

Photographing Your Catch

Background information: Review Chapter 4: *Fishing Tips and Techniques* (sidebar, *Photographs and Memories*) in [Going Fishing](#).

Standards:

Duration: 30 - 45 minutes instruction and discussion.

Materials:

Worksheet
Camera
Fish bookmarks (or any cutout fish image or fish replica)

Objectives: Student will learn how to take a quality image of an angler's catch that can be a prized memento of the fishing trip. The additional "measuring" activity will engage the student toward critically (in a fun way) viewing anglers photographs.

Background: The memory of a day fishing and fish caught will be reinforced by a photograph. A framed photograph of a first fish, trip with a special friend or a beautiful location will be a cherished lifetime memento.

Warm up: In preparation, ask the students to bring and share a "fish catch" photograph of themselves or their families and friends. If possible, make these images available to the class.

As a class presentation, display the student's photographs. Encourage the students to describe the circumstances that where involved with that particular fishing trip. Have the student's classmates identify the fish and guess the fish's length and weight.

Activity 1:

1. Using a fish image or replica and the photography suggestions on the worksheet, have the students photograph each other with a "trophy" fish.
2. Since it is not likely that the school offers a lake venue for the background, encourage the students to "photo shop" their images into a fishing scene or create an attractive background with a bulletin board.

Activity 2:

A classic angler's trick to make a fish look bigger than it really is, is for the angler to hold the fish at arms-length toward the camera. But, there is a method of taking the "anglers lie" out of these photographs. Simply use an object near the fish in the photograph with a known dimension and apply it to the fish's image. Conveniently, fingers holding the fish have a pretty standard or estimable size and can be used to expose the 'lie' behind a fish image.

1. While taking photographs for Activity 1, have the students hold the fish at arm's length in one photo and close to the body in another. Compare these photos to see if the fish actually appears larger or smaller with this technique.

2. Using the formula on the worksheet, have the students estimate the actual size of the fish in the photographs and compare to the actual size of the fish replica.

OPTION: Apply this technique to the students "fish catch" photograph they brought to class.

Photographing Your Catch – Worksheet

Photography Suggestions

- Use a quality camera (thanks to current technology, most smartphones take excellent photos!) and make sure the lens is clean.
- Position the subject with light coming from the front or side, but not behind.
- Use the lake or an attractive shoreline as the background.
- Use the background or props (fishing pole, boat, etc.) to help tell the story.
- Include others involved in the fishing event.
- Take the photograph at, or below the subject’s eye level.
- Hold a fish in front of the angler but not blocking the angler’s face.
- Help squeamish children hold the fish by keeping it on the line or have another person hold it with their help.
- Take several photographs and pick the best.
- Make the fish look bigger by holding the fish away from your body and closer to the camera.

How to estimate the length of a fish in a photograph

1. Measure a known object in the photograph that is very near the fish. Fingers holding a fish are convenient. A typical index finger of an adult male will be about .75 inches wide at the first joint. Measure the fingers of the actual fish holder, or someone of similar stature to be more exact.
2. Using the width of the finger (f) as one unit, determine how many times (f) will fit inside the length of the fish from tip of mouth to tip of tail.
3. Using the formula below, estimate the fish’s length (FL).

Fish Estimated Length (FL) = width of finger (f) * number of times (f) fits in the length of the fish (n)

FL _____ inches = (f) _____ inches * (n) _____