*The following Discussion Guide and Lesson Activity is designed for nearly a full week of peer-driven learning that provides engagement and stakeholder ownership of life lessons in outdoor ethics. Four separate “group” worksheets also companion this activity and are included at the end of this PDF or are available for students to freely download. This expanded activity is designed to offer a lasting and meaningful learning opportunity as opposed to shorter, single session lessons.*

**A Family that Fishes Together…**

PEER-DRIVEN HIGH SCHOOL DISCUSSION GUIDE

Topic: Fish Biology, Social Studies

 In This Activity...

Students will research and debate different family perspectives in developing a comprehensive fishing plan for preserving the sanity of a family out on a camping trip. Their plan will consider the needs of humans, natural resources, and the behavior of the fish in a freshwater lake.

GRADE LEVELS - High School - Grades 9-12

CONTENT AREAS –Environmental Science, Natural Resource Science

UNIT THEME – Outdoor Recreation, Aquatic Wildlife Behavior, and Social Construct

TOPICS – Natural Resources Ethics, Environmental Preservation, Social Dynamics

TIME REQUIRED – Four, 45-minute Sessions

**OVERVIEW**

Today’s family is busier than ever. Mom and Dad are both working, saving for the future, paying for food, clothes and shelter… it’s no wonder that people have trouble finding time to spend as a family. Going fishing with your family can be a great way to enjoy some time together, create incredible memories, and bond through an activity that everyone can enjoy. Quality time with the family is a wise investment and a day on the lake catching fish is a great way to accomplish that.

In this lesson, students will assume the roles of members of a family planning out a day of fishing while out on a camping trip. These groups all have the goal of family bonding in mind, but they may also have conflicting needs and wants for their day on the water. Researching, presenting, and debating, these family members will eventually come to a conclusion about when this trip will take place. The various groups will set the stage for peer-driven learning and debate, where the entire class will ultimately vote on a time of day and weather forecast that they feel best serves their entire family.

**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 what makes for a successful day of family bonding and fishing success, and will be able to develop a plan and debate the plan's benefits to the recreational health of their family and the ecosystem where they recreate.

**LEARNER OBJECTIVES:** Students will use online research to determine what solutions and strategies best represent the needs of the group they belong to in the lesson. Students will use other online research, group discussions and debate to develop their own angling plan that combines 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
* video and background information at; <http://intotheoutdoors.org/topics/WeatherImpactsFishing>
* Pre-lesson Worksheet with questions to fill in while watching the video
* Four (4) Angling Family Member Group Worksheets:

**Procedure**

**Session 1** - Before watching the video*,* 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 role in their family dynamic.

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) groups:

1. Jamie
2. Alex
3. Casey
4. Lane

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

**Session 2 - Team Research & Plan Development**

Have the groups of students download and print their respective 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 plan. In their separate assigned groups, have students perform online research from the links provided, plus other sources they discover, then discuss and develop their group’s 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 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 members of the family might work through their differences in the best interest of the family and the successfulness of when and where they fish.

Conclude Session 3 by assigning all of the groups to consider modifying their respective **Angling Plan** to now include the goals and interests of at least two other 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 goals.

**Session 4 – Modified 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 **Angling Plan.**

Have each group present their revised and final **Angling 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, it’s time for the “family” to decide on a day and time for their trip. Limit the debate to ten minutes. Have the students vote on the winning **Angling 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 plan.

**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 on how thoroughly students completed their **Angling Plan** worksheets.