



PERSONAL REWARDS OF FISHING

PEER-DRIVEN MIDDLE SCHOOL DISCUSSION GUIDE

DEVELOPED BY DAN BERTALAN

In This Activity...

Students will assume four different roles of “fishing ambassadors” and “foreign exchange students” in researching, debating and developing Rewards Fishing Plan for all students to discover the personal, social, cultural and environmental benefits of going fishing.

Educational Partners



GRADE LEVELS

Middle School - Grades 6-8

CONTENT AREAS

Life Science, Physical Science, Social Studies, Environmental Science, Natural Resource Science

UNIT THEME

Outdoor Recreation Benefits

TOPICS

Human health, environmental awareness, social and cultural interaction

TIME REQUIRED

Three, 45-minute sessions



OVERVIEW

Americans enjoy a variety of outdoor recreational pursuits. Their reasons for participating in these activities vary as much as the perceived benefits they receive from their different levels of involvement. The most obvious benefits fall into three major categories; 1) physical benefits, 2) mental benefits, 3) social benefits. However, one lesser, yet intriguing benefit, is the 4) “cultural benefit” of a recreational activity.

Many recreational pursuits involve a structured framework of “play” that often includes physical items such as rackets, bats, clubs, balls and usually some type of human-made facility where people “recreate”. The three main categories of recreational benefits sometimes work in harmony and other times against each other. For instance, many structured sports involve perceived “winning” against an opponent or achieving acceptable scores (such as “par” in golf). And failing to achieve those winning benchmarks can sometimes negatively affect the potential mental benefits of the activity. Extreme examples are the golfer who in frustration, tosses their clubs into the water hazard, or the tennis player smashing their racket into the net or court surface. Though comical to see, it’s not fun or funny to the persons expressing their anger or frustration. Though they may be getting some physical benefit, the mental and social benefits can sometimes appear questionable.

Educational Partners



OVERVIEW CONTINUED:

Then there's the lesser explored yet valid cultural benefits of a recreational activity. These benefits might include, cultural history, connection to cultural traditions, cross-cultural interaction and understanding, and even attitudes on human relationships with the environment. For instance, a person from the Middle East or India might wonder the social sensibility of why Americans would denude 160 acres of wild meadows and forest to plant grass and irrigate it for a select portion of the population to go golfing. This is especially true in places where 50,000 humans inhabit a square mile, or where 85% of tillable land is used in growing crops to prevent famine. Then there are certain Native American or foreign cultures intimately connected with the very real value of biodiverse ecosystems and how they might have some very opposing cultural perspectives on "recreation". And because of the increasing cultural differences and populations occurring within America and countries around the world, cross-cultural understanding and acceptance is an important educational issue.

To decode and explore these benefits of a recreational activity, in this lesson students will assume the roles of "Fishing Ambassadors" and "Foreign Exchange Students". Working in student "groups" they will participate in research, debate and development of Rewards Fishing Plan where all students can discover the four major benefits of going fishing. Through this educational process, students will gain an awareness of cross-cultural differences and understanding of different value systems.



SPECIAL CONSIDERATIONS:

This activity is richest when completed in groups with answers shared to a whole class. The student worksheet is not a typical worksheet as it encourages students to construct knowledge as they answer questions. The questions build off of each other.

Educational Partners



CONCEPT Outdoor Recreation Benefits

ENDURING UNDERSTANDING:

Students will understand the differences between the types of personal benefits of recreational fishing and how that can relate to the understanding of recreational ecosystems. They will also understand the differences in the cultural values of recreational fishing.

CONTENT OBJECTIVES:

Students will be able to evaluate the various kinds of personal rewards and enrichment of participating in recreational fishing. They will also be able to research and debate a Rewards Fishing Plan to introduce foreign exchange students to American culture and North American aquatic ecosystems through fishing.

LEARNER OBJECTIVES:

Students will use online research to develop a Rewards Fishing Plan that will introduce foreign exchange students to the personal and cultural benefits of fishing. Students will use group online research, discussions, presentations and debate to develop an overall classroom Rewards Fishing Plan that explores the physical, mental, social and cultural benefits of recreational angling.

PROCESS OBJECTIVES:

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

MATERIALS NEEDED (each group, each student):

- Access to computers and the Internet
- Personal Rewards of Fishing video and background information at: <http://intotheoutdoors.org/topics/the-personal-rewards-of-fishing/>
- Pre-lesson Worksheet with questions to fill in while watching the video
- Four (4) Student Group Rewards Fishing Plan Worksheets;
 - o Ambassadors to Southern Asia
 - o Ambassadors to Northern Europe
 - o Southern Asia Foreign Exchange Students
 - o Northern Europe Foreign Exchange Students

PROCEDURES

Session 1 – Benefits of Fishing

Before watching the video, Personal Rewards of Fishing, or reading the website information, ask students about the potential benefits of fishing, both personal and environmental. Also ask students if they have actually gone fishing and what parts of fishing experience resulted in personal rewards. Lead a short discussion on what students have learned about the personal rewards or benefits of fishing. Then discuss why different cultures might have varying perspectives on the benefits of fishing.

Have students download, or print and distribute the Pre-Lesson Student Worksheet (free PDF on the web link). Instruct students to fill in the worksheet while watching the video. Go over the questions with the students before viewing so they know what to look and listen for.

After viewing the video, review and discuss the answers to the questions as a class. Encourage discussion.

Next, divide the class into these four (4) student groups:

1. Ambassadors to Southern Asia
2. Ambassadors to Northern Europe
3. Southern Asia Foreign Exchange Students
4. Northern Europe Foreign Exchange Students

Inform students they will be working together within their respective groups to achieve the assigned worksheet goals in Sessions 2 and 3. Explain briefly what they will do in each session.

PROCEDURES *(continued)*

Session 2 - Group Research & Plan Development

Have the four groups of students download and print their respective *Rewards Fishing Plan worksheets* (free PDFs on the web link) and review the background information on the website. Each of the four (4) groups have specific and sometimes different subjective concepts about the personal rewards of fishing. In their separate groups, have students perform online research from the resource links provided on the webpage, plus other sources they discover, then discuss and develop their group's "Rewards Fishing Plan" for discovering the rewards of fishing. The worksheets provide instructions for students on what to consider in developing their plans. Inform each group that two members of their group will also present their "Rewards Fishing Plan" recommendations to the class during Session 3. Their presentations should be supported by research and/or evidence, and presented with at least one form of art or media prepared by the group (either video, poster, graphs, charts, images, or aquatic ecosystem art).

Session 3 - Student Group Presentations & Class Debate

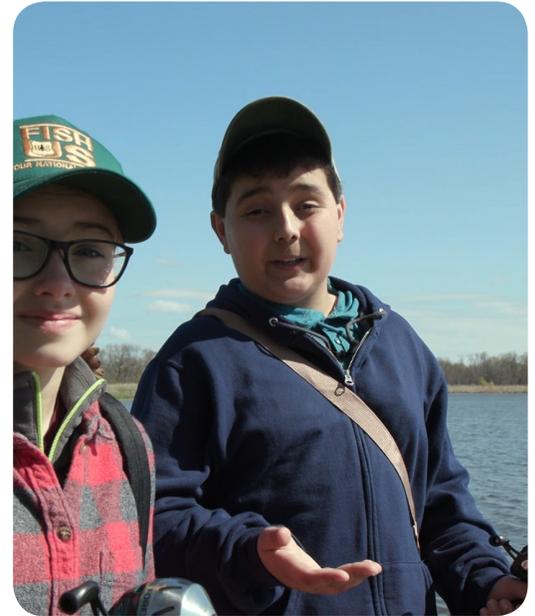
Using their completed worksheets, have each group present their Rewards Fishing Plan and supporting research with an Ambassador group being followed by their respective Exchange Student group. Limit each group to five minutes presentation time followed by several minutes of questions and discussion between the groups representing a geographic region. Encourage discussion about cultural differences and why they may occur.

After the four groups present their Rewards Fishing Plan for exploring the personal rewards of fishing, lead a class discussion on how the different groups might develop a comprehensive Rewards Fishing Plan that could be used with other cultural exchange students from various parts of the globe. Consider places with little or no access to fishing, or places that environmentally are ill-suited to fishing (arid, polluted, cultural limitations).

Conclude Session 3 by listing on the board the four most important personal rewards of the entire class. Then list the most important aspects of a Rewards Fishing Plan that might increase cross-cultural understanding. Challenge students who are anglers, and those interested in fishing, to actually plan an "ambassador's group fishing trip", along with an exchange student, to a popular body of water to personally discover the various rewards of fishing. If no exchange student is available, students can still participate in role-playing and present their findings.

ASSESSMENT

Students will be informally assessed based on their participation within their groups and during class presentations and discussions. Teachers could collect the discussion notes students took during the video to check for completion. Students can be formally assessed using their Student Worksheets. Students can be assessed on meeting the formal learning objectives on how thoroughly students completed their respective worksheets.



EXTENSION ACTIVITIES

Cultures Around the Globe – Students can select different and diverse geographic and cultural locations from around the globe and revise their Rewards Fishing Plan to represent the values and perspectives of different cultures. Examples might include cultures from the Middle East, South Pacific, Central Africa, or South America.

RESOURCES

[Research the resources offered on this topic's web page...](#)

<http://intotheoutdoors.org/topics/the-personal-rewards-of-fishing/>

[Fishing Nearest to Seoul, South Korea](#)

<https://traveltips.usatoday.com/fishing-nearest-seoul-south-korea-100551.html>

[Fishing in Switzerland: Insider's guide to the rules and regulations](#)

<http://www.urbantrout.net/fishing-in-switzerland-its-complicated-but-heres-your-insiders-guide-to-the-rules-and-regulations/>



The following **National Common Core Standards** can be met teaching;

PERSONAL REWARDS OF FISHING:

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.6.7** 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.6.6** 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.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.

National Common Core Standards continued for PERSONAL REWARDS OF FISHING:

6th Grade:

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.6.6 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 Grade:

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.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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.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.7.6 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.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.

National Common Core Standards continued for PERSONAL REWARDS OF FISHING:**7th Grade:**

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.7.6 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 Grade:

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.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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.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.8.6 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.

National Common Core Standards continued for PERSONAL REWARDS OF FISHING:

8th Grade:

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.8.6 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.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

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.6-8.8 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.

Next Generation Science Standards for PERSONAL REWARDS OF FISHING:

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-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth’s systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]

