

COMMUNITY FISHERY PROGRAM

INSTRUCTOR MANUAL



Spring 2021



Utah Division of
Wildlife Resources

Introduction

As an instructor, you play an important role in Utah's Angler Education Program. You are not only teaching students how to fish, but you are passing on the enthusiasm and skills they need to be lifelong anglers. This manual outlines your key responsibilities and provides useful, step-by-step guidance that will help you successfully teach the basics of fishing to any beginner.

INSTRUCTIONAL GUIDELINES

This instructor manual was designed to help any intermediate angler teach novice anglers. By following these guidelines, you will be prepared for success:

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- Review each lesson well in advance of the actual class.
- Use this manual to conduct each class.
- Have a ratio of one instructor to four or five students, if possible.
- Keep the same instructor(s) throughout the entirety of the program.
- Try to keep the same instructor with the same group of students throughout the program.

These lessons will help anyone who is interested in fishing — but doesn't know where to start — and is at least 8 years old.

You can find additional instructor and student materials, including video links, lesson enhancements and feedback opportunities, on the Utah Division of Wildlife Resources' website.

wildlife.utah.gov/cf



Week One — Knot Tying

ESTIMATED TIME

20 minutes

INTRODUCTION

Greet everyone and introduce yourself. Use this time to set the tone of the program. Specify what you expect from everyone (i.e., remember to respect yourself, others, the equipment and the environment) and give students a brief overview of the day's activities.

ICEBREAKER ACTIVITY

Before you begin the knot tying and casting lessons, have students introduce themselves. Then, hold a quick icebreaker activity to get to know everyone. You could ask the students about their favorite outdoor activities, if they have ever gone fishing or whether they can name some reservoirs, lakes or rivers located in Utah.

After you finish the icebreaker activity, take some time to assign each student to an instructor.

TIPS FOR SUCCESS

We recommend that you hold the Knot Tying and Casting lesson indoors in a controlled environment, such as a large classroom or auditorium.

Week One — Knot Tying

ESTIMATED TIME

40 minutes

OBJECTIVES

Students will learn how to tie a Palomar knot and an improved clinch knot. By the end of the lesson, students will be able to demonstrate that they can:

1. Tie a Palomar knot on a regular basis.
2. Tie an improved clinch knot on a regular basis.

MATERIALS

Each student needs a piece of paracord and an eyebolt for the activity.

- Paracord cut into 24-inch pieces
- Eye bolts

BACKGROUND

Knot tying is one of the most important skills an angler needs, but it can sometimes be a difficult skill to learn. There are many knots used in fishing, but the Palomar knot and improved clinch knot are two knots you can use to securely tie your fishing line to your hook. The improved clinch knot is one of the most popular fishing knots, and the Palomar knot is strong and easy to use.

INSTRUCTOR PREPARATION

Before you hold class, please take some time to prepare the lesson materials and practice tying the knots. Preparing and practicing beforehand will ensure that you understand the lesson and have more time to help your students succeed.

PROCEDURE

Learning phase — knot-tying practice

1. Hand out an eye bolt and paracord (rope) segment to each student.
2. Explain and demonstrate one knot at a time to each group of students. Allow 10–15 minutes for students to practice each knot. As students practice, walk around offering tips and assistance. Be patient and remember that once the students know their knots, you won't have to tie them! Encourage students to look at the diagrams and instructions in their manuals.
3. Palomar knot
 - a. Double the line and pass it through the eye of the bolt.
 - b. Tie a loose overhand knot with the double line.
 - c. Pull the end of the loop down over the bolt.
 - d. Slowly pull on both ends of the line to tighten the knot.
4. Improved clinch knot
 - a. Pass the line through the eye of the bolt and wrap the free end of the line around the main line five to six times.
 - b. Pass the free end of the line through the loop closest to the eye of the bolt.
 - c. Pass the free end of the line through the newly created loop.
5. Pull the knot tight while holding the free end securely.
6. Once the students are confident, have them demonstrate their knot-tying abilities in a game.

Week One — Knot Tying

Game phase — knot tying relay

1. Bring all the groups together to participate in the game, and explain the instructions. Then, split each group in half. Send half of the group members to one side of the room and the other half to the opposite side of the room.
2. Starting at one end of the room, one group member will begin by tying a knot. They must tie their knot before running across the room to their group member. Students will use the rope they practiced on.
3. The next group member must then tie their knot before returning to where the relay sequence began.
4. The game will continue until each member of a group has tied a knot and completed the relay sequence.
5. The first group to complete the sequence will be the winners.
6. Once your class has completed two or three relay games, you can begin the casting portion of the day's lesson.

WEEKLY EVALUATION

Using the provided metrics (1 – needs work through 10 – all the time), you will conduct two evaluations.

While the students are completing the lesson, quietly assess the following objectives:

1. Can the student successfully tie a Palomar knot 75% of the time?
2. Can the student successfully tie an improved clinch knot 75% of the time?

Week One — Casting

ESTIMATED TIME

One hour

OBJECTIVES

Students will learn the fundamentals of casting and be able to demonstrate that they can:

1. Cast on a regular basis with little to no effort.
2. Cast with little to no effort at a specified target.
3. Demonstrate proper casting technique.
4. Demonstrate safe casting techniques.

MATERIALS

- Hula hoops (five per group)
- Casting plugs or 5/8-inch nuts (each student needs their own casting plug or nut)

BACKGROUND

Casting is an important skill that requires practice and patience. Most beginning anglers like to see how far they can cast, but they quickly learn that accuracy is more important than distance. Accuracy is the ability to cast your lure to a particular spot. The best fishing spots are often located near objects in the water, like rocks and logs. If you can accurately cast near those objects, you're more likely to catch fish. Being able to control distance is part of accuracy. You need to be able to judge the distance to a target and then cast exactly that distance.

INSTRUCTOR PREPARATION

Set up the casting site before the activity begins. Arrange orange cones in a straight line to indicate the casting line. Have the hula hoops nearby, so you can set them out once the students have completed the instructional activity.

PROCEDURE

Learning phase — the basics of casting

1. Demonstrate proper safety techniques. Have the students be seated for this demonstration. Stress that students need to understand the importance of safety and must know where their fishing hooks are at all times.
 - a. Demonstrate how to walk with the rod. Students should hold the line right above the hook in their free hand to prevent it from swinging and potentially hooking someone. The rod tip must also be pointed upward at all times.
 - b. Before casting, remind students that they should always look behind and around them to avoid accidentally hitting someone or snagging their hook.
2. Demonstrate proper casting technique.
 - a. Stand facing forward with feet shoulder-length apart.
 - b. Push and hold the reel's release button in.
 - c. Bring the rod back towards the ten o'clock position, past the shoulder.
 - d. Gently sweep the rod forward and release the button at the one o'clock position.

Week One — Casting

1. Remind the students of common casting mistakes as you demonstrate.
 - a. Both feet should remain on the ground. Jumping will not help you cast farther.
 - b. The cast should be a fluid movement. Whipping the rod will affect the accuracy of the cast.
 - c. If you release the button too early, the plug will fly straight up in the air.
 - d. If you release the button too late, the plug will land at your feet.
2. After your demonstration ends, have the student get their rods. Give each student a casting plug to tie onto the rod. Have the students attach the plug using either a Palomar knot or an improved clinch knot.
3. Set up a casting site. Use orange cones to indicate the casting line.
4. Once the students have successfully tied on their plugs, they can proceed to the casting site. Have them demonstrate proper safety techniques (plug in one hand and rod in the other) as they walk to the casting site. If a student fails to follow these techniques, ask them to return to the rod-preparation area and demonstrate again. Remind students that they must stay behind the casting line (orange cones) at all times when casting.
5. Have the students practice proper casting technique for 10–15 minutes.
6. Once the students have demonstrated that they can cast with little to no effort, you can begin playing the game.

Game phase – hula hoop target practice

1. Set five hula hoops out at varying distances in front of the casting line. Label the hula hoops as “target #1, target #2, etc.”
2. The students will begin by casting at target #1. When a student successfully casts their plug into target #1, they will then move on to target #2. They will continue this sequence until they have casted successfully into all five hula hoops. The first person to cast into all five hula hoops is the winner.
3. While playing the game, remind the students to always look behind and around them before casting, and stress the importance of accuracy and distance.
4. You can play as many rounds of this game as time allows.

WEEKLY EVALUATION

Using the provided metrics (1 – needs work through 10 – all the time), you will conduct two evaluations.

While the students are completing the lesson, quietly assess the following objectives:

1. Can the student successfully cast with little to no effort 75% of the time?
2. Can the student successfully cast with little to no effort at a specified target 75% of the time?
3. Does the student demonstrate proper casting technique 75% of the time?
4. Does the student demonstrate proper safe casting technique 75% of the time?

Week Two — Fishing Equipment and Rigging

ESTIMATED TIME

20–30 minutes

OBJECTIVES

Students will identify standard fishing equipment and understand its purpose. They will also learn how to properly rig their fishing outfits. Students will demonstrate that they can:

1. List standard fishing equipment items.
2. Explain the difference between a treble hook and a worm hook.
3. Successfully bait their hooks.
4. Explain the difference between fishing with bobbers and sinkers.
5. Properly rig their fishing outfit in one of the two standard setups.

MATERIALS

- Treble hooks (size 14)
- Worm hooks (size 6)
- Split-shot sinkers (size 5 or 7)
- Bobbers (bigger than 1 inch)
- Line (four or six pound test)
- Stringer (one per group)
- Net (one per group)
- Pliers (one per group)
- Tackle packs (one per student)
- Bait (nightcrawlers and dough — enough for each group)

BACKGROUND

Standard fishing equipment includes:

- *Hooks* — There are many different types of hooks, but students will primarily use worm hooks and treble hooks. Keep in mind: The larger the hook size number, the smaller the hook size.
- *Sinkers* — Sinkers are weights that come in many different shapes and sizes. They are helpful for casting and placing your bait near the bottom of a waterbody.
- *Bobbers* — Bobbers are oblong Styrofoam or hollow plastic floats that you attach to your line. They suspend the lure at a desired depth and also act as strike indicators.
- *Line* — There are many different types of line. The strength of a fishing line is called its test, and it is measured in pounds. It should roughly match the weight of the species you are fishing for.
- *Net* — After you catch a fish, you use the net to lift it out of the water.
- *Bait* — Nightcrawlers and dough are the most common types of bait. You typically put nightcrawlers on worm hooks and dough on treble hooks.
- *Stringer* — A stringer is a line of rope or chain you can use to string fish on so they can be immersed or kept alive in water.
- *Pliers* — Pliers are a tool you use to remove hooks from the fish.

There are two basic types of fishing setups: a bobber setup and a sinker setup. You use a bobber setup for top-water fishing, when you're targeting species — like trout — that spend time in the mid to upper layers of the waterbody. You use a sinker setup for bottom-water fishing, when you're targeting species — like catfish — that live near the bottom.

Week Two — Fishing Equipment and Rigging

INSTRUCTOR PREPARATION

Arrange all of the standard fishing equipment on a table, and place a label name next to each piece of equipment. Before the lesson begins, prepare one example of a bobber setup and one example of a sinker setup. Assemble a tackle pack for each student. Tackle packs should include one bobber, four sinkers, two treble hooks and two worm hooks.

PROCEDURE

1. Discuss the different types of standard fishing equipment and how they are used. Open the discussion by asking students about the purpose of each piece of equipment. For example:
 - a. Q: What's the purpose of sinkers?
A: They help you cast farther and get bait deeper.
 - b. Q: How do you think a bobber helps an angler know when a fish bites?
A: The bobber will be pulled down into the water or across the water, indicating that a fish is on the line.
While you discuss the standard fishing equipment, hand a tackle pack to each student.
2. Take the time to discuss the difference between a treble and a worm hook. Then, demonstrate how to properly bait each type of hook:
 - a. *Worm hook* — Stick the barbed end of the hook through one end of the worm. Push the hook through the worm's body and leave a small portion of the worm (about 1-2 centimeters) to hang loosely below the hook.
 - b. *Treble hook* — Select enough dough that the hook will be fully covered. Roll the dough into a ball and mold the dough onto the hook. Remind the students to be careful of the barbed hooks.
3. Give each student one worm and some dough. Allow them to bait their own hooks.
4. Once the students have successfully baited their own hooks, you can explain and demonstrate the two basic types of fishing setups.
5. Demonstrate how to rig a bobber setup:
 - a. Attach the line to the bobber, about two or three feet above the end of the line.
 - b. Push and hold down the button on the top of the bobber, exposing the wire clip on the bottom of the bobber. Wrap the fishing line around the wire clip one to two times. Release the button.
 - c. Push the sides down on the button, exposing the wire clip on top of the bobber. Wrap the fishing line around the wire clip one to two times. Release the sides.
 - d. Tie a hook on the end of the line using either a Palomar knot or an improved clinch knot. Bait the hook.
 - e. Remember to explain why you would use this type of set-up; indicate that the bobber can be moved up or down in order to fish at different depths; discuss which fish species you might catch with this type of setup; and note that the bobber makes it easier to see the fish bite.
6. After demonstrating, allow the students to rig a bobber setup. Allow the students to decide which hook they would like to use for the setup.

Week Two — Fishing Equipment and Rigging

1. Now, demonstrate how to rig a sinker setup:
 - a. Fasten two split-shot sinkers to the line about 1.5 to 2 feet above the end of the line. Place the line between the split-shot sinkers and clamp the sinkers down on the line using pliers. Tie a hook on the end of the line. Bait the hook.
 - b. Remember to explain why you would use this type of setup and discuss which fish species you might catch with this type of setup.
2. After demonstrating, allow the students to rig a sinker setup. Indicate that they can remove the attached bobber from the previous step.
3. Once the students have successfully rigged both setups, they are ready to begin fishing. The students should be able to rig and bait their outfits from this point forward. If a student loses their rig or their bait, you can provide assistance, but you should refrain from rigging or baiting their outfit for them.

WEEKLY EVALUATION

Using the provided metrics (1 – needs work through 10 – all the time), you will conduct two evaluations.

While the students are completing the lesson, quietly assess the following objectives:

1. Can the student successfully bait his or her hook?
2. Can the student properly rig a fishing outfit in one of the two standard setups?

Once your students begin fishing, visit with each student to assess how well they retained the following objectives:

1. Can the student list at least five of the standard fishing equipment items?
2. Can the student explain the difference between a treble hook and a worm hook?
3. Can the student explain the difference between fishing with bobbers and sinkers?

Week Three — Fish Handling

ESTIMATED TIME

15 minutes

OBJECTIVES

Students will learn how to properly catch and release or harvest a fish. They will be able to demonstrate that they can:

1. Properly hold, handle and release fish.
2. Explain how to clean a fish.

MATERIALS

- Pliers (one per group)
- Net (one per group)
- Fillet knife (one per instructor)
- Plastic bags (one per student)

BACKGROUND

Handling fish properly protects both you and the fish. It also ensures that the fish can be released alive if you aren't going to keep it. Some fish have sharp spines or teeth (watch out!), and each species needs to be handled in its own unique way. You can hold some fish — like bass — by their jaws, but you'll need to hold other species — like trout, bluegill and catfish — by their bodies. Once you have a fish on the line, there are a few steps to follow:

1. *Waiting for a bite* — While waiting for a bite, you should have your rod tip pointed up with no slack in the line. If there's too much slack, you may end up missing a bite.
2. *Setting the hook* — Setting the hook is a sharp upward jerk of the fishing rod that lodges the hook inside a fish's mouth. This step is all about timing. If you set too soon, the hook will be pulled away from the fish. If you set too late, the fish could swim away with your bait or get the hook set in its gut.
3. *Reeling in the fish* — Slowly reel in the fish, keeping your line tight and the rod tip pointed up. Keeping tension on the line will help keep the hook lodged inside the fish's mouth. If a fish senses that there is slack in the line, the fish may be able to force the hook free by shaking its head.
4. *Netting the fish* — The proper technique for netting is to lead the fish into the net. Beginning anglers sometimes try to get the net around the fish, but you should hold the net ahead of the fish in the water.
5. *Removing the hook* — If the hook can be easily removed with pliers, the hook needs to be removed quickly and with minimal injury to the fish. If the fish has swallowed the hook, and you want or need to release it, cut the line at the mouth of the fish.
6. *Harvesting vs. catch-and-release* — When deciding whether to release or harvest a fish there are a few questions you should ask yourself. Is the fish large enough to keep? Is there a special regulation protecting this species of fish? Will the fish be used for food? Depending on the answer, you may need to immediately release the fish alive. Every angler is entitled to harvest their daily limit of fish, but catch-and-release fishing is a good skill to develop. Proper handling will ensure that the fish is released alive, and will provide future fishing opportunities for other anglers. If you decide to harvest, it is important to put the fish on a stringer to keep it alive or to put the fish directly on ice. Proper care of a harvested fish is important in order to preserve the fish before you can clean it.

Week Three — Fish Handling

PROCEDURE

1. Discuss proper fish handling and releasing any time a student catches a fish. For this lesson, you will demonstrate the following steps on a prop.
2. Demonstrate how to handle a fish:
 - a. When the fish is close enough to shore, use a net to scoop it up. Do not allow the fish to flop around on a bank, a dock or the floor of a boat.
 - b. Always wet your hands first before handling fish — wet hands are less likely to damage the protective coating on the outside of fish.
 - c. Hold the fish around its body and use pliers to remove the hook. If the hook is deeply lodged inside the fish, cut the line at the opening of its mouth. Explain that when a fish swallows a hook, it is better to just cut the line and prevent unnecessary harm to the fish. Explain that the hook will dissolve over time in the fish's stomach.
 - d. If you are not harvesting the fish, gently lower it into the water until it swims away. If you are keeping the fish, thread the stringer through the lower jaw or gills and place the fish back in the water.
3. Once you have demonstrated how to handle and release a fish, move on to the next demonstration.
4. Demonstrate how to clean a fish. Remember to emphasize that this should always be done under adult supervision:
 - a. Insert a fillet knife into the anus (near the tail).
 - b. Draw the knife toward the head, splitting the abdomen.
 - c. Reach inside the abdominal cavity and pull out the entrails.
 - d. Rinse out the cavity with water.
 - e. Put the fish in a plastic bag and store it on ice.
5. Once the students have completed the lesson, they are ready to begin fishing. Have students explain proper fish-handling procedures any time they catch a fish during this session.

Note: When teaching this lesson, be sure to ask follow-up questions. For example:

 - a. Q: Why do we not want to allow a fish to flop around on the bank?
A: To prevent further injury to the fish.
 - b. Q: When might you want to release a fish?
A: If it is too small, protected by a slot limit or you are not going to eat it.

WEEKLY EVALUATION

Using the provided metrics (1 – needs work through 10 – all the time), you will conduct two evaluations.

Once your students begin fishing, visit with each student to assess how well they retained the following objectives:

1. Can the student demonstrate how to properly handle a fish?
2. Can the student explain how to properly clean a fish?

Week Four— Fish Identification

ESTIMATED TIME

15 minutes

OBJECTIVE

Students will name and identify fish species commonly found in community ponds. Students will demonstrate that they can:

1. Correctly identify at least three fish species found in community ponds.
2. Describe the external distinguishing characteristics of at least two fish species.

MATERIALS

- Fish identification cards (one set of species cards per group)

BACKGROUND

Rainbow trout, bluegill, channel catfish, largemouth bass and black bullhead are the most common fish found in Utah's community ponds.

Rainbow trout — Rainbow trout are one of Utah's most popular sportfish. Although they vary in color, most rainbow trout have a horizontal pink stripe down each side of their bodies and irregular black spots. Rainbow trout prefer cool water and a pond with a gravel bottom and natural cover. Rainbow trout will bite on just about anything.

Bluegill — Bluegill are olive-green with vertical bars along their sides. They have some blue and orange coloration and black ear flaps. They inhabit shallow water with plenty of vegetation and cover. Bluegill will eat just about anything and are great fighters.

Channel catfish — Channel catfish have whiskered chins and smooth skin that completely lacks scales. Their backs are a pale bluish-olive, and their abdomens are bluish-white. They have strong, sharp spines behind their dorsal and pectoral fins. They prefer warmer waters and ponds with muddy bottoms. They are opportunistic feeders and will bite on just about anything suspended near the bottom.

Largemouth bass — Largemouth bass are greenish with a white to yellow belly. They have an irregular dark stripe along their sides. They are apex predators that like to hide between rocks, in underwater vegetation or near any other type of structure. Largemouth bass are very aggressive, and are known to be more selective eaters.

Black bullhead — Black bullheads have a whiskered chin. They are black, dark olive or dark brown on the back, and they have sharp spines on their dorsal and pectoral fins. They live on the muddy bottom of shallow reservoirs and can withstand warm water and low oxygen levels. Black bullheads will bite on nightcrawlers or stink baits suspended off the bottom.

Week Four— Fish Identification

PROCEDURE

1. Display the fish identification cards so all students can see them.
2. Begin the discussion by first asking the students to identify each species.
3. After the students have correctly identified each species, spend two or three minutes asking the students to describe features that appear unique to each species.
4. Next, spend a minute or two discussing the key characteristics of each species. Key characteristics to mention include:
 - a. Rainbow trout
 - Horizontal pink stripe along the sides
 - Irregular black spots all over the back
 - b. Channel catfish
 - Whiskered chin
 - Bluish-olive color
 - Spines behind the dorsal and pectoral fins (on the fish's back and on each side, just behind its head)
 - c. Black bullhead
 - Whiskered chin
 - Blackish, dark olive or dark brown color
 - Smaller than a channel catfish
 - Spines behind the dorsal and pectoral fins (on the fish's back and on each side, just behind its head)
 - d. Bluegill
 - Black ear flap
 - Olive-green with dark vertical bars
 - e. Largemouth bass
 - Irregular dark stripe along its sides
 - Greenish color
5. After you have identified the key characteristics, the students are ready to begin fishing.

WEEKLY EVALUATION

Using the provided metrics (1 – needs work through 10 – all the time), you will conduct two evaluations.

After your students begin fishing, visit with each student to assess how well they meet the following objectives:

1. Can the student list at least three fish species commonly found in community ponds?
2. Can the student describe the external characteristics of at least two fish species?

Week Five — Rules and Regulations

ESTIMATED TIME

15 minutes

OBJECTIVE

Students will name and identify fish species commonly found in community ponds. Students will demonstrate that they can:

1. Correctly identify at least three fish species found in community ponds.
2. Describe the external distinguishing characteristics of at least two fish species.

MATERIALS

- Current *Utah Fishing Guidebook* (one per student)

BACKGROUND

Rules and regulations are designed to protect fish populations and give all anglers a chance to catch fish. As an angler, you are expected to follow the rules and laws. You can also follow a code of ethics and make responsible choices that help protect the environment.

Written laws — referred to as rules and regulations — are put in place by a detailed public process, and they are strictly enforced. When someone breaks the rules and laws, they are stealing opportunities from others. Utah's fishing rules and regulations are thorough. They include everything from the number of lines an angler may use to size limits for certain species and special regulations at certain bodies of water.

Ethics are moral standards — and certain types of behavior — that responsible anglers practice on a regular basis. Ethical anglers support conservation and behave respectfully toward other anglers and the environment. Provide your students with an overview of the following:

1. Basic Utah rules and regulations
 - a. If you're 12 years of age or older, you must purchase a fishing license or combination license to fish in Utah.
 - b. You can fish with two poles at any water in the state during its open fishing season.
 - c. You may keep only one daily limit of fish.
2. Community fishing waters rules and regulations
 - a. The daily limit is two fish.
 - b. Anglers are encouraged to voluntarily release largemouth bass.
 - c. Waters are open to fishing only when the community parks are open to the public.
3. Common angler ethics
 - a. Treat every fish as if you are going to release it.
 - b. Keep a good distance from other anglers.
 - c. Clean up your trash — if you pack it in, pack it out.
 - d. Don't harvest more than you can eat.

Week Five — Rules and Regulations

PROCEDURE

Learning phase — guidebook familiarity

1. Hand out guidebooks to each student.
2. Allow the students a couple of minutes to flip through the pages on their own.
3. Discuss the common rules and regulations and make sure you address:
 - a. The rules and regulations pertaining to community waters
 - b. The age at which an individual needs to purchase a fishing license.
 - c. Daily catch limits.
 - d. The difference between statewide regulations and special regulations.
4. Explain what ethics are and how those differ from rules and regulations. Have the students explain what they think their ethical responsibilities as anglers are.

Game phase – guidebook trivia

1. Take about 5–10 minutes to play this game. You will ask the students to find a series of items located in the guidebook. The first person to locate each item will receive a prize. Potential trivia questions can include:
 - a. On what page will you find information about community fishing waters?
 - b. What is the state angling record for rainbow trout?
 - c. What is the daily limit of bluegill?
 - d. How much is a 3-day fishing license for Utah residents (all ages)?
 - e. Is there a limit of yellow perch at Fish Lake?
 - f. List Utah's five endangered fish species.
2. Once the students have successfully completed the guidebook trivia, they are ready to begin fishing.

WEEKLY EVALUATION

Using the provided metrics (1 – needs work through 10 – all the time), you will conduct two evaluations.

Once your students begin fishing, visit with each student to assess how well they meet the following objectives:

1. Can the student articulate the age at which an individual must purchase a fishing license?
2. Can the student list the basic rules and regulations of community waters?

Week Six — Tying it all together

OBJECTIVE

Students will be assessed on their angling abilities by participating in activities that address fundamental skills.

MATERIALS

- Standard fishing equipment items

PROCEDURE

There are many ways to tie all of the previous weeks together. Based on our research, holding a “Fishlympics” is an effective and fun way to meet the objective. We encourage you to explore other methods and let us know what works for you! Visit our Angler Education website (wildlife.utah.gov/cf) to share your ideas and to download Fishlympics score sheets and certificates.

FISHLYMPICS

The students will compete in their groups from the first week of instruction. Instructors must remain with their groups throughout the activities.

Identifying Fishing Equipment

1. Provide each student with a pencil and paper.
2. Instruct the students that they have two minutes to write down every type of fishing equipment they can think of. Students must work alone during this activity.
3. Once the two minutes has ended, each student will submit their answer sheet to their instructor.
4. The group that identifies the most equipment wins this activity.

Fish Identification

1. Display the fish species identification cards so all group members can easily see them.
2. Assign a number to each species.
3. Provide each student with a pencil and paper.
4. Instruct students to correctly identify each species by writing the name of the fish next to its corresponding number.
5. After a student identifies each species, they must show their list to the instructor to be checked off.
 - a. If the student has correctly identified each species, they should sit down until the rest of their group has finished.
 - b. If the student has incorrectly identified the species, they can seek help from another group member who has completed the activity.
6. The group that is first to correctly identify the species commonly found in community waters wins this activity.

Rules and Regulations

1. Provide each student with a pencil and paper.
2. Instruct the students to list the rules and regulations of community waters and to identify the age at which a person must purchase a fishing license.

Week Six — Tying it all together

1. Once a student has completed their list, they must show it to their instructor to be checked off.
 - a. If a student has correctly listed the rules and regulations, they should sit down until the rest of their group has finished.
 - b. If a student has incorrectly or incompletely listed all of the rules and regulations, they can seek help from another group member who has completed the activity.
2. The group that is first to correctly list the rules and regulations of community waters wins this activity.

Rigging, Knot Tying and Casting

1. Students will begin this activity with only line on their fishing pole.
2. Instruct the students to successfully rig their fishing pole.
 - a. Students can choose to use either:
 - i. Bobber setup vs. sinker setup
 - ii. Treble hook vs. worm hook
3. Once a student has successfully rigged their fishing pole, they must then properly bait their hook. Allow the students to work independently on this step for two minutes. If a student is struggling with rigging their pole after two minutes, provide some instruction, but refrain from rigging their pole for them.
4. After baiting their hook, they are now able to move to the casting portion of this activity.
5. Students must walk to the pond following the proper casting safety technique, and cast their line into the water. If a student fails to follow the proper casting safety technique please have them return to the rigging station and try again.
6. The group that is first to have each member successfully rig, bait and cast their lines into the water wins this activity.

Fishing

This activity will take place passively as the students are fishing.

1. Visit each student while they are fishing.
2. Ask each student to articulate and demonstrate how to properly handle a fish using the provided prop.
 - a. If a student correctly articulates and demonstrates how to properly handle a fish without assistance from the instructor, they will receive five points.
 - b. If a student, for the most part, articulates and demonstrates how to properly handle a fish but makes some minor mistakes, they will receive three points.
 - c. If a student is unable to articulate and demonstrate how to properly handle a fish and requires assistance from the instructor, they will receive one point.
3. Instructors will tally up the points from their group.
4. The group with the most points will win this activity.

Awards Ceremony

1. The group with the most overall wins will be awarded the Offishial Angler Award. Each group member will receive an Offishial Angler Award certificate.
2. In the groups that did not win, each group member will receive an Offishial Participant certificate.

LEARN TO FISH

STUDENT MANUAL

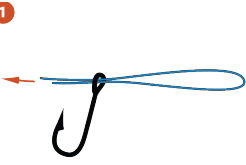


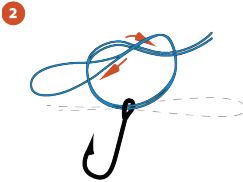
Utah Division of
Wildlife Resources

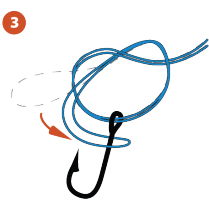
Knot Tying

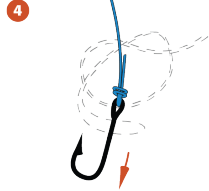
Knot tying is one of the most important skills an angler needs, but it can sometimes be a difficult skill to learn. There are many knots used in fishing, but the Palomar knot and improved clinch knot are two knots you can use to securely tie your fishing line to your hook.

PALOMAR KNOT

- 

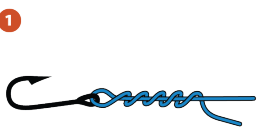
1. Double the line and pass it through the eye of the hook.
- 

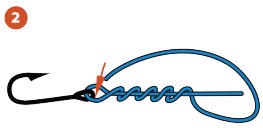
2. Tie a loose overhand knot with the double line.
- 


3. Pull the end of the loop down over the knot.
- 

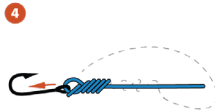
4. Slowly pull on both ends of the line to tighten the knot.

IMPROVED CLINCH KNOT

- 

1. Pass the line through the eye of the hook. Wrap the free end of the line around the main line five to six times.
- 

2. Pass the free end of the line through the loop closest to the eye of the hook.
- 

3. Then, pass the free end of the line through the newly created loop.
- 

4. Pull the knot tight while holding the free end securely.

Every angler has a favorite knot. Pick one knot and learn it so well you can tie it behind your back. Then try another knot. What's your favorite knot to tie?

Casting

Casting is an important skill that requires practice and patience. At first, it's fun to see how far you can cast, but you'll find that accuracy is more important than distance. Accuracy is the ability to cast your lure to a particular spot in a pond, lake or stream. The best fishing spots are often located near objects in the water like rocks and logs. If you can accurately cast near those objects, you're more likely to catch fish.

DON'T GET YOURSELF IN TANGLE

You are almost ready to start fishing. Before you cast, remember to always look behind and around you. That way, you can avoid accidentally hitting someone or snagging your hook.

Look at the picture on the right. How many objects can you see that might prevent you from casting successfully?



Look around your yard for casting targets (for example, a large rock, a toy or a patch of shade). Practice hitting your targets from different angles and distances. Once you have mastered your targets, challenge a parent or sibling to a casting competition.

Fishing Equipment and Rigging

What equipment do you need for a successful fishing trip?

Fill out your angler's checklist below.

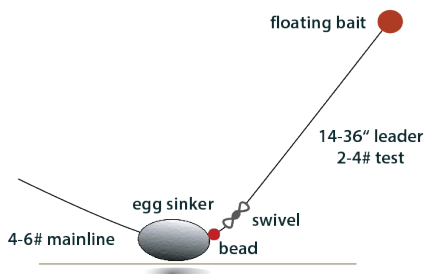
ANGLER'S CHECKLIST

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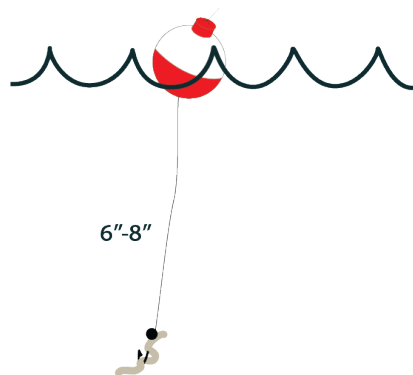
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Now that you've completed your checklist, you need to decide which setup to use.

SINKER SETUP



BOBBER SETUP



What species might you catch using a sinker setup? What species might you catch using a bobber setup?

Fish Handling

Handling fish properly protects both you and the fish. It also ensures that the fish can be released alive if you aren't going to keep it. Some fish have sharp spines or teeth (watch out!), and each species needs to be handled in its own unique way. You can hold some fish — like bass — by their jaws, but you'll need to hold other species — like trout, bluegill and catfish — by their bodies.

FISH ON!

1. When the fish is close enough to shore, use a net to scoop it up. Do not allow the fish to flop around on a bank, a dock or the floor of a boat.

2. Always wet your hands before you handle fish. Wet hands are less likely to damage the fish's protective coating.

3. Hold the fish around its body and use pliers to remove the hook. If the hook is deeply lodged inside the fish, cut the line at the opening
- of its mouth. When a fish swallows a hook, it is better to just cut the line and prevent unnecessary harm to the fish.

4. If you are releasing the fish, gently lower it into the water until it swims away. If you are harvesting the fish, thread the stringer through the lower jaw or gills and place the fish back in the water.

FISH LOGGER

Keep a list of the fish you catch.

| Date of Catch | Species | Length | Special Notes |
|---------------|---------|--------|---------------|
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What are your top three favorite fish species? Why are these fish your favorites?

Fish Identification

Rainbow trout, channel catfish, black bullhead, bluegill and largemouth bass are the most common sportfish you'll find in Utah's community ponds.

a. Rainbow trout

- Pink stripe along its sides
- Irregular black spots all over the back



b. Channel catfish

- Whiskered chin
- Bluish-olive color
- Spines behind the fins on the fish's back and behind the fins near its head



c. Black bullhead

- Whiskered chin
- Blackish, dark olive or dark brown color
- Smaller than a channel catfish
- Spines behind the fins on the fish's back and behind the fins near its head



d. Bluegill

- Black ear flap
- Olive-green with dark vertical bars



e. Largemouth bass

- Irregular dark stripe along its sides
- Greenish color

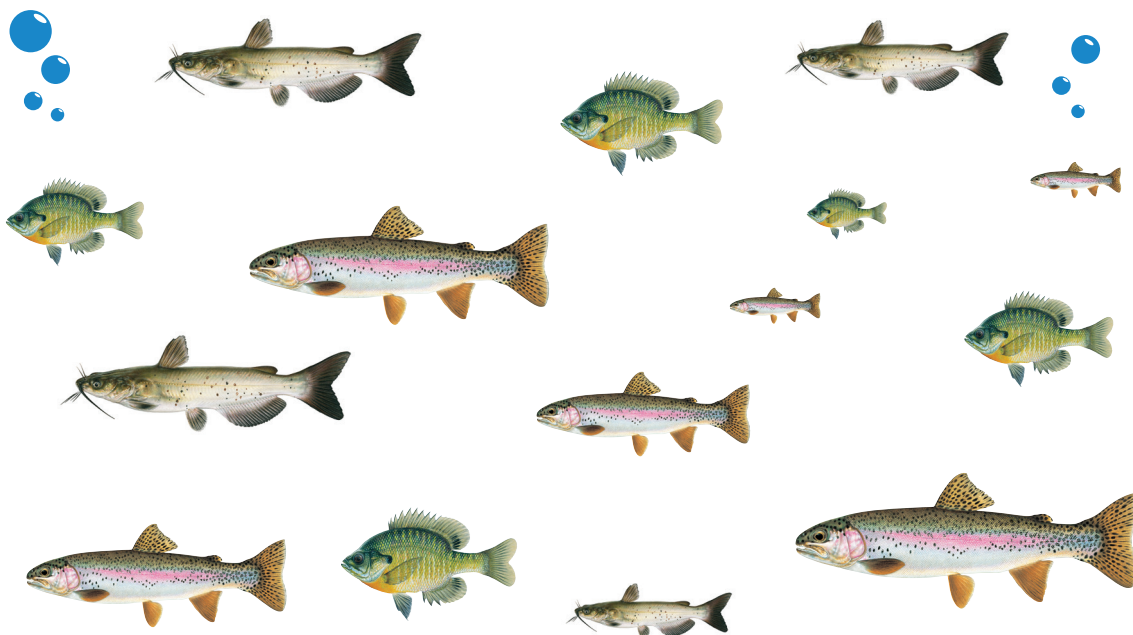


What species is your favorite? What types of bait would you use to catch it? Can you list five bodies of water in Utah where you might find this species?

Rules and Regulations

Rules and regulations are designed to protect fish populations and give all anglers a chance to catch fish. As an angler, you are expected to follow the rules and laws. You can also make responsible choices that help protect the environment.

| Limits for this Activity | | | |
|--------------------------|-----------------------|-------------------------|------------------------|
| Species | Rainbow trout | Channel catfish | Bluegill |
| Daily Limit | Four | Two | No limit |
| Length Limit | 3 centimeters or more | 2.5 centimeters or more | 0.5 centimeter or more |



Are there any fisheries near your town that have special regulations? What are those regulations, and how do they differ from the statewide regulations?

