

YOU CAN HUNT NOW!

5th-12th Grade Discussion Guide

Developed by: Emma Nienhaus-Stahl

SCIENCE CATEGORIES

Conservation, Wildlife, Natural Resources

TIMEFRAME

30-60 minutes

MATERIALS

ITO@Home video, plastic cups, open space, writing materials, hobbies worksheet

KEY WORDS

Hen, Rooster, Line Hunting, Ethics and Integrity



LEARNING OBJECTIVES

Students will be able to:

- Identify the roles of hunters working in a team setting.
- Explore the experience of pheasant hunting, and consider hobbies they'd enjoy.
- Determine how they can get involved in a lifelong hobby right now.

ACTIVITY SUMMARY

Students often have the misconception that they are too young to do anything important, big, or life changing. However, many skills, occupations and hobbies that enrich our adult lives can start when we are young. In this lesson we are going to examine how youth can get involved now in something that will enrich and shape them throughout their lives.

BACKGROUND INFORMATION

How can youth get involved in hunting?

Savannah is a youth ambassador for hunting. She grew up hunting pheasants, ducks and deer with her family. Her love of hunting and wildlife led her to campaign to increase the opportunities for youth to hunt by lengthening the youth pheasant hunting season in South Dakota, and by hosting events that give youth opportunities to hunt. In this video, Savannah and her family demonstrate a pheasant hunting technique that young people can participate in. These group activities teach the roles of hunting in a group, hunting safety, and other skills related to hunting like dog training.

The method of hunting Savannah and her family demonstrate in the video is called "line hunting." On the day of the hunt, the group planned where each member of the team would go and what they would do in their role as a walker, a blocker or a flanker. They defined their methods of communication and made sure everyone had their safety gear. Savannah had Diana there as a mentor, helping Savannah fulfill her role by sharing her experience and by helping to kick up birds for her.



BACKGROUND INFORMATION CONTINUED

Savannah says that group hunts are social, and that you need good communication within the group. The walkers have the dogs working with them. They keep the birds in front of them and drive them forward to the blockers. The blockers keep the birds in the field. Flankers keep the birds from escaping the sides of the field. Dogs and people “kick up” the birds, allowing them to be seen and targeted as they fly up out of the grass. The dogs also retrieve the downed birds.

Savannah commented that what she likes most about pheasant hunting is working with the dogs and seeing the pheasants in their habitat. She spoke about the importance of learning to identify the birds before shooting. In order to conserve the pheasant population, there are rules on which birds you may harvest. In South Dakota it is illegal to shoot the hens, because it can take out at least 24 birds in the population as opposed to shooting one rooster. However, young roosters don’t always have adult male colors yet, so it’s best not to shoot unless you’re sure, because you might accidentally shoot a hen. Ethics and integrity are important life skills learned in hunting; hunting ethics and safety can be learned through hunter education classes, through clubs and through mentors.



VOCABULARY

HEN - a female bird, usually a ground nesting bird such as a chicken, partridge or pheasant

ROOSTER - a male bird of the same type as a hen

LINE HUNTING - a group hunting style

ETHICS - a code of principles that guides decision making

INTEGRITY - doing the right thing when no one is looking

LEARNING PROCEDURE

INTRODUCTION:

There are several styles of hunting: solo, pair or large team. We are going to explore the benefits and drawbacks of doing a challenge on one's own, in a pair, or in a team. Once we examine the benefits and drawbacks of each, we will think about our own personal style, and consider a hobby that would have lifelong benefits that we could start right now.

ACTIVITY 1: CUP STACKING CHALLENGE

1. Solo tower challenge

A. Ask students to take a group of 5 cups and make the tallest tower they can. They will have 60 seconds to do so.

2. Duo tower challenge

A. Pair students up, and tell them to combine their 5 cups to make the tallest tower they can.

B. This time they will have 10 cups, which could make a taller tower, but will also require some engineering. Therefore, they will have 90 seconds to do so.

3. Group tower challenge

A. This time, join 4 students with their combined cups to make the tallest tower they can design.

B. They will have 20 cups among them, and may have to work with more ideas to make the tower. They will have 120 seconds to make their tower.

4. Circle everyone up, and discuss the results of their experiences. When we team up, we join our resources and experiences, but also have to communicate our individual thoughts.

A. What was the benefit of working on your own? What was the limitation?

B. What was the benefit of working in a pair? Was there any drawback?

C. What was the benefit of working in a team? What were the challenges of working with many people?

5. Discuss how your experiences with the cup stacking would translate into styles of hunting.

A. What do you think the benefit of solo hunting would be? What are the drawbacks?

B. How would hunting in a pair alleviate the drawbacks to solo hunting? How would it present its own challenges?

C. From your experience today, what do you think would be the biggest challenge of hunting in a group? How would you go about trying to solve that challenge?

6. Personal reflection (no need to tell the group): which challenge did you feel most comfortable and engaged doing?

A. Did you like it best when you were working on the challenge yourself? What was your confidence level? Were you interested in the challenge?

B. Were you more confident and interested in the challenge when you were working in a pair? How did that increase or decrease your enjoyment of the challenge?

C. Were you more confident and interested in the challenge when working in a larger group rather than solo or in a pair? Did you like the energy level of the small group or large group better? Did you feel more or less invested? Did you feel more or less involved?

D. Use your reflection to think about your style of taking on challenges. We are all wired differently, and that's ok. Actually, it's great! Not every challenge can be accomplished solo, but on the other hand, some must be done alone. In order to be effective as a community, we need people who function best in different ways - taking different roles - solving different kinds of challenges.

ACTIVITY 2: PERSONAL ENRICHMENT THROUGH LIFETIME HOBBIES

1. Have students take some time to discuss with a partner some different hobbies or skills they have tried that would be solo, in a pair, or with a group or team. Which ones did they enjoy? Which did they not enjoy? What would they think they would like to try, but never have?

2. After some discussion, students should have time to write a page using the "Personal Enrichment Through Lifetime Hobbies Worksheet" to record information about a hobby they think they might like to try. Their page should include similar details to what we've been seeing in learning to hunt. For example:

- A.** What is the hobby called?
- B.** Where does one do it?
- C.** What kind of training or practice will be required?
- D.** What kind of equipment will be needed?
- E.** What are the safety rules?
- F.** Can the hobby be done solo, in pairs or in groups or teams?
- G.** What will be the skill development and enjoyment benefits that will grow through a lifetime?
- H.** Could your hobby develop to benefit other people, animals or nature?

Note: this format could work for many things! Soccer, skydiving, painting, gardening, writing, skateboarding, exploring, climbing, and even video games ... there's really no limit. Any hobby could have lifelong benefit if put to good use.



CONCLUSION:

Savannah used her hobby to spend time with her family, learn new skills, learn about and appreciate animals and enjoy nature. Through it she also helps feed her family, opens opportunities for other youth hunters, and supports pheasant habitat preservation.

Hobbies are an important part of a full and healthy life that we can each use to enrich our lives, to help others, and to benefit wildlife. It takes mindfulness to see how what we enjoy can have amazing benefits not only to ourselves, but also to others. That's a life skill that will make life richer as you use it!

EXTENDING THE LESSON

- **Students may extend their hobby exploration by doing internet research**, if available. Their task will be to find a class to attend, a group to join, or a place to practice and use their skill in their hobbies. If they know someone personally already that knows how to do something they are interested in, they could also find a mentor or partner. Of course, look for safety concerns. (Students should not search the internet for a mentor or partner, not associated with a safe and sanctioned group authorized and formed to work specifically with youth.)
- **Students may write a report or give a presentation on a hobby they already enjoy**, giving them a chance to show the value of teamwork, challenge and developing their talents. Emphasis should be put on the value of individuality and value of being true to one's self as well as conforming to a group. For example, it is just as much of a valuable talent for a student (male or female) to be a makeup artist as it is to work effectively as a team member in rugby. Group norms and preconceptions should not limit interest or talent development. All students should receive equal encouragement to let their abilities shine.
- **Examine how hobbies such as hunting can benefit wildlife.** In order for there to be pheasants to hunt, there must be protections present for pheasants to be healthy and grow in population.
 - Students can explore what pheasants need to thrive. What is their habitat? What climate do they like? What is their breeding season? What threats may exist to their health and reproduction ability?
 - Students can search for groups that support pheasant habitat and population growth. What does the group say about why they exist? What do the groups do? How can someone get involved?
 - Look for a small project you can do for wildlife. You may not have pheasants in your school yard, but you may have butterflies that are searching for food, or birds looking for nest sites. Or there may be conservation groups in your community that you could take an hour to lend a hand. Take a class period to look for a project you could do together to help animals to thrive in your area.

RELATED LINKS

- hunter-ed.com
- pheasantsforever.org
- tnc.org
- intotheoutdoors.org/topics/you-can-hunt-now/

PERSONAL ENRICHMENT THROUGH LIFETIME HOBBIES WORKSHEET

Developed by: Emma Nienhaus-Stahl



1. Take some time to discuss with a partner some different hobbies or skills you have tried that would be solo, in a pair, or with a group or team.

- A. Which ones did you enjoy? What was the best part of it?
- B. Which did you not enjoy? What did you not like about it?
- C. What hobby, skill or sport would you think you would like to try, but never have? What do you think you'd like about it?

2. Write about a hobby, skill or sport that you would like to try:

- A. What is it called? _____
- B. Where does one do it? _____
- C. What kind of training or practice will be required? _____

- D. What kind of equipment will be needed? _____

- E. What are the safety rules? _____

- F. Can it be done solo, in pairs or in groups or teams? _____
- G. What will be the skill development and enjoyment benefits that will grow through a lifetime? _____

- H. How could your hobby, skill or sport develop to benefit other people, animals or nature? _____

- I. If you really want to try this hobby, skill or sport, what will be your next steps? _____

The following National Common Core Standards can be met teaching;
YOU CAN HUNT NOW!:

GRADE 5:

- 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.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.5.8** 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.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.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.7.2	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.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.8.2	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.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.8.6	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.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.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:

- 5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

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, moremanageable problems that can be solved through engineering.