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

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Activity</th>
<th>Supplies</th>
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<tbody>
<tr>
<td><strong>DAY 1</strong></td>
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<tr>
<td>30 minutes</td>
<td>Fish- Match Mixer, pg 7, <em>Sportfishing Helper’s Guide</em></td>
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<tr>
<td></td>
<td>Getting to Know Fish, pg 39, <em>4-H Fish Iowa</em> (use pictures)</td>
<td>Paper plates, Pictures of native fish</td>
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<tr>
<td>10 minutes</td>
<td>Let’s Go Fishing, pg 6, <em>Take the Bait</em></td>
<td>Pencil, Copies of “Angling Self Assessment”</td>
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<tr>
<td>10 minutes</td>
<td>Sharing Fish Tales, pg 7, <em>Take the Bait</em></td>
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<tr>
<td>10 minutes</td>
<td>Fishing A to Z, pg 24, <em>Helper’s Guide</em></td>
<td>List of categories, pencils, paper</td>
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<td>(this can be played whenever there is a few minutes left)</td>
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<tr>
<td><strong>DAY 2</strong></td>
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<tr>
<td>15 minutes</td>
<td>Tackling Tackle, pg 16, <em>Take the Bait</em></td>
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<td></td>
<td>Equipment, pg 3, <em>4-H Fish Iowa</em></td>
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<tr>
<td>15 minutes</td>
<td>Having the Right Stuff, pg 18, <em>Take the Bait</em></td>
<td>Tackle Box, Tackle</td>
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<tr>
<td>30 minutes</td>
<td>It’s a Clinch, pg 8, <em>Take the Bait</em></td>
<td>eye bolt, cord, hook, fishing line</td>
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<td></td>
<td>Why knot? pg 22, <em>4-H Fish Iowa</em></td>
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<tr>
<td><strong>DAY 3</strong></td>
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<tr>
<td>15 minutes</td>
<td>Pop Can Casting, pg 10, <em>Take the Bait</em></td>
<td>Pop can, 50 feet of fishing line, casting weight, piece of tape</td>
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<tr>
<td>15 minutes</td>
<td>Casting the Pop can rig, pg 11, <em>Take the Bait</em></td>
<td>Pop can rig</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Casting Out, pg 12, <em>Take the Bait</em></td>
<td>Spin casting gear with</td>
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<tr>
<td>Time Allotment</td>
<td>Activity</td>
<td>Supplies</td>
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<tr>
<td>The Basics: Casting, pg 19, <em>4-H Fish Iowa</em></td>
<td>casting plug, copy of &quot;My casting record&quot;</td>
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<tr>
<td><strong>DAY 4</strong></td>
<td>Hook, line and sinker, pg 14, <em>Take the Bait</em> (bottom fishing vs. bobber fishing)</td>
<td>Spin casting rod and reel, bobber, sinker</td>
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<tr>
<td>15 minutes</td>
<td>Sharp Teeth, Sharp spines, pg 32, <em>Take the Bait</em></td>
<td>Fish parts crossword puzzle, poster of a fish</td>
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<tr>
<td>30 minutes</td>
<td>Parts of a Fish, pg 33, <em>Take the Bait</em> How fish work, pg 54, <em>4-H fish Iowa</em></td>
<td>A fish for identification of parts (several for small groups to explore if possible)</td>
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<tr>
<td><strong>DAY 5</strong></td>
<td>Which fish is it? pg 28, <em>Take the Bait</em> Getting to Know Fish, pg 39, <em>4-H Fish Iowa</em> Know your Fish, throughout each booklet</td>
<td>Copy of crossword puzzle</td>
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<tr>
<td>15 minutes</td>
<td>Fish- match mixer, pg 7, <em>Helper’s Guide</em> Use for identification of species review</td>
<td>paper plates with pictures of fish on them</td>
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<tr>
<td>15 minutes</td>
<td>Playing a Fish, pg 7, <em>Take the Bait</em> This can be used as a review for fish species. Helper gives hints on fish characteristics</td>
<td>Pop can rig with casting weight</td>
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<tr>
<td><strong>DAY 6</strong></td>
<td>Home, Home on the Pond, pg 22, <em>Take the Bait</em> Where Fish Live, pg 48 , <em>4-H Fish Iowa</em> When and Where to Fish, pg 29, <em>4-H fish Iowa</em></td>
<td>Thermometer, string, pond or stream site</td>
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<tr>
<td>30 minutes</td>
<td>Fishy Baits, pg 24, <em>Take the Bait</em> Urban fishing tips, pg 31, <em>4-H Fish Iowa</em></td>
<td>Examples of lures, baits, worms, crickets,</td>
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<tr>
<td>20 minutes</td>
<td>Fishing self assessment- what has been added to your assessment? Pg 6, <em>Take the Bait</em></td>
<td>pencil, copy of self assessment done earlier</td>
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<tr>
<td><strong>DAY 7</strong></td>
<td>Let’s Make Plans, pg 8, <em>Helper’s Guide</em> This can be scaled down to a one day trip</td>
<td>pencil, paper, maps,</td>
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<tr>
<td>30 minutes</td>
<td>Fishing by the rules, pg 18, <em>Reel in the Fun, Angler Challenge</em>, pg 15, <em>4-H Fish Iowa</em>. Youth develop their own “code of ethics” Fishing rules and Regulations, pg 14, <em>4-H Fish Iowa</em></td>
<td>Fishing Regulation guide, license requirements</td>
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<tr>
<td><strong>DAY 8</strong></td>
<td>Go fishing!</td>
<td>Pond where you have permission to fish</td>
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<tr>
<td>30 minutes</td>
<td>From Hook to Table, pg 30, <em>Take the Bait</em> Handling the Catch, pg 36, <em>4-H Fish Iowa</em> Catch and Release Fishing, pg 26, <em>4-H Fish Iowa</em></td>
<td>Fish, fillet knife, cutting board, cooking source</td>
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