Fishing Day

Grade level: K-2 and up
Session goal: Encourage fishing skills through BIPOC-centered children's literature and activities
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Length of program session: 6 hours+

Safety check

- **YPQA Indicator: Safe environment**
- Supplies:
  - First aid kit
- Description/Directions: Are the following accessible and visible?
  ___ Emergency procedure posted
  ___ Fire extinguisher
  ___ First aid kit

Overview

Fishing Day is the fourth day of camp. We will be learning about food chains, fishing equipment, and fishing safety. Some of these topics may build on things campers learned on "Water Day." Ask them what connections they can make to the things they've already learned in camp.
Most of this curriculum can be done indoors if necessary, but planning a fishing trip is also an option. If the group does go fishing, be sure to follow safety guidelines and have life jackets if necessary.

Following is an overview of how the time is planned. If viewing in Google Docs, we recommend clicking on the "Show Document Outline" icon to the left of the page view for easier navigation.

Hour 1
- Welcome and Land Acknowledgement (30 minutes)
- Movement activity: Rock, paper, scissors, cheerleaders (10 minutes)
- Reading time: *A Different Pond* (20 minutes)

Hour 2
- Food Chain Tag from MinnAqua (30 minutes)
- Fishing video (30 minutes)

Hour 3
- Free play (30 minutes)
- Lunch (20 minutes)
- Transition activity: Line game (10 minutes)

Hour 4
- Fishing activities (60 minutes)

Hour 5
- Fishing activities (continued, 60 minutes)

Hour 6
- Book nook and journal time (20 minutes)
- Reflection (15 minutes)
- Freetime (15 minutes)

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Preparation

To Do Ahead of Time:

- Consider if a fishing trip to a local body of water is realistic for your group. Factor in the weather, transportation needs, group dynamics, and other safety concerns. Use Extension's Risk Management Planning Tool to help if needed.
- Depending on location(s) for the day, consider adjusting times and activities as needed.
- If camp leaders are not experienced in catch-and-release fishing, bring aboard a volunteer or guest teacher who can help youth during the fishing portion.

Supplies:

- Every Day:
  - Checklist to inform caregivers about clothes and supplies needed throughout the week
  - First aid kit
  - Poster paper
  - Markers
  - 4-H sign or flag
  - Name tags
  - Roll call sheet
  - Land acknowledgement statement
  - Art supplies
  - Balls
  - Games and puzzles
  - Books
  - Drawing paper
  - Laptop or other screen device that everyone can see
- Fishing Day:
  - Life jackets (if needed)
  - Scissors
  - Glue
  - Construction paper
  - Poker chips or other small item (500)
  - Plastic cups or bags (1 for each camper)
  - Masking tape
  - Rope
  - Hula hoops (4-6)
  - Fishing lures
  - Fishing line
  - Empty toilet paper rolls
  - Paint
  - Pipe cleaners
  - Googly eyes
  - Sequins/glitter
  - Feathers
  - Needle-nose pliers
  - Fingernail clipper or small scissors
  - Eye screws, paper clips, or magnets
  - Sinkers
  - Bobbers
  - Fish hooks (#6 or #8)
  - Clean pop cans
  - Casting plugs

Fishing Day Plan

Welcome & Land Acknowledgement

Time: 30 minutes

1. Welcome Everyone
    a. **YPQA Indicator: Warm welcome**
    b. Description/Directions: As parents/caregivers sign in their children, ask youth to write or draw their favorite _____ (food, animal, game, plant, machine, etc.) on a large piece of poster paper (everyone uses the same piece of paper.)
    c. Supplies:
        i. Sign-in sheets
        ii. Large poster paper
        iii. Pens and markers
2. Land Acknowledgement
    a. **YPQA Indicator: Belonging**
    b. Description/Directions:
        i. Use this map to discover the tribal nations of your area: https://native-land.ca/ (Be sure to research and practice the pronunciation before teaching the names to others.)
        ii. Explain to the young people that an important part of camp will be acknowledging the Native American tribes whose land we are on. To start, you may say something like, *"We are gathered today on the occupied territory of the _____ people. They have cared for the land, water, air, animals, and spirits of this place for many generations and continue to do so. We thank them and their ancestors and pledge to work towards a better world with more kindness, fairness, and healing."*
        iii. Ask youth what plants, animals, bodies of water, etc. they care about. Let this start a conversation about ways we can help "*steward*" (take care of) the land, as a way of saying thank you to the tribes who have been caring for the land for so long.
        iv. As a group, create your own land acknowledgement statement together or adjust the one above.
    c. Supplies:
        i. Poster paper to write statement and display
3. Acknowledgement that youth are a part of 4-H
    a. **YPQA Indicator: Belonging**
    b. Description/Directions: Explain what 4-H is to the group. Share 4-H sign or flag with the group for a visual representation. Display the sign-in poster from earlier. As you do roll call, ask each person to show what they drew. Give examples of how youth might turn that interest into a 4-H project.
    c. Supplies:
        i. Sign-in poster
        ii. Roll call list

Movement Activity: Rock, Paper, Scissors Cheerleaders

- Time: 10 minutes
- **YPQA Indicator: Belonging**
- Description/Directions:

- Ask players to spread out and find a partner. Each pair plays one round of Rock, Paper, Scissors. The losing player then stands behind the winning player and becomes their personal cheerleader.
- This new team then finds another team to play a new round of Rock, Paper, Scissors. Each time a team wins, it collects the other team's players, and they line up behind the unbeaten leader.
- At the end, there will be two large teams, led by their unbeaten leaders in front. In the very last round, do two out of three (for extra suspense!) At the very end, remind everyone that they are all on the winning team now and they can celebrate their team's victory!
- After your mini-celebration, tell everyone it is time to read the book of the day. Remind everyone that they need calm bodies and listening ears. "Let's get ready to listen by pretending you are a blueberry bush, rooted in one spot. Keep your branches to yourself and be as quiet as a blueberry bush on a calm, sunny day. Deep roots, calm branches, soaking up the sun."

Reading *A Different Pond* by Bao Phi

- Time: 20 minutes
- **SEL-PQA Indicator: Active Learning**
- Description/Directions: Read *A Different Pond* by Bao Phi as a large group.
- Supplies:
  - *A Different Pond* by Bao Phi

Vocabulary words (Vocabulary words can be built into the project-based learning and reflection)

- Time: 5 minutes
- **SEL-PQA Indicator: Skill-building**
- Words: minnows, Hmong, lure, bobber, crappie, Vietnam

Food Chain Tag from MinnAqua

- Time: 30 minutes
- **YPQA Indicator: Active Engagement, Reflection**
- Food Chain Tag (Lesson 1:2 from the MinnAqua Leader Guide)
  - Review the K-2 Option on 1:2-18 of the guide

Fishing Video

- Time: 30 minutes
- **YPQA Indicator: Reflection, Skill-building**
- Play the first 14 minutes of "Grandpa, Can We Go Fishing?" https://youtu.be/DN6rh5Jtk6c from the Nebraska Game and Parks Commission. Ask some reflection questions at the end: "Why is catch and release important?" "How do we know what places are safe to go fishing?" "What skills are you excited to practice, now that we know more about fishing?"

Free Play

- Time: 30 minutes
- **YPQA Indicator: Choice**

Lunch

- Time: 20 minutes
  - **YPQA Indicator: Nourishment**

Line Game (Transition Activity)

- Time: 10 minutes
- **YPQA Indicator: Belonging, Collaboration**
- Description/Directions: Create two groups. Have each group race to see who can line up in order fastest. Some possible orders: alphabetical by first name, birthday, number of siblings, shoe size, etc.

Fishing Trip or Indoor Activities

- Time: 120 minutes
- **YPQA Indicators: Active engagement, Skill-building, Reflection**
- Description/Directions: If the group is able to go fishing at a body of water, lead campers in the Pop Can Casting activity before heading to the location. You may need to adjust the times of other activities to account for the field trip. If you are unable to go fishing, use the indoor activity suggestions below.
    - Pop Can Casting (Lesson 5:3 from the MinnAqua Leader Guide)
        - Review the K-2 Option on page 5:3-8 of the guide
- Options for an indoor activities:
    - Flashy Fish Catchers (Lesson 5:5 from the MinnAqua Leader Guide)
        - Review the K-2 Option on page 5:5-12 of the guide
    - Pond Narrative (Lesson 1:1-11 from the MinnAqua Leader Guide)

Book Nook & Journal Time

- Time: 20 minutes
- **YPQA Indicator: Reflection, Choice, Session Flow**
- Description/Directions: Ask librarians to put together a book cart or shelf of kids books that fit the day's theme. Youth can look at different books, write/draw in their nature journal, or relax.
- Supplies:
    - Books
    - Nature journals and pencils
    - Rest area

Reflection[1]

- Time: 15 minutes
- **YPQA Indicators: Reflection**
- Description/Directions: Sit in a large circle. Roll a ball gently around the circle (in no particular order). Explain, "When you're holding the ball, tell us something you learned (or inspired you) about your experience." Make sure everyone has a chance to speak. For fun, you could limit the number of words they can use, require them to answer in two sentences, etc. After everyone has had a turn, go through the activity again, asking each person to answer the question, "What will you do that is related to this experience in the next month?"
- Supplies:
    - Ball (any size)
- Take notes and photos of projects/writing (with permission) to use for camp evaluation.

Free Play

- Time: 15 minutes
- **YPQA Indicators: Choice**

[1] Other Reflection Activities: https://docs.google.com/document/d/1NnaBXQSOdyBXKso-IaH4VHGyreyolQR6SgmZZ_Dbbd4/edit?usp=sharing

- Description/Directions: Encourage youth to gather their things to return home, then allow everyone free play time until parent pick-up

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