



ANGLING ETHICS

PEER-DRIVEN HIGH SCHOOL DISCUSSION GUIDE

DEVELOPED BY DAN BERTALAN

In This Activity...

Students will research and debate different stakeholder group perspectives in developing a comprehensive angling ethics plan for preserving the environmental quality of a select aquatic area. Their plan will consider the needs of humans, natural resources, the environment, and the future generations of all "citizens" of Planet Earth within the aquatic area.

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GRADE LEVELS
High School - Grades 9-12

CONTENT AREA
Natural Resource Science

UNIT THEME
Outdoor Recreation Ethics

TOPICS
Natural resources ethics, environmental preservation, social responsibility

TIME REQUIRED
Four, 45-minute sessions



OVERVIEW

Americans enjoy a variety of outdoor recreational pursuits. Most result in varying degrees of impacts on local environments and ecosystems where humans fish, hunt, hike, camp, boat, mountain bike, snowmobile, and explore the outdoors. Yet too few people consider the short and long-term ecosystem impacts of their recreational pursuits. For most people, their focus is on having fun recreating, then returning “home” to their everyday lives... unaware of the lives of other things they may have impacted.

Plus, changing American lifestyles and population growth combine to cause ever-increasing pressures on limited outdoor resources. The challenges of preserving these limited resources often falls on the shoulders of professionals charged with protecting the environment. And unfortunately, shaping public attitudes about outdoors ethics remains a challenge involving communication, messaging, and distribution of media that can create a new sense of environmental awareness.

In this lesson, students will assume the roles of various and possibly conflicting user groups while researching, presenting, and debating a set of angling ethics for a certain aquatic ecosystem. The various stakeholder groups will set the stage for peer-driven learning where the entire class will ultimately vote on a set of ethics that they feel best serves their “aquatic environmental community”, including all the “environmental citizens” that can inhabit the present and future.

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CONCEPT Outdoor Recreation Ethics

ENDURING UNDERSTANDING:

Students will understand the differences between managing outdoor resources for the benefit of human recreation versus the long-term health of recreational ecosystems.

CONTENT OBJECTIVES:

Students will be able to evaluate the environmental and social considerations that determine a responsible code of outdoor and angling ethics. They will also be able to research, debate and develop an outdoor ethics plan that benefits the recreational health of humans and the ecosystems where they recreate.

LEARNER OBJECTIVES:

Students will use online research to determine what solutions and strategies stakeholders and outdoor ethics professionals use in developing management plans. Students will use other online research, group discussions and debate to develop their own angling ethics plan that uses a combination of social, environmental, and recreational resource considerations.

PROCESS OBJECTIVES:

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

MATERIALS NEEDED (each group, each student):

- Access to computers and the Internet
- Angling Ethics video and background information at: <http://intotheoutdoors.org/topics/aquatic-ecosystem-ethics/>
- Pre-lesson Worksheet with questions to fill in while watching the video
- Four (4) Angling Ethics Stakeholder Group Worksheets:
 1. Sustainable Estuary Council (SEC)
 2. Public Outreach Workgroup (POW)
 3. Fishers United Now (FUN)
 4. Mother Earth Workforce (MEW)

PROCEDURES

Session 1 - Before watching the video *Ecosystems and Angling Ethics*, or reading the website background information, ask students about the fundamental concepts of outdoor ethics. Also ask students how they may have practiced certain outdoor ethics during their recreational pursuits. Lead a short discussion on what students have learned about their roles and responsibilities in outdoor ethics.

Have students download, or print and distribute, the Pre-Lesson Student Worksheet ([free PDFs 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) Angling Ethics Stakeholder groups:

1. Sustainable Estuary Council (SEC)
2. Public Outreach Workgroup (POW)
3. Fishers United Now (FUN)
4. Mother Earth Workforce (MEW)

Inform students they will be working together as teams within their stakeholder group to achieve their assigned goals in Sessions 2, 3 and 4.

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PROCEDURES *(continued)*

Session 2 - Team Research & Plan Development

Have the groups of students download and print their respective Angling Ethics Stakeholder worksheets and review the background information on the website ([free PDFs on the web link](#)). Each of the four (4) stakeholder groups have specific and sometimes conflicting subjective goals in developing their angling ethics plan. In their separate assigned stakeholder groups, have students perform online research from the links provided, plus other sources they discover, then discuss and develop their group's angling ethics plan. The worksheet provides instructions and research guidelines for students to gather information. Inform each group that two members of their group will also present their angling ethics recommendations to the class during Session 3. Their presentations should be supported by factual 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- Stakeholder Group Presentations & Class Debate

Have each group present their **Angling Ethics Plan** and supporting research and reasons for key points in their plan. Limit each group to four minutes presentation time followed by two minutes of questions by the other groups.

After all four groups present their plans, lead a group discussion on how the various stakeholders might work through their differences in the best interest of humans and the aquatic ecosystems where they fish. The Mother Earth Workforce group may assist the teacher in leading the discussion as they represent "a collective environmental wisdom" that may offer solutions that balance the interests of various groups and the best interest of Mother Earth.

Conclude Session 3 by assigning all of the groups to consider modifying their respective **Angling Ethics Plans** to now include the goals and interests of at least two other stakeholder groups. Inform students that two students from each group will make a final presentation of their revised plan. Their presentations should include the reasons why they changed their plans and how those changes support other groups while still protecting their key stakeholder goals and ethical beliefs.

Session 4 - Modified Stakeholder Presentations & Class Vote on Winning Plan

Instruct the class that they will participate in a final series of presentations and class debate before voting on which group has developed the winning set of Angling Ethics.

Have each group present their revised and final **Angling Ethics Plan** and supporting research and reasons. Limit each group to four minutes presentation time and limit questions to a minimum.

After all the final presentations, the teacher and the Mother Earth Workforce can lead and encourage vigorous debate before the final vote. Limit the debate to ten minutes. Have the students vote on the winning **Angling Ethics Plan**.

Conclude the discussion by challenging students who are anglers, and those interested in angling, to plan a group-fishing trip to a popular body of water to demonstrate their new angling ethics. The entire class can consider printing cards with the winning list of angling ethics and distributing them at local bait shops and marinas. Students interested in media, can videotape and produce a social media video or PSA (public service announcement) on angling ethics, then work with the POW group on a distribution plan.



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.

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 Pre-Lesson Student Worksheets. Students can be assessed on meeting the formal learning objectives based on how thoroughly students completed their Angling Ethics Stakeholder Group worksheets.

EXTENSION ACTIVITIES

Various Outdoor Pursuits – Students can list several recreational activities that they pursue, then create a custom Outdoor Ethics Plan that aligns with their activity and the potential impacts on the environment.

High-Impact Pursuits - Students can identify and research perceived high-impact outdoor pursuits such as ATV riding, off-road vehicles, snowmobiling, backcountry snowboarding to develop a code of ethics.

Perceived No-Impact Activities – Have students list three recreational activities that they perceive as “no-impact”. Activities might include golf, camping, tennis. Then have them analyze the overall environmental impact of the land, water, ecosystems, that existed before building the recreation areas or facilities. They can present their findings to the rest of the class.

RESOURCES

[Research the resources offered on this topic's web page...](http://intotheoutdoors.org/topics/aquatic-ecosystem-ethics/)
<http://intotheoutdoors.org/topics/aquatic-ecosystem-ethics/>



The following **National Common Core Standards** can be met teaching ANGLING ETHICS:

CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.9-10.2 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.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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.

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**National Common Core Standards for ANGLING ETHICS CONTINUED:**

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.

CCSS.ELA-LITERACY.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-LITERACY.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.4 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 9-10 texts and topics.

CCSS.ELA-LITERACY.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.WHST.9-10.1 Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.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.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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.11-12.2 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.



National Common Core Standards for ANGLING ETHICS CONTINUED:

CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.



National Common Core Standards for ANGLING ETHICS CONTINUED:

CCSS.ELA-LITERACY.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.



Next Generation Science Standards:

HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]

