

Knot Tying

Time Frame: 15-25 minutes

Age: 7 and up

Group Size: 5-20

Setting: Indoors, outdoors

Staff: 1 or 2

Use: Out-of-class

NYS Education Standards:

Physical Education Standard 1: Personal Health and Fitness

Students will: have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

- *Key Idea 1a:* perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Elementary: participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area.

English Language Arts Standard 1: Language for Information and Understanding

Students will: read, write, listen, and speak for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

- *Key Idea 1:* Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Objectives:

- ✓ Students will be able to reproduce common fishing knots
- ✓ Students will be able to demonstrate how to bait a hook

Motivation: Hands-on activity

Materials: 2 long wooden knot tying boards (6-8 foot long 2 x 4 with lag bolt eyelets, about 1 foot apart); extra single knot tying boards, cord, knife, 8-10 shark hooks with tips cut off, 10-12 lg. bobbers, large fishing pole to use as example, 3-4 laminated *Knot Tying Cards*, markers, clay (shape for bait practice), clamps

Pre-Lesson Procedures:

1. Set up knot tying boards with cord.

Lesson Procedures:

Introduction (1-2 minutes)

1. Introduce yourself and the I FISH NY program.
2. Introduce the day's activities:
 - a. Knot tying

- b. Setting up a common fishing rig

Freshwater and Saltwater: The Beginning (4-6 minutes)

1. Tell students that they are learning some common knots today so that they will be able to rig up their own fishing rod here or at home.
2. Show students how to tie a clinch knot.
 - a. Option: Use the large fishing pole with the cord and shark hook as an example. Explain that the eyelets on the wooden board symbolize the eyelet on the hook. Step by step instructions work well here.
3. Have each student try to tie their own clinch knot. Let the students use the laminated *Knot Cards* if they need assistance.
4. Walk around offering tips and appraisals.
5. After students have had some practice, have them take turns explaining the knot-tying process to each other..

Freshwater: The Rig (3-5 minutes)

1. Show students the next step in the rig process: the bobber.
2. After you have demonstrated how to put on the bobber, let students try putting the bobber on their own clinch knot rigs.

Saltwater: The Rig (3-5 minutes)

1. Show students the next step in the rig process: the dropper loop.
2. After you have demonstrated how to tie the dropper loop, let students try tying the dropper loop on their own clinch knot rigs.

Freshwater: The Bait (3-5 minutes)

1. Show the students how to properly thread the worm on the hook using the clay worms. Have them practice. Students will be baiting their own hooks when they are out fishing

Saltwater: The Bait (3-5 minutes)

1. Show the students how to properly place silversides/spearing (i.e. small fish) on the hook; invite them to practice with clay or dead fish. Students should prepare to bait their own hooks when they are out fishing.

Extras (3-8 minutes)

1. If time permits, show students how to tie other knots such as the Palomar or Uni.

Closing (1-2 minutes)

1. Wrap-up; ask if there are any questions.
 - a. Say: Now you all know a common live bait rig to use when fishing.