

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Date: \_\_\_\_\_

# WHO SPEAKS FOR THE STURGEON? PRE-ACTIVITY

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**Check the box with your group name below:**

 WDNR Scientists Sturgeon for Tomorrow Members Fishers Tribal Scientists

1. In one or two sentences, write down what you see as the role of your group.

2. An important first step in deciding how to manage lake sturgeon is reflecting on your new role-playing identity. What are the values, concerns, and goals you think matter to you in this identity?

environment	providing a legacy	sportsmanship	collaboration
honor	empathy	order	independence
financial growth	having adequate resources	integrity	relationships
respect	culture	justice	competition
spirituality	harmony	self-control	sustainability
freedom	stability	stewardship	trust
community support	fun	productivity	beauty
tradition		ecosystem health	

3. Considering these values, concerns, and goals, please list one to three non-negotiables you hold in your new identity when it comes to adjusting harvest-setting policy. An example of this would be a tribal scientist whose values are deeply interwoven with their Indigenous tradition and culture. This would include exercising their treaty rights with a spearing season that will provide enough sturgeon for their fish dance. Be creative and think about what is important to the role you are playing.

## LESSON 4

4. Write one to three sentences on how you feel about being assigned this role. Is it the role you wanted? What personal beliefs or perspectives might someone from this role have that contradict or uphold your own personal perspectives?
5. Think about the other three groups and what they find important. Write down what you think might be one possible non-negotiable for each other group.
6. Jot down notes to include in a speech that a person in your role might share at a public forum that:
  - a. clearly states your position on the matter.
  - b. provides factual information related to your position/perspective on the matter.
  - c. provides an emotional, cultural, historical, or other reason for your position on the matter.
  - d. anticipates what other groups' positions might be and attempts to refute their positions.
  - e. summarizes your views and attempts to persuade others to your perspective.



Class Period: \_\_\_\_\_ Date: \_\_\_\_\_

# WHO SPEAKS FOR THE STURGEON? GROUP PRESENTATION

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**Check the box with your group name below:**

WDNR Scientists

Sturgeon for Tomorrow Members

Fishers

Tribal Scientists

**Members of your group:**

1. In one or two sentences, write down what you see as the perspective of your group. This will be shared with the entire classroom.
2. Please list one to three non-negotiables you hold when it comes to adjusting harvest-setting policy. Be creative and think about what is important to the role you are playing.
3. Think about the other identities and what they find important. List what you think one non-negotiable for each other group might be.

## LESSON 4

4. Jot down notes to include in a speech that a person in your role might share at a public forum that:
  - a. clearly states your position on the matter.
  - b. provides factual information related to your position/perspective on the matter.
  - c. provides an emotional, cultural, historical, or other reason for your position on the matter.
  - d. anticipates what other groups' positions might be and attempts to refute their positions.
  - e. summarizes your views and attempts to persuade others to your perspective.
  
5. Write your speech using the outline from question 4.