INVESTMENT VERSUS REWARDS OF...

ANGLING ON YOUR NATIONAL FORESTS

6th-8th Grade Discussion Guide

Assembled by Phyllis McKenzie

GRADE LEVEL: 6-8 Middle School

CONTENT AREA: Natural Resource Science, Aquatic Biology, Geography, Social Studies

UNIT THEME: Natural Resource Conservation

TIME REQUIRED:

- **Video introduction & discussion- 45 minutes**

- **Group research and presentations, two additional 45-minute periods.**

- **Extension – Student or family angling adventure on National Forest, 1 to 2 days, plus 45-minute class presentations.**

ACTIVITY SUMMARY

In this peer-driven lesson, students will learn how to research and evaluate where to find angling opportunities on National Forests. They will also develop a "Investment versus Rewards" presentation for classroom debate on the short-term and lasting personal rewards of angling on America's National Forests.

OVERVIEW

In today's often all-consuming digital age, students and even parents have become significantly more disconnected from the natural world than previous generations. The reasons are well documented and range from increased time spent on a range of digital-based activities, fear of the natural outdoors, increased commitments on structured group activities, increased population in urban and suburban areas, and the growing financial and logistical challenges in accessing undeveloped lands and waters.

In short, many of today's youth are so disconnected from the natural world that many fail to understand how the management of interaction with our natural resources affects ecosystems and their personal lives... especially the potential for personal rewards. This phenomenon is well known to many parents and teachers, yet clear pathways

to connect today's youth with nature remains challenging for most families and educators. As more students become disconnected from the natural world, fewer are interested in pursuing future studies or careers in natural resource management... and for making Planet Earth healthier for all of "nature's citizens".

Another very real challenge facing youth and their families that might consider pursuing activities in nature is the financial and physical "investment" to access wild places that might offer a quality outdoor experience. Even seemingly simple activities such as birding or camping can cost hundreds of dollars to get outfitted, while hunting or boating can cost thousands. Fortunately, there's one activity that is both affordable and connects youth with nature while offering the benefits of learning, having fun, and building relationships... fishing on YOUR National Forests. But like everything in life, fishing with friends and family has a unique combination of Investment versus Rewards that should be evaluated by each individual.

CONCEPT:

Students will be able to determine the inter-relationships between natural resource management, aquatic ecology and the Investment versus Rewards of angling in building relationships with family and nature.

ENDURING UNDERSTANDING:

Students will understand that our National Forests belong to the public and are managed in the best interests of their terrestrial and aquatic ecosystems.

CONTENT OBJECTIVES:

Students will be able to evaluate the accessibility and recreational opportunities in a National Forest. They will also be able to analyze their personal Investment versus Rewards of angling on National Forests.

LEARNER OBJECTIVES:

Students will use geographic online tools to determine where they can access a National Forest near them, and where within the forest they can learn about aquatic ecology through fishing on lakes or rivers. Students will also research and debate the personal "Investment versus Rewards" of fishing as they move through the great journey of life.

PROCESS OBJECTIVES:

Students will work in small and large groups to research and process new information and use evidence to come to conclusions.

MATERIALS NEEDED FOR LESSON - *each group, each student:*

1. **Access to computers and Internet**

2. **Background Video: Rewards of National Forest Angling https://vimeo.com/746997059**

3. **Pre-lesson Questions to fill in while watching video (within this PDF)**

4. **User Group Worksheet (3 different within this PDF)**

PROCEDURES:

Session 1 - Before watching the video or reading the background information, ask students how many have visited a National Forest. Also ask students how many have gone fishing. Lead a short discussion on what students learned about themselves, personal relationships and nature when angling with friends or family.

Print and distribute the **Pre-Lesson Questions** (Question Page contained in this PDF) Instruct students to fill in the questions while watching the video. Go over the questions with the students before viewing the video so they know what to look and listen for.
After viewing the video, review and prompt a class discussion on the answers.
Next, divide the class into these three (3) National Forest Angler Groups;

1. **Forest Fishery Managers**
2. **New Forest Anglers**
3. **Parents 4 Nature**

Explain that in Session 2, students will conduct research and prepare an *Investment versus Rewards* presentation relative to their specific group.

Session 2 – Print and distribute the three National Forest Angler Group Worksheets to the three groups. (Those Individual worksheets are contained in this PDF). Each worksheet has specific and slightly different instructions for each student group as they prepare their Investment versus Rewards presentation. Become familiar with the instructions in the three worksheets and answer any student questions about the activity for the;
Forest Fishery Managers
New Forest Anglers
Parents 4 Nature
Next, have the student groups begin their online research and developing their presentations for Session 3. All instructions are included in their Group Worksheets. Inform each group that two members of their group will be presenting their Investment versus Rewards findings to the class during Session 3, followed by a class discussion.
Session 3 - Have each group present their Investment versus Rewards findings and conclusions. Lead group discussion on particular differences and similarities of each presentation. During the discussion, list, and have the students list:

- Short-term rewards (value & variety)
- Long-term rewards (value & variety)
- Uniquely Personal rewards
- Conservation-environmental rewards
- Investments, either time, money, or effort that may not achieve rewards
- Rewards that may exceed investment

Conclude the discussion with a sampling of students who might actually want to try fishing a National Forest. Students interested in angling on a forest as a student group with mentors, or with families, can also try the **Extension Activity** below.

Assessment: Students will be informally assessed based on their participation in the class discussion. Teachers could collect the discussion notes students took during the video to check for completion. Students can be formally assessed using their *Pre-Lesson Questions*. Students can be assessed on meeting the formal learning objectives on how thoroughly students completed their *National Forest Angler Worksheets.*

SPECIAL CONSIDERATIONS:

1. During the video, the instructor may want to pause the video occasionally to allow students time to fill in their *Pre-Lesson Questions.*

2. Sessions 2 & 3 of this activity are richest when completed in groups with answers shared with and discussed as a whole class. *The National Forest Angler Worksheets* are not typical worksheets as they encourage students to research and construct knowledge as they answer questions.

Extension Activity - Students working as groups with mentors, or with families, actually go fishing in a National Forest. During their angling adventure, they can take photos of various aspects that might highlight Investment versus Rewards of their trip defined from their worksheet. Students can later present their actual findings compared to what they determined from their research and presentation.

Research Resources:
https://intotheoutdoors.org/segments/into-family-fishing-in-your-national-forests/
https://www.fs.usda.gov/fishing/
https://www.fs.usda.gov/fishing/regionalmap/index.html
https://www.takemefishing.org/
http://kidsfishing.us/

Angling on YOUR National Forest Standards
Assembled by Phyllis McKenzie – September 9, 2022

COMMON CORE STANDARDS:

6TH GRADE:

CCSS.ELA-LITERACY.RI.6.1   Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2   Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.6.4   Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.RI.6.6   Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-LITERACY.RI.6.7   Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.W.6.1   Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.2   Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.6.5   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.W.6.6   Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-LITERACY.W.6.7   Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-LITERACY.W.6.8   Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-LITERACY.W.6.9   Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.6.10   Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.SL.6.1   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.2   Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.6.3   Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-LITERACY.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
CCSS.ELA-LITERACY.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

7th Grades

CCSS.ELA-LITERACY.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CCSS.ELA-LITERACY.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-LITERACY.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CCSS.ELA-LITERACY.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCSS.ELA-LITERACY.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCSS.ELA-LITERACY.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.7.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CCSS.ELA-LITERACY.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CCSS.ELA-LITERACY.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-LITERACY.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8th Grades

CCSS.ELA-LITERACY.RI.8.1   Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.3   Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CCSS.ELA-LITERACY.RI.8.4   Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6   Determine an author's point of view or purpose in a text and analyze how the author distinguishes acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7   Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multi-media) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.1   Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.2   Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.8.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.5   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.W.8.6   Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-LITERACY.W.8.7   Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.W.8.8   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.8.9   Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.8.10   Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.SL.8.1   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.2   Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.3   Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.SL.8.4	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-LITERACY.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-LITERACY.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6th - 8th Grade:

CCSS.ELA-LITERACY.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts..
CCSS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
CCSS.ELA-LITERACY.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
CCSS.ELA-LITERACY.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-LITERACY.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
CCSS.ELA-LITERACY.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-LITERACY. WHST.6-8.1	Write arguments focused on discipline-specific content.
CSS.ELA-LITERACY.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.6   Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-LITERACY.WHST.6-8.7   Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.CCSS.ELA-LITERACY.WHST.6-8.8   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.WHST.6-8.8   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

CCSS.ELA-LITERACY.WHST.6-8.9   Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.6-8.10   Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NEXT GENERATION SCIENCE STANDARDS:

MS-LS2-1.   Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause-and-effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

MS-LS2-2.   Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]

MS-LS2-4.   Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statemwent: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]

PRE-LESSON STUDENT QUESTIONS

Investment versus Rewards of... Angling on YOUR National Forests

Student Name: **Class:**   **Date:**

Before watching the video on the Investment versus Rewards of... Angling on YOUR National Forests, (https://vimeo.com/746997059) or exploring the website, review these questions and look for answers while watching the video.

1. What are some of the tangible investments to angling on your National Forests?

2. What are some of the intangible investments to angling on your National Forests?

3. List the "intangible personal rewards" of fishing with your family or friends?

4. What types of tangible "physical, psychological, or health rewards" might you get from fishing?

5. What are some social "rewards" you may get from fishing?

6. What's could you learn about aquatic ecosystems or the environment from fishing?

7. What user groups get the most reward from their investments in family fishing and why?

INVESTMENT VERSUS REWARDS OF... ANGLING ON YOUR NATIONAL FORESTS

Forest Fishery Managers Worksheet

You belong to the **Forest Fishery Managers** who are responsible for creating family fishing opportunities for the owners of our National Forests... all American citizens. It's an especially challenging job as fewer people today want to connect with nature, angling, and the forest's water resources that you help manage... on a reduced budget no less! So, your job is to research and design the best combination of Investment versus Rewards for developing fisheries and fishing programs on your nearby forest that in turn will offer the best Investment versus Rewards to get families fishing.

First, research and locate a National Forest near you that might offer fishing opportunities. Research and list some lakes, streams or rivers that may exist there and what fish species inhabit those bodies of water. Select two fish species and bodies of water that might offer families the most reward for their investment in family fishing.

Next, list below both the potential Investments (tangible and intangible) and Rewards (tangible and intangible) of fishing for two species and bodies of water on the forest.

Investments   *Rewards*

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Your Rewards Fishing Plan – Discuss within your group what you could do as fisheries managers to decrease the "investments" of families, while increasing their potential "rewards" of fishing your forest. List below some key details of your plan that might include things such as; license or permit requirements, ease of access to water, enhancing populations or distribution of species of fish that either bite more readily or offer more interest, or even developing special "family fishing programs" unique to your location or forest that are inclusive to all Americans in your Region. Include how key parts of your plan might reduce family fishing investments while increasing their various rewards.

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INVESTMENT VERSUS REWARDS OF...
ANGLING ON YOUR NATIONAL FORESTS

New Forest Anglers Worksheet

You belong to the **New Forest Anglers.** As your name implies, you're new to fishing in National Forests. Matter of fact, you haven't done it all!

Even though you're new, make no mistake, you're full of enthusiasm to try fishing on a National Forest near you as it represents a real "adventure" in a wild place with all kinds of exciting fishing opportunities.

Despite your zeal to embark on a family fishing adventure on a National Forest, not everyone in your family shares your enthusiasm. Parents have all kinds of work, home, and family responsibilities and the thought of investing time and money to go fishing may be far down on their "wantado" list.

So, your challenge is to research and reveal all the real personal rewards that you and your entire family will benefit from by making a comparatively small investment in family fishing. In short, you're like an angling salesperson that has to develop a ROI (return on investment) pitch to present to your parents so they will take you and the family fishing. And here's how...

First, research and locate a National Forest near you that has fishing opportunities. Research and list either lakes, streams or rivers that may exist there and what fish species inhabit those bodies of water. Select two fish species and bodies of water that might offer your family the most rewards for their investment in family fishing.

Next, research and list below both the potential Investments (tangible and intangible) and the Rewards (tangible and intangible) of fishing for two species and bodies of water on the forest... for each family member! Consider the fact that the "personal rewards" (intangible) may be very different for different members of your family.

Family Member	Investments	Rewards

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Your Rewards Fishing Pitch – Discuss within your group what "rewards" will be most attractive to your parents, and how to present a "pitch" to reveal how a fishing trip to your National Forest can create treasured memories and lasting family bonds (intangible yet valuable rewards). Also consider how the ROI on investments of rewards makes family fishing a "wise" investment in your and your family's future. Your research should reveal plenty of kinds of rewards. When listing the rewards, consider how fishing rewards can also potentially solve other challenges or problems in life... such as getting everyone disconnected from screen-time and really connecting with nature and each other. You might be surprised how family fishing on your forests solves all kinds of issues in life from poor sleep, to understanding ecosystems, to feeling truly alive! Feel free to use images, videos or other media in presenting your "go-fish-pitch".

As a group, list below some of the key points of your "angling rewards pitch". In Session 3, two members of your group will make your pitch presentation before the class, followed by a discussion.

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INVESTMENT VERSUS REWARDS OF...
ANGLING ON YOUR NATIONAL FORESTS

Parents 4 Nature Worksheet

You belong to the Parents 4 Nature group. As your name implies, you're all about connecting with the natural world, something that's sorely missing with today's generation. One big reason you care so much about the issues facing Planet Earth is because of your strong connection with nature as a kid. And you'd really like to pass on that legacy if you could just find a way to "lure" your kids into the wilds and away from their smart phones and friends.

The good news is that you've just discovered that fishing on a National Forest near you could be that passport to adventure that could connect your kids with nature. All kids love to fish, right? So why not "pitch" them on a family fishing adventure on a National Forest that presents a real "nature-adventure" in a wild place with all kinds of exciting fishing opportunities.

Despite your interest to connect your kids with nature during a family fishing adventure on a National Forest, they don't share your enthusiasm. With friends, school work, computer gaming, group sorts, social media and their "connected" electronic world, the thought of investing their limited time to go fishing probably doesn't exist on their "wantado" list.

So, your challenge is to research and reveal all the real personal rewards that they and your entire family will benefit from by making a relatively small time-investment in a family fishing outing. In short, you're like a "kids-back-to-nature" salesperson that has to develop a ROI (return on time-investment) pitch to present to your kids so they will want to embrace the idea of family fishing. And here's how...

First, research and locate a National Forest near you that has fishing opportunities. Research and list either lakes, streams or rivers that may exist there and what fish species inhabit those bodies of water. Select two fish species and bodies of water that might offer THE KIDS in your family the most rewards for their investment in family fishing.

Next, research and list below both the potential family Investments (tangible and intangible) and the Rewards (tangible and intangible) of fishing for two species and bodies of water on the forest... for each family member! Consider the fact that the "personal rewards" (intangible) may be very different for different members of your family. Place special focus on your kids and how fishing can more than replace their other interests. Also consider how combining fishing with camping or canoeing can make fishing more attractive while offering different opportunities to connect them with different parts of the natural world.

Family Member	Investments	Rewards

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Your "Youth Rewards" Fishing Pitch – Discuss within your group what "youth rewards" will be most attractive to your kids, and how to present a "pitch" to reveal how a fishing trip to your National Forest can create treasured memories and lasting family bonds (intangible yet valuable rewards). Also consider how the ROI on their time investments of rewards makes family fishing a "wise" investment in everyone's future. Your research should reveal a variety of rewards. When listing the rewards, consider how fishing rewards can also potentially solve other challenges or problems in your lives… such as getting everyone disconnected from screen-time and really connecting with nature and each other. You might be surprised how family fishing on your forests solves all kinds of issues in life from poor sleep, to understanding ecosystems, to feeling truly alive! Feel free to use images, videos or other media in presenting your "kids-go-fish-pitch".

As a group, list beow some of the key points of your "kids angling rewards pitch". In Session 3, two members of your group will make your pitch presentation before theh class, followed by a discussion.

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