



Kokanee Karnival Youth Education Program

Angler Education

Classroom Program Curriculum

Introduction

The Kokanee Karnival Youth Education Program provides a dynamic, hands on learning experience designed to educate and excite elementary school children about a healthy environment and fish conservation while promoting responsible and safe angling in Central Oregon. The Angler Education Classroom Program Curriculum (AE) is an integral part of this Kokanee Karnival youth education program. All teachers in the “Comprehensive Program” (which includes all components of the Kokanee Karnival Youth Education Program) participate in the AE classroom instructional program. Additional teachers participate by selecting Angler Education as an elective program for their classes. The AE program is held in the spring of each year. It is essential that the classes participating in the Comprehensive Program complete AE prior to attending the Spring Angling clinic.

A. Background

An Oregon Department of Fish and Wildlife (ODFW) coordinator maintains a list of teachers who have elected to participate in the AE classroom program. This list consists of teachers who have previously been in the program and new teachers who contacted ODFW about joining the program. The ODFW coordinator sends AE Program participation applications to the teachers in September of the school year. The returned applications are reviewed by ODFW to verify the number of classes and students that will participate in the AE program and this determines the amount of AE materials required. The ODFW coordinator orders the materials from the State Angler Education coordinator.

When the AE materials are received at ODFW, the AE coordinator will contact potential volunteers. The volunteers include those who have previously participated in the AE program, new instructors and volunteers who just want to help. The AE coordinator prepares a list teaming new volunteers with experienced instructors for each class in the program. Each team consists of a lead instructor and at least one assistant instructor. The lead instructor must be a “Certified Angler Education Instructor.” To be “certified” an instructor must take a class from ODFW which is offered at least once a year in Central Oregon. The assistant instructor does not need to be a certified instructor. The lead instructor is responsible for scheduling the delivery of materials and classroom program.

Each lead instructor should have their own packet of materials to be used in the classroom. These materials include as a minimum:

- The AE classroom instruction PowerPoint program on a flash drive (Initial program and annual updates provided by Kokanee Karnival)



- A timer to help maintain the schedule (lead instructor should purchase, will be reimbursed by Kokanee Karnival)
- Water body identification cards used as a part of the ODFW Fishing Regulations exercise (3x5 file cards provided by Kokanee Karnival). The lead instructor will need to write the names of Central Oregon water bodies, rivers and lakes, on the cards. About 12 cards are sufficient.
- Dilemma handouts for the Dilemma exercise (Provided by Kokanee Karnival)
- Cords and eyebolts for the knot tying (lead instructor should purchase, will be reimbursed by Kokanee Karnival). The cords should be 24 to 28 inches long, about 1/8 inch thick and the eye bolts size 8 or 10.
- A large demonstration hook (from ODFW) and bright larger diameter cords for demonstrating knots to the class.

It is important for all volunteers to report the hours and mileage they provided for the Angler Education program to ODFW because ODFW needs this information as a part of their overall volunteer participation program. The time recorded should include preparation and driving time as well as classroom time. The AE Coordinator will provide the ODFW form to be used in tracking volunteer time and millage.

B. Delivery of Angler Education Materials

The AE coordinator contacts the lead instructors to inform them when the AE materials will be available for pickup and confirms the classes assigned to the instructor. Instructors are usually assigned two or three classes depending on their availability. The lead instructor must contact the assigned teacher to schedule a date and time for delivery of the AE materials and should inform the teachers that about 20 minutes of class time may be necessary to distribute the AE materials to the students.

The AE materials will be available for pick up at the ODFW office in Bend. It usually takes about 15 to 20 minutes to sort and collate the materials for each class. The lead instructor should get a set of materials for each student, the teacher and at least one extra. The materials include:

- Student classroom use materials delivered during the initial classroom visit.
 - Folder to hold materials
 - Oregon Angler Education Manual
 - Oregon Sport Fishing Regulations (current version)
 - A Regulations worksheet for the teacher to copy and use with the class
 - ODFW handout on How Fish Work
 - ODFW Water Safety handout
 - Knot tying instruction sheet
- Also available for pick up will be the materials given to students at the conclusion of the 2 hour Angler Education program may include some or all of the following:
 - Fish identification cards
 - ODFW brochures about:
 - Catch and release
 - F.I.S.H. Fishing Is Simple Handbook



- Easy Angling in Central Oregon
- The Fishing Starter Kit

When the Angler Education materials are delivered, the lead instructors should introduce themselves to the class. Providing a little background about yourself is useful. Tell the students what you will be doing today. As you distribute the materials provide a brief explanation description about each handout and how it is used. You can have a student help with the distribution because it makes them feel like they are a part of the program. An alternative is to leave the materials with the teacher and let them distribute the materials. In some cases a student may be absent and you should leave a packed of materials for these students.

Before leaving the lead instructor should verify that the classroom is equipped to allow you to use the PowerPoint presentation. You should also schedule the date and time for the 2 hour presentation or at least verify how many weeks the teacher will need to review the materials with the class. Remind the teacher the presentation requires about 2 hours of class time. Suggest to the teacher that for the 2 hour presentation the students should be divided into groups with 4 to 7 students in a group and to have no more than 6 groups. The lead instructor can contact the teacher in a few weeks to confirm the schedule of the classroom instruction.

C. Classroom Angler Education Presentation

The lead instructor should coordinate with the teacher to set a schedule that works for all parties and should inform the assistant instructors of the time and date of the 2 hour presentation. The lead instructor should contact the teacher the week prior to reconfirm the date and time of the presentation.

The lead instructor should have the materials listed in Section A, a copy of the PowerPoint program and the box of materials to leave behind as gifts. A timer is very useful to help keep the presentation on schedule. It allows you to speed up portions as needed to make sure there is sufficient time for all portions of the program.

It is very useful to have the assistant instructor select the students who want to answer questions because this helps instructors share the presentation time. It also helps to make sure that all students get to participate. The assistant can add information during the presentation.

When entering the classroom the instructors should introduce themselves to the class. Tell the students if they pay attention and do a good job they will receive some cool things that the teacher will distribute after the instruction is completed. Experience has shown that handing out the ODFW gifts before or during the presentation results in the students being distracted and not paying attention. The instructor may describe these materials to the class before or after the instruction.

The classroom instruction should begin with the PowerPoint presentation. The program assists the instructors in following the course curriculum which consists of a review of fishing equipment and fish identification. Then there is a discussion of the State fishing regulations and how to use the ODFW regulation handbook. An assignment follows in which the groups of students are each given a water-body identification card and are asked to look up the special regulations that pertain to that particular water



body. The students really enjoy this interaction. A team leader from each group presents the group's results by showing where the water body is located using the map in the PowerPoint program and stating what the Special Regulations are.

Then a discussion of real life dilemmas ensues. The same groups of students are each given a different dilemma that pertains to some common fishing situation and are tasked with discussing what the most appropriate answer might be. The students learn about life's dilemmas and what ethics mean while relating to fishing situations. Each group evaluates the dilemma and a team leader presents their decision to the entire class. You can allow the 5th grade students to read their dilemma as a part of the presentation but when working with 4th grade students the instructor should read the dilemma.

After those mental exercises, the knot tying gear is brought out for the students to learn to tie two important knots. The instructors hand out sections of cord and eyebolts to similar hook and line. The double surgeons knot and the improved clinch knot are demonstrated. The instructors should show the students how to tie the knot using the bright colored cord. The students get their turns to practice the knots and instructors, teachers and students alike are encouraged to help each other until everybody gets it. Often friendly competition gets going leading to lots of fun for the students, like who can tie the knots behind their back or with their eyes closed.

The program proceeds with a discussion and review of fishing and boating safety. Another exercise is to have the student groups each make up a list of safety items to share with the class. And when combined, creates quite a good safety check list. The PowerPoint program finishes with a quick review and time for questions. Overall, the AE program is quite comprehensive and the kids love it.

Monitor your time and if time remains ask the teacher if it is ok if you take some time for the students to ask questions. You need to limit the number of questions because the students can go on with this for a long time. Keep answers short and simple. This helps to get the maximum number of questions and students participating in the allotted time.

When you are done, thank the students for their cooperation. A few compliments go a long way. Remind them you are leaving gifts for them because they were such good students.

D. Working with Young Students

The following are some suggestions for working with young students. Set a respectful tone. Introduce yourself and explain to them why you are here to teach. As time permits, ask students to introduce themselves and talk about some of their interests. Take this opportunity to learn their names. Calling students by their names is highly useful in establishing rapport.

First there are some guidelines for instructors. The following are some guidelines for working with children provided by ODFW as a part of the Certified Angling Instructor program:

- Do not smoke, chew tobacco or drink alcohol around students
- Do not touch a student
- Do not hug, kiss or hold a student
- Do not hit or restrain any student



- Do not swear or make sexual comments or make sexual innuendos
- Do not embarrass students by making comments about their bodies or behaviors

Set clear expectations at the beginning. For example, when you are talking, they are not. Hold lecturing to a minimum. While you may have a wealth of knowledge, many students “zone out” when they get to overload. Instead, ask questions, ask for guesses or estimations. Give students a chance to brainstorm without judgments of right or wrong. Students often have many of the answers you are seeking; *ask* them before *telling* them. Use responses such as, “good guess,” “interesting,” “That’s an intelligent observation,” “very smart,” or just repeating the student’s words.

Don’t let the smartest kid answer everything. Handwavers cause other students to become mentally passive. Call on everyone, especially those who appear distracted.

The classroom teacher will probably have spread the hyperactive kids throughout the groups. Nevertheless, you may need to separate students if they are distracted by each other. Do this matter-of-factly and respectfully. “Billy, come sit over here please.” Seating students beside you slows most hyperactive kids. Engage students by giving them tasks. To get everyone’s attention, use “Eyes on me.”

Avoid sarcasm!! It only works in your own mind.

You are asking for trouble if you “talk down” to them (treating them as though they are little kids). This age group especially hates that and will take it as a sign of disrespect.

If you have a major discipline problem (disrespect, defiance, etc.), have the adult in your group accompany the child to the classroom teacher. This probably won’t occur since the classroom teacher will have dealt with this possibility ahead of time.

You will also find it useful to periodically review what you have previously covered with the students in order to instill more permanent understandings. Ask if they remember vocabulary you have covered, etc. Attention spans will vary, reviewing helps solidify learning.

And remember our AE Program mantra; ***“Tell me, I forget. Show me, I remember. Involve me, I understand.”***