

 **Great Lakes, Great Times, Great Outdoors**

***www.michigan.gov/dnr***

**Lessons Learned From the Bald Eagle**

**Fishing for Fun Elective Saginaw Bay Visitor Center**

**Bay City State Recreation Area Level: 4th, 5th or 6th Grade**

**FIELD TRIP PROGRAM DESCRIPTION:**

**Fishing for Fun Elective (4-5 hours):**

Students participate in a 6 station, 2.5 hour fishing clinic in the morning and then put into practice the fishing science in the afternoon. Stations are set up to familiarize students with the Pathways to Fishing Formula for Successful Fishing: F + L + P = S. If you know your fish (Fish) and you know the habitat of your fish (+ Location) and you know how to select the right equipment and bait and how to get the bait out to the fish (+ Presentation) you will have success (= Success) in fishing!

Arrival (15 minutes): Arrive at park and divide students into groups to go through instructions.

Station 1 (30 minutes): Learn about fish biology & food chains, habitat requirements, where you go to get more information about your fish, fish anatomy/traits and how to identify your fish.

Station 2 (30 minutes): Fish classification & identification by family and species utilizing anatomy, traits, special adaptations.

Station 3 (30 minutes): Learn about the different types of rods and reels that are used to catch fish, fishing tackle, live bait vs. artificial lures, and how to tie fishing knots.

Station 4 (30 minutes): Weather, Safety & Casting deals with basic safety precautions every angler should take, casting tips, and hands-on casting practice.

Station 5 (30 minutes): How to put on a bobber, how to detect a bite, set the hook and land a fish, and how to get a fish off the hook. Demonstration of 5 fish holds; fishing code of ethics, fishing rules and regulations, and fishing clinic conclusion.

Lunch (30 minutes): Students will have time to eat lunch at the park (not provided).

Fishing Dock (45-90 minutes): Provide the students with fishing poles and bait to go fishing in the Tobico Lagoon. During the outdoor fishing experience students will rotate through the visitor center museum and review the Lesson Learned From the Bald Eagle. Review of the Fish Consumption Advisory will also take place utilizing the computer touch screen “virtual fishing trip”.

**PROGRAM GOALS:**

1. Each student will participate in a 5-station fishing clinic, where they learn the fundamentals of fishing and go fishing.
2. Each student will gain knowledge about the role man has played in altering the freshwater ecosystem of the Saginaw Bay and its impact on future use of the resource.

**PROGRAM OBJECTIVES:**

1. Students will be able to list and describe the four components which make up a fish’s habitat: Food, Water, Shelter and Space.
2. Students will be able to identify factors in the Great Lakes aquatic ecosystem that influence changes in fish and bird populations.
3. Each student will be able to classify what family a fish belongs to using the fish’s unique traits and anatomical features.
4. Students will be able to describe different members of a Great Lake food chain/food web and their place in it.
5. Students will be able to identify the gills of fish as a part of the respiratory and circulatory systems, the tongue and its function in the digestive system, the anal opening as part of the excretory and reproductive systems, and the lateral line and nares as part of the nervous system.
6. Students will be able to list one reason why there are different types of fishing rods and reels.
7. Students will be able to tie one fishing knot.
8. Students will be able to properly demonstrate how to cast with a spin cast rod and reel.
9. Students will be able to list at least two safety precautions to take when going on a fishing trip.
10. Students will be able to demonstrate at least two ways to hold a fish while taking it off the hook.
11. Students will be able to list two ways they can be an ethical angler.

**PREPARING YOUR STUDENTS FOR THE FIELD TRIP:**

1. Call the visitor center to schedule a field trip (choosing one of the three field trip electives.)
2. Talk with the students about what they should wear for their fishing trip: hat and sunglasses (to protect the head and eyes from fish hooks and the sun), sunscreen, shoes that can get muddy/wet, rain gear and wind gear.
3. Please emphasize safety around water and fish hooks. Fishing equipment and water can become dangerous when rules are not observed.

4. Invite responsible adults who can be “fishing mentors” for the students during the actual fishing experience. Ideally, we would like to have 1 adult/5 students.

**POST-VISIT SUGESTIONS:**

1. Do one of the lessons in the MSU Extension Fishing for Fun workbook, provided for teachers in the post-visit teacher packet.
2. Have the students design their own fish, name it and describe its food, water, shelter and space requirements.
3. Visit a DNR Fish Hatchery.
4. Participate in the all new DNR classroom program “Salmon in the Classroom”
5. Participate as a class in the BAY SAIL program. Information on BAY SAIL is available from the Bay Area Visitors and Convention Bureau.
6. Contact EPA, Mary Breeden, 804 S. Hamilton St., Suite 3, Saginaw, MI 48602 (989) 401-5509

**COORDINATING WITH MICHIGAN SCIENCE Grade Level Content Expectations:**

Bold & Underlined=prominent program emphasis, Bold=reinforced through program, Italicized=program can be used to reinforce back in classroom

**Science. Inquiry Process:**

**S.IP.04.11**, **S.IP.04.12**, *S.IP.04.13*, **S.IP. 04.14**, **S.IP.04.15**,

**S.IP.05.11**, **S.IP.05.13,** **S.IP.05.14**, **S.IP.06.11**, *S.IP.06.12*, **S.IP.06.13**, **S.IP.06.14,** *S.IP.06.15,**S.IP.06.16*

**Science. Inquiry Analysis & Communications:**

**S.IA.04.11**, **S.IA.04.12**, *S.IA.04.13*,

**S.IA.05.11**, **S.IA.05.12**, *S.IA.05.13*, *S.IA.05.15*,

**S.IA.06.11**. **S.IA.06.12**, *S.IA.06.13*, *S.IA.06.15*

**Science. Reflection & Social Implications**

**S.RS.04.11**, *S.RS.04.15*, *S.RS.04.16*, *S.RS.04.17*. **S.RS.04.18**,

*S.RS.05.12*, **S.RS.05.13**, **S.RS.05.15**, *S.RS.05.16*, **S.RS.05.17**, *S.RS.05.19,*

**S.RS.06.13**, **S.RS.06.14**, **S.RS.06.15**, *S.RS.06.16*, **S.RS.06.17**, *S.RS.06.18*

**Life Science. Organization of Living Things**:

**L.OL.04.15, L.OL.04.16**

*L.OL.05.41, L.OL.06.52*

**Life Science. Evolution:**

**L.EV.04.22,**

*L.EV.05.11*, **L.EV.05.12**, *L.EV.05.14*, **L.EV.05.21**

**Life Science. Ecosystems:**

**L.EC.04.11, L.EC.04.21**,

**L.EC.6.11,** **L.EC.06.21**, *L.EC.06.22***, L.EC.06.23, L.EC.06.31**, **L.**

**EC.06.32, L.EC.06.41, L.EC.06.42**

**Life Science. Heredity:** *L.HE.05.11*, *L.HE.05.12*

**COORDINATING WITH M.E.A.P. SOCIAL STUDIES CONTENT STANDARD BENCHMARKS:**

 **Geographic Perspectives Civic Perspective**

 ll.1 --- l,e,2 lll.4 --- l.e.1

 ll.2 --- ­­­­­ l.e.1, l.e.2, l.e.4

 ll.4 --- l.e.5

 ll.5 --- l.e.