

# Fish Iowa! Unit

## Day 1

### Teaching Objective

Students will be able to recognize the parts of a rod and reel and understand uses of each, to safely demonstrate an understanding of how to cast, and to demonstrate an understanding of the dangers due to carelessness during the use of equipment

### Reference Materials

Fish IOWA! Unit #3--Pg. 41, 44-47, 52

Fish IOWA! Basic Spincasting DVD

### Materials Needed

TV/DVD Player

Fish IOWA! Basic Spincasting DVD

24 Rods and Reels (Enough for 1 for every 2 students)

Fish IOWA! Unit #3 Review sheet 3-1 Pg.52

### Description of Activities

- I. Post vocabulary words on the whiteboard (in the gym).
  - a. Distribute copies of the Unit#3 Review sheet 3-1 to all students.
  - b. Use the review sheet as a pre-test.
  - c. Collect the review sheets.
- II. Show the Fish IOWA! Basic Spincasting DVD to all students, stopping to emphasize and review critical pieces of information about the rod and reel and casting technique.
- III. Explain the safety precautions, “Casting Do’s and Don’ts” from page 45.
- IV. Explain and demonstrate procedure of casting practice. (See the diagram on the middle of Pg. 47.)
  - a. Post copies of the steps of basic casting technique so all students will be able to see the steps from anywhere in the room.
  - b. Pair the students.
  - c. One partner will practice safely casting while the partner critiques and gives suggestions to improve the cast technique of the partner (peer coaching).
  - d. Switch jobs so each partner has equal time to cast and coach.
  - e. Emphasis is on correct technique, grip, body position, backswing, swing, release, and follow through, (Pg. 44).

## Day 2

### Teaching Objective

Students will be able to demonstrate an understanding of care of fishing equipment, to demonstrate an understanding of the dangers due to carelessness during the use or transportation of equipment, to demonstrate correct knot tying skill, and to demonstrate proper casting technique as evidenced by a Casting Skills Test.

### Reference Materials

Fish IOWA! Unit #3--Pg. 41-43, 47

Fish IOWA! Basic Spincasting DVD

## Materials Needed

TV/DVD Player

Fish IOWA! Basic Spincasting DVD Knot tying section

100 foot rope, 1/8" wide

48 washers, 1/4" centers

48 pieces of 1/8" rope, 36" long

Record sheet to record results of casting skill test

24 Rods and Reels

24 Plugs

Copies of "Fish IOWA! Review Sheet 3-1, Pg. 52

## Description of Activities

- I. Watch the part of the Fish IOWA! Spincasting DVD specific to knot tying (in the gym).
- II. Students will each receive a 36" piece of 1/8" rope. Across the gym is a rope with 48 washers strung on it. Students will work in pairs to practice and coach each other through correctly tying knots. Students will need to know how to tie hooks on their fishing line. Students will use each other and diagrams posted around the gym to used as reference.
- III. Instructors will have cut the fish hooks from the line on each fishing rod prior to class. Students will each demonstrate they can correctly tie a new hook on the line according to a check list knot test. Students will work with a peer. After one partner has passed the knot test, the other partner will cut that hook and correctly tie his/her hook on the line, pass the knot test, and cut the hook from the line.
- IV. Instructors will review how to care for fishing equipment during use and transportation. Students will demonstrate understanding of care by use of a checklist.
- V. Students will tie plugs to the fishing line on each rod. Students will use the same set up for class as used in Day 1 for casting. Review safety precautions. All students will pass a Casting Skills Test as explained on pg. 47 and complete the post-test for casting, "Fish Iowa! review Sheet 3-1, Pg. 52. After passing the casting skills test, students may practice target casting.

## Day 3

### Teaching Objective

Students will be able to demonstrate accuracy in casting ability, and become acquainted with the concept of the aquatic ecosystem and it's relationship to the types of baits and lures are used to entice different species of fish

### Reference Materials

Fish IOWA! Unit #3 Pg. 48 "Target Casting"

Fish IOWA! Unit #4 Pg. 55-56, 62

## Materials Needed

24 Rods and Reels with plugs

10 hula hoops of varying sizes

Score cards

45 copies of Pg. 55-56

Copies of Fish IOWA! Review Sheet 4-1 Pg. 62 and 4-2 Pg. 63 (front/back-- enough for 1 per student)

## Description of Activities

- I. Bleachers on the south end of the gym will be pulled out and rods and reels with hookless plugs will be set up when students enter the gym. Hula hoops will be spread out across the length of the gym in varying distances from the bleachers.
  - a. Students will gather in pairs.
  - b. Each pair will join another pair of students for the “Team Target Casting Challenge”.
  - c. Rules will be amended from the “Target Casting” game on Pg. 48. such that each team of 2 will challenge the other team targeting one of the 10 hula hoops at a time.
  - d. Scoring will be similar to bocce ball in that the team that lands closest to the hoop or in the hoop will score points, in the hoop = 2 points, closest to the hoop yet outside the hoop = 1 point.
  - e. Students will need to wait for the teams ahead of them to finish at that hoop before moving on.
  - f. Teams will play 5 holes or hoops recording scores after each hole.
  - g. Safety procedures will be explained before the game commences.
  - h. Students will compare scores as they safely store their rods and reels.
- II. Students will sit on the bleachers with partners.
  - a. Copies of “The Aquatic Ecosystem” and the review sheets will be distributed.
  - b. Students first will read aloud the Review Sheet 4-1, (Pg.62), then the passage on the ecosystem.
  - c. Students will alternate reading paragraphs with their partner.
  - d. They then answer the questions on Review Sheet 4-1.
  - e. When all finish, the teacher will read the answers and a question and answer session will follow.
- III. Hand in review sheets.

## Day 4

### Teaching Objective

The students will: become acquainted with types of baits, become acquainted with types of lures, become aware of common tackle set-ups for baits, and acquire an understanding of how to land and care for the catch.

### Reference Materials

Fish IOWA! Unit #4 Pg. 57-59, 63

Fish IOWA! Unit #5 pg. 67-68, 77

Local Bait Shop for samples of kinds of bait and lures to use as examples

### Materials Needed

45 copies of “Baits”, “Common Tackle Set-Ups For Baits”, and “Lures”, Pg. 57-59

Fish IOWA! Review Sheets 4-2 ( back side of sheet used on Day 3)

45 copies of “Landing the Fish”, “Catch and Release”, and “Keeping the Catch”, Pg. 67-68

Copies of “Fish Iowa! Review Sheet 5-1, Pg. 77, enough for 1 per student

Samples of Bait and Lures

## Description of Activities

- I. Distribute copies of “Baits”, “Common Tackle Set-Ups For Baits”, and “Lures”, Pg. 57-59, to each student.
- II. Return review sheets 4-1 completed on Day 3. On the reverse side is Review Sheet 4-2. Students will follow along as the teacher reads aloud the “Fish IOWA! Review sheet 4-2.

III. Students pair up then each pair joins another pair to make groups of 4. Directions for this day's group project written on the big white board as follows:

Each group will be assigned one kind of "Bait" and either a "Common Tackle Set-up for Baits" or "Lures" from the handouts on Pg. 57-59.

Students read about their assigned bait or lure and decide as a group how to best teach/present the information to the rest of the class.

Samples will be available to be used as props in the presentation.

Included as part of the presentation, teams need to provide answers to appropriate questions on the review sheet 4-2 if the part assigned corresponds to a question.

All team members must be included in a part of the group presentation.

Students have 8 minutes to prepare the presentation.

IV. After 8 minutes, begin the presentations in the order they appear on the handouts. Ask for questions after each presentation.

V. Distribute copies of "Landing the Fish", "Catch and Release", and "Keeping the Catch", Pg. 67-68, and Fish Iowa! Review Sheet 5-1, Pg. 77.

a. Teacher will demonstrate how to properly land the fish. reviewing and repeating when necessary.

b. The teacher will read through the basic catch and release rules.

c. Then the teacher will explain about what keeping the catch entails.

d. Students may read or follow along with the process.

VI. The teacher will go through the answers to the review sheet questions. Both review sheets will be turned in at the end of class.

## **Day 5**

### **Teaching Objective**

Students will: become familiar with the types of fish in Iowa, become familiar with the fishing regulations in Iowa, become familiar with ethics of fishing, become familiar with safety procedures to be followed while fishing, become aware of basic first aid procedures and appropriate dress for outdoors, to demonstrate an understanding of the dangers that exist around bodies of water, and to demonstrate the proper way to don a PFD

### **Reference Materials**

Fish IOWA! Unit #1 Pg. 7-12, 18, 19

2011 Iowa Fishing Regulations

Fish Posters from DNR

Fish IOWA! Appendix J, Pg. 106

### **Materials Needed**

2011 Iowa Fishing Regulations (one per student)

Fish IOWA! Unit #1 Pg. 7-12

Fish IOWA! Review Sheets 1-3 and 1-4, Pg. 18 and 19 (one per student)

Fish Posters

10 Personal Flotation Devices

### **Description of Activities**

I. Hang the posters for fish identification.

a. Identify the different fish from the posters on the wall.

- II. Distribute the 2011 Iowa Fishing Regulations to all students. Refer to pg. 34-37, “Fish Identification”. Have students refer to Pg. 7-13, “2011 Fishing Seasons and Limits”. Be aware of where to find the information for reference.
- III. Distribute handouts from Fish IOWA! Pg. 7-12, “Regulations”, “Ethics”, “Safety”, “Basic First Aid”, and “Dress”. Students will also receive copies “Fish Iowa! Review Sheet 1-3 and 1-4, printed front/back.
- IV. Students will work in the same groups of 4 they were in on Day 4 to read the handouts and answer the questions on the review sheets. Students will be able to use both the handouts from Fish IOWA! and 2011 Iowa Fishing Regulations to answer any questions. Students will be given 15 minutes to read and answer the review sheets. Teacher will go over answers on the review sheets. Review of highlights and a question and answer period will follow.
- V. The teams will now compete in The Great Lifejacket Race, see Fish IOWA!, Pg. 106 for directions.
- VI. Review the 5 day unit and ask the following questions:
  - How many of you plan to fish in the next week? In the next month? In the next six months? In the next year?
  - Do you feel comfortable with your acquired knowledge if you go fishing with family or friends?
  - What questions do you still have?
  - Are you more likely to go fishing now than before the unit began?
  - What was your favorite part of the unit?
  - What would you like to do more of or that we did not do during the unit?