



Kokanee Karnival Youth Education Program

Spring Angling Clinic Curriculum

Introduction

This document is Part 2 of the Spring Angling Clinic curricula – Care of the Catch – Station 1. Volunteers will set up this station in the morning. This part of the curriculum consists of the following parts:

- A. Set Up
- B. Initial Discussion
- C. Care of the Catch
- D. Fish Physiology
- E. Fish Identification
- F. Clean Up

A. Set Up

On the first day the volunteers need to set up the large tent outside Aspen Hall on the deck. Depending on the use of Aspen Hall over the weekend, the tent may need to be set up again on the following Monday. This station also requires one table and at least 12 chairs. The table is set up against the Hall building and the chairs on the opposite side of the tent. The equipment needed from the trailer for this station includes the bin with the fish identification materials, the folding board, the stuffed fish and the fish cleaning poster. Hang the station banner on one side of the tent. Daily set up requires about 30 minutes.

Remember the students will have 20 minutes or less at each station. Instructors should watch their time. The time keeper will sound the duck call when time is up and the students should rotate to the next station.

B. Initial Discussion

When the students arrive at this station have them take a seat in the chairs. Introduce the station volunteers and tell the students what will be discussed at this station. Remind them that some of the information that we will discuss today they learned in Fish Dissection and Angler Education in their classroom. Explain to them not everyone will catch a fish in the afternoon. They need to be a good sport if they catch a fish or not.

C. Care of the Catch

Allow about 5 to 8 minutes for this part of the station demonstration. Ask the students if they know the difference between Catch and Release and Catch and Keep. Make sure to tell them it is a choice if they want to release the fish unharmed or keep it. Tell them if they keep the fish they should plan to eat it so the fish is not wasted.



First discuss Catch and Release with the students.

Explain the benefits of catch and release for the fish resources. Released fish are back in the environment for others to catch. The fish can spawn and help maintain the future fish populations. It allows the student to keep fishing because there is no “limit” when releasing fish. Remind the students they learned about limits in the Angler Education class. Ask the students if they remember what the trout limits are for fish in Shevlin Pond; 2 fish per day and minimum 8 inches long. Explain that regulations may require that they release the fish if it is too small, or the wrong species or if it is a wild fish.

Ask them if they know what a barbless hook is. If not explain the parts of a hook. Explain the benefits of using a barbless hook if they plan to release fish. Fish can be unhooked easier, there is less damage to the fish and often the fish can be unhooked without touching it. The students may feel that without a barb too many fish will jump off their hook. Explain that if they learn to keep the line tight that the fish will not get away easily.

Ask the students if they know how to handle a fish if they are planning to release it. Tell them why they should wet their hands before handling a fish. Ask them if they know the benefits of using a net. Talk about the slime on a fish. Ask what they think can happen to a fish if the slime is rubbed off by their hands or dragging a fish on land. The slime coating protects the fish from bacteria and other organisms in the water. If the protective slime is removed bacteria can attack the fish and kill it.

Discuss the benefits of not playing a fish too long. Ask them if they know what can happen if they release a fish that is exhausted. A tired fish may be attacked by a predator because it is too tired to run away. It may be too tired to swim and can be washed downstream or sink into a lake. Ask them if they know the benefits to using a net to land a fish. A net helps get the fish confined to the student can release it quicker and it helps keep the fish from jumping around and injuring itself. Sometimes it is necessary to revive a fish before you release it. Ask if the students know how to revive a fish. Show the students how to do this using the stuffed fish.

Discuss Catch and Keep with the students.

Remind them they should only keep fish they plan to eat. Ask the students if they know what they should do to care for the fish they catch. Tell them it is important to care for the fish they catch to make sure it is good to eat.

While fishing the students can keep the fish on a stringer because this keeps the fish cool and helps preserve it. If the student plans to keep a fish, ask them if they should just let it die or should they kill it. Tell them as a fish dies it suffers and can slowly start to deteriorate or start to go bad. Tell them if they plan to keep a fish that they should kill it. Ask if they know how to humanely kill a fish. Next ask the students if they know how to clean a fish. Use the chart to explain how to clean a fish and remind them if they catch a fish in the afternoon fishing session they can watch a volunteer clean the fish. Tell them the benefits of keeping the fish on ice or cold to help preserve the quality until they are ready to cook it.

Significant vocabulary:

- Catch and release



- Barbless hook
- Fish slime coating
- Cleaning the fish

D. Fish Physiology

This portion of the presentation can be made if there is sufficient time after the care of the catch presentation. If time is short, this part of the station presentation can be eliminated otherwise allow about 5 minutes for this portion of the station demonstration. The students learned about the external and internal parts of a fish during the Fish Dissection in the classroom so this is more of a reminder exercise. Because it is a reminder this part of the presentation can be done quickly. Using the stuffed fish, point to a part of the fish and ask if they know what it is. Some of the parts that can be covered easily are the fins, mouth, eyes, lateral line and gills. When the instructor point to a part of the fish and the students identify it, ask if they know what it is used for. Reviewing the external fish parts can help with the following fish identification.

Optional activity: If time permits some instructors have the students reach into paper bags and guess the parts of the fish they are touching. The instructors have vegetables and pasta cut up into sizes so they are similar in size to fish parts. The bags contain peas to simulate fish eggs, pasta spaghetti to simulate fish intestines, cut up beats to simulate hearts and soap like liquid dish soap to simulate fish slime. The instructor has the student reach into the bag without being able to see what is in the bag. The students really enjoy this activity.

Significant vocabulary:

- Gills
- Fins
- Lateral line

E. Fish Identification

This portion of the presentation really gets the students involved. Allow about 10 minutes for this portion of the station demonstration. The fish are all attached to the black felt folding boards. The purpose of this exercise is to have the students identify the fish. There are two options in this exercise. The first is the long program. Give each student a tag with the name of a fish. This means all 10 students in the group will have a name tag. Pick a student on one end and ask the student what is the fish they have to identify. The instructor describes the fish and the student goes to the board and places the name by the appropriate fish. Both the name tags and fish have Velcro backs and will stick to the felt background. The instructor calls on all the students in turn and repeats the procedure until all the students have identified the fish on their name tags.

The second option can be used if time is short. The instructor limits the number of fish to be identified and the number of students that will go to the board. The instructor can focus on the major cold water fish species. The instructor calls a student forward and gives the student a name tag. The instructor describes the fish and the student puts the name by the appropriate fish.



Significant vocabulary:

- Names of fish species

F. Clean Up Activities

When the students are leaving, the volunteers need to clean up the equipment. The volunteers need to collect the station materials and bring them inside Aspen Hall for use the next day. The table and chairs also need to be brought inside Aspen Hall for the night. The tent can remain up for daily use but should be secured so it does not blow around should the wind pick up overnight. The tent needs to be taken down on the last day and possibly on the Friday. All the station materials need to be returned to the trailer on the last day. Daily cleanup requires about 30 minutes.