

# Instructor Manual

## **Educational Tools for Hunters: Improving Choices**

A cooperative effort of the International Hunter Education Association, Tread Lightly! Inc., the Specialty Vehicle Institute of America (SVIA) and Silvertip Productions, Ltd.

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## INSTRUCTOR MANUAL

# EDUCATIONAL TOOLS FOR HUNTERS: IMPROVING CHOICES (ETHIC)

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## What is ETHIC?

ETHIC is a teaching aid for hunter education to assist in the development of ethical, responsible uses of outdoor resources with minimal impact on nature or on other outdoor users. The project is a cooperative effort of the International Hunter Education Association, Tread Lightly! Inc., the Specialty Vehicle Institute of America (SVIA) and Silvertip Productions, Ltd. In part, the project was initiated as a result of a recent national survey of hunter education coordinators and instructors who requested more of these types of educational tools for use in their classes. This curriculum tool also reflects the high priority placed on helping hunters become effective natural resource stewards and courteous outdoor users.

### What are the goals of ETHIC?

ETHIC addresses outdoor recreation behaviors of hunters that create problems for nature and for people. The focus is on how hunters' outdoor behaviors impact on the environment, natural resources and other outdoor users. The videos emphasize issues associated with hunter use of private land, ATVs and campsites. Although the emphasis is not on behaviors already addressed by other hunter education materials (e.g., hunter safety, game regulations, fair chase), lessons in ETHIC about making decisions in the field would also assist in teaching those traditional hunter education topics.

The materials are intended to contribute to the following goals:

- Make learners aware of the range of ethical decisions they face when hunting, with emphasis on some common and important problematic outdoor behaviors among hunters.
- Increase students' awareness of factors which influence their decisions in the field, including peer pressure, their own motivations and values, their awareness of consequences and their emotional state.
- Provide some opportunity for students to carefully consider what their own decisions would be in selected situations.
- Provide a range of trigger video experiences for instructors to choose from regarding the targeted behaviors, the demographic make-up of the class, the region and the desired outcomes.

The goals are achieved by a collection of trigger videos and teaching activities designed to:

- Expose students to selected outdoor behaviors and problems identified as important by the hunter education and outdoor recreation communities.
- Stimulate students to consider ethical outdoor choices/behaviors beyond those presented in the videos.
- Stimulate students to consider the positive and negative consequences of various actions. and,
- Encourage students to consider the factors, which influence their own choices of appropriate – or inappropriate – behaviors.

The teaching activities are described in this instructor manual. There are also student handouts, which may be duplicated by the instructor or agency.

## What is the basis for the design of these materials?

### Why use Trigger Videos?

Trigger videos are simply tools to get the students' attention and to focus them on the desired behaviors and decisions that need to be discussed. Presenting realistic situations as trigger videos adds interest to the class, causes students to identify with a problem or topic and increases their interest in discussing it. Short video segments that "trigger" ideas, emotion and discussion have several applications for education. In ETHIC, they are used for two purposes; (1) to present dilemmas for practice in making decisions, and (2) to make students aware of a range of selected outdoor behaviors that commonly pose problems.

(1) **Dilemma Videos:** Five of these videos present dilemmas to the students, i.e., they challenge students to decide what they should do when they experience conflicting values, preferences or needs. "Should" is used in a special sense in dilemma strategies. It indicates there are some standards of conduct which society expects to be followed. The dilemma strategy contrasts what individuals should do, with what they would do. After the video, the instructor leads student discussions as they wade through the sometimes difficult choices and come to better understand their own decision processes. This prepares these hunters to make ethical decisions in the field when pressures and time will make it difficult to carefully consider choices. These "*dilemma*" videos are only a few minutes long and each focuses on one behavior or choice. The primary emphasis is on how and why students will make decisions in similar situations, but they will also learn about specific outdoor use problems highlighted by each video.

(2) **Awareness Videos:** Three longer "*Awareness*" videos (up to 5 minutes) present selected outdoor behavior problems and broaden student awareness of appropriate and inappropriate behaviors in those situations. In addition, several activities are suggested to reinforce some of the decision-making lessons of the dilemma videos.

This teaching aid cannot address all outdoor problem behaviors and you would not have time to use them all if it did. That is why we made some videos to focus on decision processes and some to expand awareness. *If you select videos from both dilemma and awareness types for your class, you will be able to increase their understanding of process and broaden their awareness of outdoor uses.*

### What makes the ETHIC curriculum effective?

The bottom line is, you -- the instructor -- will make it effective. If you have not used these types of teaching strategies before, here are some ideas to keep in mind.

The goal of hunter education is to prepare hunters to make responsible choices when they hunt. We teach information and skills because we know they are necessary to achieve safe, responsible, ethical and successful behaviors. But we also know they are often not enough by themselves. Educational and social psychology theories about the complicated process of decision-making have been used in the design of the ETHIC curriculum. The materials target some of the more important factors that can influence hunters' decisions. To understand these factors; just consider what influences our own decisions.

Suppose we were faced with the dilemma of whether to cross a fence and hunt on land we aren't sure belongs to the parcel where we have permission. It is more likely that we would make the responsible decision and not trespass if we...

- ...understand the full range of consequences to ourselves, to the landowner, to other hunters and to hunting.  
*I.e., Hunters need to be aware of the consequences of the behaviors they are considering.*
- ...if we think the consequences of trespass are important.  
*I.e., Hunters must not only know the consequences of their actions, but view them as being important to themselves and to others.*
- ...place importance on doing what is right, especially if our enjoyment of hunting is dependent on that.  
*I.e., Hunters' definitions of quality hunting should include doing what is "right".*

- ...value the opinion of others – friends, family, landowners – and know they would disapprove of crossing the fence.  
I.e., *Hunters should be aware that those people whose opinions they value approve or disapprove of the hunting decisions they make.*
- ...understand ourselves and know that in the excitement of the hunt we sometimes need to stop and consider our actions to avoid letting factors such as our emotions or peer pressure skew our priorities.  
I.e., *Hunters should be aware of the factors which will influence good and bad decisions in the field.*
- ...have previously thought about how we would act in this sort of situation and why.  
I.e., *Hunters should have an opportunity to think through the choices they will face and their consequences – before they are confronted with the choices in the field under a moment of stress, excitement or other emotions.*
- ...know that we can enjoy the day on this side of the fence and we can find out who owned the land across the fence for another day of hunting in the future.  
I.e., *Hunters need to be aware of their options in the decision.*

Unfortunately, no education program can guarantee that students will always make the “right” decision as hunters. However, the more of these conditions we can achieve with our students, the greater likelihood they will make the right decisions in the field. It is similar to teaching safe firearm handling. We know that teaching a hunter *how* to safely handle firearms doesn’t guarantee they will always handle them safely, but we know they *won’t* be a safe hunter *without* that knowledge and skill.

Most of these conditions boil down to what hunters *know* and what they think is *important* (i.e., what they value). Helping hunters “know” how to behave and why we should behave that way (i.e., consequences of behavior) just is not enough, by itself, to change behavior. Students must also think the consequences are important (i.e., *value* them) and be *willing* to make difficult choices. Of course, we cannot work miracles in the short experience of a hunter education course, but we *can* make some effective contributions to those six conditions above. ETHIC is designed to help.

*Influencing what our students know* is familiar ground to us. We know we can be more successful if we present hunter education information in an interesting, meaningful way and help students understand and retain that knowledge. To be more effective we also have them practice with the knowledge and skills, e.g., we teach about gun safety and then have students practice those skills in various ways. The ETHIC program uses trigger videos and class discussions to present information about hunter behaviors that impact undesirably on nature or other people. We want hunters to *know* about the many impacts they could have in the outdoors, impacts that they might not have considered before. ETHIC also helps them “practice” with those ideas.

*Teaching what is important* is a more difficult task than teaching knowledge. We can teach what we think is important, and we can *encourage* our students to adopt those values, but – unlike learning and using information -- we can’t really hold them accountable to learn and adopt our values. Fortunately, – when done properly – discussing these issues with others in a non-threatening situation helps students consider other perspectives and values. Role-playing is one discussion method that has been successfully used in education to achieve this. More information is provided about role-playing later for instructors choosing to use this teaching activity.

## **What are the specific educational objectives of ETHIC?**

The collective use of the trigger videos and associated activities will make hunter education students aware of a range of ethical and legal responsibilities faced by hunters regarding outdoor use. It will also improve their ability to make appropriate decisions when faced with choices regarding safe, ethical, responsible and legal participation in outdoor recreation, including the use of equipment such as ATVs.

Specifically, when students participate in at least some of the trigger videos and associated activities, they should be able to provide evidence in class discussions, in anonymous writing or on written exams that they:

1. are aware of choices in outdoor recreational behaviors (i.e., safe, ethical, responsible, legal vs. those which are not) that have been identified as important problems by the hunter education community;
2. can explain and verbally support the need to identify and consider ethical, safety and legal consequences when they are faced with choice of actions related to outdoor recreation;
3. can verbally state the factors (e.g., emotion and excitement, peer pressure and social expectations, values for and knowledge of consequences of actions, and stress) that might cause them to make less desirable (e.g., irresponsible) choices and identify what conditions or factors would encourage them to make responsible choices in specific situations;
4. can verbally identify which people are most important in influencing his or her decisions and compare this with who they think should be influencing them when given a specific outdoor recreation situation;
5. can describe how their decisions are influenced by their beliefs (“facts” or information which they believe to be true) and by their values (that which they believe to be important); and,
6. can explain and verbally support the need to carefully consider their beliefs and values when faced with decisions that may have ethical, safety and/or legal implications.

## **How do I use these materials?**

Some general guidelines are provided in this section for background and more detail is discussed in appropriate parts of the “Instruction Tips” section. The instructions for the first dilemma video (Dilemma Video 1. Responsible Hunter Use of Snowmobiles...) provide more details on role-playing, which are not repeated in instructions for the other videos to save space. Even if you do not use Dilemma Video 1, you should read those instructions thoroughly and apply them to other dilemma videos.

## **Which groups can I use these materials for?**

The collections of scenarios in the videos were prepared with both youth and adult audiences in mind. The large group discussions about ethics and responsibility should be equally stimulating for all audiences. The teaching activities involve the students rather than placing the instructor in the role of an authority who will provide all the final answers (see "What is the Instructor's Role?" below for more details). That is especially appropriate for adults but is necessary for youth as well. However, some differences in the approach to teenage and adult students are appropriate. If you have been teaching adults in your hunter education classes, you know that adults come with a much broader life experience and the potential to delve more deeply into the ethical questions. Adults may need only to be guided whereas younger audiences may need help identifying and focusing on the tasks at hand. Adults may have their own -- sometimes better -- ideas about how best to proceed with the discussion. Some of the highly structured methods presented here are more appropriate for young audiences. For example, some adult audiences may not respond well to filling out worksheets, although all ages may benefit from taking notes during the video to help them focus. Both audiences should benefit from having some time to reflect on their own opinions before a discussion. Adults also benefit from the use of flip charts to record major points in a discussion (see "How is a Group Memory used in Teaching?" below).

We have provided a structured approach to teaching these activities because many hunter education classes are large and the time, which can be devoted to the trigger videos, is very limited. If you have time and smaller class sizes, the following illustrate other approaches that may enhance interest for both youth and adult audiences.

For example, you might vary this instruction with adults by assigning them to small groups (5 or less per group) to tackle the problems. To illustrate, in the Awareness Videos the groups would discuss what they observed as the problem behaviors, the consequences and the preferred alternatives to each problem behavior in the video. If each group reports their findings to the others, most problem behaviors will be covered. Unfortunately, this technique is constrained by time and class size. With a class of 20, broken into groups of 5, it could take 20 to 30 minutes for them to complete their small group discussions and another 30 minutes for all four groups to report their findings and discuss them. The small group strategy is equally effective for young audiences, but they have less knowledge, and will require more input and time to complete the activity. This small group technique would also be excellent for the dilemma videos, if class size and available time allow.

It is assumed that if you have been instructing adult audiences in your hunter education classes, you have already found ways to modify your approach to be more effective with this group and can consider how the activities here need to be adapted for use with adults.

## **Which of the Trigger Videos should I use?**

The videos combine outdoor situations, regions, youth and adults, etc. so that instructors anywhere in North America should find some of the videos that are suitable to their situations. However, you may have to adapt a particular video to make it more useful in your classes by:

- instructing students to assume that the scene was taking place in your own state,
- changing the conditions of the scene to fit the regulations you have in your state,
- pointing out that a scene shot in another part of the country has implications for their own area, and/or
- stating that many of them will hunt in other states or provinces during their careers as hunters and need to be familiar with issues in other regions.

How many of these videos you use in class will depend on your own interest, time and the needs of your class. At the very minimum, we strongly urge you to choose at least one dilemma and one awareness video so that students will consider their own process of ethical decision-making in detail as well as become aware of a range of hunter behaviors that should be considered. If time allows, several of the dilemma videos should be used to expose students to the range of different teaching activities. You can also certainly adapt the activities in one dilemma for use in some of the others, if those topics are more suited to your state.

## **What is the instructor's role?**

When using dilemma films, instructors “facilitate” the learning process for the students rather than serve as an authoritarian information source. This is a basic principle in adult education. However, with these materials it is critical to also provide younger students with a non-threatening, non-judgmental environment to consider their own ethical reasoning. If the instructor takes an authoritarian role and proceeds to tell students how they should behave in the outdoors, we may change what they know, but not how they behave. The instructor must help the students explore and make decisions and to evaluate the consequences of those decisions. A rule of thumb is that you should be spending more time asking questions than delivering lectures in this type of activity. The kinds of questions are important, too, and more is explained in the next section.

Providing a non-judgmental situation for students to explore their own views does not mean a hands-off approach on what is appropriate. It is critical for the instructors to constantly help learners evaluate the decisions they make. The trick is to get them to question and evaluate the decision themselves. One common strategy is to present a new situation to test their decision and see if it still holds up under the new conditions. Additionally, the instructor must still be sure students end up with an accurate understanding of laws, of the consequences of irresponsible behavior and of the ethics which society expects of outdoor users. Therefore it will sometimes become necessary for the instructor to serve as the information source and fill in gaps when student discussions have not covered a topic adequately. In those cases, the instructor should look for the best opportunities to provide the information at points which would not interfere with students' self-reflective learning processes. For example, clarifying the law regarding trespass would be most effective during a class discussion when the students ask the question (i.e., when they see a need for the information) rather than as a lecture given before they have an opportunity to consider what they would do in that situation. If the instructor lectures on the trespass law first, younger students get the message that this is the answer the instructor wants to hear. It is difficult then to get them to honestly confront and consider all of the other ethical elements and consequences.

## **What are some guidelines for asking the right questions?**

As discussed above, the use of questions is an essential part of this educational strategy. The “Question and Answer” technique is one of the most commonly used teaching methods – and one of the most abused. Too often teachers ask questions “instinctively” without having thought through what the objective of the question is. Most questions end up being “convergent” questions. They ask students to recall a particular answer. That is ok if you are just trying to focus on “facts”; i.e., if you want to know whether students can remember a particular safety rule or law or how some part of a firearm functions. However, the most powerful learning -- the learning of thinking skills, decision-making and problem solving -- requires some questions that encourage divergent thinking.

A divergent question may have many answers and the objective is to make students think critically about something -- i.e., divergent questions are intended to be thought provoking. To *provoke* thought we must give students *time* to think and, unfortunately, we very often don't. Research has shown that teachers often ask thought provoking questions and then expect an answer in less than 10 seconds before calling on someone else. Imagine that you have just asked a question of your class. Now look at your watch and time a 10 second wait. Even 10 seconds of silence seems a long time when you are in front of an audience. Yet, it is scarcely enough time to consider what the question was, let alone time enough to think about a complex answer. Prepare yourself and your students for the quiet time after you ask a thought provoking question so that neither you nor they become tense and distracted because no one is saying anything. You will very likely have to develop the understanding with them that you really do want them to think about the question and there is nothing embarrassing about the classroom silence. It helps to ask them to “take a minute, and jot down some of your thoughts about...”

If your hunter education course occurs over more than one day, consider leaving students with a thought provoking question to consider before returning to the next session. Perhaps this can be a question they discuss with peers or parents as well. If you do this, be prepared to take time to lead a discussion in the next session to get the group to share their ideas.

Another shortcoming of questioning techniques is not spending time to get the question worded correctly before we ask it. Without pre-planning, questions often fail to be thought provoking because they are poorly asked. A sure sign of this is when a question is asked by the instructor who then must “help” the class answer by following up with a series of increasingly narrower questions. Eventually, they ask for a specific piece of information that somebody can provide. Everyone feels relieved, but it hasn’t provoked much worthwhile thinking by students. A lot of class time can be wasted with poorly worded questions or questions that do not have a well thought out purpose.

**Table 1. An illustration of questioning techniques.**

Suppose your goal is to get students to think about consequences of snowmobile abuse that would have long-range impacts on their use. You might ask:	<i>“Why should we be concerned what people think about snowmobiles?”</i>
But it is very vague – too divergent to achieve your goal. Student’s responses would vary (“we want people to like us”). They wouldn’t be wrong, but may not be what you had in mind. So you rephrase the question:	<i>“What could happen if people get mad about snowmobiles?”</i>
Still, the students are not focusing on your goal. What people? Mad about what? So you focus it even more and mention the landowners.	<i>“Suppose a landowner gets mad about trespassing snowmobilers, so what?”</i>
You are getting close, but if they don’t mention “new laws,” you have to add an even more focused question.	<i>“Well, what could happen if a bunch of landowners who were mad about snowmobile trespass got together and talked to their legislator?”</i>
Basically, you have led them to your point, but it took time. Several students who tried to answer have been frustrated along the way. It is better to develop the question more carefully and provide the cues needed to generate the level of thinking desired. This question focuses the students, puts the question in context and doesn’t stifle their creativity. They will still think of items in addition to legislative strategy.	<i>“We have talked about snowmobile trespassers creating property damage, invading privacy, and causing liability problems. If these sorts of problems are not avoided voluntarily by snowmobilers, what things could landowners do to halt the problems in their region and how would those impact our ability to use snowmobiles there?”</i>
The question above is still divergent but less so than the original question. It now has cues to direct student thinking towards the topics you want to discuss. Of course if you really wanted to discuss all possible consequences and had lots of time, the original question might have been fine.	

The point is, questioning is a powerful teaching tool, but it is not easy. If you are asking the first question that comes to your mind, it is probably the wrong one – unless you are exceptionally talented or have successfully taught a particular topic and approach many times. It is a good practice to prepare for teaching by considering when you will ask a question, how you will ask it and why you are asking it!

Questioning is especially important when using dilemma videos to stimulate students to analyze and evaluate their choices. A common form of question is the probe question. For example, when students have explored their decision about what they would do in a situation involving private land, we change the situation to allow them to test their reasoning. That requires a probe question such as, “Would the consequences and your answer be the same if this happened on public land?” (Specific examples of questions and situation changes are included in the detailed instructions for each video.)

We encourage you to give the question and its purpose some thought as you prepare to use the activity. You can't always plan each and every question needed to guide a classroom discussion, but if you have given careful thought to what you are trying to accomplish and have worked out some basic questioning rules for yourself, your questions will be more effective tools.

### **How can Role Playing be used effectively?**

Students are asked to list consequences of certain actions they see in videos such as trespass. This is an effective and necessary activity. Students reflect on what they know about a situation and the lists provide a basis for group discussion of consequences later. But knowing the consequences does not make those consequences important to the students. Role-playing can help with that part of the task. In some dilemma activities, we encourage you to have students assume both roles: hunters who must own up to their mistakes and other outdoor users or landowners who have been the victims of those mistakes.

Taking on the role of an opponent opens new perspectives. Role-playing causes us to consider the value perspectives of others. It often helps us see those perspectives as legitimate, although we still may not adopt those perspectives ourselves. In the classroom, this is an effective means of getting young and adult students who have not seriously considered things from the viewpoint of a landowner to become more sensitive to that position. Playing the role of a trespassing hunter who is confronted by an angry landowner also makes the consequence of trespass more concrete for the students. To seriously "walk a mile in my shoes" is a powerful learning experience.

This does not have to be an elaborate process, but it does have to be taken seriously to be effective. In the most involved application, all students in the class would be given a few minutes to think about their roles, and then paired off to carry on a dialogue about the hunter behavior in question. Then they can reverse roles and discuss the situation again with each other or with a new partner. The instructor needs to maintain a presence in the classroom to keep students focused and to monitor the activity, but should try not to intrude into the discussions between the role players unless assistance is required. For example, the role players may not give enough thought to what their roles would be experiencing. A young "trespasser" might simply say, "I didn't see the signs. I'm sorry" and the "landowner" may simply tell the trespasser "Well, don't do it again." That would not cause the students to really experience the confrontation or consider the values and consequences at stake. The instructor's role would be to intervene and get the role player(s) more involved. Does the landowner really believe the trespasser? Wouldn't the landowner want the trespasser to understand why his land is posted and what the trespass does to him? Point out to the trespasser s/he is trying to avoid guilt with a lie about not seeing the signs. Actually, would any excuse work here? How can the apology be sincere?

A less involved approach would be to ask students to individually assume one of the roles in a video (e.g., landowner) and write down the main points they would say to a trespasser, for example. Then they would assume the role of the guilty hunter and write out an explanation and apology to the landowner. In this use, several students would be asked (not forced) to state one of their points in class and the list might be written on the overhead, easel, etc.

The least involved approach would ask for volunteers to demonstrate the role-playing and then be guided by the instructor as they discuss the experience with the class. This is less involved for the class, but not for the volunteers. Unless it is accompanied by a good group discussion, it is likely not very effective for most students in the class who do not have to experience the situation from someone else's viewpoint.

Because we tend to resist changing our values when we think our values are being challenged, another procedure we've included is to have students privately consider and write their own reasons for making choices. Allowing individuals to reflect with no pressure (i.e., no judgment from others) is more likely to result in a more complete consideration -- and often an acceptance -- of new values and/or different views.

Role-playing may seem unappealing for some instructors but it is an effective strategy in conflict resolution and behavior modification. The process is used in adult training workshops (see Pike, R. W. 1989, *Creative Training Techniques Handbook*, Lakewood Books, Minneapolis, MN) as well as K-12 curricula (see Jensen, E. 2000, *Brain-Based Learning*, Brain Store Publishing, San Diego, CA). It doesn't cost much and there aren't any

easy alternatives to achieve these kinds of shifts in students' perspectives, so we encourage you to use some adaptation of this method as part of the teaching process.

### **How is a Group Memory used in teaching?**

A "group memory" simply refers to some documentation of what is being discussed so the group can keep track of the important points. Usually this means using blackboard, overhead or a flip chart and easel to list key points brought up by students during discussions. The intent here is not to produce a list of points to be memorized. Rather, listing helps to direct the group discussion. Maintaining a record of the discussion avoids redundant comments, helps the instructor keep the group focused on the subject and is especially important for students who are visual learners. A flip chart and easel is recommended because the sheets can be hung on the wall and left up for later reference as the discussion unfolds. This simple technique is a proven approach in-group dynamics and is used by planning groups, in conflict resolution efforts and in many other situations where groups of people need to stay on the subject and apply some critical thinking to a problem.

### **How do I include ETHIC in my class evaluation?**

The objectives of this collection of videos and activities were presented at the beginning of this manual. In the constrained time of a hunter education class, it is not likely you will be able to thoroughly evaluate each student's accomplishment on each of these objectives. Objectives 1 and 3 relate to "factual" information learned and these could be easily evaluated for individual students by adding questions to the certification exam if you were so inclined (whether or not you used them for certification). Student achievements on objectives 2, and 4 - 6 will be more difficult to evaluate because they deal with concepts and values. It is recommended that you evaluate the class on these objectives for the purpose of determining your effectiveness, but that you not evaluate individual student achievement on these objectives. Knowing they won't be individually judged for their views would encourage students to freely consider and verbalize their own views on some of these matters. The teaching strategies described in the next section suggest that you collect written student responses as part of the video activities but without names on the papers. You need to assure the students that you do not want to identify them individually, but do wish to see how the whole class views these choices and values.

## **What is the purpose of Student Worksheets?**

The worksheets are simple tools to help focus students as they think about some difficult questions. A general worksheet is provided for both the dilemma and the awareness videos. The dilemma worksheet asks students to consider what they “could”, “should”, and “would” do, as described here:

1. What *could* the video characters do; i.e., what are their options or choices? Each of the dilemmas will pose responsible and irresponsible choices. Students review those choices to be sure they understand the dilemma, and to identify the full range of consequences for the various options.
2. What *should* the video characters do; i.e., what would most people agree is the most responsible option? In each dilemma, most students should recognize the most responsible behavior once the consequences are discussed.
3. What *would* the students in the class do if they were in that situation? We would hope each of them would choose the most responsible option if they were in that situation, but we know that none of us always do the “right” thing. The best time to consider the factors that influence us to choose poorly is before we get into that situation.

The awareness video worksheet asks students to write down the acceptable and unacceptable hunter behaviors they see during the video.

Instructions for Dilemma Video 1 also include a worksheet on trespass and this could be used with Awareness Video 1 if you chose to adapt that awareness video and expand it to consider consequences of trespass instead of using Dilemma Video 1.

Students need to feel comfortable in exploring their own thoughts about these issues, so they are told on the worksheets that you will not be asking for their names on the sheets if you choose to collect them (see “How do I include ETHIC in my class evaluation?” above).

## 1. General Student Worksheet: Dilemma Videos (1 - 5)

Do not put your name on this. If they are collected, no one will know who wrote it.

I. In the video, what were the choices the characters faced; i.e., what *could* they do? What might be the consequences of each of these choices?

What <i>could</i> they do?	What are the possible consequences of each?

II. What do you think the characters *should* do in that situation and why?

They should ...	because...

III. What *would you* probably do if you were in a similar situation and why? Remember, these are your own thoughts; the instructor is **NOT** going to ask you to put your name on the sheet.

I <i>would</i> ...	because...

IV. Now that the group has discussed these issues, have your thoughts about your decision or your reasons changed from what you wrote in no. III above? Please describe any changes on the back.

## 2. General Student Worksheet: Awareness Videos (1 - 3)

I. As you watch the video, write down anything you see the hunters do that appears to be correct (“good”) and anything you think they should not have done (“not good”).

WHAT DO YOU THINK THE HUNTERS DID THAT WAS...

...GOOD?

...NOT GOOD?

## Instruction Tips

### Dilemma Video 1. Responsible Hunter Use of Snowmobiles on Private Lands

**Behavior(s):** Trespass

**Location:** Eastern U.S., but appropriate anywhere snowmobiles are used.

#### Synopsis:

Two young hunters on snowmobiles leave a house to go snowshoe hare hunting. One of them knows of a great spot that doesn't get hunted much because it is hard to get to. But he knows of a short cut across a field posted "no trespassing." The field is also a tree plantation and small pines are showing above the snow. The two debate whether to take the short cut or go around which would take a half hour more each way. One hunter argues that the owner doesn't live in the area and "will never know"; "He probably just has it posted for liability reasons anyway." The other hunter isn't sure they should do this, even though the tracks indicate his friend has used the short cut several times.

#### Teaching Overview:

After showing the video, review the choices faced by the characters in the video ("what could those hunters do"). When the dilemma is understood, pose the question, "what should the two hunters do in this situation?" Where trespass is illegal, students should already recognize that "should" is defined by a legal obligation to avoid trespass. The students then discuss the consequences to themselves if they were caught trespassing. We then broaden the consequences by changing the situation. Students are asked to assume (for this discussion) they would not be caught and to consider what -- if any -- other consequences might occur. The intent is to stimulate considerations of all consequences, including a violation of the rights of the absentee landowner and possible damage to the trees. This consequence to the trees is an important one. Students may overlook the fact that this is a plantation and represents a crop that could be damaged by snowmobile traffic. Although protecting one's privacy is a legitimate reason for posting land there may also be other reasons such as hazards on the property or, in this case, a valuable possession that could be damaged by trespassers. Another consequence is that the images of snowmobiling and hunting also suffer from trespass abuses and could lead to laws that restrict snowmobile privileges etc. (In Michigan, a small group of bear hunters repeatedly trespassed with their dogs on a piece of private property in the Upper Peninsula which caused the owner to organize a ballot initiative in 1996 to eliminate all use of dogs and bait for bear in Michigan. The political battle cost millions of dollars and a great deal of effort and time for sportsmen in the state.)

Once all potential consequences have been considered, it is time to confront the real question: "what would you do if you were in that situation?" This session reminds students that we don't always do what we know we should do, and we need to consider why not. What would make it hard to do something even though we recognize it is the "right" thing in this situation? What would make it easy to do the "wrong" thing? This part of the discussion should get individuals to confront their own values and preferences that influence their decisions, including peer pressure. At the end of this discussion, students should be asked to write down what they "should" do in this situation and why, and what they "would" do and why. These unsigned and anonymous thoughts could be collected so you can assess the thinking of the group and consider how you would teach the dilemma differently next time.

This scenario offers an opportunity to have students role-play in order to better conceptualize the dilemma and the values involved. Detailed instructions for optional role-playing activities are provided here which can also be referenced when you use other videos in this set.

The primary goal of a dilemma video presentation is to cause students to consider the factors, which influence their choices. Your task is to help them realize there is a need to control those factors so they will make responsible decisions in the field. Some activities suggest how you can expand student awareness of snowmobile problems beyond those illustrated in this video.

#### Teaching Activities:

1. Show video; review the dilemma (“what could the hunters do -- what are their choices in this situation?”)  
OPTION: use the General Worksheet and have students first list the choices and the consequences of each.
2. In a non-judgmental way, have the group identify the consequences of the choices and list these on easel or blackboard. The goal here is to just identify the consequences the group is aware of.
3. Give students a few minutes to privately jot down their answers to “What should the two hunters do” and “why?” and “What would YOU do” and why?”
4. Ask students to share their views of what the hunters in the video should do and list their ideas on a flip chart (or blackboard or overhead).
5. When faced with a difficult ethical choice, people often try to find a way around the dilemma and it is your job to keep students focused on the ethical question. For example, if students suggest they should go find the owner, you remind them that the owner does not live in the area and is not available. If they say they will just go really slow and be careful not to break down any of the trees, you point out that many of the trees are covered by snow and invisible so it isn't possible to avoid damaging them with the snowmobile track. Just following an existing track across the field so they will not kill any more trees could be countered with “the damage is accumulative, the more the tree is compressed into the snow, the more damage it sustains.” Do not discourage their attempts to figure a response to this situation, but make it clear that the choice they face is not how to minimize the impact of trespass, but whether to trespass at all. At some point, it may be appropriate to accept a “way out” and segue into other consequences. E.g., “Ok, let's assume you can avoid killing more trees, is that the only consequence? Does that mean we can trespass then if we don't do any damage?”
6. It is likely the question of consequences will come up as students discuss what the hunters **should** do. However, you can help bring consequences out by asking them for the reasons why. For example, what are the possible consequences of trespass? Why shouldn't we trespass? Again list these in a group memory.
  - a. You should be prepared to review the legal status of trespass in your state. This is a good opportunity to make students aware of those laws and obligations. Take care not to bring these facts up at the wrong place and distract students from their need to confront the dilemma in this situation. It is best to wait until students have exhausted their knowledge of trespass or have begun to question what the legality, punishment, etc. are.
  - b. To get students to consider other consequences beyond the legal implications, it may be necessary to change the assumptions and use a question. “Assume that the trespass is taking place in a situation where they are 100% certain they would never be caught. Are there any consequences if the trespassers are not caught?”
  - c. Be sure to expand this discussion so students realize the consequences of trespass for the:
    - i. hunters -- might be getting to their hunting area in time to enjoy a good hunt, but could also include possible prosecution, embarrassment, disapproval by friends or family, perhaps guilt, and/or a ruined hunting day.
    - ii. landowner -- include violation of their ownership rights, invasion of privacy, damage to property and, in some cases, liabilities.
    - iii. hunting community -- include poor image, potential for loss of hunting privileges and possibly greater restrictions on use of snowmobiles.
      1. “If you were a landowner with trespass problems from snowmobiles what things might you do about that situation?”
        - a. fence their property more heavily
        - b. resolve to prosecute trespassers
        - c. seek or support legislative changes that restrict snowmobile use or increase penalties for trespass
7. Now focus students on the matter of what they **would** do -- or at least **might** do -- in this situation.

- a. Ask them why they or someone else might choose to trespass in this sort of situation; what would make it difficult to make the correct decision; what would make it easy to decide to trespass? Some examples are:
    - i. failure to think through the consequences;
    - ii. peer pressure (looking bad in front of friends);
    - iii. placing more priority on short term pleasure than long term consequences;
    - iv. failure to value the landowner's rights or property more than hunting opportunity or
    - v. focusing only on the consequences of getting caught when there is little chance of that.
8. Use the worksheet at the end of this activity by giving students time to think about all that has been discussed and then writing down:
- a. things they would say to the trespassers if they were the landowner and caught the snowmobilers going across their land; and
  - b. things they would say to the landowner if they were the hunter on a snowmobile who had just been caught trespassing on their land.
9. Arrange to have the students experience the confrontation with one or more of these options. (NOTE: We are not advocating that landowners physically confront trespassers in person. This activity is an exercise to get students to really identify with the landowner's point of view, but there are safer ways of dealing with armed trespassers on private land. Some discussion of a landowner's options would be in order. If your state has a "hotline" to the law enforcement division or some other procedures for dealing with trespassers, those should be explained here.)
- a. OPTION 1: Divide the class into pairs for playing the role of the landowner and the trespasser. They would be guided by their written comments in the previous step. (If nametags are used in class, they could be coded so it is easy to form teams with someone who has a different kind of tag. The code could be two different colors, animal stickers, etc. on the tags.)
    - i. Set the mood. Explain why they are being asked to do this.
    - ii. Limit the time they have to discuss the situation as landowner and trespasser (at least 5 minutes is necessary). The "landowner" confronts the trespasser who must respond with an explanation or apology.
      1. Have them reverse the roles and discuss the trespass again or pair up with a different partner for this second discussion.
      2. Afterward, draw the students into a discussion about whether they enjoyed being in the role of a guilty trespasser having to explain their actions to an upset landowner. Is this something they would like to avoid in the future?
  - b. OPTION 2: Call on various students to read one of their statements to a trespasser and then call on another to respond to that landowner's comment. Continue this until students have shared all their ideas.
    - i. Draw students into a discussion about what it would be like to have either of these experiences – the role of the landowner who has been violated and that of the trespasser. Try to get them to "try on" the idea of being confronted by an upset landowner.
  - c. OPTION 3: Ask for volunteers to role-play the landowner and the trespasser in front of the class.
    - ii. Ask the landowner to confront the trespasser first, and then have the trespasser respond.
    - iii. Ask the class if they would have said anything differently if they were the landowner or trespasser.
    - iv. Encourage discussion and exchange among class members to develop a sense of involvement in the dilemma.
    - v. Draw students into a discussion about what it would be like to have either of these experiences – the role of the landowner who has been violated and that of the trespasser. Try to get them to "try on" the idea of being confronted by an upset landowner.
10. The instructor reviews the lessons of this dilemma:

- a. Before we are in a stressful situation, we need to consider factors that might influence us.
  - b. Consider all of the consequences such as those for...
    - i. the hunter
    - ii. the landowner
    - iii. the hunting community
  - c. Think carefully about what is most important to us – our priorities --when faced with these choices, peer pressure.
    - i. short term goals vs. meaningful, responsible goals
11. Ask students to assume they would absolutely NOT be caught if they trespassed in this situation and then give them time again to **privately** write down what they would do and why.
- a. OPTION: collect these **unsigned** comments to evaluate how well the activity worked with the group.
12. EXPANSION: This is an opportunity to make students aware of other snowmobiling and/or trespass behaviors that hunters might engage in which have negative consequences. If time permits:
- a. brainstorm other situations with students where snowmobile users might create problems with other people; and/or,
  - b. brainstorm other situations when hunters might be tempted to trespass and analyze the consequences in each case.

**Student Worksheet: ETHIC Video # 1**

Do not put your name on this.

**Activity 1:** Think about what you would say to a hunter if you were a landowner who had just caught that hunter trespassing on your land. Write down the main points you would want to say to that hunter.

**Activity 2:** Think about what you would say to a landowner if you were a hunter he had just caught trespassing on his land without permission. Write down the main points you would want to say to that landowner.

**Activity 3:** Think about what you would say to a member of your family if you were a hunter who had been caught trespassing by a landowner. Write down the main points you would want to say to your family member.

**Activity 4:** Write down what you would do in this situation if you knew you absolutely would not get caught or arrested for trespass. What *would you do* and why? Please be honest with yourself. This is the time to think about it honestly. What would you do?

## **Dilemma Video 2. Hunters, ATVs and Fragile Ecosystems**

**Behavior(s):** Responsible use of ATVs on fragile landscapes (wetland)

**Location:** Western mountainous country but appropriate in most states

### **Synopsis:**

Two young hunters on ATV's are scouting for places on public land to set up their blinds for the fall hunt. One of them points out a ridge of high ground across wetlands where he remembers seeing good deer forage and lots of sign. To get there, they must either cross or go around the wetland. The older one looks for some way to get around the wetlands but is challenged by his partner who thinks riding across would save time and would be a lot of fun. The older youth hesitates. He is not sure they should go off the trail and track up the wetland. The younger declares there is no regulation, which says they have to stay on the two track in this area. When questioned, he admits he is not sure, but then he throws in the additional challenge that the older rider is perhaps afraid to take on the wetland area.

### **Teaching Overview:**

ATV use can damage fragile ecosystems. In this scenario, the type of ecosystem being threatened is a wetland. Wetlands vary greatly in type, but generally are ecosystems with soil types and physical features that capture and hold surface water for a period of time each year. They perform a number of ecological functions. One is to slow surface water runoff (flood control). Another is to improve water quality by settling out sediments and by releasing excess nutrients such as nitrogen from the water through the food chain processes. Wetlands are often important communities comprised of unique and interesting species, so they contribute to the biodiversity of an area as well. However, they are easily damaged when misuse disrupts their valuable ecological functions. When damage is excessive, the wetland ecosystem community of plants and animals can be eliminated altogether. Wetlands include marshes; swamps and bogs, which, unfortunately, often present physical challenges that, attract destructive ATV use.

Unless they have received training, students may be unaware of all the consequences of ATV use in fragile ecosystems. If so, since the ecological impacts are not discussed in the video, you will need to lead the group to understand the ecological damage that could occur even from two machines. Additionally, once a track is visible, others will be likely to use it and worsen the problems. Still another dimension involves the question of legality. One of the actors will declare it is legal to do this, but some uncertainty remains. The riders have a responsibility to know what is legal. You should be ready to review the legal aspects in that state or province. However, your job is to help students consider not only the legal but the other ethical aspects of the dilemma. If the short cut across the wetland on public lands would be a violation in your state, change the scenario by asking students to assume there is no way they would be caught or that this takes place where there is no law against the act such as on private property. Then ask them to consider what they should and would do.

This dilemma is less clear-cut than the first scenario (snowmobiles on private lands). If the legal question is removed, making a responsible decision depends on students placing a strong value on the wetland and taking pride in having no impact. The class discussion can teach information (i.e., make students aware of the consequences to a fragile ecosystem) as well as provide an opportunity for students to consider the values involved and what barriers they would personally face in making an environmentally responsible decision.

### **Teaching Activities:**

13. Show the video; review the dilemma ("what could the hunters do -- what are their choices in this situation?")

OPTION: use the general worksheet and have students first list the choices and the consequences of each that they see.

14. OPTION: The ecology of wetlands and their special needs for protection should come up during the discussions, however, if students appear to be unaware, you may need to review this with them.

- a. Wetlands are fragile and easily damaged by over use and abuse. They do not repair damages quickly.
- b. Many wetlands provide habitat for rare, threatened or even endangered species.

- c. Wetlands serve many ecological benefits such as holding surface water runoff, slowing erosion and trapping nutrients that might otherwise run off into rivers or lakes and pollute them.

15. In a non-judgmental way, discuss the consequences of the choices and list these on easel or blackboard. The goal here is to just identify the consequences the group is aware of.

- a. You must be prepared to review the legality of the behavior in that state or province. Later, it may also be necessary to increase the dilemma faced by the students by asking them to assume the incidence takes place somewhere the act is legal, or that they would never be caught.

16. Give students a few minutes to privately jot down their answers to “What should the hunters do” and “why?” and “What would YOU do” and why?”

17. Ask students to share their views of what the hunters in the video should do and list their ideas on a flip chart (or blackboard or overhead).

- a. When faced with a difficult ethical choice, people often try to find a way around the dilemma and it is your job to keep students focused on the ethical question. For example, if students suggest they should just go really slow and carefully across the wetland so they wouldn't do much damage, you adapt the scenario to remove any easy solutions. You might tell them there is a really wet, delicate area just out of view and once they started across there would be no turning back. The damage would be done. Do not discourage their attempts to figure a response to this situation, but make it clear that the choice they face is not how to minimize the impact on the wetland, but whether to impact it at all.

18. Ask the students their thoughts on why someone might choose to do something other than the identified proper behaviors in the list. What would make it difficult for them to make the right choice; and what would make it easy to make a less responsible choice?

- a. Sometimes hunters may be unaware of the consequences and/or they may actually not know what society expects of them, i.e., what they **should** do.
- b. However, even when hunters are aware of the consequences and know what the responsible choice should be, they may not choose that because of peer pressure (looking bad in front of friends), or because they don't value wetlands (don't care about the damage).

19. PROBE QUESTION: If the important idea of modeling bad behavior has not come up, change the scenario and ask something like the following:

- a. “What if there was already a faint track going across the wetland? Would it be alright for the hunters to follow it since it has already been damaged?”
  - i. Actually, it makes the consequences worse. If they use it, the trail will be better defined and another person is even more likely to follow the track. This is a major consequence of being the first to cut across the wetland – it produces a trail that others are likely to follow and increase damage.
  - ii. “How would that affect your own decision? What would you do if there was already evidence that it had been used by an ATV?”

20. OPTION: Have some students play the role of a hunter who has just seen an ATV rider cut across his favorite wetland area on public land leaving a torn up trail behind him. He confronts another student in the role of the ATV user who must respond. Then they find another partner and reverse roles. Give students a few minutes to think about and write down the main points they would want to say in each of the roles. Dilemma Video 1. Responsible Hunter Use of Snowmobiles... has more detailed suggestions on using role-playing.

21. OPTION: If time permits and you are not going to use the awareness video on the use of ATVs, ask students to identify other instances where ATV use might cause problems. This is an opportunity to make students aware of a broader range of responsibilities and problem behaviors.

22. Summarize and review this dilemma: the consequences of various choices, the values involved, and the things that can influence our choices.

23. Have students assume they would not be fined if they cut across the wetland and again privately write down what they would do in this situation and why. Assure them no one will know who wrote the comments.
- a. OPTION: collect these anonymous comments to evaluate how well the activity worked.

### **Dilemma Video 3. Hunters, ATVs and Other Outdoor Users**

**Behavior(s):** Responsibility of ATV users to respect other outdoor recreation users

**Location:** Western State Terrain

#### **Synopsis:**

Hunters legally scouting a large area of public land on ATVs meet another hunter. He asks them to avoid using a certain area because he and others have a primitive camp there and are concentrating their hunting activities in that one area. These hunters backpacked into the region from another direction to reach an isolated area and are trying to enjoy a very quiet, primitive hunting experience. They would very much appreciate not being disturbed by ATV's. It is a friendly meeting, but after they depart, the ATV riders discuss the situation. They wanted to hunt the other side of the valley and could go around the designated area but it would take a long time each day. One rider argues that this is public land and other hunters can't take control of it. He is a bit indignant but the other rider is thoughtful as the scene ends.

#### **Teaching Overview:**

The group discusses the choices faced by the ATV riders and the consequences of those choices. They consider what the ATV users should do and what they would do themselves. The scenario causes students to consider their obligations towards other outdoor users and confront the dilemma -- individual rights conflicting with a respect and courtesy for others. Do highly mobile ATV users have an obligation to consider their impacts on other users, even when they are within their legal rights? The obvious consequence is one of courtesy to others, but another consideration would be the long-range reaction of other outdoor users to ATV use; i.e., loss of support and eventual opposition. Increasingly restrictive ATV regulations being placed on western public lands such as Colorado are partly due to these problems.

#### **Teaching Activities:**

24. Show the video; review the dilemma ("what could the hunters do -- what are their choices in this situation?")

OPTION: use the general worksheet and have students first list the choices and the consequences of each that they see.

25. In a non-judgmental way, discuss the consequences of the choices and list these on easel or blackboard. The goal here is to just identify the consequences the group is aware of.

26. Give students a few minutes to privately jot down their answers to "What should the hunters do" and "why?" and "What would YOU do" and why?"

27. Have students experience the conflict through role-playing.

- a. OPTIONS: (See Dilemma Video 1. Responsible Hunter Use of Snowmobiles... for more detailed suggestions for the role-playing methods briefly reviewed here.) Volunteers are asked to role-play the primitive camper and the ATV user in a demonstration for the class; and/or the class is broken into pairs and they role play the primitive camper and the ATV user and then reverse the roles. In either case, the camper makes his request and the ATV user explains why he isn't going to comply. They discuss it. Then they reverse roles and repeat the process with each other or preferably with a different partner. Give them time to reflect on what they would say if they were in that situation in either role.

28. Now that students have experienced both sides of the conflict, ask them to share their views of what the hunters in the video should do and list their ideas on a flip chart (or blackboard or overhead.)

- a. When faced with a difficult ethical choice, people often try to find a way around the dilemma and it is your job to keep students focused on the ethical question. For example, if students suggest they should just go really slow and try to be careful not to make extra noise, you might tell them that just the presence of the machines would spoil the quality of the primitive camp and the hunter had made a polite request for them to avoid the area. Do not discourage their attempts to figure a response to this situation, but keep them focused on the question of whether to impact the other hunters at all rather than how to minimize the impact on them. Of course, some compromise to minimize impacts in this type of situation might be a very reasonable solution. Once they have fully realized the nature of this conflict and considered the

consequences thoroughly, you can allow them to propose compromises to resolve the conflict.

29. Look for an opportunity to guide the group to consider the factors that might cause them to make a responsible or an irresponsible choice. “If someone thought they probably **should** respect the hunter’s request to go around the valley; what might make them decide to go through it instead? What make it harder or easier to make the “right choice?”

- a. One set of factors would be whether someone knows of all the choices and has considered all of the consequences. People who have never thought about their ethical responsibilities for other outdoor users and have not developed a code of ethics or set of rules for themselves would be less likely to make the right choice under pressure.
- b. As in other dilemma scenarios, even if the individuals know what the socially responsible choices and the consequences are, they might be swayed:
  - i. by peer pressure to do the right thing or the inappropriate thing;
  - ii. if they did not care about the consequences;
    1. This might be the case if the request was a demand from a rude individual
  - iii. If they placed a higher value on opposing consequences; e.g., if their own hunting experience was more important than detracting from someone else’s experience.
- c. The opportunity to **consider their own values** is important in this scenario. That is why the role-playing exercise above is important. Essentially, it asks, “what if this was happening to you?”

30. OPTION: It may be useful to “exercise” their thoughts by adapting the scenario and testing their decisions in new situations. Here are a number of ways the scenario could be changed. In each case, ask if the consequences, responsibilities or their own decisions are changed:

- a. What if the request was made from a private landowner to avoid riding where the public land was next to his land and his cabin?
- b. What if you realized the primitive hunter making the request was a state senator?
- c. What if the request had been made by an angry hunter instead of a friendly request?
- d. What if the request was not from hunters but nonhunters enjoying a primitive experience? What if they were obviously anti-hunters?
- e. What if you just came up on a camp you didn’t know about, but didn’t see any of the campers? Would you continue or look for a way around the camp?

31. Summarize this dilemma: the consequences of various choices, the values involved and the reasons influencing our choices.

32. Students again privately write down what they would do in this situation and why.

- a. OPTION: collect these anonymous comments for evaluation.

33. EXPANSION: This is a good opportunity to expand students’ awareness of how ATV users can impact on other outdoor users by asking the class to brainstorm other situations where the use of ATVs might cause problems for other people. For example, ask them to describe specific instances where each of the following could be a problem:

- a. Trespass
- b. Noise
- c. Destruction of trails or natural areas
- d. Safety of others
- e. Disruption of wildlife

## **Dilemma Video 4. Hunters' Responsibility for a Clean Outdoors**

**Behavior(s):** Littering and responsibility for others

**Location:** Could be used for any region

### **Synopsis:**

Two small game hunters park at a public access site and eat a quick sack lunch before going to hunt. The two return tired but happy and while packing up to go, one hunter tosses the garbage at the barrel. He misses but makes no move to go pick it up. Trash already lays all over the ground around the trash barrel. As his partner goes to dispose of the sack the offender tells him to just leave it. However, the partner picks up the bag and argues that they should clean up the site a bit so people wouldn't be encouraged to litter more (as his partner was encouraged to litter). His companion is tired and resists the idea. "The area will just be trashed again in a week so it wouldn't make any difference." Another rationale is that the Department of Natural Resources (DNR) gets paid to pick that stuff up anyway. "It's not my job!"

### **Teaching Overview:**

As with the other dilemma videos, begin with a review of the choices faced by the characters and the consequences of each option. Then the discussions move on to what "they should do" and "what you would do." There would be a clear legal obligation to pick up the bag of garbage tossed on the ground in most areas. After that is discussed, quickly move to the matter of personal ethics and whether the hunters should take time to clean up the entire site. If they have difficulty ignoring the legal question and considering other consequences, tell students to assume there is no chance of prosecution in this case.

There are two important principles, which can be developed in the discussion. One is the "tragedy of the commons" in which a common property (belonging to all members of society) such as the access site (or natural resources) often tends to be abused. The tragedy of overuse can potentially be avoided if users sharing the resource voluntarily regulate themselves to take care of it or if an authority (i.e., a resource management agency) is created to allocate and regulate the use of these properties or resources. However, even this regulatory authority cannot be effective without public cooperation.

The second principle is one of human behavior. Research on campground vandalism has shown that social modeling contributes to vandalism and littering on public property. Once a piece of graffiti shows up on a wall, it is an invitation for others. The trashier a site becomes, the more others are discouraged from acting responsibly. If a few take the time to clean up after others, it could have an impact on reducing the problem at that site.

The littered scene also poses a poor image of hunters to other users like the bird watchers. This can reduce support among the public for hunting and hunters. This scenario parallels those in I. A, 1. B, and 1. C and would be approached in the same manner with the same expected outcomes.

### **Teaching Activities:**

34. Show the video; review the dilemma ("what could the hunters do -- what are their choices in this situation?")
  - a. **OPTION:** use the general worksheet and have students first list the choices and the consequences of each that they see.
  - b. Choices include doing nothing and going home, picking up their own garbage and cleaning up the site trashed by others.
35. In a non-judgmental way, discuss the consequences of the choices and list these on easel or blackboard. The goal here is to just identify the consequences the group is aware of.
  - a. You should be prepared to review the legal aspects of littering in your state or province, although it may then be necessary to have them assume that getting a ticket is not possible here.
  - b. It is important that they discuss many consequences such as the image of hunters portrayed by the abused public hunting access site.
  - c. The consequences to themselves of picking up or not picking up the litter should also be aired because they are legitimate and will influence their decisions.

36. Allow students to privately jot down their answers to “What **should** the two do about the dropped trash bag? About the trashy access site?” “What **would YOU** do about the dropped trash bag and the messy site? and why?”

37. Ask students to share their views of what the hunters in the video **should** do and why. Add any new consequences to the list on the easel.

- a. If students use the anti-littering law as an easy way out, increase the dilemma for them by telling them to assume it takes place where they would never be caught.

38. Put the students into the situation and ask, “Why might you decide NOT to pick up the trash bag or NOT to clean up the site?” (For some groups, it might be necessary to refer to a less threatening “someone” rather than “you” to get discussions going.)

- a. One set of factors would be whether someone knows of all the choices and has considered all of the consequences. People who have never thought about their ethical responsibilities for other outdoor users and have not developed a code of ethics or set of rules for themselves would be less likely to make the right choice under pressure.
- b. Even if the individuals know what the socially responsible choices and the consequences are, they might be swayed
  - i. by peer pressure to do the right thing or the inappropriate thing;
  - ii. if they did not care about the consequences;
  - iii. If they placed a higher value on opposing consequences; e.g., if getting home was more important than the consequences of picking up the site.
- c. The opportunity to consider their own values is important in this scenario. One consequence of picking up the litter would be a better-looking site. However, if an individual doesn’t care how it looks, they might decide not to clean it up. Again, one must not only know the consequences, but place a value on them as well. In the ensuing discussion help them realize that their decisions will be determined by what is clearly more important to them at the time. E.g., “Do any of the consequences of picking up the site seem more important than getting home when you are tired from a good day of hunting?”

39. Below are some ways to change the scenario to test and broaden their decisions. In each case, ask: “Would that change your decision about what should and would be done? Does it change the consequences and responsibilities?”

- a. If the influence of a trashy site on the behavior of others did not come up in the earlier discussion, ask, “What if the access site had been a clean one? Would you be more or less likely to leave trash on the ground?” This will reinforce the notion that once a site has been marred, it makes it easier for others to do the same. That is true not only of littering but vandalism, walking or driving off a trail -- in fact, most negative behaviors of this type. If time permits, allow some discussion regarding these other outdoor abuses.
- b. “Suppose you owned the land at or near the access site, would that change your decision?” Remind them that if this is public property, they would have an ownership stake in the land.
- c. “Suppose you were sitting on a beautiful ridge -- one of your favorite spots -- while hunting and ate a candy bar. After you walked 100 yards from the spot, you realized you had dropped a candy bar wrapper back at the place you were sitting. What would you do?” What if you were almost back to the car before you realized you had left the wrapper?
- d. “What if the barrel was completely full, and people had just piled their trash around the barrel. What would you do with your bag?”

40. Summary; review the lessons of this dilemma such as the consequences of various actions, the values involved, and the personal impacts. This also might present an opportunity to present the ideas about the tragedy of

commons idea discussed above in “Teaching Overview.”

41. Allow students to again privately write down what they would do about the dropped bag of garbage and the messy access site and why – what would the possible consequences of their decision be? Tell them to assume that they absolutely would NOT be caught if they failed to pick up the bag of trash.

a. OPTION: collect these anonymous comments for evaluation of the activity.

42. EXPANSION: This is an opportunity to expand the lessons of this scene to many other hunting situations by asking students to brainstorm other instances where hunters might produce visible problems. For example:

a. Littering at campsites, on private land, at their hunting spot.;

b. Marking up trees, creating unauthorized trails with ATVs or off of hiking trails such as cutting across switchbacks, etc;

c. Cleaning game at public sites (e.g., campgrounds);

d. Rude or unsafe behavior in public by hunters dressed in hunting clothing.

43. OPTION: If time permits and you are not going to use the awareness video on use of campsites, this may be a good time to pose situations such as trash at remote campsites and discuss the proper means of disposal.

## Dilemma Video 5. Hunter Responsibility to Private Landowners

**Behavior(s):** Damaging vegetation for blinds; use of private lands

**Location:** Open hardwoods (oak forest) in late fall

### Synopsis:

Hunters preparing for a deer hunt are scouting on private land. They obtained permission to hunt from an absentee landowner who is a friend of a friend. The hunters find an excellent crossing and proceed to make a blind. One of them notes another trail behind the blind, but there is a thick growth of trees and saplings blocking the shot. He proceeds to cut a shooting lane to the other trail. This goes beyond removing a few branches; he is about to cut a 4-inch tree. A second hunter prepares to nail steps to the tree in order to build a tree blind and then questions whether they should do that on this property. They hadn't asked the owner how he felt about cutting shooting lanes. They either make the blinds now or miss being properly prepared for opening weekend. The rationale given for proceeding include: "he gave us permission to hunt and this is part of hunting;" "this is just brush, the area will grow right back," "the owner doesn't even live around here and will never see this," and "the nails won't hurt the tree."

### Teaching Overview:

An important lesson is that hunters need to ask about ALL the rules when getting permission to hunt. This dilemma allows some way out temporarily because the hunters could again go ask the landowner if it is ok to cut the shooting lane and perhaps some students will suggest that. If the owner says "yes", the dilemma is over. However, you will remind students that the landowner is unavailable and this is the only weekend to build blinds. Students must deal with the hunters' dilemma: "Do we cover the best shooting opportunities to be ready by opening day or risk an angry landowner?" Without clear shooting lanes (either natural or man-made), the hunters' options are limited if they are going to take only ethical shots where branches would not deflect the bullet or arrow and result in wounded game. The scenario presents a responsibility to the game, the landowner and the landscape. The landowner dilemma is most visible and to focus attention on the landscape impacts, it may be necessary to ask students what they should do about building blinds and cutting down small trees if they were hunting on state or federal lands with no enforcement and/or regulations.

### Teaching Activities:

44. Show the video; review the dilemma ("what could the hunters do -- what are their choices in this situation?")
  - a. OPTION: use the general worksheet and have students first list the choices and the consequences of each that they see.
  
45. In a non-judgmental way, discuss the consequences of the choices and list these on easel or blackboard. The goal here is to just identify the consequences the group is aware of. Several consequences and associated areas of responsibility should emerge including:
  - a. Loss or damage reducing the value of trees for harvest later.
  - b. Driving nails into trees poses a danger to people and machinery during logging operations.
  - c. Nails in trees and excessive trimming can also increase the risk of fungus diseases and insect infestations, which destroy valuable wood products.
  - d. Nailing steps or blinds to trees is unsafe because tree growth eventually pulls the nails through the wood and weakens them. (This is a safety point worth discussing, but don't dwell on it at the expense of addressing the other aspects of the dilemma.)
  - e. Indiscriminate cutting can remove young, healthy trees needed to replace older trees logged or lost to disease later.
  - f. The landowner may become incensed at the damage and close the area to hunting.
  - g. Without shooting lanes, there is a chance of either wounding game or passing up otherwise good shots.
  - h. Missing the opening day will be a major disappointment and somewhat reduce the chances of getting a deer.
  
46. Allow students to privately jot down their answers to "What **should** the hunters do in this situation, and why?" "What **would YOU** do, and why?"
  
47. OPTION: (See Dilemma Video 1. Responsible Hunter Use of Snowmobiles... for more detailed suggestions for

role-playing briefly here.) Have students experience the conflict through role-playing. Ask them to imagine the owner is confronting the hunter about the damaged trees and the hunter must explain why he cut and nailed into trees even though he didn't have permission. You might use one of the techniques describe below.

- a. Volunteers role-play the landowner and a hunter in a demonstration for the class.
- b. Have students write down what they would say in both roles, the landowner who had discovered the tree damage and the hunter confronted by the angry landowner. Call on students to read one of their comments and select students to reply as though they were the hunters.
- c. Break the class into pairs to role play the land owner and a hunter and then reverse the roles and repeat the process with each other or preferably with a different partner. Give them time to reflect on what they would say to the hunters and how they would respond to the landowner.

48. Ask students to share their views of what the hunters in the video **should** do and why. Add any new consequences to the list on the easel.

- a. It is likely that some students will suggest simply going to ask the landowner. Refocus them on the dilemma by reminding them that the landowner doesn't live in the area and they have no way to reach him this weekend.
- b. A difficult lesson is that hunters have the responsibility to get permission beforehand and understand the rules. If they fail this, they have to pay the price in lost opportunity. It is not the landowner's responsibility to accept the cost. If students fail to come up with this principle, probe with questions to lead them to consider it.
  - i. For example: "It seems to me that these hunters have a dilemma because the landowner failed to explain all the rules to them when they asked permission. Therefore, the landowner should understand if they make some mistakes. Maybe the hunters should get ready for the hunt and not worry about it. What do you think about that?"

49. Summarize the discussions so far and review the responsible behaviors, the consequences of various actions, the values involved, the personal impacts, and other important points that have been identified.

- a. EXPANSION: If you do not intend to use Awareness Video 1. Hunting Behaviors on Private Lands, you may want to use this opportunity to discuss the full range of questions hunters should ask when getting permission to hunt private lands.

50. Thus far, attention has been on landowner impacts. If students have not already discussed hunters' responsibility to avoid negative impacts on the ecosystem, you may need to shift the scenario. Ask students what impacts the shooting lanes and blinds might have on public land where there are no regulations (or enforcement) to prevent building them and there is no private landowner to care.

- a. Putting nails in trees has impacts on tree harvest, but can also introduce disease to trees. Cutting young trees can change the successional dynamics in parts of the forest. The ecological impacts here are minimal in scope but if magnified by the thousands of deer hunters who use public lands, they could be extensive. Certainly, the esthetic impacts on other forest users – including nonhunters – can be considerable.
- b. You should be prepared to review the legality of the behavior on both public and private land in that state or province. Where building permanent blinds on public land is prohibited by law, it may be necessary to increase the dilemma faced by the hunters by asking them what they would decide to do if they were in a different area where the act was legal, or they were guaranteed they would never be caught.
- c. Even though the ecological damages here are not major because of the nature of this scenario, the responsibility of hunters to be good stewards of the land is major. Several of the dilemma and awareness videos present further opportunity to highlight this important responsibility.

51. Review the consequences already identified in the first part of the activity and ask students which of these need to be considered in the public land question. Add any new ones, which are identified.

- a. Construction of permanent blinds can reduce tree harvest values on public lands as well.
- b. Other public land users may be offended by extensive modifications to the vegetation created by hunters cutting shooting lanes and building permanent blinds. Permanent blinds can create conflict when other public land users decide to use them. Elevated blinds and steps deteriorate and become dangerous over time; they present a safety hazard.
- c. There is still the question of balancing the ethical need to ensure an effective shot at game and the need to minimize the impact on the land and other users. In this case, students may decide that minimizing impact is likely the desired goal. Trimming a few small branches to create a safe shooting lane may be acceptable but what about clear-cutting paths 20 feet wide for 100 yards in several directions?

52. Have students again privately write down what they would do and why if they were hunting public land and had to decide between “clear cutting” shooting lanes or not hunting a really promising game trail crossing that was just too thick in growth to provide a good shot.

- a. OPTION: collect these anonymous comments to evaluate how well the activity worked.

53. EXPANSION: This is an opportunity to expand the lessons learned beyond the scenario used here by having students brainstorm other situations where they might impact on the land or the landowner through their hunting or camping behaviors. It is especially important if you do not have time to use all three awareness videos.

## **Awareness Video 1. Hunting Behaviors on Private Lands**

**Behavior(s):** Series of positive hunting behaviors mixed with series of negative use of private lands.

**Location:** Eastern, mid-western cropland mixed with forest and CRP lands.

### **Synopsis:**

This is one of three longer awareness videos, which depict hunters performing unacceptable behaviors in their use of the outdoors. The intent is to portray them not as “bad” people but as people who make mistakes and create problems for others. I.e., the culprits could be any of us if we lapse into thoughtlessness or insensitivity or fail to keep ourselves informed of the best procedures.

In this case, pair of hunters makes poor (i.e., unethical, irresponsible) decisions about their use of private land for hunting. All of their safety decisions are impeccable, but the following undesirable behaviors are portrayed:

- No permission is sought for this day’s hunt.
- They park at a gate and block the opening.
- They leave the gate open. “Shouldn’t we close that gate?” “Don’t bother, he doesn’t have any cattle out here.”
- They walk across an unharvested winter wheat field.
- They cross a fence onto posted land without knowing whether it belongs to the same landowner.
- They take a break, discuss their good times and leave behind candy bar wrappers.
- They have good success and have more game than they really need and discuss but dismiss offering some to the landowner and thanking him – partly because they didn’t ask permission, but also because they are tired and want to go home.

All of their firearms handling procedures are proper including:

- Transportation of firearms in cases, unloaded, etc.
- Loading the firearms in a safe zone, etc.
- Wearing hunter orange.
- Used a compass and showed they were prepared for the hunt.
- Opening gates properly with firearm.
- Knowing where their hunting partner is at all times and passing up unsafe shots.
- Identifying game before the shot.
- Retrieved their game.
- Unloaded their firearms when they took a break.

When they approach their truck or car, they see a note stuck under their windshield wiper. “Hhmmm, I wonder what that’s all about?” An “innocent” question as the video ends.

### **Teaching Overview:**

Students are asked to make two lists as they observe the video: good hunting behaviors and problem behaviors. The good behaviors involve proper hunting and firearm safety; the bad list includes unethical and irresponsible behaviors towards the landowner. The latter are the focus here. The “good” list will be used to establish that the two are “safe” hunters and probably think they do everything properly. The “bad” list will make students aware of the problem behaviors and used to explore consequences to be sure everyone understands the reasons why these are problems. The main objective is to expand student awareness of a range of proper and problematic behaviors on private lands. However, some opportunity exists to also get students to better understand and sympathize with the landowner’s plight. The instructor can use the mystery note on the windshield as a segue into what the landowner might want to tell those hunters. A number of options are described to get students to better understand the impacts of trespass. A summary of tips from Tread Lightly! is included at the end regarding responsible hunter behaviors. You might want to review this and/or make copies to distribute to students.

This awareness video could be expanded to use role-playing to cover the trespass problem if you choose to combine that here rather than use Dilemma Video 1. Responsible Hunter Use of Snowmobiles on Private Lands.

You would need to review the teaching activities and worksheets for Dilemma Video 1, and adapt them to the discussion of trespass after the students have seen the video.

### Teaching Activities:

54. Introduce the video and ask students to make two lists of behaviors they see: things the hunters do which are good and things they do which are not acceptable. (A general worksheet is available for you to replicate and distribute to students.)

55. Show the video.

56. Ask the group: "What do you think was in that note?" "What would YOU have written in the note?"

- a. This should segue into the discussion of undesirable behaviors we observed. The note could be inviting the hunters to dinner, but it might also have informed them that they were hunting without permission, blocking the gate, which they had left open and should not come back again. If the hunter had permission before, he may not have it any more.

57. On a flip chart record student answers to: "What did those hunters do that the landowner would probably not like?"

- a. Students will likely identify all of the problem behaviors listed above, however, you should be prepared to ask probe questions to get at those that might have been overlooked. One probable example will be the crop field, which the hunters walked across. In the video, this winter rye or wheat field did not look particularly vulnerable, but it can be used to introduce the idea that hunters should avoid damaging standing crops whether cutting across them or hunting in them.
- b. Ask students to explain why the behaviors are unacceptable, i.e., what are the possible consequences? Many behaviors will have the same consequences and some consequences will be obvious, so your discretion will be needed to keep the discussion moving. You may need to provide information on the legality of each behavior on the list. Highlight any behaviors on the flip chart list that are not only unethical, but also illegal.
- c. Summarize the problem behaviors they should avoid as hunters and ask them what correct behaviors should be substituted. This is a very important step because students have viewed hunters doing the wrong things and we do not want to leave them with that visual memory that might confuse them regarding some of these choices later.
- d. "What might have mended their relationship with the landowner, assuming he was upset over the open gate, the blocked opening and the failure to seek permission?"
  - i. Visiting landowners and offering to share the game is always a good idea.
- e. Would you call these completely "ethical or responsible" hunters?"
  - i. Most will agree they are not because of the way they are behaving on private land. However, it is important not to portray the hunters in any of these videos as "slobs." We want the students to be able to put themselves into these roles and consider that they might make such mistakes themselves unless prepared and thoughtful.

58. "If they are not totally responsible, would they be safe to hunt with?"

- a. Most will say yes. Discussing their observations will review many safe-hunting practices

59. OPTION: Have students prepare a summary list of "do's and "don't's when hunting on private lands (worksheet available).

60. OPTION: If you have not already used or do not intend to use the Dilemma Videos dealing with landowner relationships, some of the activities presented in those can be used here.

- a. OPTION: Students write the landowner's note they would leave on the hunters' truck. Ask for one point from each student's list to put on the board or easel until all the points are up.

- b. OPTION: Students role-play in teams in which the “landowner” confronts the guilty hunter. Their discussion should follow the activity above or they should be given some time to reflect on the major points they want to make. So that each student experiences the point of view of the landowner and that of a guilty hunter, reverse their roles or pair them with new partners. Dilemma Video 1. Responsible Hunter Use of Snowmobiles has more detailed instructions for use of role-playing.
  - c. OPTION: Use the Worksheet for Dilemma Video 1 on trespass to encourage more consideration of the consequences of trespass. The students would write their feelings and thoughts about being
    - i. the landowner who caught the trespassers misusing their land; and
    - ii. hunters who had been chewed out by an irate landowner.
  - d. OPTION: Have students write and/or discuss how they would explain their run-in with the angry landowner to their parents, spouse, or children if they were the hunters.
  - e. OPTION: To get more empathy with landowner plights, ask students whether they would file charges against these trespassers and why or why not (consider the problems for the landowner including time involved, possible repercussions from angry violators, etc). What if they often had trespass problems with other hunters but failed to catch them?
61. EXPANSION: Have students discuss procedures for approaching landowners to get permission.
- a. Ask the group to brainstorm a list of points that need to be remembered when they approach a landowner (e.g., farmer or rancher) to request permission to hunt. For example;
    - i. don’t carry guns to the front door
    - ii. keep dogs in the truck or car
    - iii. be courteous
    - iv. introduce yourself present identification such as phone number, address
  - b. Ask the group to brainstorm a group of questions that should be answered during the process of getting permission to hunt. For example;
    - i. boundaries of property
    - ii. areas to avoid
    - iii. procedure with gates
    - iv. where to park
    - v. clearing shooting lanes
    - vi. putting blinds in trees
    - vii. location of homes or buildings on or near the property
62. “Why would people -- like you -- who seem nice and are safe and ethical in other ways, fail to be respectful of private land when they hunt there? How could we change this situation?”
- a. Ignorance is one reason, but outdoor users have a responsibility to learn the rules.
  - b. Individuals may know the rules but fail to understand or appreciate the consequences to the land or to other users. Seeing that others are concerned about these consequences often helps individuals reconsider the values involved; i.e., use peer pressure in a positive way.
  - c. Not knowing what suitable alternatives are available is another reason. Again, outdoor users have a responsibility to learn.
63. OPTION: Distribute copies of and discuss “Tread Lightly!’s Tips for Responsible Hunting.”

**Student Worksheet: ETHIC Awareness Video # 1**

Below make up two lists of what hunters should always do or not do when hunting on private land.

<b>When hunting on private land hunters...</b>	
<b>should always:</b>	<b>should never:</b>

## **Tread Lightly!'s Tips for Responsible Hunting<sup>1</sup>**

### **TRAVEL AND RECREATE WITH MINIMUM IMPACT**

Staying on established and/or designated trails and routes reduces the impacts of hunting. Travel only on areas open to your type of vehicle.

Cutting switchbacks and taking shortcuts can destroy vegetation and cause others to use the unauthorized route.

Cross streams at designated fording points.

### **RESPECT THE ENVIRONMENT AND THE RIGHTS OF OTHERS**

Remember, designated wilderness areas are reserved for the most primitive outdoor adventure. Therefore motorized and mechanized use is prohibited.

Respect and be courteous to others who also want to enjoy the lands and waters you are using. Set an example of courtesy for all.

Be considerate and honor other's desire for solitude and a peaceful outdoor experience.

When driving, be especially cautious around horses, hikers and bikers. Pull off to the side of the road or trail and let them pass.

As you travel, comply with signage. Honor all gates, fences and barriers that are there to protect our natural resources, wildlife and livestock.

### **EDUCATE YOURSELF, PLAN AND PREPARE BEFORE YOU GO**

Educate yourself by having the right information, maps, and equipment to make your trip safe.

Know the local laws and regulations for hunting.

On private lands, be sure to obtain the owner's or land manager's permission to cross or use their lands.

Dress in layers and carry a jacket. Weather conditions can change unexpectedly.

Tell someone where you are going and when you will return.

### **ALLOW FOR FUTURE USE OF THE OUTDOORS, LEAVE IT BETTER THAN YOU FOUND IT**

Avoid sensitive areas, such as stream banks, lakeshores and meadows.

Carry out what you carry in. Don't burn or bury trash.

Flagging and marking trails is unsightly. If flagging is necessary, remove it as you leave.

### **DISCOVER THE REWARDS OF RESPONSIBLE RECREATION**

Hunting provides the opportunity to get away from it all and builds family traditions.

Help preserve the beauty and inspiring attributes of the great outdoors for yourself and generations to come by hunting responsibly.

Do all you can to help protect the forest, lands and waters that mean so much to you.

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<sup>1</sup>Adapted from a brochure distributed by Tread Lightly! Inc., 298 24<sup>th</sup> Street, Suite 325, Ogden, Utah 84401 ph 800-966-9900. More detailed information can be ordered from Tread Lightly! regarding safe and ethical outdoor uses.

## **Awareness Video 2. Hunting Camp Ethics**

**Behavior(s):** Improper use of campsites

**Location:** Hardwoods in late fall, more typical of midwestern or eastern states.

### **Synopsis:**

This is one of three longer awareness videos, which depict hunters performing unacceptable behaviors in their use of the outdoors. The intent is to portray them not as “bad” people but as people who make mistakes and create problems for others. I.e., the culprits could be any of us if we lapse into thoughtlessness or insensitivity or fail to keep ourselves informed of the best procedures.

Two friends take a long weekend to do some dove hunting and deer scouting on public land. On the excursion, they commit a series of unethical and illegal acts although they are well meaning folks. Among the errors they make are the following:

- As they enter the public lands, they ignore a large sign with information about fire permits, staying on trails with vehicles, camping away from water, etc.
- They drive their vehicle off a designated road.
- They camp next to water, and
  - dig a trench for the tent,
  - put a latrine site near the stream,
  - cut branches,
  - drive nails into a tree to hang a lantern,
  - start a fire without knowing whether they need a permit,
  - clean game and leave the entrails in a camping area,
  - leave visible signs of their fire,
  - leave trash/litter in a bag just barely covered and showing sticking up through the dirt.
- Fluorescent green tape trail markers are left in the woods.
- They pour soapy wash water into the stream.

They produce a “comfortable” looking camp, but one which devastates the site. On the positive side, they hunt safely and use firearms responsibly.

### **Teaching Overview:**

If Awareness Video 2. A (re. Use of Private Lands) was used; it would not be necessary to have students list the positive behaviors for this one. The primary objective here is to raise awareness of hunter impacts on public land and to illustrate a number of activities that are definitely not acceptable. Students focus on the acts and discuss the consequences as well as extensions of these behaviors to other applications. For example, the instructor could change the scene to a public campground and ask what the additional consequences of some of these behaviors might be. The impact of hunter behavior on other outdoor users is a theme throughout ETHIC, but it would have direct application here. A summary of tips from Tread Lightly! is included at the end regarding responsible camping practices. You might want to review this and/or make copies to distribute to students.

### **Teaching Activities:**

64. Introduce the video and ask students to list any behaviors they see that might be unacceptable uses or practices in the outdoors. The general worksheet for Awareness Videos could be used here.
65. Have students describe problem behaviors as you create a class list on the board or easel.
  - a. A list of some of these behaviors is provided in the Synopsis above.
  - b. You should be prepared to ask probe questions to get at problem behaviors that students have overlooked. Students may not be aware that some of these are problem behaviors.
66. For each of the practices, ask them to discuss the consequences and also to think of acceptable alternative practices; e.g., portable camp stoves rather than open fires, compass or biodegradable trail markers instead of fluorescent tape.

- a. You need to be prepared to provide information on the legality of each behavior on the list in your state. Mark those that are not only unethical, but are or could be illegal.
- b. If you have access to statistics on the use of public lands by campers/hunters you can illustrate what the accumulative impact of this behavior could be.

67. OPTION: An alternative is to run the video again and pause it when students identify an unacceptable practice. Discuss the consequences of that problem behavior and what acceptable choices might have been substituted. If students do not pick up some practices, replay that part of the video and use probe questions to stimulate their thinking. (E.g., "Is anything wrong with this scene?" "How would you react if this happened to you?" "What consequences -- good or bad -- might happen here?")

68. OPTION: This is a good opportunity to reinforce some of the ideas covered in the dilemma videos. For example, ask students to discuss why people like themselves might be guilty of some of these problem behaviors. Among the important reasons to be sure they discuss are:

- a. Ignorance of the rules is one reason, and outdoor users have a responsibility to learn the rules.
- b. Individuals may know the rules but fail to understand or appreciate the consequences.
- c. Peer pressure can cause individuals to ignore the rules. On the other hand, seeing that others are concerned about these consequences often helps individuals reconsider the values involved
- d. Not knowing what suitable alternatives are available is another reason. Again, outdoor users have a responsibility to keep themselves informed about their options.

69. Review the problems identified in the discussion and ask students what other problem behaviors they know about that hunters should avoid when they camp or use public lands.

70. OPTION: Distribute copies of and discuss "Tread Lightly!'s Tips for Responsible Camping."

## **Tread Lightly!'s Tips for Responsible Camping<sup>2</sup>**

### **TRAVEL AND RECREATE WITH MINIMUM IMPACT**

While traveling to your favorite camping spot, stay on roads and trails to reduce impacts. Cutting switchbacks and taking shortcuts can destroy vegetation and cause erosion.

### **RESPECT THE ENVIRONMENT AND THE RIGHTS OF OTHERS**

Camping supplies in natural colors blend with the natural surroundings and are less intrusive to other camper's experience.

When possible, use existing campsites. Place tents on a non-vegetated area. Do not dig trenches around tents.

Camp at least 200 feet from water.

For cooking, use a camp stove. They are always preferable to a campfire in terms of impact on the land.

Observe all fire restrictions. For campfires, use only fallen timber. Gather firewood well away from your camp.

Do not cut standing trees.

Let your fire burn down to a fine ash. Ensure your fire is completely extinguished.

Do not wash in streams and lakes. Detergents, toothpaste and soap harm fish and other aquatic life.

Wash 200 feet away from streams and lakes. Scatter wash water so that it filters through the soil.

In areas without toilets, bury your waste. Human waste should be disposed of in a shallow hole (6"-8" deep) at least 200 feet from water sources, campsites or trails. Cover and disguise the hole with natural materials. Use toilet paper sparingly. Dispose of it in the hole or pack it out.

### **EDUCATE YOURSELF, PLAN AND PREPARE BEFORE YOU GO**

Check the weather forecast for your destination. Plan clothing, equipment and supplies accordingly.

If you will be using private property contact the land owner(s) for permission.

Inquire about regulations in your area at the local land management office.

Obtain a map of the area and carry it along with a compass or a Global Positioning System (GPS) unit.

### **ALLOW FOR FUTURE USE OF THE OUTDOORS, LEAVE IT BETTER THAN YOU FOUND IT**

Take all your garbage out with you.

Leave your campsite better than you found it or as if you were never there.

Leave natural surroundings as you found them.

Naturalize the area by placing fallen logs, rocks, etc. where you found them.

### **DISCOVER THE REWARDS OF RESPONSIBLE RECREATION**

Camping provides the opportunity to get away from it all and builds family traditions.

Help preserve the beauty and inspiring attributes of the great outdoors for yourself and generations to come by camping responsibly.

Do all you can to protect the forest and lands that mean so much to you.

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<sup>2</sup>Adapted from a brochure distributed by Tread Lightly! Inc., 298 24<sup>th</sup> Street, Suite 325, Ogden, Utah 84401 ph 800-966-9900. More detailed information can be ordered from Tread Lightly! regarding safe and ethical outdoor uses.

### **Awareness Video 3. Ethical Use of ATVs by Hunters**

**Behavior(s):** Series of behaviors showing poor judgment and unethical use of ATVs.

**Location:** Western mountain system

#### **Synopsis:**

This is one of three longer awareness videos, which depict hunters performing unacceptable behaviors in their use of the outdoors. The intent is to portray them not as “bad” people but as people who make mistakes and create problems for others. I.e., the culprits could be any of us if we lapse into thoughtlessness or insensitivity or fail to keep ourselves informed of the best procedures.

We follow a single bow-hunter out of camp on an ATV for a trip to “look around for a place to hunt this evening.” A series of unacceptable behaviors ensue in which the ATV rider...

- passes another camp on his way down the single track road making much noise and disturbance,
- impatiently pushes around a hiker he meets on a narrow trail,
- drives past a “no trespassing sign” clearly marking private land,
- cuts through the woods and disturbs a hunter who is visibly perturbed by the intrusion,
- drives across a stream,
- hazes livestock (horses) as he cuts across private land, and
- fails to check his gas tank before leaving camp and gets stranded with no compass, no map and no idea of where camp is.

Lost and without gas, he sees an angry looking person is striding across the meadow towards him.

#### **Teaching Overview:**

This video does not offer many positive hunting behaviors (e.g., gun safety) for viewers to identify. The primary objective here is to raise awareness that ATVs can be used in ways that are definitely not acceptable. Students focus on those negative acts and discuss the consequences. A summary of tips from Tread Lightly! is included at the end regarding responsible ATV use. You might want to review this and/or make copies to distribute to students.

#### **Teaching Activities:**

71. Introduce the video and ask students to list behaviors they observe that might be unacceptable ATV uses or practices in the outdoors.
72. Have students describe problem behaviors as you create a class list on the board or easel.
  - a. It is likely that having students volunteer their observations will cover all of the problem behaviors in the video, however, students may not be aware that some of these uses are unacceptable. You should be prepared to ask probe questions to get at those that might have been overlooked.
73. OPTION: An alternative is to run the video a second time and have students call out “stop!” when they see an unacceptable practice. You could discuss the consequences of that problem behavior and also what acceptable choices might have been substituted. If students do not pick up some practices, you can replay that part of the video and use probe questions to stimulate their thinking. (E.g., “Is anything wrong with this scene?” “How would you react if this happened to you?” “What undesirable consequences might this scene cause?”)
74. For each of the practices, ask them to discuss the consequences and also whether acceptable alternative choices existed for the ATV rider.
  - a. You need to be prepared to provide information on the legality of each behavior on the list. Mark those that are not only unethical, but are or could be illegal.
75. Ask students to discuss why people like themselves might “break the rules” of ATV use.
  - a. Among the important reasons to be sure they discuss are:

- i. Ignorance of the rules is one reason, and ATV users have a responsibility to keep themselves informed of those.
- ii. Individuals may know the rules but fail to appreciate the consequences to the land, to themselves or to other users.
- iii. Peer pressure can cause individuals to ignore the rules. On the other hand, seeing that others are concerned about these consequences often helps individuals reconsider the values involved. In this scene there was only one ATV user, but this principle is an important one to develop.
- iv. Not knowing what suitable alternatives are available is another reason. Again, ATV users have a responsibility to be informed.

76. OPTIONAL ACTIVITIES: The awareness videos can be used to help students experience the consequences of the choices through role-playing. If you have not already done role-playing activities to your satisfaction with the Dilemma Videos see Dilemma Video 1. Responsible Hunter Use of Snowmobiles... for more detailed instructions for use of role-playing. You can easily adapt those instructions and the worksheet for Dilemma 1 to use with this awareness scenario. Additional options are discussed below.

- a. OPTION: Either in writing or as a class discussion, students explain their run-in with the angry landowner to their friends when they got back to camp. You might introduce the assignment with: "the landowner gave you some gas along with a good chewing out and you just rolled back into camp. Your hunting friends want to know what happened and where you've been. Explain it to us."
- b. OPTION: Ask students whether they would file charges against the trespassers and why or why not. What if they often had trespass problems with other ATV users but this was the first time they had caught any of them? This is an opportunity to get students to understand the position of the landowner and the difficulties trespass can cause them. For example, consider the problems for the landowner in filing charges including time involved or possible repercussions from angry violators.
- c. OPTION: Distribute copies of and discuss "Tread Lightly!'s Tips for Responsible ATV Riding."

## Tread Lightly!'s Tips for Responsible ATV Riding<sup>3</sup>

### PREPARATION

- Obtain a map of the area you wish to explore and determine which areas are open for use.
- Contact the land manager for area restrictions and if crossing private property, be sure to ask permission from the landowner.
- Check the weather forecast.

### SAFETY ON THE ROAD OR TRAIL

- Travel with a group of two or more vehicles.
- Buckle up for safety.
- Drinking and driving don't mix.

### RULES AND COMMON COURTESY

- Be considerate of others on the road or trail.
- Drive only where permitted.
- Leave gates as you find them.
- Yield the right of way to bikes, horses and hikers.
- Pack out what you pack in.

### FOUR WHEELING AND THE ENVIRONMENT

- Stay on designated roads and trails or other areas open for use.
- Avoid "spooking" livestock you encounter.
- Cross streams at fording points only.
- Remember, designated wilderness areas are reserved for the most primitive outdoor adventure.

### NEGOTIATING TERRAIN

- Travel straight up or down a hill or grade.
- Cross obstacles at an angle, one wheel at a time.
- Don't straddle large rocks.
- Avoid mud if you can while remaining on the road or trail. Turn the steering wheel rapidly from side-to-side if you sense a loss of traction.
- Turn into ravines or large depression at about a 45-degree angle.
- Straddle ruts, even if they are wider than your vehicle. This will keep your vehicle level.
- Cross streams slowly, at a 90-degree angle to the stream.

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<sup>3</sup>Adapted from a web page (<http://www.m-bland.com/treadlightly.html>) by Tread Lightly! Inc., 298 24<sup>th</sup> Street, Suite 325, Ogden, Utah 84401 ph 800-966-9900. A more detailed booklet (**The Tread Lightly! Guide to Responsible ATV Riding**) can be ordered from Tread Lightly!