks and the arrow must hit the dot to score.
**The Challenge Award** *(Group Activity)*

**Overview:** This game is for the higher achievers because it is similar to elimination rounds and competing with others watching. If your group doesn’t have many people with the same skill level, it is more difficult to keep the challenge going.

**Topic:** Hunter Management

**Venue:** Indoor/Outdoor

**Materials:**
- 3 or 4 “awards” that can clip onto the archer’s quiver
- Bows
- Arrows with field tips
- Archery target
- Backdrop (indoors – drape, outdoors – safe location)
- 40 or 60 cm targets depending on age and bow
- Awards (labeled for all distances/categories)

**Instructions:**

**Indoor**
To start, the high score in each category of a 30-arrow shoot wears an award (created by the facilitator prior to event). He or she must wear it on the quiver. Any time after that, if another archer feels he/she is shooting especially well, he/she can challenge the person for the award. Once the challenge is stated, all activity stops.

Indoors, two new targets are put up and the archers shoot and score 3 four-arrow ends (rounds) with the rest of the group watching and cheering. The person with the highest score gets the award and must wear it on the quiver until challenged.

**Outdoor**
The only difference from the indoor program is the distances. The challenge can be decided on whatever distance the two archers can handle well.
Carrying Capacity Tower (Group Activity)

**Overview:** The object of this fun game is to teach the basic principles of the carrying capacity of land. This game can be used as an opening or transition to a more in-depth lesson on carrying capacity.

**Topic:** Carrying Capacity of Land

**Venue:** Indoor/Outdoor

**Materials:**
- Frisbees or another object that can be stacked

**Instructions:**

Using a large number of frisbees or similar items, place them in a pile in the middle of the yard or room. Have the guests divide the frisbees among themselves.

The first player begins the activity by placing one of his or her frisbees on the ground.

Each of the following players places his or her frisbee on top of the first frisbee, and the action continues until someone causes the growing tower to topple.
Cross Step (Group Activity)

**Overview:** This activity will emphasize a land’s carrying capacity and the effect of overpopulation. This activity can be used to transition or open a more extensive lesson or activity.

**Topic:** Carrying Capacity of Land

**Venue:** Indoor/Outdoor

**Materials:**
- Sidewalk chalk
- Concrete pad or patio

**Instructions:**
Instruct the students on the importance of herd management including proper density levels for local ecosystems. Emphasize the important role that hunters play in population control and how the carrying capacity of land has a limit.

Draw a 10 x 10 grid on the sidewalk or floor with chalk and have each player stand on a different square. One at a time, each player must move to a new square after crossing out the square she or he was formerly standing in.

The trick is that multiple players can occupy the same square, but once the players are in the square, they cannot move out of the square until it is their turn to move.

If a player steps or falls outside of the square when it is not their turn, then that player is out. If a player cannot move to a new square, he or she is out. The game continues until one player is left.
**Mini-Plots** *(Group or Individual Activity)*

**Overview:** During this fun activity students will develop an understanding for the importance of food plots along with basic knowledge and experience in planting. This activity is done on an extremely small scale but if you have the means to do such an activity in an actual field, the impact of the lesson would be much more profound.

**Topic:** Food Plot

**Venue:** Indoor/Outdoor

**Materials:**
- Soil
- Gloves
- Aluminum baking containers
- Electronic pH tester
- Seeds
- Fertilizer
- Lime
- Spray bottle with water

**INSTRUCTIONS:**

Instruct students on the importance of providing proper nutrition for wildlife and the ability to increase the carrying capacity of a property and the health of a deer herd.

Let students ask questions about where and when to plant food plots, what animals use food plots and the benefits for the hunter.

Stress the importance of using proper planting techniques including: time, temperature, moisture, seed to soil contact, and depth of plantings.

Using a species of plant indigenous to or popular in your area, allows the students to create a proper seed bed for the seed(s), including fertilization and lime, proper pH level, etc.

Instruct the students how to plant the seeds, and allow them to take the planted mini-plots home.
Deer Drag (Group Activity)

**Overview:** Deer Drag was created to introduce individuals to the skill of dragging a harvested whitetail out of the woods.

**Topic:** Dragging a Harvested Deer

**Venue:** Indoor

**Materials:**
- Old blanket or sheet
- Bag of potatoes, sandbag, etc.

**Instructions:**
Instruct the students on how to locate a harvested animal and the techniques for dragging a deer out of the woods (antlers, front feet, back feet).

Divide the group into two teams and give each team a blanket.

Have one player from each team lie down on the blanket to mimic a harvested deer (Tip: A bag of potatoes or sand will be much safer).

The teams must drag the body on the blanket from one end of the yard to the other.

Whoever crosses the finish line first wins.
Antler Growth and Scoring *(Group Activity)*

**Overview:** Students will develop an understanding of the difference between antlers and horns, how antlers grow and the proper way to score them.

**Topic:** Shed Antlers

**Venue:** Indoor/Outdoor

**Materials:**
- Slides or handouts with teaching information (not provided)
- 4 sets of antlers (could vary depending on number of youth)
- Flexible steel cables to measure antlers
- Boone & Crockett Scoring Sheets
- Calculators

**INSTRUCTIONS:**
Teach students the difference between horns and antlers using a variety of instructional methods (slides, PowerPoint, Internet, books, images, real examples).

Model how to properly score a set of antlers. Have the students score an antler shed with a partner and adult supervision.

When the students are able to score the sheds accurately, group them up and have them compete against other groups to see who can get the most accurate score (set of antlers or an individual shed). OR guess the score of a set of antlers for a prize (e.g. similar to the game where an individual guesses the amount of candy in a glass jar... the closest guess keeps the candy).
Antler Ring Toss (Group Activity)

**Overview:** This activity is designed to engage youth through competition and teamwork. The basic rules mimic those of an egg toss competition.

**Topic:** Shed Antlers

**Venue:** Indoor/Outdoor

**Materials:**
- Rubber swimming pool rings or similar objects (soft, circular items)
- Shed antlers, one antler per person (authentic or artificial)

**Instructions:**
Pair youth up in groups of two. Instruct the students on the importance of following directions and maintaining control for safety reasons.

Give each group a set of antlers and one ring. The object is to toss the ring to one another and catch the ring using only the shed antler.

After each toss, the two partners back up and increase the distance between them. If either partner allows the ring to hit the ground or fails to catch the ring using the antler, then their group is out of the competition.

The group that catches the ring on the antler at the farthest distance wins the competition (prizes can be awarded).
Blind Walk (*Group or Individual Activity*)

**Overview:** The purpose of this activity is to increase hunter awareness of a white-tailed deer’s ability to move and interact with little to no light.

**Topic:** Nocturnal Deer

**Venue:** Indoor/Outdoor

**Materials:**
- Objects for obstacle path (safe items: kids will be bumping into these)
- Blindfolds
- Scorecard or sheet of paper
- Pencil or pen

**Instructions:**
- Teach students about a deer’s ability to see at night and compare their eyesight to a human’s.

Create an obstacle path from one end of the area to the other.

Line up the contestants and let them have a good look at the path.

One at a time, blindfold the children and have them walk the path (note each player’s time on the scoreboard).

The individual with the best time wins a prize.
Calling All Predators

(Group Activity)

**Overview:** Students develop an understanding for the purpose of controlling predator populations and how to use certain calls to lure in predators for harvest.

**Topic:** Predator Hunting

**Venue:** Outdoor (noisy)

**Materials:**
- Variety of predator calls (including electronic)
- Blindfolds
- Other visual aids (decoys, traps, etc.)

**INSTRUCTIONS:**
Teach students why it is important to control predator populations and how these species affect ecosystems.

Model the proper way to use predator calls and the purpose of each call.

Pair students up, making sure the two individuals have the same type of call but their call is different from all other groups. (The object of the game is to identify the sound of an individual’s partner’s predator call.) Instruct the groups that the purpose is to respond only to your partner’s call. Blindfold all individuals and spread them out in a safe area (try to make sure partners are as far away from each as possible).

Begin the activity with a deer call (bleat if possible). Individuals should blow their call and/or listen for their partner’s call and try to unite with them.

For safety reasons, instruct the students to walk and keep at least one hand out in front of them at all times. It will be important to have several supervisors to insure the safety and control the movement of all participants.
InStRuCtIonS: Locate deer tracks (Tip: Leaders may have to pre-set tracks in the field). Instruct students to wrap the cardboard strip around the track. Secure it with the paperclips and press it firmly into the ground. Help students make a small amount of Plaster of Paris. The best ratio is about two times as much powder as water. Add the powder to the water (begin with 200 ml of water and slowly mix in 400 ml of powder). The mixture should be the consistency of thick whipping cream when mixed. Pour the mixture carefully into the track, trying not to disturb the impression. Fill the cardboard cylinder to a depth of 2 to 3 centimeters above the track, slightly deeper for larger tracks. (cont’d below)
Casting Tracks *(Continued)*

**INSTRUCTIONS – CONT’D FROM ABOVE:**

Now let the plaster harden (this should take about half an hour). The cast you have made is an actual model of the bottom of the foot of the animal that made it. If you would like to make a cast of the track the way it appeared on the ground, you will have to make another “positive” cast.

Wrap the cardboard strip tightly around the cast, leaving three or four centimeters of cardboard above the track. You will need to seal any gaps between the cardboard and the base of the track. Then, grease the track itself and the inside of the cardboard cylinder with a thin layer of petroleum jelly.

Now fill the cylinder with more Plaster of Paris to a height of several centimeters above the top of the track and allow it to set. Wait a few days before attempting to peel off the cardboard and separate the two casts. For prints in mud, clay, or dirt, you might also want to experiment with using candle wax dripped into the actual animal print to make the first cast.

Note: When cleaning up the leftover Plaster of Paris, don’t wash it down the sink or you could clog up pipes. Wash up outside and dump the leftover material (non-toxic), or use disposable containers and throw everything away when you’re done.
INSTRUCTIONS:
Teach students the proper way to age a deer using a jawbone (if available, use a recently harvested deer to extract the jawbone when the students are present).

Split individuals into groups and give each group a jawbone and an aging tool. Before groups begin to age their jawbone(s), make sure you show each group the techniques used to age it.

Next, have the groups compete against each other by aging the jawbones and writing down the suspected age.

The team with the most accurate scores wins.
**InStRuCtIonS:**
Instruct students how to set up trail-cameras - the proper locations, angle and direction; keeping in mind, the sun’s movement and distance from targeted area.

Facilitate experiences using trail-cameras (indoor or outdoor) and let the students test each other’s ideas for the camera.

Instruct students to find a good location in the woods or by a field (on location) that you know deer are moving. Help them determine good spots to set up their cameras and set them up for action.

If possible, collect pictures and make them available to the youth. (Facebook, Twitter and other social media possibilities will be a great way to showcase the pictures and to keep your Rack Pack group engaged with you and QDMA.)

---

**Trail Camera (Group Activity)**

**Overview:** This activity is a great way to engage youth in herd monitoring. Students develop an understanding of trail camera placement and use and receive follow-up pictures from the cameras they put up.

**Topic:** Trail Cameras

**Venue:** Outdoor

**Materials:**
- Trail-cameras
- Memory sticks
- QDMA’s Book, *Deer Cameras: The Science of Scouting*
After the Shot (Group Activity)

Overview: Students develop an understanding of the necessary steps to take after shooting a whitetail (e.g. watching the reaction of the deer, keep an eye on the animal and taking a note of the last visual, how much time is needed before tracking the deer, etc.).

Topic: Harvest Recovery

Venue: Indoor

Materials:

- TV
- Monitor
- Computer
- Cyber Deer CD-ROM
- Videos of deer harvests

Instructions:

Have students sit around a television and/or computer and begin the activity by opening the floor for hunting stories and experiences (you will be the facilitator of this discussion, so be ready to share your experiences too).

Emphasize the importance of observing an animal harvest following the shot.

Instruct them on the movements that a deer would likely have following specific body hits (kick, stumble, roll, etc.).

Use Cyber Deer to stress the importance of knowing a deer’s anatomy and the effect a shot’s angle can play on the harvest.

Facilitate a discussion while showing videos or images of impacts.
**Bigfoot Walking** (*Group Activity*)

**Overview:** This activity is used to teach kids how important it is to quietly enter and exit the woods when hunting white-tailed deer.

**Topic:** Entering and Exiting the Woods

**Venue:** Outdoor

**Materials:**
- Blindfold
- Shoeboxes
- Tape
- String or yarn
- Scissors
- Socks

**Instructions:**

Make sure each participant has two shoe boxes. Tape the lids onto the boxes, and then cut a one-inch-wide and four-inch long slit in each top. Have them slip their feet into the slits and tie the box to the foot so that they will not come off if the participant attempts to run (careful not to damage a shoe or injure the participant).

Blindfold one participant, but allow him/her to take the boxes off, and then have the rest of the students hide in the nearby woods.

The student that is blindfolded has to tag the other participants before they return back to “base” (listening for leaves crunching, sticks breaking, etc.). Whoever is tagged becomes “it” for the next round.
**Bloodhounds (Group Activity)**

**Overview:** During this fun activity, students develop an understanding of how to identify and track a blood trail and the possible location (liver shot, lung shot, heart shot, etc.) of the shot using the characteristics of the blood (color, consistency, texture, etc.).

**Topic:** Tracking a Wounded Deer

**Venue:** Outdoor

**Materials:**
- Slides or pictures of blood from different vital shots
- Flagging/fake blood

**INSTRUCTIONS:**
Using slides or pictures, show the students what a blood trail looks like and how different characteristics in the blood can help determine which vitals were hit (internet resources such as YouTube can be an added resource in your discussion).

Model the steps and procedures to follow a blood trail (group setting).

Pair students up with a partner. Separate the partners (one partner is reinforced on the techniques of following a blood trail while the partner is creating a blood trail using fake blood). The students who didn’t make the blood trail then attempt to follow their partner’s trail of blood and find the object (deceased animal).

Have the students switch roles in a different area of the playing field.
**Bowl-a-Spike!** *(Individual Activity)*

**Overview:** This activity is a simple and fun way to promote hunting and the outdoors to young people using a traditional sport – bowling.

**Topic:** Hunting Equipment and Supplies

**Venue:** Indoor/Outdoor

**Materials:**
- Ball (basketball, volleyball, golf ball, baseball, etc.)
- Flat surface
- Hunting items (empty plastic scent spray bottles, grunt calls, bow hangers, empty trial camera boxes, whitetail books, etc.)

**Instructions:**
Find a number of silly or odd hunting items that can be knocked over by a ball, such as empty scent spray bottles, grunt calls, bow hangers, empty trial camera boxes, a hunting book, etc. Arrange the items like bowling pins and let the bowlers try to knock them over (Tip: Bowling balls should not be used because of safety reasons).

Give a prize for the number of objects that are knocked over.

This game could be modified to further engage participants at the event (e.g. let the number of pins determine a set of questions that could be asked to the participant; if the question(s) are answered correctly, then the prize is awarded).
Camo Hide n’ Seek

*Group Activity*

**Overview:** During this activity, students learn the importance of camouflage and concealment while deer hunting. Camo Hide n’ Seek is a game that involves camouflage clothing, face paint and other materials used for concealment in the woods.

**Topic:** Camouflage and Concealment

**Venue:** Indoor/Outdoor

**Materials:**
- Camouflage clothing and face paint

**Instructions:**
Instruct the youth to get into “uniform” – camo and concealment. Everyone starts off at a base and one student is the seeker. When the seeker closes his eyes, the other kids have a certain amount of time to go out (run) into the woods and hide (Tip: All participants must remain in sight of the base).

The seeker counts to a specified number (e.g. 20) and then yells “Rack Pack!” The seeker opens his/her eyes and tries to find any students who are visible (without leaving the base). If the seeker spots an individual, they are “out” and are required to come back to the base to help the seeker spot the others.

After each time the seeker(s) locates or doesn’t locate anyone, they close their eyes and count to 10 while the students that are still hidden have to try and creep closer and closer to the base, but when the seeker(s) stops counting and yells “Rack Pack” they have to stop moving. The first person to get back to the base without being spotted or closest to the base is the winner.
**Dare to Compare** *(Group Activity)*

**Overview:** This activity helps students develop an understanding of how to determine distances using a range finder.

**Topic:** Judging Distances

**Venue:** Indoor/Outdoor

**Materials:**
- Targets or objects used to determine distance
- Range finder
- Score keeper
- Prizes

**Instructions:**
Set up different objects at different distances and have the students use a range finder to determine the exact distance.

Move the objects around a couple of times to give the students some experience at determining distances. Take the range finder away and see how close they can get without it.

Put the students into groups and for the last measurement have each student take a guess (without a range finder) at a specific target and the group with the lowest margin of error wins, or award prizes to the closest guesses.
Don’t Get Winded (Group Activity)

**Overview:** This activity is a silly way to emphasize the importance of wind direction for hunters and the proper stand placement for prevailing winds. This activity should be used in the summer months and will require a venue where participants can change clothes.

**Topic:** Scent Control and Wind Direction

**Venue:** Outdoor

**Materials:**
- Access to water supply
- Towels
- Water hose(s)
- Sprinklers

**Instructions:**
Instruct the students on the importance of scent control and wind direction while hunting whitetailed deer, how to stay upwind of the deer or trail, and when to hunt an area.

Set up a number of spinning sprinklers (representing the wind) in between a starting line and a finish line. Have the kids try to run from one end of the course to the other.

Have one of the kids control the faucet, turning it on and off at random.

The object of this game is to avoid getting sprayed or “winded.”
Gun Cleaning *(Group or Individual Activity)*

**Overview:** Cleaning a firearm is an important skill to acquire as a young person. Handling a firearm during the cleaning process is even more important.

**Topic:** Cleaning a Gun

**Venue:** Indoor/Outdoor

**Materials:**
- Gun
- Gun cleaning kit
- Table or counter
- Cloth or towels (small and large)

**Instructions:**
Instruct the students on the importance of keeping a firearm clean and functioning properly, and review the proper way of handling all guns (Tip: Treat all guns as if they were loaded).

Students should have a gun of their own to watch and replicate your cleaning processes. Hands-on instruction is very effective!

Model the proper way of cleaning a firearm. Allow youth to participate when and where it is appropriate.

Maintain close adult supervision for this activity (a student to adult ratio not to exceed 2:1).
How to Make a Rattle Bag

(Group or Individual Activity)

Overview: From scents to noises, many tools and strategies can be used to hunt and harvest a white-tailed deer. One of these methods is to imitate a fight between two bucks as they compete for breeding status. This activity can promote whitetail hunting, outdoors, and the Rack Pack through a hands-on activity that will engage and provide tangible resources for young hunters to use in the field.

Topic: Craft

Venue: Indoor/Outdoor

Materials:
- Small bag (approx. 6” x 9”) – cloth, onion sack, etc.
- Zip tie
- Wooden dowels or similar material (square or circular rod-shaped, noise-making material)

Instructions:
Set up a station with dowels, bags, and zip ties. It is important to visibly display instructions on how to complete the craft, or have an instructor to coach the kids on how to complete the bag.

Explain to the kids what a rattle bag is and how it works to attract deer. Have kids pick out dowels for their bag. The kids should experiment with different sizes and shapes to promote the “best” sound.

Once the dowels are chosen, instruct them to pick out a bag and place the dowels in it (Do not zip tie the bag yet).

(cont’d below)
INSTRUCTIONS – CONT’D FROM ABOVE:
Instruct the kids to hold the bag closed and then test the sound and functionality of the bag. Is the bag packed too tight to allow adequate movement?

Could a different size or shape dowel work better in the bag? Which dowels make the best or loudest sound? Kids should take this time to re-pack their bags to correct any problems.

When the youngster has completed the rattle bag to their specs, allow them to use a zip tie to close the bag. Once the bag is zip tied, the rattle bag is complete and kids are encouraged to take them home.
The Great Shot (Group Activity)

Overview: Students develop their knowledge and skill to place blinds and tree stands in the best locations to increase their success while hunting.

Topic: Stands and Stand Sites

Venue: Outdoor

Materials:
- Ground blinds
- Material to build ground blind (sticks, branches, limbs, etc.)
- Seats for the blind
- Windicator or similar prop to check wind direction
- Hatchets, handsaws, etc.

Instructions:
Take the students out in the woods and teach them the basic concepts for setting up blinds or tree stands to hunt whitetails.

Instruct the proper way to check for wind direction and how to apply that knowledge to hunting whitetails.

Create a scenario of a heavy deer trail or intersection of more than one deer trail and let them work together as a group to place a ground blind in the best possible location to get a good broadside shot at a deer.

Help them figure out how to properly set up seats within the blind for different weapons (angles, visibility and directions).

Let individuals or groups construct a blind using the available materials.

To extend this activity, have the students use the learned skills and techniques of blind building during a paintball or airsoft competition.
**Arrowhead Hunt** *(Group or Individual Activity)*

**Overview:** Arrowhead hunting can be a fun and exciting way to engage students in outdoor experiences. If possible, this activity should be done in a place that offers “authentic” finds. Otherwise, careful preparations will have to be made for “hiding” artifacts in a way that looks natural.

**Topic:** American Indian Artifacts

**Venue:** Outdoor

**Materials:**
- Arrowheads (authentic or replicas)
- American Indian artifacts (pottery, arrowheads, etc.)
- Buckets
- Digging tools
- Sift
- Shovel
- Field Guide (if available)

**INSTRUCTIONS:**
Inform students of the American Indians and their historical relevance to wildlife, including white-tailed deer (use hands-on materials and examples to show the different artifacts used by American Indians in hunting).

Instruct individuals on the different methods of digging artifacts and the federal, state and local rules or regulations regarding such activity.

Take the students for a walk where artifacts can be found. Model the best way to locate, excavate and transport the artifacts. Allow them to explore the area, collect data and discover artifacts.

Students should be allowed to take at least one artifact home (if law and landowner allow).
Atlatl Throwing

*(Group or Individual Activity)*

**Overview:** This activity is exciting and requires high but controlled energy. American Indians used an atlatl to hurl “darts” at enemies and food (animals). These weapons provided greater distance and velocity to the use of spears and/or darts.

**Topic:** American Indians

**Venue:** Outdoor

**Materials:**
- Atlatls
- Darts
- Target(s)

**Instructions:**
Research atlatls and their use: An atlatl consists of a shaft with a cup or a spur at the end that supports and propels the butt of the dart. The atlatl is held in one hand, gripped near the end farthest from the cup. The dart is thrown by the action of the upper arm and wrist, using the atlatl as a low-mass, fast-moving extension of the throwing arm. The atlatl acts as a lever that trades force for speed (the inverse of “leverage” as the term is commonly used).

Discuss the history of atlatls (below) with the students. Instruct students on how to use this type of weapon, including the safety concerns necessary for all weapons. Throughout the duration of the activity, students are reminded of safety concerns and expectations. Model the proper techniques and form to use when throwing the weapon.

At the appropriate time, allow the students to practice with the atlatls (one at a time). When students are relatively accurate with the weapons, place balloons on the targets for the students to attempt to pop. For better effects, place baby powder in the balloon.
HISTORY OF THE ATLATL:
The atlatl can be traced by 25,000 years ago and is believed to have been in use for some 40,000 years. Basically, the atlatl is a stick with a hook on the end used to increase the leverage in throwing a spear. Early humans used this weapon to hunt animals that were much larger and dangerous than themselves such as the Mammoth and Wooly Rhino.

As climate changed and smaller animals became abundant, the use for such an “immense” weapon was not needed and eventually became over-shadowed by the bow.

To use the atlatl, an individual begins by holding it horizontally at just above shoulder height. A depression in the back of the dart fits into the hook on the atlatl and the dart is held parallel to the atlatl by the thumb and forefinger.

The throwing motion is like that of throwing a stick, drop the elbow or snap the wrist at the end of the throw.
Casting Competition *(Group or Individual Activity)*

**Overview:** Students have fun learning how to properly cast fishing pole(s), and then compete against other students by attempting to cast into a bucket, a group of cups, or similar targets. This activity can be modified to be used at “expo-like” events with prizes for successful casts.

**Topic:** Fishing

**Venue:** Indoor/Outdoor

**Materials:**
- Fishing poles (with line)
- 5-10 five gallon buckets (or other similar objects)
- Weights – rubber coated (to tie to the fishing line)

**Instructions:**
Instruct the students on how to properly cast a spinning rod. For a group, line the students up into multiple lines at a safe distance apart.

Place a bucket some distance away from the first student in each line (5 ft. - 60 ft.).

Have the students cast the fishing poles and try to get the weight into the bucket.

Or have students compete in a relay race format to complete the “course” (multiple distances) or get everyone’s cast into the bucket before moving to next target.
Catch and Release Fishing Tank

*(Individual Activity)*

**Overview:** Fishing is one of the best ways to get youth involved in the outdoors. This activity will require a large holding tank and a process to keep your fish alive... and a LARGE number of fish.

**Topic:** Fishing

**Venue:** Indoor/Outdoor (Tip: be cognizant of the water temperature)

**Materials:**
- Holding tank (plexiglass is preferable)
- Aerator system
- Fishing pole(s)
- Gloves (fishing handling)
- Net(s)
- Bait
- Fish

**Instructions:**
Students are taught how to bait, cast and catch the fish.

Have students spend time catching and releasing the fish in the tank.

This will be a great activity with a lot of energy surrounding it, to get kids “hooked” on the outdoors.

There should be adult instructors close to each youth to ensure safety and assist with unhooking fish.
Fly Tying (Group or Individual Activity)

Overview: Students develop an understanding for how to properly tie fishing flies.

Topic: Fishing

Venue: Indoor/Outdoor

Materials:
- Thread
- Fly-fishing hooks
- Variety of material to disguise the hook

INSTRUCTIONS:
Instruct youth on the importance of knowing the variety of insects that trout and other river/stream fish feed on and the time of year that those things would present themselves (e.g. spring food source would not show up in winter).

Model and instruct the youth on how to properly hold and secure a hook and the tools needed to dress it adequately. Instruct the youth on the importance of the knots and wraps in securing all dressings and insuring durability.

Following the modeling portion of the lesson, let the kids attempt to tie the fly on their own. Assist where needed. All children should leave the station with a functional fly and excitement about the outdoors.
GPS Scavenger Hunt

(Group Activity)

Overview: During the activity, students will develop an understanding of how easy it is to become disoriented in the forest, how to read maps, GPS and a basic compass to determine their location, find potential water sources, and understand the environment.

Topic: Outdoor Navigation

Venue: Outdoor

Materials:
- GPS
- Topography maps
- Compass
- Signs
- Paper
- Pencils

Instructions:
Start by instructing the students on how to read a compass, GPS unit, map, etc.

Topography map: the larger space between topography lines the flatter the landscape, the closer the lines the steeper the landscape; how to locate valleys; determine direction of waterways - streams, rivers, etc. - leading to a larger body of water.

GPS: teach them what Global Positioning Satellite is and the basics on how to properly read and use a GPS.

Scavenger Hunt Basics: Divide the students into two or three groups. Place an item in the woods and give a description of that location, using the concepts and vocabulary discussed during the lesson. Be sure to define and clearly mark the boundaries of the area of play (for safety concerns), and allow an adult to accompany each group.

The first team to find the item(s) wins!
Hiking (Group Activity)

Overview: Hiking is a great weekend activity. Not only does it offer great cardiovascular benefits, it also gives kids the opportunity to get outside and explore nature. While they build their strength and endurance, your kids can also bolster their knowledge of local geography and wildlife.

Topic: Hiking
Venue: Outdoor
Materials:
- None

INSTRUCTIONS:
Pack a healthy lunch and snack in a backpack and make the hike an all-day event (if applicable). This activity could be combined with other activities/games throughout the day.

If your event allows for ample time, find the highest point in your area, or a spot where there’s a good view and trek to the top. Young kids might not make it very far, but don’t let that stop the exploring.

Show the kids an appreciation for nature and wildlife, their local surroundings and fitness.
Turkey Shot (Group or Individual Activity)

Overview: Students will develop an understanding of correct shot placement on a turkey by competing against other students at a distance of 20, 30, or 40 yards.

Topic: Firearms

Venue: Outdoor

Materials:
- Shotguns
- Ear plugs
- Eye protection
- Ammo
- Score sheet
- Turkey targets
- Target stands
- Shooting seats

Instructions:
Set up shooting seats or rests in a line, parallel to the targets.

Each student will take a shot at separate times.

The object of the game is to get as many BBs in center of the turkey's neck as you can.

The student with the greatest number of BBs in the target area, wins a prize.

Be sure to have adequate adult supervision at this event (Ratio 1:1).
**Rack Pack Bounce** *(Group Activity)*

**Overview:** This activity is a great way to access whitetail and hunting knowledge prior to or after an event. The instructor could also participate in the game to facilitate topics.

**Topic:** Whitetail Knowledge

**Venue:** Indoor/Outdoor

**Materials:**
- Ball (ability to bounce)

**Instructions:**
Have players form a circle. Give one player a rubber ball. That player selects a category, such as “herd monitoring.”

He or she then bounces the ball to another player in the circle, who must catch the ball, state a vocabulary word or topic from the category, such as “trail camera,” and keep the ball moving to the next player. If the player can’t produce a word, holds the ball too long, or repeats a word, he or she is out.

If a player is eliminated, the previous player has the responsibility of starting a new round with a new category and topic (categories can be repeated but topics/vocabulary can not).

The last player remaining is the winner!
Instructions:
Individuals increase shooting accuracy by practicing on fun targets (noise-making: cans, buckets, plastic bottles, etc.).

Instruct youth on the importance of safely handling and discharging firearms, including loading, unloading, storing, transporting, etc.

Set up a target range with opportunities for a variety of skill levels. Include a value to each target for scoring purposes. Youth will attempt to accurately hit all targets for the highest possible score.

Score could be recorded and put into a drawing for a Rack Pack prize.

Air Rifles (Group or Individual Activity)

Overview: Students learn the proper techniques for shooting a rifle.

Topic: Shooting

Venue: Indoor/Outdoor

Materials:
- Air rifles
- Targets (cans, buckets, plastic bottles, etc.)
- Safe backdrop for rifle range
- Table or shooting sticks (shooting rest)
- Score sheet
Clay Pigeon Golf (Group or Individual Activity)

**Overview:** Students will experience the fun in shooting clay pigeons by playing a game inspired from golf. Depending on the difficulty of the shot, it will be considered either a par 3, 4, or 5.

**Topic:** Hunting Management

**Venue:** Outdoor

**Materials:**
- Shotguns
- Ear plugs
- Eye protection
- Ammo
- Score sheet
- Clay pigeon shooting range or course

**INSTRUCTIONS:**
You can use a trap shooting course or a 5-stand setup. Set the students up into groups of 4. Instruct the students that each stand will be defined based on its difficulty level.

If the student hits the target on the first shot, it is a hole in one; second shot either a birdie (par 3), eagle (par 4), or double eagle (par 5); and so on (Tip: Par = Par, Birdie = 1 less than Par, Bogey = 1 more than Par).

To put a limit on the amount of shots, the worst score that students would be able to get would be a double bogey. Allow the students to record their scores and award prizes to the top five competitors.
InStRuCtIoNS:
First, instruct students how to safely carry a firearm and the importance of handling them responsibly at all times. Safety goggles and ear plugs must be worn at all times.

Put the students into groups and mark off a certain distance that they have to run to and from (a relay race feel will help simulate the adrenaline). The first person has to shoot at a target, hit it, and return to the safety of the waiting line before the next teammate can start running. (No one should be on the shooting range at any given time except a shooter and his/her adult supervisor.)

A gun will be placed at each spot (students are never to run with the gun in hand). The key will be to inform the students how to maintain their breathing and keep calm for both safety and good hunting techniques.

To modify the intensity of the activity, use a timer and create a series of targets to complete. This activity requires a lot of supervision (Ratio: 1 adult per 1 participant) and safety procedures in place prior to the event.
Shooting Placement (Group or Individual Activity)

Overview: Students develop an understanding of where to place a shot in respect to which weapon they are using, angle they are shooting from and the angle the deer is turned relative to the shooter.

Topic: Shot Placement

Venue: Indoor/Outdoor

Materials:
- Weapons
- Ear plugs (firearms)
- Eye protection (firearms)
- Ammunition/arrows
- Archery/firearm targets (animal targets showing vitals)
- Stands or platforms
- Cyber Deer

INSTRUCTIONS:
Educate the students on shot placement, and then demonstrate it to assist in comprehension. Use a computer and the CD-ROM Cyber Deer to further explain the concept.

Using a decoy or 3-D target, model the correct placement of a shot at different angles.

Using an appropriate weapon (bow, air rifle or shotgun) for an individual, let them put their knowledge to work and practice making the critical shots on targets at various angles and distances.

Note: use appropriate targets and backdrops for weapons being used. For more interaction, group the students into teams and have them compete for the best shot.
**Deer Talk** *(Group or Individual Activity)*

**Overview:** In this fun activity, students will develop an understanding of how deer communicate and how to apply that knowledge to improve their whitetail hunting success.

**Topic:** Deer Communication

**Venue:** Indoor/Outdoor

**Materials:**
- Grunt call
- Doe bleat call
- Rattling Antlers
- Rattling bag
- Variety of plastic sticks at approx. 6 inches long (different materials make different sounds)
- Cloth bags or a sock
- Zip tie or yarn/string

**Instructions:**
Inform youth how deer communicate with each other and the human mimics of those vocalizations. Model the use of such calls and let the students perform the calls while reinforcing them on the purpose of each call.

Ask students to choose which “stick” will mimic the rattling sound the best. Some students may be very creative in their picks so try not to assist them.

Have the students make their own rattling bag. Cut or pick out contents for the rattling bag. Place contents inside the bag. Securely close the loose end of the bag (zip tie, yarn, etc.) to keep all contents inside. Test the rattling bag for sound quality.

When they finish, let them reevaluate their bag and its sound. If he/she recognizes they should have used different components, let them reconstruct their rattling bag until they have achieved the desired sound.
**Doe Stomp** *(Group)*

**Overview:** This activity is designed to educate students on the inevitable matriarch doe stomp.

**Topic:** Deer Communication

**Venue:** Indoor/Outdoor

**Materials:**
- Soda cans, bubble wrap, plastic water bottles (without lid), etc.

**Instructions:**
Inform the students on the relevance and purpose of this type of communication. Also, model the alarming “blow” that normally accompanies the hoof stomp. Explain the importance of this action to a hunter and the whitetail’s purpose for using it.

Divide the players into two teams and align them into a relay race order. Each team must sprint to a designated area and stomp an object (soda can, bubble wrap, etc.) and return to tag the next person in line.

When all members have finished and have crossed the finish/start line, the entire team must signal to the leader by mimicking the whitetail’s alert blow. The first team finished wins!
**INSTRUCTIONS:**
Instruct the youth on the necessity of deer communication and how we can use that information to benefit our hunting efforts. Videos or recordings and artificial calls can be a great addition to this lesson.

For this activity, put a strip of cloth in each player’s back pocket, belt loop, or tape to the participants back (do not tie to clothing). Instruct players to grab each other’s strips without having their own strip taken. If an individual’s “flag” is taken he/she must leave the field of play. Determine a time limit and signal the start of the game by using an “alert” blow or another type of deer communication.

The player with the most cloth strips at the end of the designated time wins the game.
Hunting Trips (Group or Individual Activity)

**Overview:** Hunting trips can be very influential on youth. It is important we take into consideration the experience levels of the individual to make the most of this opportunity.

**Topic:** Hunt – Herd Management

**Venue:** Outdoor

**Instructions:**
Research shows that young people should be introduced to hunting when the time is appropriate for the individual in question. Here are a few things to keep in mind when considering a hunt:

- Safety of individual and people around him/her.
- Decide what type of hunting will engage the youth the most and how the available hunting properties fit into that decision.

(cont’d below)
Hunting Trips (Continued)

• Allow them to earn it… We suggest not providing a “perfect” hunt for any individual, even a youngster (yes, you read that correctly). Research shows that individuals that do the small things and participate in the preparations (e.g. hang stands, cutting shooting lanes, planting fields, scouting, etc.) of a hunt are more likely to appreciate the harvest.

• How many people does this type of hunting accommodate?

• Do the conditions favor a “successful” hunt? We would not want to ask a youth to sit in extreme weather or endure harsh conditions with little to no chance of seeing or harvesting an animal. The initial experience to hunting can be very influential on the overall and future perception of the sport.

• Supervision is extremely critical for hunts involving youth. We suggest parent or guardian presence at all times during hunts.

• In providing youth with the right opportunities to hunt, it can facilitate a love or passion of the outdoors that will last forever.
Topics
(Ideas/Activities presented by local agencies that volunteers could use to recruit and enrich youth hunters)

Identifying and Aging Trees
Students develop an understanding of how to identify trees by examining specific characteristics and using growth rings from a cross-cut section of the trunk to determine the age.

Robo-Deer
Students become familiar with state wildlife regulations and the purpose of such laws. They learn about the purpose of the robo-deer and how it works.

Mounts
Students get the run down on how taxidermy works and the techniques that go into making a proper mount. The term “Trophy” is discussed and defined on an individual basis. (cont’d below)
Topics (Continued)

Reptile
Students get to view and handle snakes along with being introduced to interesting reptiles such as iguanas, turtles, etc.

Fishing
Many agencies promote youth in the outdoors through fishing events/rodeos. These events would be a great way to introduce your youth into the outdoors.

Hunter, Boater, and ATV Safety
Many agencies provide easy access to these types of safety courses. Check with your local agencies about setting up training course for your Rack Packers.
Contests (Formal, competitive/noncompetitive contests that can be conducted at locally or nationally)

**Grunt Calling Contest (Event Contest)**
Youth compete to produce the most realistic buck grunt using a manual grunt call (no electronics).
To further extend the contest, multiple divisions can be added (coyote, bobcat, owl, crow, squirrel, etc. calls).
The youth are allowed to bring in other elements of the outdoors that produce sounds such as leaves, sticks, water (rain), etc.

**Rattling Contest (Event Contest)**
Youth will compete to produce the most realistic buck fighting sounds using rattling horns (authentic or artificial).
As mentioned above, encourage other elements of the outdoors to be used in this competition.
Support the most influential and active whitetail conservation organization with nearly 50,000 members in North America.

Enjoy more successful deer hunting.

Learn how to improve wildlife habitat and deer populations.

Receive QDMA’s bimonthly flagship publication, *Quality Whitetails*.

Guide tomorrow’s deer hunters through a dynamic new youth program.

Protect our hunting heritage through research, education and advocacy.