



Introduction to Tackle Crafting

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Tackle crafting involves a wide variety of skills and interests. Some of them are simple and easily mastered. Others are complex, requiring a wide variety of skills. These activities may lead to entrepreneurial endeavors, careers or simply to expanding the recreational content of time spent fishing and preparing to fish. The volunteer working with these lesson plans and the youth involved in taking part in them are the best ones to determine which of these lessons will be used and which may wait until some later time. In general, tackle crafters with limited skills will learn best if simple skills are learned before they are applied to more complex projects. For example, simply learning how to attach a split ring and a hook to a pre-painted spoon or lure body is fun for the participant and teaches a basic skill that will be applied in many other activities. Building things to a pattern or model teaches the learner to follow that pattern or model - a step that should be taken before free-form creativity takes over.

Learning to assemble pre-cut and ready-to-finish woodworking projects is an excellent precursor to preparing them for finishing or cutting the pieces themselves. Several of the woodworking activities lend themselves nicely to that progression. If those products are then used in other activities, the value of the learning is enhanced. Clearly, more attention to hazards and safety is required when young people are using power tools, molten lead or sharp cutting instruments than when they are simply opening a split ring; but being prepared and covering safety is a leader responsibility.

Several of the activities included in this set are developed in sequence. Where they are sequential (as in the fly tying material), lessons are designed to teach, then to reinforce, basic skills. As a result, the exercises or lessons are listed in sequence. For best results they should be taught in that same sequence. When that is done, the more basic skills are learned first and skills learned earlier in the sequence are reinforced and expanded in following lessons. Skipping the basic lessons often results in complications later. As a result it is strongly discouraged. Consult the "BEST TIME" section of the lesson plan for information about the sequenced plans and where they fit in the process. An astute reader of the manual may note that the lessons are placed in the manual in sequence for basic learning and that more advanced lessons where free choice can be exercised tend to follow them.

Consider the age and skill level of your group members. Remember they learn at different rates and may have different levels of innate ability. Please remember that the product of these lesson plans is the young

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person participating, not the items that will be produced. Patient, positive leadership by an active listener and cooperative leader will reach the objective of helping kids to achieve their potential most effectively.

Remember that the lesson plans are a guide, that learning never stops, and that; you are a role model and hero to kids whether you want that position or not. Help others to have some of the fun of teaching and draft your teen leaders as assistants. They will grow from it and so will your kids. Finally, if you have good ideas for activities in this area and are willing to share them with others, please send them to us. We will edit them for format and put them in the next edition, giving you credit for the content.

Welcome to some fun stuff! Have fun with the kids and try some new things yourself. Happy tackle crafting!