



INSTRUCTOR GUIDE

LESSON 5: ETHICS & RESPONSIBILITY

V. 2/2017

Basic Hunter Education 2014 Standards – Section 5 Objectives 48, 49, 50, & 54

<p><u>Instructor Notes</u></p> 	<p>This lesson introduces the students to the responsibilities of hunters and the concepts of fair chase and the sportsmen's code. This lesson corresponds with Chapter 3 (pages 51-56) in the student manual. Teach this lesson to the entire class.</p> <p>Teaching Methods Used In This Lesson</p> <ul style="list-style-type: none">• Lecture• Discussion• Small group work
<p><u>Time Suggested</u></p> 	<p>60 Minutes</p>
<p><u>Materials Required</u></p> 	<ul style="list-style-type: none">• Alan Madison's "The Master" DVD• Audio visual equipment (DVD player, projector, & screen)• "Beyond Fair Chase" booklets• Laminated ethical dilemma cards & instructor version (see Addendum A)• White board/easel

Station
Set-up



15 minutes

1. Set up the AV equipment and select the “Hunter’s Path” video. Close the projector lens cover until you are ready to watch the video so that students are not distracted by the screen and they can focus their attention on you.
2. Set up the white board/easel in the front of the room to the side of screen. Write “Ethics & Responsibility” on the top of the board.
3. Decide how you will divide the students into small groups for the student exercise. Groups of 5 to 6 are best.
4. Stage the laminated ethical dilemma cards and the instructor version so they are readily accessible.

Vocabulary
Builder



Note: Do not read the vocabulary to the students. These are terms commonly used during this lesson, and the definitions are for instructor reference only.

Ethical – Morally correct.

Fair chase – The act of giving the quarry a fair chance to escape the kill during the hunt.

Hunter’s image – The appearance that hunters portray in the public eye.

Responsible – Having an accountability and/or obligation towards someone or something.

Hunter’s code – A self imposed set of moral rules based on respect for what is safe and fair.

LESSON PLAN

<p><u>PART A:</u></p> <p><u>Focus Activity</u></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask “How do we know if something is right?”</p>
<p><u>PART B:</u></p> <p><u>Objectives</u></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none">• describe how responsible hunters show respect for natural resources, other hunters, landowners, non-hunters, and themselves;• explain why developing responsible hunting behavior is important for every hunter and the future of hunting;• and describe the concept of fair chase.”
<p><u>PART C:</u></p> <p><u>Teaching Method</u></p>  <p>20 minutes</p>	<ol style="list-style-type: none">1. Say: “The way hunters are perceived is very important to the future of hunting. If someone was to describe you as a hunter, what terms would you hope they use to describe you?”2. As the students give you answers, write them on the white board/easel. Potential answers may include: safe, successful, fair, confident, courteous, lawful, good, ethical, and responsible.3. Once several terms have been established and “responsible” is identified, ask the question: “Responsible to whom or what?” Write the answers on the white board/easel and discuss why each is important and give

examples of each:

- themselves
- other hunters
- non-hunters
- landowners
- natural resources

4. After the discussion, tell the students that they are going to watch a couple videos of different hunting scenarios and that they should keep in mind the 5 responsibilities of a hunter, and see whether anything in the video bothers them as a fellow hunter or a nonhunter.
5. Select the “Sitting Duck” chapter. Let the video play all the way through the summary questions. The video has a run time of 2 minutes and 55 seconds. Summarize the video by discussing with the students what they saw in the video that offended them. Refer back to the questions at the end of the video if need be.
6. The “Sitting Duck” video also leads well into the concept of fair chase. Standards of fair chase are defined by law, by regional preferences but most often by personal choice. Fair chase emphasizes self-restraint and the development of skills.
7. Play the “Public Eye” chapter next. Let the video play all the way through the summary questions. The video has a run time of 3 minutes and 55 sections. Summarize the video by discussing with the students what they saw in the video that offended them. Refer back to the questions at the end of the video if need be.

PART D:

**Student
Exercise**



35 minutes

8. After the videos, break the students into small groups (5-6) and give each group an ethical dilemma card (see Addendum A). Have the students discuss the scenario among their group members and come up with a possible solution to the dilemma. They may not come to a consensus. Give the students 5 minutes to complete this task.

9. Read dilemma #1 aloud to the entire class. Ask the group to define the dilemma and to share with the class how they would handle the scenario. If they did not come to an agreement, ask them to express all of their opinions. Ask the rest of the class to weigh in on the dilemma to see if any other thoughts arise. Once the topic has been exhausted, repeat the exercise with each of the remaining groups as time allows.

Note: Throughout your discussions refer back to each of the 5 responsibilities of a hunter, and how each scenario relates to the particular responsibility. Convey to the class that ethical dilemmas do not necessarily have a definitive right or wrong answer. Cover choices such as self vs. community good; justice vs. mercy; truth vs. loyalty; long term vs. short term; as well as the concepts of “fair chase” and “the hunter’s code” and how each hunter develops their own hierarchy of priority when they develop their own code.

Students are not being tested in this exercise; they are gaining new knowledge. Do not insist that your opinion is more important than theirs. Your role as the instructor is that of a facilitator/coach to lead the students through the discussions.

PART E:

**Student
Summary**



3 minutes

Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.

- What are the five responsibilities of a hunter?
- What is fair chase?
- What is a sportsmen's code?

END OF LESSON

Note: At the end of the lesson, hand out one copy of the "Beyond Fair Chase" booklet to each student.

**Additional
Instructor
Notes**



Fair Chase balances the skills and equipment of the hunter with the abilities of the animal to escape. Fair Chase is primarily defined by individuals and their level of hunting ability. The expert hunter may use more restrictive and less effective techniques than the novice hunter. Fair Chase emphasizes self-restraint and the development of skills. Discuss the concept of Fair Chase throughout the lesson; some of the dilemma cards relate directly to the development of skills, and the differences between what might be ethical for a novice hunter, but not for an experienced hunter doing the same activity.

**Addendum
A**



ETHICAL DILEMMA CARDS – Instructor Version

Ten laminated ethical dilemma cards are available in the team tote for this exercise. Below are the same dilemmas with additional information identifying responsibilities and concerns for the instructor's reference.

1. You are archery hunting on private land that you have permission to hunt. You've shot a deer and it ran onto adjacent posted property. You can see the deer on the other property and you can tell it is still alive, but it is unable to stand. Prior to the hunt you contacted the landowner of the adjacent property and they informed you they did not want you on their property. What do you do?

Responsibility – Natural Resource and Landowner

Concern – Self vs. Community dilemma

2. Some waterfowl hunters use robotic decoys that feature moving wings to better attract ducks into shooting range. They are effective. Some states have banned them. Is this type of "gadgetry" ethical?

Responsibility – Natural Resource

Concern – Fair Chase issue

3. You are grouse hunting with a friend of your father's. As you are pushing through heavy cover, you hear two rapid shots. A minute later he comes up to you holding a hawk in his hand and says it is a funny looking grouse. You immediately tell him that it is a protected hawk and illegal to shoot. Just then, you see an Environmental Police Officer approaching. Your hunting partner stuffs the hawk under a rock and starts to walk away. The officer comes up to you, asks for your license, and inquires about all the shooting. What should you do?

Responsibility – Yourself, Other Hunters and Non-Hunters

Concern – Truth vs. Loyalty dilemma

4. You and a friend are on your friend's property getting ready to do some target shooting before going hunting the following weekend. You have brought along your brand new shotgun and box of light load shells that you just picked up the evening before for practicing. As you are

getting set up, a mature buck walks out into the field only 100 yards away. The shotgun season for deer is in season and you are a licensed hunter. Your buddy urges you to go ahead and shoot the buck as you don't see bucks that big very often. What would you do?

Responsibility – Natural Resource

Concern – Selecting proper firearm and ammunition for the game hunted

5. The farm that you and your family have hunted for years was recently sold. The new owner has not posted the property, but you haven't met him/her yet either. Hunting season starts in a week and you know there are several large bucks bedding in a remote part of the property. You should...

Responsibility – Landowner and Other Hunters

Concern – Self vs. Community dilemma

6. You have been scouting spring turkeys and have located a vocal tom. A friend from work and his child are excited about hunting and they just passed hunter education. Your friend tells you they aren't having any luck locating any birds and asks if you know a good spot where they could go. How do you respond?

Responsibility – Other Hunters

Concern – Self vs. Community dilemma

7. You are hunting a farm where you have hunted for a few years now. You have been informed of where to drive, you know everyone who has permission to hunt the property, and you are familiar with which gates are typically open and closed. On this particular day you are running late and are in a hurry to get to your location. While driving across the property you find a gate that is open, yet typically it is closed. The landowner's cattle are in their normal field, but

are nearing the gate. You remember from your hunter ed course that it is good practice to leave gates as you find them to respect the landowner. On this day, you decide to...

Responsibility – Landowner

Concern – Self vs. Community dilemma

8. You are a parent of a new hunter. After weeks of preparation for the youth waterfowl day, you head to the duck blind. Just at the start of legal shooting time, three ducks come whistling into your decoys. Just as you are saying “No shot, black ducks!” Two shots ring out. One bird drops and the other one sails away, clearly hit. The limit is one black duck due to declining numbers in the flyway. As a parent, what should you do?

Responsibility – Natural Resource and Other Hunters

Concern – Justice vs. Mercy dilemma

9. An elk gives you a broadside, standing-still shot on the crest of a ridge. It’s the last day of the season, and you’ve traveled far and spent loads of money on this, your first, big game hunt. You’re far into the mountains and few hunters are in the area. Do you take the shot? Why or why not? What are the ramifications?

Responsibility – Other Hunters and Non-Hunters

Concern – Safety issue

10. You accidentally shoot two turkeys with one shot while hunting in an area that allows only one turkey to be taken each day. Both birds fall dead in plain view. It is illegal to possess two birds in one day. Is it ethical to waste a bird by leaving it? What will you do?

Responsibility – Natural Resource and Self

Concern – Wanton Waste issue

Addendum

B



THE HUNTERS CODE

1. I pledge to learn and follow the rules of firearm and hunting safety. I will require the same of my hunting partners.
2. I pledge to obey all hunting regulations. I will conduct myself in an ethical sportsmanlike manner. I will require the same of my hunting partners.
3. I pledge to respect the activities and beliefs of other hunters and nonhunters.
4. If I see a game law violation or vandalism, I pledge to report it to wildlife authorities immediately.
5. I pledge to ask permission to hunt from landowners. I will share any game I bag with my host.
6. I pledge to hunt under the rules of “fair chase”. I will not take unfair advantage of game species.
7. I pledge to improve my hunting and marksmanship skills. I will take only those shots which permit a clean kill.
8. I pledge to support wildlife conservation programs. I will help restore habitat and wildlife so future sportsmen will have a high-quality out-door experience.
9. I will teach others the skills, techniques, rules, and ethics of a true sportsman.
10. I pledge to make full use of any game I bag. I will prevent its waste.

Addendum

C



FREQUENTLY ASKED QUESTIONS

1. What would you do?

This is a very common question, and it is better to give further options than to clearly state what you would do. Each hunter has to make up their own mind as to what is right and what is wrong.
