

## *Fish Identification and 5 Senses*

**Time Frame:** 20-25 minutes

**Age:** 8 and up

**Group Size:** 20-25

**Setting:** Indoors, outdoors (an area that can get a little wet)

**Staff:** 1-2

**Use:** Out-of-class

**Note:** Good in hot weather!

### **NYS Learning Standards:**

#### MST-Section 4: Living Environment

Students will: understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

- *Key Idea 1:* Living things are both similar to and different from each other and nonliving things.
- *Key Idea 5:* Organisms maintain a dynamic equilibrium that sustains life.
- *Key Idea 6:* Plants and animals depend on each other and their physical environment.
- *Key Idea 7:* Human decisions and activities have had a profound impact on the physical and living environment.

### **Objectives:**

- ✓ Students will be able to determine that fish have all 5 senses
- ✓ Students will be able to identify 3-5 local fish species
- ✓ Students will be able to discover different fishing techniques

### **Motivation:** Game

**Materials:** Artificial lures without hooks, fish models/pictures/dead on ice, stink/power bait, soft sponges/koosh balls (enough for each student), squirt gun, blindfold, water cooler filled with water; no ice (to fill up squirt gun)

### **Pre-Lesson Procedures:**

1. Fill cooler with water.
2. Fill squirt gun with water.

### **Lesson Procedures:**

#### *Introduction (1-2 minutes)*

1. Introduce yourself and the I FISH NY program.
2. Introduce the activities:
  - a. Fish identification
  - b. Activity

#### *Senses (5-7 minutes)*

1. Ask students to identify the five senses. Discuss them in short detail. Now, ask students if a fish has 5 senses.

- a. Say: How many think fish only have one sense? Two senses? Three senses? Fish actually have all 5 senses and knowing these five senses can help us in fishing.
2. Introduce each sense while introducing a fish species, e.g. fish identification and biology. Use tackle as an aid: spoons, soft plastics, stink bait, etc.  
(Fish=sense=organ=lure/bait)
  - a. Trout=seeing=eyes=spinnerbait, spoon
  - b. Brown bullhead= taste=mouth/whiskers=stink bait
  - c. Largemouth bass=feeling & hearing=lateral line=Rat-L-trap
  - d. Pumpkinseed/bluegill sunfish=smell=nares=stink bait

*Squirt Gun Game (10-15 minutes)*

1. Introduce the game.
  - a. Tell students that the object of the game is to simulate the sense of hearing and feeling.
  - b. Have the students form a circle.
  - c. Select adult to act as the Predator (PR); the students will be schooling baitfish/prey (BF).
2. Have the PR stand in the middle, blindfolded; distribute sponge/koosh balls to BFs. As the facilitator points to a BF, that BF tosses his or her sponge ball underhand at the PR (shoulders and down) simulating movement in the water. Once the PR feels the “vibration” or “hit” by the BF via their lateral line, he or she will turn towards the direction and spray the water gun, thus “eating” the BF. The BF cannot move feet to escape the water/predator. A BF can only remain in place while ducking, dipping, bending, etc.
3. Remind students that fish can hear in the water.
4. Play the game for 4-7 minutes; no player is “out” of the game.
5. Debrief activity.
  - a. At the end of the game, tally the number of fish caught/squirted by water.
    - i. Say: Was it easy for the PR to hear/feel the fish?
6. Time permitting, play the game again.

*Closing (1-2 minutes)*

1. Review messages of lesson.
  - a. Say: How can knowing that fish have 5 senses help us to target them when fishing?

**Adapted from:** Virginia Department of Game and Inland Fisheries Sportfishing and Aquatic Resource Education; the Hearing Aid Game lesson plan