

BEYOND

FAIR

CHASE

The Ethic and Tradition of Hunting



TEACHING GUIDE

HUNTER EDUCATION INSTRUCTOR'S OVERVIEW FOR TEACHING *BEYOND FAIR CHASE*

BACKGROUND

Traditional approaches to Hunter Education emphasize safety and conservation with limited exposure to hunting ethics. As hunting comes under increasing scrutiny by the non-hunting public, we hunters must dedicate ourselves to the ethics of our activity with the goal of improving our image and perception to the rest of the world. The book *Beyond Fair Chase* provides a platform for hunters (and non-hunters) to begin to think more about ethics and our image, which takes us beyond simply following all the rules of safety, conservation, and fair chase.

This teaching resource is intended to incorporate the *Beyond Fair Chase* method of improving hunter ethics. This method does not mean building more lists of things to do or not to do. Many such codes already exist and are very good lists. The *Beyond Fair Chase* approach stresses that ethical choices come easier and logically if the hunter:

- A) appreciates the special opportunity of hunting;
- B) respects all wildlife, particularly the animals we hunt;
- C) responsibly cares for wildlife and wild places where these animals live.

This idea is:

If the student understands and masters A, B and C, he/she will do the right things even if all the codes of conduct and rules cannot be remembered.

TEACHING STRATEGY

Specific teaching strategies are outlined in the following five lesson plans. The audience is 10-14 years old and the time to be allotted for each lesson is 30-45 minutes.

It is important that each student receive his/her personal copy of *Beyond Fair Chase* to read, study, and highlight for emphasis—and, equally important, to keep for future reference and to share with friends and family. Some improvising will be necessary in situations where there are not enough books for each student to have his/her own. It is suggested that instructors read aloud and/or share the limited copies of the book among students so that everyone may participate in reading sections of the book.

The instructional methods are:

- to present the program and encourage student participation through storytelling;
- student responses, both orally and on paper;
- pair sharing;
- dilemma situations;
- role playing.

The instructor needs to be prepared to share his/her own experiences that appropriately convey the positive aspects of ethical hunting. This personal exchange is an important aspect of teaching

this material, as it gives the students a role model and lends credibility to the lessons. (Caution: Do not use “war” stories that inadvertently send the wrong message.)

A test is included to be used as a Pre Test and a Post Test. As one of the final exercises in Lesson V, it is suggested that each student’s Pre Test be handed back after taking the Post Test to see how attitudes and answers have changed through the course.

INTEGRATION WITH HUNTER EDUCATION CURRICULUM:

All of the lessons may be integrated into any hunter education program, and we have suggested areas of integration. Although each lesson is designed to be presented as a continuous 30-45 minute segment, integration into various hunter’s education programs may be achieved most effectively by selecting portions (i.e., individual activities) from each lesson.

Suggestions for integrating entire lessons

Beyond Fair Chase approach	Hunter Education Curriculum
Lesson I	Introductory segment
Lesson II	Conservation segment
Lesson III	Segment on sportsmanship and/or wildlife identification
Lesson IV	Shooting skills and/or safety segment
Lesson V	Safety and/or landowner relations segment

Suggestions for integrating portions of lessons

The following page is intended to assist instructors with the development of a custom plan for incorporating portions of the *Beyond Fair Chase* approach for teaching hunter ethics into their own Hunter Education lessons.

BEYOND FAIR CHASE LESSON PLANNING WORKSHEET

(For customizing the integration of *Beyond Fair Chase* lesson activities into existing Hunter Education lessons.)

Beyond Fair Chase approach

Hunter Education Lesson/Segment

LESSON I

- Pre Test
- Vocabulary
- Free write on "mentor"
- Intro to book *Beyond Fair Chase*
- Read "A Story From the Gallatin Range"

LESSON II

- Student participation/role playing
- Read "A Story About Bucks of Lost Hat Pass"
- discussion
- Vocabulary
- Read from "Place of the Hunter"
Discuss ethical hunting - pp. 15-17

LESSON III

- Dilemma cards - exercise
- Read "A Story of a Lost Bull"
- Read "Knowing and Respecting Wildlife"
- Vocabulary
- Read section on "Fair Chase"
- Overview of "The Notion of Trophy"

LESSON IV

- Dilemma card skit or miniplay
- Review vocabulary
- Summarize "The Ethics of Preparation"
- Discussion "Behind Weathered Doors"
- Read section on "Wounding"

LESSON V

- Free write on
"A hunting experience I know about"
- Read "Care and Beyond"
- Review hunting ethics - pp. 109-112
- Give Post Test
- Evaluation - correct test and discuss
- Students discuss what they have learned
- Wrap-up by instructor

LESSON I

AN INTRODUCTION TO HUNTING ETHICS

Objective:

- To share in the tradition and heritage of hunting
- To become familiar with the concept of hunter ethics
- To describe positive role models

Materials:

- Book, *Beyond Fair Chase*
Note: If books are not available for every student, instructor will need to read assignments aloud and/or have students read aloud from instructor's copy.
- Paper & pencils
- Highlighting markers
- Pre Test
- Chalk board or paper easel
- Instructor-created handouts

Instruction Methods:

- Give the short Pre Test. Explain that the test is not graded but used for learning about the student's background, experiences, and attitudes regarding hunting. A similar test will be given in the last lesson.
- Write vocabulary list on board or paper (see glossary): fair chase, mentor (role model), ethic, image. Discuss meanings.
- Students and instructor free write for 5-10 minutes on "who you want for your mentor and information about person." Student read paper to person sitting next to him/her - "pair share." Volunteers read their papers to class. Instructor reads own.
- Introduce author and book, *Beyond Fair Chase*, pass out individual books (unless already distributed). Discuss meaning of title and author. Read "A Story From the Gallatin Range," pp. 1-5. Personal example (i.e., critical decision); discussion.
- Instructor reads quote from Leopold on p. 6 and explains the purpose of this course. Discuss and highlight key points.*
- Call on volunteers to read the Introduction, pp. 7-8, to the group. Students highlight key sentences.*

Suggestions:

All of portions of his lesson may be integrated into an introductory segment of any hunter education program.

If possible, distribute books to students at pre-registration time with instructions to read or at least familiarize.

Instructor needs to make two copies of the Pre/Post Test for each student (to be used for evaluation purposes).

Instructor corrects and saves for final lesson review and evaluation.

Instructor may opt to have students read assignments prior to class in order to save time and be better prepared.

Some students may not have immediate family to key on as role models, they might make up an ideal mentor. Student should aspire to be a good role model in the future.

This story will get students into the subject; instructor should also relate his/her own personal experience with making critical decisions. Each student has a book and highlights what the instructor suggests.*

Note: Remind students to bring books to class.

* = Refer to Appendix "A" for suggested key excerpts, points, and issues.

LESSON II

HUNTING, A SPECIAL OPPORTUNITY

Objective:

- To develop an appreciation for ethical hunting
- To understand the predator/prey relationship
- To appreciate the “gift”

Materials:

- Book, *Beyond Fair Chase*
- Highlighter markers
- Wrapped caramel candies

Instruction Methods:

- Introduce a student participation/role playing exercise:
- Alternative #1—Role playing exercise, “Hunting Success Comes in Different Ways.” Put on a skit. Instructions in Appendix C.
- Alternative #2—“Caramelita Hunt.” Play the game. Instructions in Appendix C.
- Instructor reads story on pp. 63-68, “A Story About Bucks of Lost Hat Pass.” Discussion about what hunting is (i.e., more than the shooting/killing of animals). Refer to the middle of p. 70.
- Write vocabulary list for discussion on board: predator, predation, prey, habitat, harvest, kill, perception.
- Students volunteer to read paragraphs from “The Place of the Hunter,” on pp. 9-14. Instructor stops to discuss important points and point out sentences to highlight.*
- Discuss ethical hunting, pp. 15-17. Review the definition of an ethical hunter, p. 16.

Suggestions:

This lesson may be integrated into a conservation segment of any hunter education program.

Some pre-session preparation is required for the Caramelita Hunt (see Appendix C).

Instructor may opt to have students read assignments prior to class in order to, save time and be better prepared.

* = Refer to Appendix A for suggested key excerpts, points, and issues.

LESSON III

RESPECTING THE ANIMALS WE HUNT

Objective:

- To examine one's own values
- To learn respect for animals

Materials:

- Book, *Beyond Fair Chase*
- Dilemma cards

Instruction Methods:

- Distribute "Dilemma Cards," four to each group of four students. First student draws a card, reads it silently, and thinks about his/her action. Student then reads card to his/her group and relates action taken. Group responds. Next student takes a card and relates his/her action, etc. After all four cards are discussed, instructor asks each group to present one card to entire class in last meeting. Note: Instructor will need to supervise the choices in order to eliminate duplication. For the last session, suggest that each groups present its card as a mini-play (role playing). Allow about 5 minutes for groups to work on their presentations.
- Instructor reads or tells the story on pp. 75-83, "A Story of a Lost Bull." Discuss what hunter did that was right.
- Students volunteer to read pp. 19-26, "Knowing and Respecting Wildlife." Highlight key points* and discuss.
- Write vocabulary list on board: fair chase, trophy. Use definitions of fair and trophy as take-off for discussion.
- Students read silently the section "Fair Chase," pp. 57-62. Ask questions: Who decides what is fair chase? When can you use a dog? Can you use bait to lure in animals? What about scents, calls, decoys, vehicles, etc.?
- Instructor gives an overview of "The Notion of Trophy," pp. 93-96, and other sections dealing with trophy, pp. 96-100. Point out key statements and concepts for students to highlight*. Ask for comments on what students consider a "trophy." Discuss.

Suggestions:

This lesson may be integrated into a segment on sportsmanship and/or wildlife identification in any hunter education program.

Dilemma cards are provided in Appendix D; however, each instructor may have other "dilemmas" to use in this exercise.

Instructor may opt to have students read assignments prior to class in order to save time.

Note: Theodore Roosevelt, our 26th president, was a pioneer conservationist and world-class hunter. He advocated "fair chase" hunting, which simply stated demands that a hunter shall always give the quarry a "fair" chance to escape being shot. Reference: *The Spirit of Fair Chase...The Wilderness Hunter's Code*, USDA Forest Service, Northern Region, publication.

* = Refer to Appendix A for suggested key excerpts, points, and issues.

LESSON IV

BECOMING RESPONSIBLE HUNTERS—Part 1

Objective:

- To assume responsibility to self
- To become responsible to landowners, other hunters, and non-hunters

Materials:

- Book, *Beyond Fair Chase*
- Dilemma cards

Instruction Methods:

- Ask for “Dilemma Card” presentations and/or role playing. Each group from Lesson III is to present one of its dilemmas by acting out as a mini-play or skit. The entire class is encouraged to discuss each dilemma situation. (An additional 5 minutes of preparation time may be necessary for each group to be completely ready.)
- Review vocabulary. Clarify any words students are uncertain about.
- Instructor skims/summarizes the elements of “The Ethics of Preparation,” pp. 31-46, noting key areas* to be highlighted. Emphasize and discuss each aspect of preparation: Safety, Shooting, Physical Fitness, and Landowner Relations.
- Skim and discuss pp. 47-52, “Behind Weathered Doors.”
- Students read pp. 73-75 on “Wounding.” Remind students of “A Story of a Lost Bull” from previous lesson. Give time for discussion of individual experiences. Listen to all stories. Emphasize the hunter’s responsibility to follow-up even when he/she thinks their shots missed.

Suggestions:

This lesson may be integrated into a segment on shooting skills, safety, and/or landowner relations in any hunter education program.

Dilemma card presentations are to be given to the class by a representative of each group from the Lesson III exercise.

Instructor may opt to have students read assignments prior to class in order to save time and be better prepared.

* = Refer to Appendix A for suggested key excerpts, points, and issues.

LESSON V

BECOMING RESPONSIBLE HUNTERS—Part 2

Objective:

- To assume responsibility to self
- To become responsible to landowners, other hunters, and non-hunters
- To assess how well students understand the importance of becoming responsible and ethical hunters

Materials:

- Book, *Beyond Fair Chase*
- Post Test

Instruction Methods:

- Students free write for 5-10 minutes on “A hunting experience I know about.” Ask for volunteers to read their papers to the class. Class discusses examples of ethical behavior in each paper read.
- Read pp. 89-93, “Care and Beyond,” to the students.* Ask students again to recount their own experiences. Discuss the importance of avoiding the unnecessary display of dead animals to those who do not hunt.
- Instructor review hunting ethics and image*; pp. 109-112. Instructor discuss own personal experiences or thoughts.
- Give short Post Test.
- Evaluation. Each student corrects his/her own test. Distribute the corrected Pre Test to each student for comparison with the results of the Post Test. Class discuss the improvements they have realized. Collect both tests.
- Discussion. Ask each student to relate the most significant thing they learned about hunting ethics.
- Wrap-up by instructor stressing the importance of:
 - A) appreciating the opportunity to hunt
 - B) respect for wildlife
 - C) responsibilities as hunters.

Suggestions:

This lesson may be integrated into a final wrap up session in any hunter education program.

Instructor may opt to have students read assignments prior to class in order to save time and be better prepared.

One test is provided. It is intended to be used for both Pre testing and the Post Test.

* = Refer to Appendix A for suggested key excerpts, points, and issues.