

Lesson Date and Time: Week One **Period** 5th **N0. of Students:** 10 - 12 **Room** 137

Teacher: Shaw/Klosterman

Unit/Lesson Title: Unit One/Iowa Fishing Regulations, Class Code of Ethics, and Team Building

Quadrants: All

Fish Iowa Standards and Benchmarks

S-1: Understand the benefits and costs associated with participation in fishing.

B) Understand basic equipment needed for fishing.

B) Understand different types of fish and tackle/equipment needed to catch a particular species of fish.

S-2: Understand the social and personal responsibility associated with participation in fishing.

B) Understand fishing rules, regulations, and ethics required for the sport.

B) Develop a code of ethics for anglers and the class.

B) Understand an angler's impact on the environment.

S-3: Use a variety of basic and advanced movement concepts and principles required for fishing.

B) Demonstrate the coordinated movements of casting.

B) Demonstrate various types of casts using the same rod and reel combination.

B) Demonstrate the basic types of knots used in fishing.

B) Use a variety of different rod and reel combinations for fishing.

S-4: Understand health/medical issues that may arise in the field.

B) Demonstrate basic field first-aide techniques and application.

B) Understand basic field first-aide techniques.

B) Understand basic health risks/medical needs that may arise in the field.

S-5: Understand the relationships of organisms to their environment.

B) Understand an angler's impact on the environment.

B) Identify various Iowa fish species.

B) Understand the niche/habitat where each of Iowa's fish species may be found.

S-6: Demonstrate critical thinking and analytical skills.

B) Demonstrate proper equipment uses.

B) Discern critical information from written, spoken, and visual materials/presentations.

B) Discern the main idea and supporting details from a given resource. *B)* Discern critical information from the environment and adjust fishing techniques accordingly.

Objectives: Understand fishing rules, regulations, and ethics required for the sport as demonstrated by reading the "Iowa Fishing Regulations" pamphlet and completing the "Iowa Fishing Regulations" handout. Develop a code of ethics for anglers and the class. Begin developing a team approach to the class through group activities. Begin learning and demonstrating the basic types of knots used in the class for fishing. Discern critical information from written, spoken, and visual materials/presentations as demonstrated through class notes and completion of unit worksheets.

Anticipatory Set: Review week's expectations. Introduce and discuss the concept of ethics and how they apply to various activities and how we govern our lives. Question: What is the weakest link between the angler and the fish? Demonstrate a new knot each day and spend time practicing the knot as well as reviewing knot(s) from the previous day.

Instructional Process:

Day 1: Demonstrate and practice the Improved Clinch Knot with a partner using the knot tying boards and handouts of knot review sheet. Introduce and discuss the logo project activity. Set end of week deadline for completion. Assign Unit One reading and worksheets. Use remaining time to work on logo and Unit One reading. Announce that DNR conservation officer Brett Reece will be speaking to the class on Friday and begin writing down questions for officer Reece.

Day 2: Practice the Improved Clinch Knot and demonstrate and practice the Palomar Knot with a different partner. Divide the class into small groups and assign the Iowa Fishing Regulations worksheet activity.

Day 3: Practice the Improved Clinch Knot, the Palomar Knot, and introduce and practice the Trilene Knot with a new partner. Review the answers to the Iowa Fishing Regulations worksheet and discuss the reasons and need for those regulations.

Day 4: Practice the Improved Clinch, Palomar, and Trilene Knots, and introduce and practice the Double Loop Knot. Introduce and discuss the concepts of ethics as it relates to fishing and the class. Discuss the difference between the rules/regulations and a code of conduct and ethics. In Small groups review and discuss Appendix I: Ethics Discussions Activity. Discuss outcomes as a class. Review questions for officer Reece.

Day 5: Introduce guest speaker DNR conservation officer for Tama County Brett Reece who will talk about his career, duties, and answer questions. Collect logo assignments.

Day 6: Practice the Improved Clinch, Palomar, Trilene, and Double Loop Knots. Announce knots test at end of week. In small groups have students complete the Pond Owners Activity. Discuss small group outcomes with class. Assign reading "We Learned It All in Kindergarten" by Robert Fulghum.

Day 7: Post class logo designs and as a group choose the logo and slogan for the class. Pick shirt color and sizes. Discuss reading assignment "We Learned It all in Kindergarten" by Robert Fulghum and assign ethics activity to be completed individually.

Day 8: Practice knots. In small groups discuss outcomes for 'Kindergarten' activity and finalize drafts. Discuss small group outcomes with class. Begin large group work of developing a class code of conduct and individual and group ethical code. Write ideas on board and edit.

Day 9: Adopt a class and personal code of ethics which will apply to the course. Edit and finalize draft. Type and distribute to class.

Day 10: Test students out on knots. Review Unit One worksheets. Watch video “The Best Fishing: It’s In Your Hands”.

If students need a break from the classroom activities and if weather permits, take the students outside, introduce them to the basic spincasting combo, and practice casting.

Input: See above.

Modeling: Discussion. Physical demonstrations of skills. Class and personal code of ethics.

Checking for Understanding: Discussion. Review of worksheets. Physical demonstrations of skills. Student notes and questions.

Guided Practice and Monitoring: See above.

Closure: Demonstrations of knots. End of unit worksheets and review. Development of student/class code of conduct.

Materials/Resources: Fish Iowa manuals, pamphlets, and videos. Fishing regulations worksheet. Knot tying boards. Pond Owners activity. Logo project. “We Learned It All in Kindergarten” hand out and activity.

Accommodations/Modifications: Individualized instruction. Peer tutoring. Extended time. IEP recommendations/accommodations. Work with a partner or in small groups.

Iowa Fishing Regulations

Using your “Iowa Fishing Regulations’ pamphlet, answer the following questions.

1. Name two endangered fish species in the state of Iowa.
2. Name two aquatic invasive species and an Iowa water where they have been introduced.
3. How much does an annual fishing license cost for a resident of the state?
4. Do you currently need an Iowa Fishing license for this class? Why or why not?
5. What is the difference between a daily bag limit and a possession limit?
6. What is the daily bag and possession limit for black bass for most Iowa inland waters?
7. What is a length limit? Give an example.
8. Describe the process of how to properly measure a fish.
9. Describe the difference between “inland waters” and “boundary waters”. Where might you find them on an Iowa map?
10. Name two things that you can do that will help prevent the spread of aquatic invasive species.
11. Who is the conservation officer for Tama County?
12. How many fishing hooks can be used at the same time?
13. What type of fish can you not possess or use as bait?
14. What does the “Trash the Bait, Not the Lake!” slogan mean?
15. What are the main pollutants that have contaminated Iowa waters causing consumption of fish to be limited? Who in the population are most at risk by consuming contaminated fish?
16. What body of water has produced the greatest variety of “Iowa All Time Record Fish”?
17. What phone number should you call if you encounter a poacher or are aware of a fishing violation?
18. What DNR documents are needed to catch and keep trout in Iowa?
19. Why must you leave at least one inch of skin and scales when cleaning and transporting fish?
20. To whom are you required to show a valid fishing license?
21. True or false. When fishing a private pond, statewide fishing rules and regulations do not apply.
22. What are the dos and don’ts of fishing private waters?
23. What is the DNR phone number for turning in aquatic nuisance species?
24. What is the DNR fisheries website?

“We Learned It All in Kindergarten” *Fish Iowa!* Ethics Activity

Read “We Learned It All in Kindergarten”

Discuss the article in small groups. How does what the author learned in kindergarten apply to life as an adult? How might you translate/transfer the lessons mentioned in the article into a code of conduct for the class?

Using the article and what you discussed in your small groups as a guide, write an article entitled “We Learned It All in Fish Iowa”.

Fish Iowa! Project: Class Logo

Design a cap/t-shirt logo for the class. The logo needs to include “Fish Iowa” as part of the design. The design may include a class name, slogan or caption, as well as other graphic elements such as an illustration cartoon or picture. The use of color should be limited. All designs need to fit on a plain white 8 1/2” x 11” sheet of paper. You may also wish to include the general shape of the overall design such as a circle, oval, square, triangle, rectangle, etc.

It may be possible that the logo you design will actually be used on a cap or t-shirt. This means the number of colors used needs to be three or less for smaller designs (caps) and six or less for larger designs (t-shirts). A neat, clear, simple design will be easier to transfer and produce than an intricate one.

Designs will be judged on their neatness, their ability to capture the spirit of the class and the Fish Iowa program, and on the limitations set above.

Have fun and be creative!

Fish Iowa! Final Project

Write a chapter for a class fishing text. Include the following based on the F.L.P. method for catching fish:

1. Fish: A written overview of the species.
2. Location: An overview of the species including a map of its range within the continental United States and at least four areas, one location from each quadrant if possible, where an angler might fish for that particular species in Iowa waters.
3. Location: Where the fish might be located on bodies of water.
4. Presentation: A variety of tactics and tackle needed to successfully catch the fish, including illustrations and photographs of the fish, rigging, lures, etc.
5. Fish: Preparation and recipes for the consumption of the fish or ways the fish might be used by the angler.
6. Fish: Iowa DNR regulations concerning the species.
7. A bibliography of resources used to complete the chapter.

The purpose of the project is to develop a useful resource for all students in the Fish Iowa class to take with them at the end of the semester.

Expectations: Chapters should be typed or neatly written; grammar, spelling, and punctuation count. Maps should be neat and accurate. Three or more resources should be used and documented in your bibliography. The written work should be your own, not copied from a resource. Plagiarism will result in a failing grade. Graphics should be clear and reproducible. The overall look should be neat and professional.