

## *Regulations Scavenger Hunt*

**Time Frame:** 20-25 minutes

**Age:** 8-11

**Group Size:** 10-25

**Setting:** Indoors, outdoors

**Staff:** 2 + ECO, if possible

**Use:** Out-of-class

### **NYS Education 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 4:* The continuity of life is sustained through reproduction and development.
- *Key Idea 7:* Human decisions and activities have had a profound impact on the physical and living environment.

### **Objectives:**

- ✓ Students will be able to describe the basic ideas surrounding fishing regulations
- ✓ Students will be able to implement current fishing regulations when fishing on own

### **Motivation:** Game

**Materials:** *FW and SW Color Guide and Poster Combo worksheets*, colored craft sticks with different sizes written on them. (The number represents the various sizes of that fish; make comparable to what actual size fish that can be caught, e.g., chain pickerel 15 inches, 12 inches, 17 inches, etc; a separate set of measurement sticks is needed for freshwater and saltwater.)

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

1. Determine playing field. Hide craft sticks throughout.
2. Note where sticks are placed for clean up.

### **Lesson Procedures:**

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

1. Introduce yourself and the I FISH NY program.
2. Introduce day's activities:
  - a. Fishing rules and regulations
  - b. Game simulation of fishing regulations

#### *Environmental Conservation Officer Introduction (3-5 minutes)*

1. Ask students if they know what an Environmental Conservation Officer (ECO) is and what they do. If students need assistance, help them examine the words used to determine the job title: "environmental," "conservation," and "police officer."

2. After students have brainstormed, re-iterate the jobs of an ECO officer.
3. Discuss fishing regulations:
  - a. Species
  - b. Size limit
  - c. Bag limit
  - d. Open season
4. Ask if there are any questions.

*Scavenger Hunt Activity (10-12 minutes)*

1. Introduce scavenger hunt activity:
  - a. Identify fishing grounds, within it there are hidden craft sticks. Each stick corresponds to a particular fish species, e.g., Green = Largemouth Bass.
  - b. Each stick has a number and that indicates the length or size of the fish.
  - c. Students will go “fishing” (hunting) for sticks.
2. After students are done “fishing” they will use the poster to see if each “fish” is the right (regulation) size.
3. Go around and check fish sizes.
4. Introduce concept of catch and release fishing.
  - a. Say: Now if we don't plan on eating our catch, we can release our fish. We call this catch and release fishing.

*Closing (1-2 minutes)*

1. Reminders:
  - a. Not required to memorize the regulations but responsible for them.
  - b. Always carry the most current Regulations with you when fishing.
2. Invite questions.