



# **Kokanee Karnival Youth Education Program**

## **Spring Angling Clinic Curriculum**

### **Introduction**

The Spring Angling Clinic is held at Aspen Hall and Shevlin Pond in Bend usually for seven (7) days during the last full week in April and the first two days of the following week. You will be working with 4<sup>th</sup> and 5<sup>th</sup> grade students, ages 9 and 10. Two classes per day attend this program. The each class will usually have 24 to 30 students, thus there may be up to 60 students at the site on any day. These classes are in the Kokanee Karnival Comprehensive Program and will have completed the Angler Education program prior to attending the Spring Angling Clinic. These students have also completed the Fall Streamside program.

Classes usually arrive at the site between 9:30 and 10:00 a.m. Classes usually have to depart for school by 1:30 or 2:00 p.m. Arrival and departure times can vary so the instructors must be flexible and adjust their station times accordingly. Based on the amount of time the students have at the Spring Angling Clinic the amount of time they can spend at each station and afternoon fishing may need to be adjusted. The average time available at each station is 20 minutes.

The time keeper is very important to track the time spent at each station and to make sure the students migrate to the next station on time. It is beneficial for the time keeper to let each station leader know when 5 minutes remain so the instructor can adjust the presentation to complete on time.

### **Spring Angling Clinic Curriculum Components**

The Spring Angling Clinic curriculum consists of five (5) parts. These are:

- Part 1 – set up, clean up and class activities
- Part 2 – Care of the Catch Station 1
- Part 3 – Water Safety and Casting Station 2
- Part 4 – Knot Tying Station 3
- Part 5 – Fishing Equipment Station 4

### **Part 1 Activities Outline**

This is a full day for the volunteers and students. The key sections in this Part 1 curriculum include:

- A. Set up for daily activities
- B. Class instructions
- C. Hooks and Ladders
- D. Station Presentations
- E. Morning break
- F. Lunch
- G. Fishing in Shevlin Pond



- H. Clean up Activities
- I. Working with Young Students

## **A. Set Up for Daily Activities**

The Kokanee Karnival volunteers will need to:

- Unload the trailer with the materials; on Mondays all the materials are in the trailer but on subsequent days the materials are in Aspen Hall. Daily set up usually takes about 30 minutes while set up on Mondays usually requires an additional 30 minutes. The daily arrival times will be provided to the volunteers as a part of scheduling communications. Volunteers should sign the Sign Up sheet when they arrive to list round trip mileage and estimated hours spent including travel time. This information is important to report to Oregon Department of Fish and Wildlife.
- Take the materials for the four stations and set them up
- On each Monday, the volunteers will have to set up the tables and chairs in Aspen Hall
- Set up the Hooks and Ladders game course
- Set out flags for fishing stations around Shevlin Pond
- Get all the fishing rods set up for the afternoon fishing
- The fish cleaning station and First Fish Certificate table are set up after lunch.

## **B. Class Instructions and Preparation**

When the classes arrive, the lead instructor will check with the bus drivers and teachers to verify the time the students must be back on the bus. This gives the instructors a method to gauge how much time they have for the individual station activities. The class usually arrives with a teacher, sometimes a teacher's aid and several parent chaperones.

When the class arrives the students are very excited. The lead instructor greets the bus(es) and instructs the student to go to Aspen Hall and sit down. When all the students are seated the lead instructors can give the instructions. Students can leave their back packs in the Hall. It is essential to give the class the two main rules for the day. These two rules are given to the students by the instructor who does the introduction. The two main rules are:

**RULE 1** – No running! The students will be excited and often want to run between stations. You will need to keep reminding them of the no running rule. This is especially important in the afternoon when they have fishing rods with hooks. The exception to the running rule is when playing the Hooks and Ladders Game.

**RULE 2** – Bathroom. No students should go to the bathroom alone. Tell them they must tell the teacher or parent chaperon. Point out where the bathrooms are located in Aspen Hall. This is a security and safety rule.

Introduce the Kokanee Karnival instructors and volunteers to the class. This helps them know who the responsible adults are for the day. Tell the students about the activities, point out the locations of the four



stations. Tell them about the time keeper duck call and how they will rotate to the stations. Let them know that if they cooperate they will have more time for fishing.

If it is a hot sunny day, make sure to remind the students to drink water. This is really important to prevent overheating and dehydration. We will have water inside the Hall and outside on the patio. Teachers, chaperones and volunteers should keep an eye on students to see if they are getting heat stressed. If a student looks stressed send them inside the Hall to cool off and drink water.

## **C. Hooks and Ladders Game**

The purpose of this game is to teach the students about the life cycle of salmon, the hazards the salmon face during migration and how conservation and game management helps preserve the species. The game also helps to burn off some of the students' energy. They are usually very excited when they first arrive and this game helps to get them ready to learn at the four stations. This game usually takes about 30 minutes to complete.

All the volunteers need to participate in this game and we often have the two teachers and some of the chaperones participate. We have a one instructor lead the game and another to set up the volunteers and help with the game. Volunteers are also needed for the following tasks:

- Two volunteers to represent the two years the salmon spend in the ocean. One with poker chips and the other with candy, with big groups we add a third volunteer with candy. The poker chips and candy are in buckets.
- Two volunteers to be people fishing from the stream bank
- Two volunteers to be commercial fishing boats
- Four volunteers to represent turbines at two dams, 2 volunteers at each dam
- One volunteer to be the osprey, we have an eagle mask for the osprey volunteer
- Two volunteers to be the bears (we usually have the teachers be the bears, more on this later). We have a bear mask for each bear volunteer to wear.

Their Hooks and Ladders layout and positioning of volunteers is shown on the following diagram.

If time permits the goal is to run the hooks and ladders game three times. The first run is to represent historic conditions about the year 1900, second run is to represent about 1940 with no fishing restrictions or dam operation restrictions and the third run is to represent present day conditions showing benefits of conservation and game management.

**Student instructions.** Have the students line up on the starting line. Explain to them about young salmon, smolts, and their migration to the sea. Say each of them represents a salmon smolt trying to migrate. Tell them they will spend two years in the ocean and to represent that they must get a poker chip from one person and a piece of candy from the other person. Tell them not to eat the candy now, they can do that later. Then they will return as adult salmon. Tell them they must go to the ocean in the downstream side of the course. If they go out of bounds they are dead and out of the game. Then they must come back to the finish line in the upstream side of the course. Again, if they go out of bounds they are dead. Dead salmon stand outside the game area.



First Run – Historic Conditions. This run only includes the osprey and two bears. The osprey is in the downstream side and preys on the smolts while the bears are in the upstream side and prey on the adult salmon. Their locations are shown on the diagram. The volunteers try to catch the students. If a student is tagged by the osprey or bear, the volunteer takes the student to the bank before they can catch another student. This represents the osprey or bear eating the salmon. If the osprey or a bear gets them they are dead and if they go out of bounds.

When the game instructions are completed, the lead instructor calls “migrate” and the students begin the run. This is really fun for the students. Going downstream to the ocean is easy, then there are gatherings in each corner as they get the chip or candy. The students are often hesitant to go upstream past the bears. Tell them they must migrate or they will die in the ocean. It is often necessary to tell them they have to migrate before the instructor counts to five otherwise they die in the ocean. This helps to keep them moving. When the students complete the first run the lead instructor asks one student to count the number of students who completed the migration. The instructor records the number of successful salmon who completed the run. Expect almost all the student to be successful salmon. The instructor talks about the benefits of moving in a school, a survival technique used by salmon. The osprey or bears can only catch one fish at a time and while catching that salmon the rest can get by safely. While the instructor is talking, collect the poker chips for the next run.

Second Run – 1940 Conditions. This run includes the osprey, bears, dams, commercial fishing boats and bank fishing. Volunteers take their positions as shown on the diagram. The osprey and bears catch salmon just as in the first run. The dam volunteers spin the jump ropes to represent turbines. They turn them slowly. The volunteers should rotate the ropes so they touch the students in the back not the front. This is a safety issue. When the rope tags a salmon, the dam volunteers tell the student they are dead and must leave the game area. The two commercial fishing boats take their positions. The volunteers must keep one foot in the “boat”. There is no limit on the number of fish they can catch. Often a boat will take up position right near the chip or candy position allowing the boat to catch a lot of fish. A salmon is caught when the student is tagged by the commercial fishing person. A caught salmon is dead and must leave the game area. The two bank fishing people each have a rod but **DO NOT** use the rod to tag students, again a safety issue. The bank fishing people tag a salmon by hand, a tagged salmon is caught and must leave the game area.

The lead instructor tells the students the conditions for the second run. Remind them first they have to get by the osprey, then the dams, then the commercial fishing boats, then the people fishing from the bank and finally the bears. Tell them there is no way to get around the dams, they must face the turbines (jump ropes). The lead instructor calls “migrate” and the students begin the run. There will be congestion by the dams and this is where most of the students will be tagged out. When the students complete the second run the lead instructor asks one student to count the number of students who completed the migration. The instructor records the number of successful salmon who completed the run. Expect very few students to complete the run and be a successful salmon. This shows the students how unrestricted fishing and obstructions in the stream can impact the salmon migration. While the instructor is talking, collect the poker chips for the next run.



Third Run – Present Day. The third run represents the impacts that conservation and game management can have on salmon migration. This is when the students get to express their ideas.

First, ask the students who was killed by the osprey. Ask if they have an idea how to manage the osprey. After some ideas remind them the osprey is a protected species and it can not be killed or harassed.

Next, ask how many students as smolts were killed by the turbines in the dams. Ask for ideas how to increase the migration through the dams. Students often suggest removing the dams but remind them we need the dams to make electricity and to store water. Some students may suggest fish ladders. Have the volunteers adjust their positions so each dam has a fish ladder as shown on the diagram. Walk through the downstream course to show the students how they can pass by the dam and avoid the turbines.

Then ask the students how many were caught by commercial fishing boats. Ask them how to manage the catch of salmon. Some ideas include getting rid of one or both boats but remind the students the fishing people need to make a living. Some students may suggest limiting where they can fish. Make sure the commercial fishing boats move away from the poker chip and candy corners. The students may suggest limiting the number of salmon caught. Try to lead them into saying 4 or 5 fish per boat.

Next ask how many were caught by the bank fishing people. Ask the students how to regulate bank fishing. Usually the students will suggest limiting the number of fish caught or only allowing one person to fish. Try to lead them to say two salmon per person.

Lastly, ask how many were caught by the bears. Ask how to control the number of fish caught by the bears. Usually there are two answers, kill one bear or relocate one bear. The students have to pick which bear is killed or moved. This is why the teachers are the bears. The students really enjoy this part.

The lead instructor calls “migrate” and the students begin the run. When the students complete the final run the lead instructor asks one student to count the number of students who completed the migration. The instructor records the number of successful salmon who completed the run. Expect a large increase in the number of successful salmon. The students can see how effective conservation and game management can be to preserve salmon. Collect the poker chips.

When the third run is completed, instructors will collect all the Hooks and Ladders materials and put them in an area for final daily cleanup. This includes the bear and osprey masks, poke chips and candy buckets, fishing boats and fishing rods.

The teachers then divide each class into the four groups. The lead instructor tells each group where to start with the stations.

Time Saving Suggestion. In some cases, the students may arrive late and time for Hooks and Ladders as well at the teaching stations may have to be reduced. A method to save time is to eliminate the first run in Hooks and Ladders. A primary goal of this game is to demonstrate how conservation and game management can enhance the successful salmon migration. The lead instructor can discuss historic



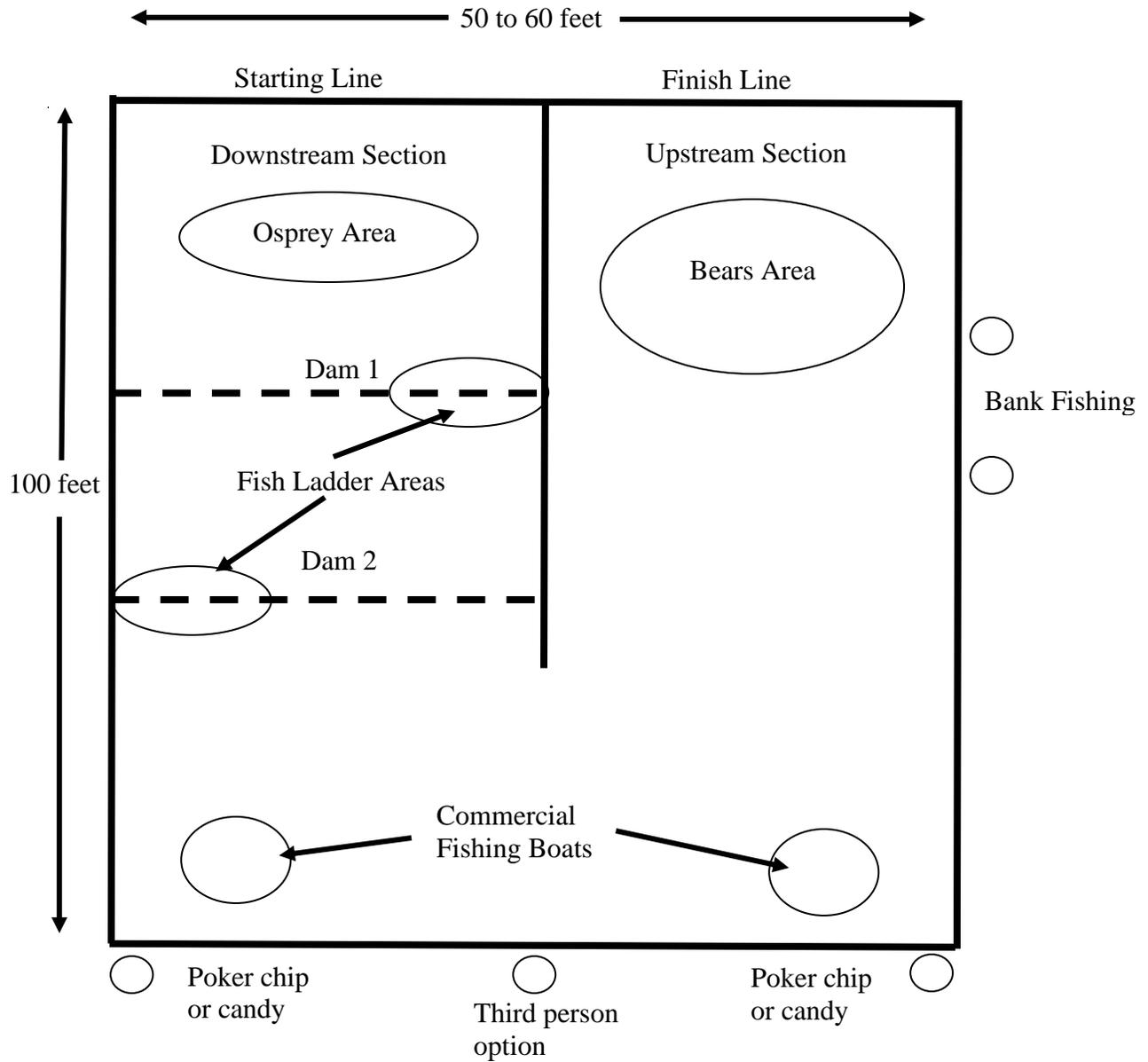
conditions and the limited hazards the salmon faced at that time. The second and third runs can then be used to show the impacts of unrestricted fishing and development and how conservation and game management enhance the successful migration.

**Significant vocabulary:**

- Migration
- Smolts
- Impacts of dams
- Fishing impacts
- Fish schools
- Endangered species
- Fish ladders
- Conservation
- Game management



# Hooks and Ladders Game Layout





## **D. Station Presentations**

The students go to their first assigned station area to start the presentations. The time keeper will sound the duck call to signify when time is up and the students must migrate to the next section in sequence. The students usually have about 20 minutes at each station. After the students complete two stations we have a morning break. Then the students complete the next two stations. After the final two stations it is time for lunch.

On some days Oregon Department of Fish and Wildlife will stock additional trout in Shevlin Pond. Students from all groups should be taken to the pond so they can witness the stocking from the truck. The majority of the classes visited the Fall River Hatchery as a part of the Fall Streamside program. Tell them this is where these fish came from. One volunteer should talk about stocking and why it is necessary. Make sure to tie this stocking with what they learned at Fall River Hatchery.

## **E. Morning Break**

After the students have rotated through two stations they are usually given a break. On cool days, hot chocolate is available for the students. On hot days, encourage them to drink water. This also gives them an opportunity to go to the bathroom. We try to keep the break to 10 minutes. The technique to keep the break on time is to tell them the more time they take on break, the less time for fishing.

## **F. Lunch**

Lunch usually occurs around noon and we try to limit the lunch period to 45 minutes. Again we remind them the more time they take for lunch the less time they will have for fishing. It is really good if the volunteers sit with the students rather than as a cluster of volunteers at one table. This gives the volunteers additional opportunities to interact with the students. Ask them about fishing with topics about where they have been fishing, what is the biggest fish that they or their parents caught, what they learned in the morning.

The volunteers from Sunriver Anglers take care of all lunch activities. Students, teachers, chaperones and volunteers are all provided lunch. Sunriver Anglers sets out all the food and distributes the hotdogs to the students. After lunch the Sunriver Anglers volunteers clean up the lunch room and kitchen.

## **G. Fishing in Shevlin Pond**

Afternoon fishing is the highlight of the day for the students and it takes all the volunteers to make it a success. Fishing rods were taken out and set up as a part of the morning setup process. During the morning session, a volunteer will prepare the bait by cutting the worms into 1 inch pieces and placing them in bait cups with some worm container materials to keep the bait from drying out. During lunch volunteers set up the fish cleaning station and "First Fish Certificate" table on the Aspen Hall patio. Teachers provide a roster of their students to help the volunteers filling out the First Fish Certificate.

After lunch the students gather at one end of Shevlin Pond near the end of the Aspen Hall patio where the fishing rods are located. The students are given a brief demonstration on how to fish for trout using the bait and bobber technique by a volunteer. The students are told that all the rods have hooks and they must



be very careful, no side arm casting and to look behind them before they cast. It is important to tell the students that they must pay attention during casting and not “screw around or participate in horse play” Tell them this is their only warning to behave because of safety related to hooks. Tell them if they do not behave the student is done fishing and the student will no longer be allowed to fish that afternoon. There is no second warning. This is usually sufficient to maintain order. Tell the students that they will start at one of the fishing stations and when they hear the duck call, that means they must rotate to the next station to their left. This is important to allow all the students to fish all the way around Shevlin Pond.

Tell the students they can “Catch and Release” or keep the trout. If they decide to keep the trout, each student can only keep two, if the student keeps two fish they are done fishing and must return their rod. Tell them if they keep two they should help other students who may not have caught a fish. If they participate in catch and release or if they keep one fish they can keep fishing. Tell them if they keep a trout they should bring it to the fish cleaning station and a volunteer will clean the fish and put it in a bag with the students name on it. They can watch the volunteer clean the fish just like they learned at the Care of the Catch station. The teacher will give them the fish when they return to school. Also tell the students that if they catch a fish, whether they keep it or not, they should go to the First Fish Certificate table. A volunteer will fill out the certificate with their name, the date, the type of fish caught and the length. The volunteer will give all the certificates for the class and the teacher will hand them out when they return to school.

Then the fun begins. All the volunteers will be mentors for the fishing and will have a group of 5 to 8 students. The teachers will assign groups. The students and mentors will go to the fishing rod station one group at a time so each student can get a fishing rod. The mentors will take their group to their choice of a fishing station to begin. When the students get the rods the mentor gets the worm bait and Powerbait Eggs. Mentors should coach the students on casting, untangle lines and remove fish from hooks.

A volunteer acting as the timer will sound the duck call when it is time to rotate. Students are usually given 10 to 15 minutes at each station.

## **H. Clean Up Activities**

When the students are leaving, the volunteers need to clean up the equipment. The tables and chairs used at outside stations should be brought inside Aspen Hall. All the rods should be brought inside and put on the tables to make the next day setup easier. Equipment used at the stations is usually placed in one of the storage closets in Aspen Hall. The tents can remain set up but should be secured so they do not blow around should the wind pick up overnight. The Hooks and Ladders course can remain set up overnight. Daily clean up usually takes about 30 minutes.

On Friday and the final day the clean up is more extensive. Sunriver Angler volunteers clean up the tables and chairs in Aspen Hall and put them in the storage closets. The tents must be taken down and stored in the trailer. If no events are scheduled over the weekend, we can get permission to leave the tents up over the weekend. All the Kokanee Karnival equipment must be stored in the trailer. This more extensive clean up usually takes about 60 minutes.



## **I. 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. Tell them some of your interests. Ask students to introduce themselves and tell 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. The students need to ask permission to go to the bathroom and only go with an adult.

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.