

PREPARING FOR THE HUNT

5th Grade-Adult Discussion Guide

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SCIENCE CATEGORIES

conservation, wildlife management, wilderness skills, life skills

TIMEFRAME

1-3 hours

MATERIALS

Scenario sheets, shelter building materials that fit in a backpack, ITO@Home video, writing materials.

KEY WORDS

Marksmanship, Wilderness, Gear, Antelope, Organic



LEARNING OBJECTIVES

Students will be able to:

- Identify the importance of training before going hunting.
- Explore the sport of hunting, and why people are interested in joining in.
- Determine how hunters must prepare to be in the wilderness.

ACTIVITY SUMMARY

In this lesson we will examine the purpose for taking hunting classes, either as a youth or adult. Students will learn to identify what skills are needed for hunting and do scenarios that will help them think about planning a hunting trip (or other trip into the wilderness) while honing their logic skills and survival instincts. After brainstorming and practicing their wilderness survival skills they will be able to answer the Critical Question, “What basic skills are needed before embarking on a hunt?”

This activity is best done in a group setting, and can include either indoor or outdoor creative activity time whereby students will practice their group cooperative and problem solving skills.

BACKGROUND INFORMATION

In this video, we visit the classroom of a program called “Beyond BOW” in Wyoming. In this class, women learn the skills needed for hunting, including marksmanship, planning a hunt, wilderness survival, hunting and outland safety and the proper use of gear. Beyond BOW teams women with expert hunters in order to help them gain the skills they need for a lifetime of hunting activity.

The experts who support the program identify that young women are the future supporters of hunting, because there is an increasing desire in the modern culture for women to be able to provide local, organic and sustainably harvested meat for their families. One pronghorn “antelope”, for example, provides 75 - 80 lbs of meat on average.

Tylyn Smith is a participant in the program, along with her mother, Tahnee.



VOCABULARY

MARKSMANSHIP – A skill that allows for accurate and precise shooting of a projectile (arrow, bullet, etc.)

WILDERNESS – A place without human population or access to communication.

GEAR – Equipment that is used for a specific purpose.

ANTELOPE – Though not an antelope, the North American Pronghorn it is often known colloquially in North America as the American antelope, prong buck, pronghorn antelope, prairie antelope, or simply antelope because it closely resembles the true antelopes of the Old World and fills a similar ecological niche.

ORGANIC – Food raised in natural conditions, without the aid of chemicals for fertilizer or pest control.

LEARNING PROCEDURE

ACTIVITY 1: VIDEO REFLECTION DISCUSSION

After viewing the video and reviewing the vocabulary used, discuss the following topics. If the classroom is larger than 12 students, split students into discussion groups of five students each. Discuss each question in small groups for a few minutes, then bring the question to the whole class to see what each group had decided. You can write notes on the whiteboard to keep track of their ideas and focus their thoughts.

1. Why are Tylynn and her mom participating in the Beyond BOW program? Discuss all of the reasons that you think may be true, based on your observations from the video.
2. Why would learning gun safety be an important part of hunting? What is the goal of gun safety? Discuss everything you think goes into gun safety. Make a list, and be ready to share it with the class.
3. Why would hunters need survival skills? Think of some things that could happen on a hunt that would require survival skill practice and planning. Be prepared to share your list with the class.

ACTIVITY 2: WILDERNESS SURVIVAL PLANNING

When roaming around in the wilderness, many problems may present that could cause a life or death situation. Staying alive in such a situation is called “survival”. A person may come out of a survival situation changed or scarred, but lives to tell the story. We are going to work in groups to think creatively about how to survive a life or death situation. Before doing this, you need to understand the basic principles of what an organism such as a human needs to continue living.



PROCEDURES CONTINUED

An average human can live only this long:

- 3 minutes without oxygen
- 3 hours without shelter from heat or cold
- 3 days without water
- 3 weeks without food

Discuss how a hunter could end up in a situation where there was no oxygen. Did you think of drowning, being buried under snow or soil in a landslide or avalanche, getting caught in the smoke or air consumption of a wildfire or being crushed by a falling tree? You can't tell what will happen when wandering out in the wilderness. This is why it's never a good idea to go alone. You need someone there that you can trust so you can help each other out of a dire situation.

Discuss how this list will direct you to prioritize your actions when you're in a survival situation. You'll need to make sure you're stopping in a safe area, free from threat of floods, fire and landslides. You'll need something overhead to protect from rain, cold and direct sun. You'll need a way to boil water before drinking it, and to keep warm, and keep predators away.

In your group, come up with some ideas on what gear you might want to put in your backpack that would be easy to carry, but would help in a survival situation. Use the "Surviving in the Wilderness Worksheet" to record your ideas. Consider what would be convenient and feasible to carry on a day trip? For example, a week's worth of food, sleeping bags, a tent and gallons of water would be much too heavy to carry on a hunt that you planned to be only five hours long. However, a bag of trail mix, a large rain poncho and a filtering water bottle would be easy to carry, and useful in many situations. Each group should come up with a list of 20 items that they would put in a pack that would help with things they might need to use on a hunt, in the outdoors, or in setting up an impromptu campsite.

After the group has had some time to think about their list, tell them to pause while we do an activity. Each group will get a length of string and a poncho or piece of tarp. Tell them their challenge is to come up with as many ways to use the poncho to solve a survival problem as they can.

PROCEDURES CONTINUED

Some examples might be: a lean to tent to keep out the rain, a swale for catching rainwater, a windblock to start a fire, a ground cloth for staying dry while sleeping, a bucket for carrying river water, a place to hang food up in the tree away from animals, a colorful signal to attract search and rescue planes, a smoke shelter in a wildfire, a bag or parcel to bind and carry items.

Have the class come together and share their ideas of what they'd carry in their packs, and how they used their tarp or poncho.

CONCLUSION:

Have the students answer these questions:

- After our video, discussion and activities today, how has your perception of hunting changed?
- Do you think you'd like to try hunting in the wilderness?
- How would you prepare yourself for your hunt?
- How do you think you could use your knowledge in other future situations? Do you think your knowledge would transfer to other emergency situations? Give one example of a different emergency that you would use this knowledge to help solve.

EXTENDING THE LESSON

- **Take students into a school forest area, and have them build a campsite in small groups.** Give them rules such as: no injury to live things (i.e. you can't break green branches off trees, you cannot pull up plants.) Have them come up with a plan and show how they would provide for water, shelter, heat, safety and water sterilization. Use a "leave no trace" principal to return the forest area to its natural state at the end of the activity ... challenge them to make it look exactly like it did, or so no one could tell a human was ever there.
- **AND/OR Do a mini urban survival lesson.** In the lesson discuss what students could do in situations that they might come across. For example:
 - You're riding bikes with your friends on a park bike trail. Your friend takes a rock and slams into a tree, breaking his leg. What do you do to get help, make sure he is ok until help arrives, and keep his injuries from becoming life threatening? (We can use the survival ideas from class to prioritize helping him.)
 - As an adult, you witness a car crash. You go over to help. What should you do?
 - You're walking your dog, and you realize that it's getting dark and starting to drizzle. You're a mile from home. What's your priority?

RELATED LINKS

- hunter-ed.com
- intotheoutdoors.org/topics/preparing-for-the-hunt/

The following National Common Core Standards can be met teaching:

PREPARING FOR THE HUNT:

GRADE 5:

CCSS.ELA-LITERACY.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCSS.ELA-LITERACY.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-LITERACY.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-LITERACY.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-LITERACY.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCSS.ELA-LITERACY.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-LITERACY.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-LITERACY.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCSS.ELA-LITERACY.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

GRADE 6:

- 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.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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.6.6** 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.

GRADE 7:

- CCSS.ELA-LITERACY.W.7.1** Write arguments to support claims with clear reasons and relevant evidence.
- 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.7.7** 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.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.7.6	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.

GRADE 8:

CCSS.ELA-LITERACY.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
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.8.7	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.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** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 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.

GRADES 9-10:

- CCSS.ELA-LITERACY.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CCSS.ELA-LITERACY.L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

GRADES 11-12:

- CCSS.ELA-LITERACY.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSS.ELA-LITERACY.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-LITERACY.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CCSS.ELA-LITERACY.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NEXT GENERATION SCIENCE STANDARDS

GRADE 5:

- 3-5-ETS1-1.** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

GRADES 6-8:

- MS-ETS1-1.** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-2.** Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

GRADES 9-12:

- HS-ETS1-2.** Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.