*The following Discussion Guide and Lesson Activity is designed for nearly a full week of peer-driven learning that provides engagement and ownership of life lessons in outdoor ethics. Two separate “water-loving 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.*

**Fresh Water Angling Ethics**

PEER-DRIVEN HIGH SCHOOL DISCUSSION GUIDE

Topic: Natural Resource Ethics

In This Activity...

Students will research and debate different 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 generation of all “citizens” of Planet Earth within the aquatic area.

GRADE LEVELS - High School - Grades 9-12

CONTENT AREAS – Physical Science, Social Studies, Environmental Science, Natural Resource Science

UNIT THEME – Outdoor Recreation Ethics

TOPICS – Natural resources ethics, environmental preservation, social responsibility

TIME REQUIRED – Four, 45-minute Sessions

**OVERVIEW**

American’s 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 different and possibly conflicting user groups in researching, presenting, and debating on how to create a set of angling ethics in 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.

**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 benefit the recreational health of humans and the ecosystems where they recreate.

**LEARNER OBJECTIVES:** Students will use online research to determine what solutions and strategies 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 video and background information at;
* Pre-lesson Worksheet with questions to fill in while watching the video
* Two (2) Angling Ethics 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 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 two (2) Angling Ethics groups:

1. Lake Lovers Foundation (LLF)
2. Always Sustainable Anglers Foundation (ASAF)

If necessary, create more than one group of Lake Lovers and Always Sustainable Anglers.

Inform students they will be working together as teams within their groups 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 Angling Ethics worksheets and review the background information on the website (free PDFs on the web link). Each of the groups have specific 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 – Group Presentations & Class Debate**

Have each group present their **Angling Ethics Plan** and supporting research and reasons for key points in their plan.

After all groups present their plans, lead a group discussion on how the various groups might work through their differences in the best interest of humans and the aquatic ecosystems where they live and fish.

Conclude Session 3 by assigning all of the groups to consider modifying their respective **Angling Ethics Plan** to now include the goals of the 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 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, 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.

**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 Ethics Plan** worksheets.

**Resources: TBD**

**National Common Core Standards: TBD**

**Next Generation Science Standards: TBD**