CREATING YOUR HIGH SCHOOL BASS FISHING CLUB - 101

PEER-DRIVEN HIGH SCHOOL DISCUSSION GUIDE

Developed by Dan Bertalan

In This Activity...

Students will research, debate and develop a Pro versus Con evaluation for creating their own High School Bass Fishing Club. Their evaluation will consider factual information, logic, and reasoning about the relative costs versus benefits of why they may or may not want to form a high school bass fishing club.

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Life Science

GRADE LEVELS
High School - Grades 9-12

CONTENT AREAS
Life Science, Social Studies

UNIT THEME
Outdoor Recreation

TOPICS
Social Studies, Social Interaction, Aquatic Education

TIME REQUIRED
Three, 45-minute sessions

REASONS FOR
BASS FISHING CLUB
- Gets Kids Outdoors
- Excited about school
- Learn life Skills
- Learn Aquatic Biology
- Scholarship Chances

1. Talk with school official
2. Present to school board

OVERVIEW

High school bass fishing is a relatively new club activity that's expanding across the U.S. In the past decade, it's grown from a fledgling concept to over 1500 school clubs that boast over 20,000 participants. Bass fishing clubs combine belonging to a school club and/or team, with a reason for kids to be excited about school, and the chance to learn more about aquatic ecosystems and fishing biology while experiencing an outdoor adventure with peers. It also offers students a relaxing environment to bond with classmates while offering pathways to win college scholarships and advanced education. It's also an activity that offers students an introduction to boating and angling safety.

But like all school clubs, bass fishing offers both rewards and challenges for students and school administrators. And like all clubs or teams, some clubs are better suited for the physical abilities, acquired skills, and interests of certain students.

In this lesson, students will develop an understanding of the concepts of forming a sanctioned school club, using critical thinking in a peer-driven activity where students ask critical questions, perform research, and determine the relative costs versus benefits of why they may or may not want to form a high school bass fishing club.

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FAF

SPORT FISH RESTORATION

CONCEPT Outdoor Recreation Benefits

ENDURING UNDERSTANDING:

Students will understand the different considerations in developing a school club that involves an outdoor activity on the water that also offers team competition for college scholarships. They will also understand that boating and angling safety are important considerations with the functioning of a bass fishing club.

CONTENT OBJECTIVES:

Students will be able to define the reasons for why they might want to form a bass fishing club, along with some of the challenges to overcome in developing and running club events. They will also identify key concepts in the how-to of presenting the formation of a sanctioned club to school officials.

LEARNER OBJECTIVES:

Students will use video, online research and classroom discussion in developing and supporting their understanding of the relative costs versus benefits of forming a club.

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):

• Internet access to webpage and video http://intotheoutdoors.org/topics/high-school-bass-club-101/

• Pre-Lesson Student Worksheet (free downloadable PDF)

• Bass Fishing Club Student Worksheet (free downloadable PDF)

• Poster Paper and Markers for each group

PROCEDURES

Session 1 - Before watching the *High School Bass Club 101* **video** or reading the website background information, ask students what they know about the key concepts of bass fishing and boating safety. Also ask students how many have actually fished for bass from a boat and if any have helped form or belong to a sanctioned club at school.

Have students download, or print and distribute, the **Pre-Lesson Student Worksheet** (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. There are four (4) videos associated with this topic, and students should be encouraged to watch all four videos to gain a broader understanding of the topic.

Next, divide the class into small groups (fishing teams) of three. Have students download and print or hand out to each student the **Pros & Cons of Forming a Bass Fishing Club Worksheet** (PDF on the web link). Ask them to review the details and assignments of the worksheet in preparation for Session 2.

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.

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PROCEDURES *(continued)*

Session 2 - Team Research & Plan Development

Within the worksheet, each 3-person team has assigned roles, goals and objectives in developing their reasons for or objections to forming a bass fishing club. Within each team, one member will be the "Fishing Team", one the "School Administrator" and the other the "Boating Safety Officer". Have students perform online research from the links provided, and other sources, then have the teams discuss and develop their reasons to support or oppose forming the club. As part of their homework, students should watch and take notes on all four (4) videos associated with this topic.

The worksheet provides instructions, references and research options for students to gather information. Inform each team that one member will also prepare to give a presentation to present their team's Bass Club Pros & Cons to the class during Session 3. Their presentation should be supported by research and some form of media (either video, poster, graphs, charts, images).

Session 3 – Bass Team Presentations & Class Debate

Have each fishing team present their Bass Club Pros & Cons reasons along with their media. During presentations, ask all the students to write down key benefits or challenges along with boating-fishing safety considerations that other teams may have missed. After all the teams have presented their Bass Club Pros & Cons, lead a group discussion while listing and prioritizing on the board the most significant Pros and Cons. This list should reflect a stakeholder balance between the Fishing Team, School Administrator and the Boating Safety Officer.

Conclude the discussion with a sampling of students who remained concerned that the list of key Pros and Cons for forming the club may have missed one or more of their points.

ASSESSMENT

Students will be informally assessed based on their participation within their fishing club teams 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 on meeting the formal learning objectives on how thoroughly students completed their **Pros & Cons of Forming a Bass Fishing Club worksheets**.

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EXTENSION ACTIVITIES

Students may select other outdoor recreational activities that they have participated in that may present options for creating a sanctioned school club. Direct students to use the same general worksheet to research and develop the relative costs versus benefits of why they may or may not want to form a certain outdoor club. Contrast and compare the various club ideas of different students.

RESOURCES

Research the resources near the bottom of this topic's web page...

http://intotheoutdoors.org/topics/high-school-bass-club-101/

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5

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

CREATING YOUR HIGH SCHOOL BASS FISHING CLUB - 101

Grades 9-10:

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.9-10.7 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.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.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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National Common Core Standards continued:

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.

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.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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.9-10.7 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.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.

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National Common Core Standards continued:

Grades 11-12:

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.

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.11-12.7 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.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.

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National Common Core Standards continued:

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.

CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.4 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 11-12 texts and topics.

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.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.WHST.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.WHST.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.WHST.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.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.

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Next Generation Science Standards for...

CREATING YOUR HIGH SCHOOL BASS FISHING CLUB - 101:

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.]

HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. [Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.]

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]

In addition to Common Core and Next Generation Science Standards, this curriculum also addresses some of the Wisconsin Standards for Physical Education for grades 9-12, including:

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

A. Values physical activity as part of a healthy lifestyle.

6:4:A1 Participates in activity outside of school for self-enjoyment.

6:4:A2 Identifies reasons to participate in physical activity in the local community.

6:4:A3 Displays a willingness to experiment with new activities and sports of our and other cultures.

6:4:A4 Demonstrates strategies for including people of diverse backgrounds and abilities in physical activi**ty.**

6:4:A5 Describes the correlation that being physically active leads to a higher quality of life.

B. Incorporates opportunities for self-expression and social interaction.

6:4:B1 Demonstrates, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.

6:4:B2 Recognizes the value of all individuals involved in the activity.

6:4:B3 Describes the positive feelings that result from physical activity participation alone and with others.

6:4:B4 Participates as a volunteer in promoting physical activity within the school setting and also in the community.

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