



Iowa 4-H After School Program
Sportfishing, Lesson Plan
Eight, 60-minute sessions

Grades: 3-6

Optimum Group Size: When near water and for younger children a ratio of 1 to 5 is optimum

Supplies Needed: See lesson plans

Reference Resources:

- Sportfishing Project Activity Guide: Sportfishing Helpers Guide,
4-H Cooperative Curriculum System, 4HCCS BU-07601 2002
- Sportfishing Project Activity Guide: Take the Bait,
4-H Cooperative Curriculum System, 4HCCS BU- 07598 2002
- Sportfishing Project Activity Guide: Cast into the Future,
4-H Cooperative curriculum System, 4HCCS BU- 07600 2002
- Sportfishing Project Activity Guide: Reel in the Fun,
4-H Cooperative Curriculum System, 4HCCS BU- 07599 2002
- 4-H Fish Iowa: Responsible Angling Guide, 4-H 335 1999
- Iowa Fishing Regulations Guide

Physical Setting: Classroom, outdoor area, pond or lake

Life Skills Addressed:

- Communicating with others
- Teamwork
- Tracking personal growth through record keeping
- Making Decisions
- Problem solving
- Helping others learn
- Learning to learn
- Acquiring knowledge
- Wise use of natural resources

Indicator:

- D1: Communication (5006): To listen carefully to what others say
- D2: Decision making (2003): to think about possible alternatives before making a decision
- D3: Leadership (7009): to help others reach their goals
- D4: Learning to learn (1008): to use new information I have learned
- D5: Learning to learn (1002): to look up information that I need
- D6: Learning to learn (1008): to use information that I have learned
- D7: Responsible citizenship (4005): to be responsible for my own actions
- D8: Wise use of resources (3030): to act in a responsible manner when using a natural resource

Content Objective:

- D1: Meet new friends and feel more comfortable talking in front of a group

- D2: What equipment do I need for a day of fishing?
- D3: Casting for accuracy
- D4: Recognize the parts of a fish for identification purposes
- D5: Identification of fish species
- D6: Where to fish and what to use
- D7: Being a responsible angler
- D8: Caring for fish when caught

Related School Standards and Benchmarks:

Life Skills

- Working with Others
 1. Displays effective interpersonal communication skills
 2. Displays friendliness with others
 3. Displays politeness with others
- Thinking and Reasoning
 1. Applies decision-making techniques
 - a. Makes and defends decisions about daily activities (e.g., what books to read)
 2. Applies basic trouble-shooting and problem-solving techniques
 - a. Identifies simple problems and possible solutions (e.g., ways to make something work better)
 - b. Selects the most appropriate strategy or alternative for solving a problem
- Life Work
 1. Makes effective use of basic tools
 - a. Chooses appropriate common materials for making simple mechanical constructions and controlling things
 - b. Makes something out of paper, cardboard, wood, plastic, metal, or existing objects that can be used to perform a task
 - c. Learns the proper use of new instruments by following instructions in a manual or by taking instructions from an experienced user
- Self-Regulation
 1. Maintains a healthy self-concept
 - a. Examines "shoulds" to determine their negative and positive effects
 - b. Understands essential concepts about nutrition and diet
 - c. Knows how food-preparation methods and food-handling practices affect the safety and nutrient quality of foods

Science

- Life Science
 1. Understands the principles of heredity and related concepts
 - a. Knows that plants and animals closely resemble their parents
 - b. Knows that differences exist among individuals of the same kind of plant or animal
 - c. Knows that many characteristics of an organism are inherited from its parents (e.g., eye color in human beings, fruit or flower color in plants), and other characteristics result from an individual's interactions with the environment (e.g., people's table manners, ability to ride a bicycle)
 2. Understands biological evolution and the diversity of life
 - a. Knows different ways in which living things can be grouped (e.g., plants/animals, bones/no bones, insects/spiders, live on land/live in water) and purposes of different groupings

3. Understands relationships among organisms and their physical environment
 - a. Knows that plants and animals need certain resources for energy and growth (e.g., food, water, light, air)
 - b. Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals
 - c. Knows that all organisms (including humans) cause changes in their environments, and these changes can be beneficial or detrimental
- Nature of Science
 1. Understands the nature of scientific knowledge
 - a. Knows that scientific investigations involve asking and answering a question and comparing the answer to what scientists already know about the world
 2. Knows that good scientific explanations are based on evidence (observations) and scientific knowledge
 3. Understands the nature of scientific inquiry
 - a. Knows that learning can come from careful observations and simple experiments
 - b. Knows that tools (e.g., thermometers, magnifiers, rulers, balances) can be used together information and extend the senses

Evaluation: Attached

Time Allotment	Activity	Supplies
DAY 1		
30 minutes	Fish- Match Mixer, pg 7, <i>Sportfishing Helper's Guide</i> Getting to Know Fish, pg 39, <i>4-H Fish Iowa</i> (use pictures)	Paper plates Pictures of native fish
10 minutes	Let's Go Fishing, pg 6, <i>Take the Bait</i>	Pencil, Copies of "Angling Self Assessment"
10 minutes	Sharing Fish Tales, pg 7, <i>Take the Bait</i>	
10 minutes	Fishing A to Z, pg 24, <i>Helper's Guide</i> (this can be played whenever there is a few minutes left)	List of categories, pencils, paper
DAY 2		
15 minutes	Tackling Tackle, pg 16, <i>Take the Bait</i> Equipment, pg 3, <i>4-H Fish Iowa</i>	
15 minutes	Having the Right Stuff, pg 18, <i>Take the Bait</i>	Tackle Box, Tackle
30 minutes	It's a Clinch, pg 8, <i>Take the Bait</i> Why knot? pg 22, <i>4-H Fish Iowa</i>	eye bolt, cord, hook, fishing line
DAY 3		
15 minutes	Pop Can Casting, pg 10, <i>Take the Bait</i>	Pop can, 50 feet of fishing line, casting weight, piece of tape
15 minutes	Casting the Pop can rig, pg 11, <i>Take the Bait</i> Playing a Fish, pg 7, <i>Take the Bait</i>	Pop can rig
30 minutes	Casting Out, pg 12, <i>Take the Bait</i> The Basics: Casting, pg 19, <i>4-H Fish Iowa</i>	Spin casting gear with casting plug copy of "My casting record"

Time Allotment	Activity	Supplies
DAY 4		
15 minutes	Hook, line and sinker, pg 14, <i>Take the Bait</i> (bottom fishing vs. bobber fishing)	Spin casting rod and reel, bobber, sinker
15 minutes	Sharp Teeth, Sharp spines, pg 32, <i>Take the Bait</i>	Fish parts crossword poster of a fish
30 minutes	Parts of a Fish, pg 33, <i>Take the Bait</i> How fish work, pg 54, <i>4-H fish Iowa</i>	A fish for identification of parts (several for small groups to explore if possible)
DAY 5		
30 minutes	Which fish is it? pg 28, <i>Take the Bait</i> Getting to Know Fish, pg 39, <i>4-H Fish Iowa</i> Know your Fish, throughout each booklet	Copy of crossword puzzle
15 minutes	Fish- match mixer, pg 7. <i>Helper's Guide</i> Use for identification of species review	paper plates with pictures of fish on them
15 minutes	Playing a Fish, pg 7, <i>Take the Bait</i> This can be used as a review for fish species. Helper gives hints on fish characteristics	Pop can rig with casting weight
DAY 6		
30 minutes	Home, Home on the Pond, pg 22, <i>Take the Bait</i> Where Fish Live, pg 48, <i>4-H Fish Iowa</i> When and Where to Fish, pg 29, <i>4-H fish Iowa</i>	Thermometer, string, pond or stream site
20 minutes	Fishy Baits, pg 24, <i>Take the Bait</i> Urban fishing tips, pg 31, <i>4-H Fish Iowa</i>	Examples of lures, baits, worms, crickets,
10 minutes	Fishing self assessment- what has been added to your assessment? Pg 6, <i>Take the Bait</i>	pencil, copy of self assessment done earlier
DAY 7		
30 minutes	Let's Make Plans, pg 8, <i>Helper's Guide</i> This can be scaled down to a one day trip	pencil, paper, maps,
30 minutes	Fishing by the rules, pg 18, <i>Reel in the Fun</i> , Angler Challenge, pg 15, <i>4-H Fish Iowa</i> . Youth develop their own "code of ethics" Fishing rules and Regulations, pg 14, <i>4-H Fish Iowa</i>	Fishing Regulation guide, license requirements
DAY 8		
30 minutes	Go fishing!	Pond where you have permission to fish
30 minutes	From Hook to Table, pg 30, <i>Take the Bait</i> Handling the Catch, pg 36, <i>4-H Fish Iowa</i> Catch and Release Fishing, pg 26, <i>4-H Fish Iowa</i>	Fish, fillet knife, cutting board, cooking source