

Fish Identification and Lure Art

Time Frame: 20-30 minutes

Age: 7 and up

Group Size: 5-25

Setting: Indoor, outdoors

Staff: 1

Use: Out-of-class

NYS Education Standards:

The Arts Standard 1: Creating, Performing and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

- *Key Idea 1:* Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

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.

Objectives:

- ✓ Students will be able to identify 3-5 different local fish species
- ✓ Students will be able to compare and contrast 2-5 different artificial lures
- ✓ Students will be able to re-iterate where and when to use the different artificial lures

Motivation: Creation of own lures

Materials: Tackle box with lures (e.g. spoon, fly, spinner, rubber shad, bucktail, pencil popper, crankbait, soft plastics); fish models/pix/dead on ice; scrap paper; crayons; markers/colored pencils; 3-4 pictures of each type of lure or actual examples with hooks removed (soft plastic, pencil popper, spinner, rubber shad); and *Soft Plastic, Pencil Popper, Spinner, and/or Rubber Shad worksheets* (one for each participant)

Lesson Procedures:

Introduction (1-2 minutes)

1. Introduce yourself and the I FISH NY program.
2. Introduce day's activities:
 - a. Fish identification
 - b. Artificial lure identification
 - c. Artificial lure artwork

Bait Introduction (2-3 minutes)

1. Discuss the two different types of bait.
 - a. Natural/real: live and dead
 - i. Worms, fish, etc.
 - b. Artificial/not real: artificial, fake bait
 - i. Crankbait, spoon, fly, spinner, pencil popper, etc.
 1. Say: There are two types of bait, real and not real. Can someone give me an example of real bait, either live or dead? What about an example of not real or fake, artificial bait?
2. Tell students today we are going to focus on artificial bait.

Artificial Bait and Fish Identification (8-10 minutes)

1. Show students 3-5 different types of artificial bait. Be sure to pick lures based on the fish found at the body of water in which they will be fishing.
 - a. Name
 - b. Safety
 - c. How it moves
 - d. When to use it; i.e. color, time of day, weather conditions
2. After each lure, show students different type(s) of fish that can be caught using that lure. Use fish models/pix/dead on ice for a visual example if desired.
 - a. Be sure to discuss proper handling of fish and safe removal of lure, e.g. use of pliers
3. As the lesson progresses, begin to ask the students to identify the name of the fish of those already covered.

Lure Activity (10-15 minutes)

1. Tell students that they are going to create their own artificial lure based on the fish and artificial lures they just learned.
 - a. Say: You have just been promoted to the marketing manager of REEL DEALS Lure Company. Your task is to create a new lure for the anglers of New York State. Be sure to select or create a lure based on the fish you want to catch and when you want your lure to be used. Remember the information we just reviewed.
2. Invite students to draw their own lures or to complete the already created outlines of a pencil popper, spinner, rubber shad or soft plastic.
3. Hand out laminated lure cards or examples without hooks for students to use as an example.
4. Instruct students to answer the questions on the bottom of the worksheet.
5. Ask if there are any questions.
6. Time permitting, invite a few students to share their work.

Closing (1-2 minutes)

1. Reminders
 - a. There is a lot of flexibility with lures; however one needs to be patient and creative when using them.
 - b. Practice makes perfect!
2. Ask if there are any questions.