

*From Wisconsin Waters to Your Plate*

# Fishing for Dinner *Got Kids?*

ANGLER R3 SUPPLEMENT

*Kid-wrangling tips for the occasional teacher.*



**Welcome | Teach | Inspire**

Wisconsin Angler R3



## Fishing Games Angler R3–Got Kids? Supplement

This manual serves as a supplement to the *Fishing for Dinner Instructor's Guide* and is drawn from the original *Angler Education Instructor Manual* that provided the inspiration for *Fishing for Dinner*. See the companion piece, *Fishing Games* for more fishing fun. *Junior Angler* and *Hook, Line & Thinker* are also part of the Angler R3 Program.

Financial support for these programs is provided by the federal Sport Fish Restoration Fund. This fund is generated by an excise tax on fishing gear, boating equipment and boat motor fuel, and is then apportioned out to states for use in sport fish habitat restoration projects, boating access projects, and aquatic resources education programs, such as the Angler Recruitment, Retention and Reactivation (R3) programs, *Fishing for Dinner* and *Angler Education*.

*Thank you for your participation in Angler R3 programs. As always, if you have recommendations for the programs, please let us know.*

Theresa Stabo, Angler R3 Coordinator, Angler R3 Program Office



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All photos by Theresa Stabo unless otherwise noted.

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For questions about publication orders, contact our support office:

**608-333-2057 or [DNRAnglerEducation@wisconsin.gov](mailto:DNRAnglerEducation@wisconsin.gov)**

Please use an order form to request materials; contact us if you need a new one.

You may email your order form to us or use our fax number, **608-266-3696**, or mail it to:

**Angler R3, LE/8 | Department of Natural Resources | P.O. Box 7921 | Madison, WI 53707-7921**



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*Adventures and Memories*  
**Enjoy Wisconsin's Wild Side**

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# Contact Us!

Our Call Center staff can put you in contact with your local fisheries biologist, habitat specialist and conservation warden who may be able to help you with your angler education program. Once connected, ask these field staff members about speaking to your group about fisheries, regulations, safety and habitat management. They may be able to suggest a service project for your group.



## Department of Natural Resources Offices

### Northern Region

- Rhinelander: 715-365-8900
- Rhinelander: 715-365-8900
- Antigo: 715-627-4317
- Cumberland: 715-822-3590
- Ladysmith: 715-532-3911
- Superior: 715-392-7988
- Spooner: 715-635-2101
- Ashland: 715-685-2900
- Hayward: 715-634-2688
- Park Falls: 715-762-3204
- Woodruff: 715-356-5211

### Northeast Region

- Green Bay: 920-662-5100
- Peshtigo: 715-582-5000
- Oshkosh: 920-424-3050
- Sturgeon Bay: 920-746-2860

### West Central Region

- Eau Claire: 715-839-3700
- Black River Falls: 715-284-1400
- Wausau: 715-359-4522
- Baldwin: 715-684-2914
- La Crosse: 608-785-9000
- Wisconsin Rapids: 715-421-7800

### South Central Region

- Dodgeville: 608-935-3368
- Janesville: 608-743-4800
- Fitchburg: 608-275-3266
- Madison (Central Office): 608-266-2621

### Southeast Region

- Milwaukee: 414-263-8500
- Sturtevant: 262-884-2300
- Plymouth: 920-892-8756
- Waukesha: 262-574-2100

For more information about the DNR locations near you, please visit: <http://dnr.wi.gov/contact/OfficeLocations.html>

### Call Center Staff

Available 7 Days a Week (7 a.m.-10 p.m.)

Call Toll Free 1-888-WDNRINFo  
1-888-936-7463

Violation Hotline: 1-800-847-9367

Emergency Spill Hotline: 1-800-943-0003

Go to [dnr.wi.gov/](http://dnr.wi.gov/) to open a chat session from 7 a.m. to 9:45 p.m.

Staff directories are also listed on our website by location and by topic.

### Bilingual Services Angler

May I help you? ¿Cómo puedo ayudarle? Kuv pab koj tau licas? Bilingual services are available at 1-888-WDNRINFo (1-888-936-7463).

### Website and Contacts

Check out the Department of Natural Resources website at [dnr.wi.gov](http://dnr.wi.gov) for links to related programs and staff directories.

This short list of keywords leads to a boatload of information which can enhance your fishing program:

- *Lakes*
- *Education*
- *Classroom Materials*
- *Tackle Loaner*
- *License Waiver*
- *Educational Grants*
- *Citizen-Based Monitoring*
- *EEK - Environmental Education for Kids*
- *Hooked on Fishing Angler's Club* - A self-directed program that acknowledges outstanding sportfishing accomplishments.
- *Staff Directory* - Search by county and area of expertise.

# 1 Planning a Program, Clinic or Event

## Fishing for Dinner Connections

Please refer to *Fishing for Dinner – An Instructor’s Guide* for Angler R3 program policies and resources to help you organize a program. As a reminder, that guide was intended for people working with adult audiences or with family groups, but the program policies apply to all Angler R3 programs. See appendix for *Fishing for Dinner Connections - Topics and Content*.

## Documentation

All programs require documentation. Accurate program records are important to enable us to track program effectiveness. This includes participant rosters with DNR Customer ID numbers, which is a 9-digit number issued when a person buys a fishing or hunting license, or other recreational permit. It is also issued to program participants regardless of age and will be the same number when they come of age to get a license – it will be theirs for life.

## Program Considerations

### Size of Class

The size of your facility and the number of volunteers will limit the size of your class. Instructor teams can teach larger groups of students, however, an overall ratio of five students to one instructor is recommended for field experiences. Lower elementary-age students demand an even smaller ratio of three to one. Dividing classes into smaller groups for field experiences not only improves control and safety, but ensures a quality learning experience for the student.

### Instructor Teams

Instructor teams are recommended whenever possible. Two or more people with a good blend of fishing experience, youth leadership skills and biology background are typically better than one. This combination of experience will round out your program as well as distribute the workload in preparing for and presenting the program. While one person is leading an activity, another is setting up for the

next one. This should keep the program flowing smoothly. A team of instructors allows you to split the group into smaller units and rotate through stations.

### Invite Special Guests!

Lure carver  
Fish carver

Traditional Native American angler  
Commercial fisherman

Professional tournament angler

Fishing club member  
Environmental advocate  
Conservation warden  
Fisheries biologist  
Wetland specialist

Check out DNR’s website for a listing of local biologists or contact your local office.

## Program Organization Checklist

Keep this checklist in mind when planning an Angler Education program.

- Recruit team teachers
- Select a date
- Select a site
- Recruit volunteers
- Assign volunteers responsibilities
- Order materials from DNR 4-6 weeks in advance
- Reserve fishing poles from tackle loaner site as soon as you have a date
- Publicity; newspapers, radio, television (4 weeks in advance)
- Provide information on proper dress and gear
- Set proper expectations based on program content and extent to which participants will actually be fishing

## Age Restrictions

Anyone is welcome to attend a program that is open to the public and families are particularly encouraged to attend. Beware, however, of parents who may try to use your clinic or program as a babysitting service for very young children. It is recommended that children under age 8 be accompanied by a parent or legal guardian unless the program is being provided by an organized group such as a camp or day care that will provide adequate supervision. Ideas for programs designed for adult audiences are offered in *Fishing for Dinner - An Instructor's Guide*.

## Fishing Licenses

Instructors are required to have fishing licenses, as are volunteers aged 16 and up who help with fishing activities. Volunteers, parent helpers for example, who do not wish to purchase a license still have plenty of opportunities to help with the angler education program. Please assign them tasks that don't include casting a hook or reeling in a fish. Also, provide them with license information with the hope that they'll take their children fishing after this experience.

## License Waivers

The DNR provides educational fishing license waivers for schools and organizations. See *Fishing for Dinner*, Appendix, for sample forms.

Free Fishing Weekend takes place each year the first full weekend in June providing another opportunity to fish without a license.

## Publicizing Your Program

Publicize your program at least four weeks in advance so that potential participants can plan to attend. Use fliers, brochures, slide shows, personal invitations and local media to help spread the word.

## Getting the Word Out

Write a press release for local newspapers and TV and radio stations.

Send personal invitations to key teachers, principals and the superintendent.

Present a personal slide show of a successful fishing trip.

Use existing communication channels within your community.

- schools
- nature centers
- zoos
- museums
- 4-H
- Scouts
- other educators and youth agencies
- newsletters of various educational, environmental, or sporting associations

The DNR posts clinics and programs on the web throughout the year. Contact the Angler Education Office with details or ask for a planning form so we can more efficiently help you spread the word. A sample form in Chapter 6.

### Let prospective participants know what to expect, including:

- Date and time Indicate a rain date or specify rain or shine
- Location (with a map and directions if necessary)
- Content and goals of the program
- Who is sponsoring it (Wisconsin DNR and \_\_\_\_\_)
- Who will lead the program
- Resource people who will be present
- Age restrictions or targeted audience
- Whether parents should be present
- What materials and instruction they'll receive (and prizes?!)
- Enrollment limits and registration deadline
- A name, address and phone number to call for additional information

- Create a flier, poster, letter, announcement, or article that conveys this information in your own personal style. Here is a sample.



## Program Site Selection

### Outdoor Site Considerations

Many lessons and activities can be held outdoors. If you intend to hold a program on state property, please contact the park superintendent or property manager beforehand as a courtesy. They can often help you arrange facilities for an educational program. Your DNR area or regional office can help you contact the appropriate park superintendent or property manager. Keep in mind that you and any volunteers who drive into the park will need to purchase a park sticker.

Many public fishing piers are now wheelchair accessible. Enter keywords, "Open the Outdoors" in the search bar on the DNR website for a list of accessible recreation sites, including fishing.

### Outdoor Site Selection Checklist:

- Permission of owner or notification of property manager
- Adequate number of picnic tables
- Shelter from intense sun or rain
- Adequate open space
- Solid banks resistant to erosion
- Access to water (including wheelchair accessibility)
- Adequate stretch of shallow stream with firm bottom for stream fishing with older children
- Clean water (See Fish Health Advisory)
- Restrooms
- Drinking water
- Fish!
- See Safety Checklist in *Fishing for Dinner*

### Indoor site considerations

Many groups or clubs have a regular meeting place or clubhouse that you could use for free. If not, you'll need to locate one. Try the YMCA, a church basement, town hall, school, or civic organization facility. Consider if your meeting place is large enough to accommodate the participants and to conduct the activities, especially if you've decided to practice casting indoors. Check on the availability of audio-visual equipment, Internet access and room-darkening shades if you plan to show PowerPoint presentations, YouTube videos or other electronic media.

### Indoor Site Selection Checklist

- Permission of property owner/manager
- Rental cost (the best things in life are free!)
- Adequate lighting/darkening possibilities
- Adequate space and seating
- Adequate ventilation
- Wheelchair accessibility
- Audio-visual equipment
- Internet access

# Weaving Angler Education into the Classroom Curriculum

Activities and lesson plans in *Junior Angler* and *Hook, Line & Thinker!* (HLT) are correlated to academic standards and support the Next Generation Science Standards. This makes the program an easy fit in the classroom, yet flexible enough for lively recreation programs. The fly fishing supplement, *A Fly Rod & a Trout* offers additional opportunities. It is available only to certified instructors.

## Fly fishing in the Classroom – It’s Easy!

Casting practice sessions make physical education an obvious choice, but the gymnasium is not the only place to integrate fishing at school. Link it to subjects across the curriculum with activities that reinforce many state academic and Common Core Standards and take any class fishing to encourage this life-long pursuit of happiness at the water’s edge.

### Physical Education/Lifetime Sports

- casting practice
- fishing experience
- regulations

### Science Technology Engineering and Mathematics – STEM

Science and engineering practices highlighted in the Next Generation Science Standards can be found in the **real world** of fishing. Consider the applications of science, technology and engineering when you pick up a fly rod or lure. From matching the rod with line to fly or lure selection to casting, there is a strong suite of real world practices at play. Going back further, consider product development, manufacturing and marketing. What experiments and analyses might have been conducted to determine the best materials for the “job” of catching a fish?

Anglers and the tackle industry follow similar paths of inquiry, modeling, testing, data collection and evaluation to get a fish from the water to the dinner plate (if eating your catch is your thing). Those STEM practices continue as

anglers and resource managers look for ways to keep our waters fishable, swimmable and drinkable.

Test the physics of fly casting with the activity “Joining Physics and Physical Education through Fly Casting,” found online in the Wisconsin DNR’s Hook, Line & Thinker program.

### Science

- aquatic ecology
- habitat
- fish identification
- fish adaptations
- water monitoring
- fishing experience
- casting

### Industrial Arts – Applied Technology

- lure making
- non-toxic sinker making
- rod building
- rod and tackle storage construction
- habitat restoration and construction projects
- rod rack construction

### Humanities and Social Sciences Topics

Make observations on how our resource-based economy is affected by local and global events. First-hand explorations of fish and fish habitat can provide insights to quality of life and environmental justice issues your community.

### Fine Arts

- lure
- making
- fly-tying
- non-toxic sinker making
- sketching habitat
- 3-d models of habitat
- music
- poetry

### English/Language Arts

- compose fishing stories and poems



- critique fishing-related literature
- journal-keeping

### Literacy in History/Social Studies

- effects of sport fishing on local economies
- land use decisions on environment and economy
- role of fishing in state culture
- role of water in settlement of state
- regulations
- factors affecting access to natural resources by people from communities of color

### Family and Consumer Education

- preparation and nutritional value of fish
- family's role in protecting natural resources
- fish consumption health advisory

### Resources

Check the DNR's website for information about specific fish and citizen-based monitoring programs and ways you can get involved in habitat restoration projects. Fishing clubs are also good sources of information for habitat projects and often provide fishing clinics for beginners.

## Scouting Connections

Many *Junior Angler, Hook, Line & Thinker!* and *A Fly Rod & a Trout* activities complement badge requirements for the Boy Scouts of America and the Girl Scouts of America.

### The Boy Scouts Complete Angler Recognition

The Complete Angler Recognition is awarded to Boy Scout, ages 11 –18 who earn all three fishing-related merit badges – **Fly-fishing, Fishing and Fish and Wildlife Management**. Many of the requirements for the Fly-fishing badge can be fulfilled by using guide your progress and achievements.

Fishing Badge Fly Fishing Badge

### Ranger Award Fishing Elective

Rangers are scouts, ages 14 – 20, who are highly skilled at a variety of outdoor sports and are trained in outdoor safety. Candidates for the **Ranger Award** are required to complete 8 core requirements and 4 electives from among 18 choices. **Fishing** is one elective choice; some of the requirements for that elective can be met by following instructions and tips in this booklet.



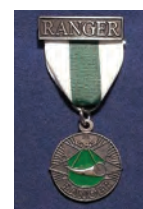
BOY SCOUTS OF AMERICA



Complete Angler Recognition



Fly Fishing Badge



Ranger Award



Fishing Badge



Fish and Wildlife Management Badge

### Girl Scouts

Many fishing activities complement badge requirements for the Girl Scouts of America that are related to the environment, technology and food. While there is no specific Girl Scout fishing badge, girls who like to fish and are concerned about fish habitat – lakes, streams and wetlands – are encouraged to create one independently with the approval of their leaders.



Design your own badge

## Sample Planning Outlines

Please view these sample outlines as starting points for planning an angler education program, clinic or event – don't let them limit you! Several possible scenarios are provided for various time formats.

### Expected outcomes

Expected outcomes expand with length of program and age of participants. The first two outcomes listed are what one could expect after a 1-hour clinic or classroom visit. More objectives are added to increase outcomes as time allows.

Participants will:

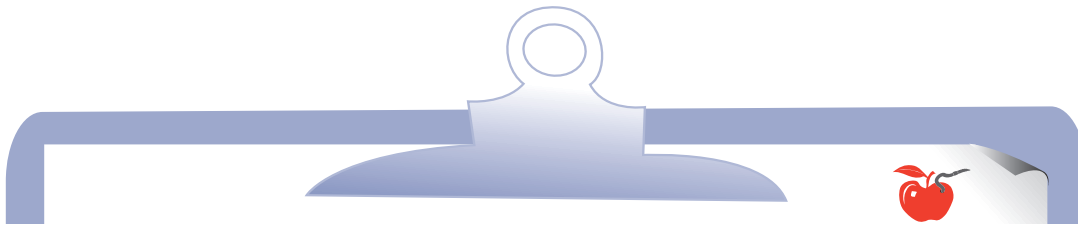
- adopt fishing as a family or social activity and have the skills to fish independently of a clinic
- leave the clinic able to tie a basic fishing knot, safely cast and reel, and identify a few common species of fish
- assemble a fishing pole
- select bait
- recognize good fish habitat when they see it
- list threats to fish habitat
- understand basic fishing regulations
- know how and where to buy a license
- recognize the importance of fishing in Wisconsin's history and culture
- begin to establish a set of personal outdoor ethics

### Best Settings

- Classroom and schoolyard or gymnasium
- Club meeting room
- Park or camp with shelter and picnic tables near the water



Longer programs, particularly those being run as a series with multiple sessions culminate with a hands-on fish cleaning and cooking session that includes a potluck lunch or dinner.



## One-hour Fishing Clinic or Classroom Visit

### Suggested Materials—one for each participant

Knot-tying cards, FH-930c

Yellow fishing rulers, FH-702

Hook and Line Fishing Regulations, FH-301

Wisconsin Fishing Poster, FH-500

Fish Wildcards *May be ordered in packs of 30 or 100, by species. It's up to the instructor to collate into sets. (See order form in appendix.)*

### Outline

This format is recommended for large-scale events in excess of 50 people; it can also be used with small groups. Participants rotate through a series of skills stations staffed by instructors and/or club members.

5 minutes	Welcome, introductions and overview
10 minutes	Knot-tying
10 minutes	Introduction to fishing equipment & rod and reel assembly
15 minutes	Casting practice and fish identification (tape a picture of a fish to a casting target.)
15 minutes	Bait selection and use
After clinic	Fish with family and friends today or in the near future.

### Additional stations, activities and demonstrations for longer clinics:

Boat rides – check your community recreation department or local resort for pontoon rentals.

Fish printing – tell participants to bring t-shirts or sell them. Dish towels and pillowcases are fun, practical options.

Knot testing

Fish handling

Fish cleaning and cooking

Fish taste test (Sampling the catch)

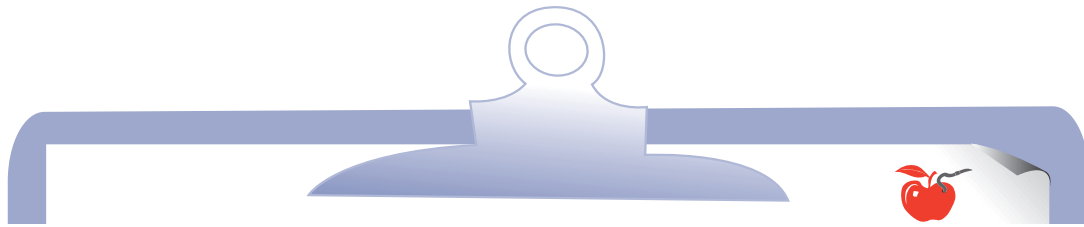
Safety and first aid

Regulations and courtesy

Lure making

Fish habitat





## Three-hour Fishing Clinic or Successive, One-hour Classroom Visits with a Field Trip

### Suggested Materials—one for each participant

Just Fishin' booklet, FH-913

Knot-tying cards, FH-930c

Yellow fishing rulers, FH-702

Hook and Line Fishing Regulations, FH-301

Wisconsin Fishing Poster, FH-500

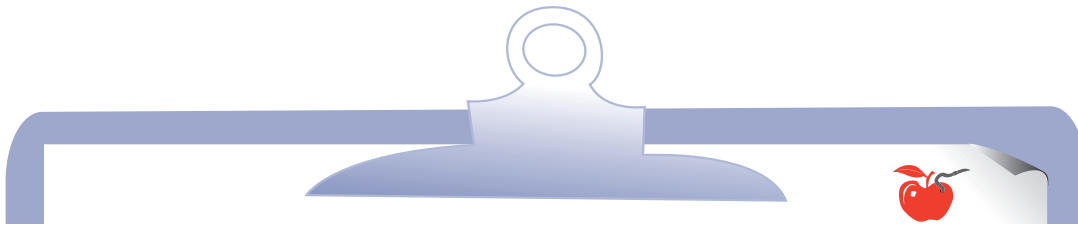
*Fish Wildcards May be ordered in packs of 30 or 100, by species. It's up to the instructor to collate into sets. (See order form in appendix.)*

### Outline

This format is recommended for events involving fewer than 50 participants. Participants rotate through skills stations staffed by instructors or club members.

5 minutes	Welcome, introductions and overview
15 minutes	Knot-tying and testing
10 minutes	Introduction to fishing; equipment and rod & reel assembly
15 minutes	Casting practice
15 minutes	Fish identification (combine with casting practice by taping a picture of a fish to the back of a casting target.)
15 minutes	Snack and break
15 minutes	Bait selection
15 minutes	Safety and first aid
15 minutes	Regulations and courtesy
30 minutes	Fish printing – tell participants to bring t-shirts or sell them. Dish towels and pillow cases are good options, too. The fish printing, fishing, fish cleaning and cooking segments would work best as part of a day-long field trip or picnic after preliminary stations are covered in the classroom. Suggested times are the minimum recommended.
60 minutes	Fishing from shore or b-boat   Fish handling   Fish habitat
60 minutes	Fish cleaning   Cooking demo with tasting
After clinic	Fish with family and friends today or in the near future.

Have a safety talk before heading for the water. While you're out on the water demonstrate proper fish handling techniques if the opportunity arises. Point out good fish habitat and explain what makes it so. Check the regulations when someone catches a fish.



## Two-Day Fishing Clinic (Three hours each day)

### Outline

This format is recommended for events involving fewer than 25 participants. Larger groups rotate through skills stations staffed by instructors; smaller groups progress through activities together in a less rigid station format.

### Suggested Materials—one for each participant

Just Fishin' booklet, FH-913

Yellow fishing rulers, FH-702

Hook and Line Fishing Regulations, FH-301

Wisconsin Fishing poster, FH-500

Fish Wildcards *May be ordered in packs of 30 or 100, by species. It's up to the instructor to collate into sets. (See order form in appendix.)*

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### Day 1

15 minutes	Arrival, introductions and overview
30 minutes	<i>Get Ready to Go Fishing! Get organized!</i>
20 minutes	Knot-tying and testing
20 minutes	Snack
15 minutes	Safety, courtesy and first aid
15 minutes	Casting practice
15 minutes	Transition: rig up and pack up
60 minutes	Fishing from shore or boat   Fish handling   Regulations

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### Day 2

10 minutes	Review of Day 1: Any questions or comments about the day's events?
15 minutes	Fish identification
15 minutes	<i>Hooray for Habitat   Reading the Water</i>
30 minutes	Bait selection   Lure making
60 minutes	Fishing from shore or boat   Fish handling   Regulations
45 minutes	Fish cleaning and tasting or fish printing demo
After clinic	Fish with family and friends today or in the near future

Have a safety talk before heading for the water. While you're out on the water demonstrate proper fish handling technique if the opportunity arises. Point out good fish habitat and explain what makes it so. Check the regulations when someone catches a fish. Pose ethical dilemma questions while people are relaxing during snack time. Combine fish identification with regulations and casting practice, by taping a picture of a fish with its hypothetical size, location and date caught to a casting target to reinforce all three skills at once.



## Three-Week Angler Education Program (One or Two hours each day)

### Suggested Materials—one for each participant

Junior Angler booklet, FH-915

Yellow fishing rulers, FH-702

Hook and Line Fishing Regulations, FH-301

Wisconsin Fishing poster, FH-500

Fish Wildcards *May be ordered in packs of 30 or 100, by species. It's up to the instructor to collate into sets. (See order form in appendix.)*

### Outline

This format is recommended for a program involving fewer than 25 participants and follows the *Junior Angler* booklet. Participants engage in activities as a group, work independently on activities or assignments and report findings in group sessions. The depth to which you address the topics will determine the length of your sessions and vice-versa.

Mix things up with games found in *Fishing Games*, LEF-016, found online. You may want to arrange to spend more time with your group on certain days to adequately cover the topic and take related field trips. Don't forget to invite guest speakers to help you cover some of these topics. Insist that anglers help take care of loaner equipment.



DNR File Photo

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**Day 1 Wisconsin's Oldest Tradition**

Arrival, Introductions and Overview

Fish On!

Fishing Villages

Head for the Water

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**Day 2 Fish Habitat**

Hooray for Habitat

Living Room

Wetland Habitats

Shoreland Homes

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**Day 3 Invasive Species**

Alien Invasion!

When a Plant Becomes a Weed

Service Project

---

**Day 4 Fish Identification**

Fish Inside and Out

Classified Information

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**Day 5 Fishing Skills**

Get Ready to Go Fishing

Get Organized!

Tie a Knot—It's Easy!

Test Your Knot

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**Day 6 Fishing Skills**

Casting Practice (Review fish identification by taping a picture of a fish to a casting target.)

Baiting Your Hook—Bait Selection

Take Note!

Fishing and Fish Handling

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**Day 7 Fishing Skills**

Safety and First Aid

Lure Making

Fishing

---

**Day 8 Fishing Skills**

Fishing Regulations and Courtesy

Fishing

---

**Day 9 Service Project**

Contact local fisheries biologist for ideas

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**Day 10 Fishing Ethics**

Ethical Dilemmas

Fishing

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**Day 11 Fishing Picnic**

Friends in the Field (invite one!)

Fishing

Fish for Dinner

Hook into Healthy Fish!

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**Day 12**

Fishing

Fish Printing

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**Day 13**

Fishing from boats?

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**Day 14**

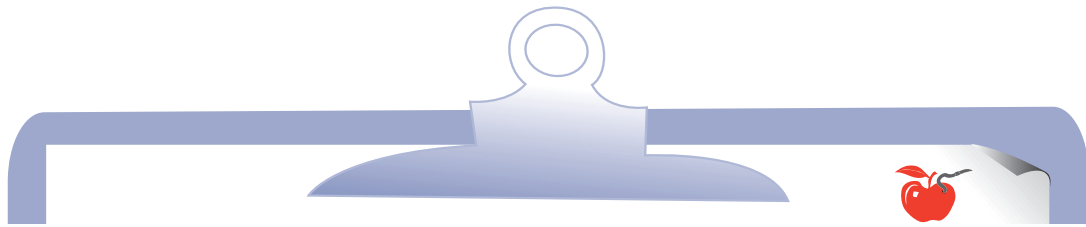
Fishing

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**Day 15 Fishing Olympics**

Fishing

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Teens and Adult Beginners

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## Multi-session Angler R-3 Program

Adult beginner classes could be structured to meet for two to three hours a night over the course of three weeks, plus two Saturday fishing outings and a cooking session. See the *Fishing for Dinner—An Instructor's Guide*, LEF-002, available online, for details on planning adult programs with accommodations for younger family members. This series culminates with a hands-on fish cleaning and cooking session that includes a potluck lunch or dinner.

Middle school and high school instructors may want to review *Hook, Line & Thinker*, found on the DNR's website. Topics listed under each day can be covered over the course of more than one day with relevant selections downloaded from the curriculum.

### Suggested Materials

See lists in *Fishing for Dinner* and *Hook, Line & Thinker*, as appropriate

### Outline

This format is recommended for a program involving fewer than 25 participants. You may want to arrange to spend more time with your group to take related fishing trips. Don't forget to invite guest speakers to help you cover some of these topics. Insist that anglers help take care of loaner equipment. Allow time for maintenance and an orderly return of loaner equipment.

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#### Day 1 Fishing Necessities

License - a license is required for everyone over the age of 16

Gear

Knots

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#### Day 2 Bait

Selection

Live or artificial?

Proper disposal with regard to invasive species

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#### Day 3 Dress Rehearsal

Check licenses. They'll need them tomorrow.

Casting practice - dry land or swimming pool

Regulations

Basic fish identification, what to look for

Etiquette

Safety

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#### Day 4 Fishing

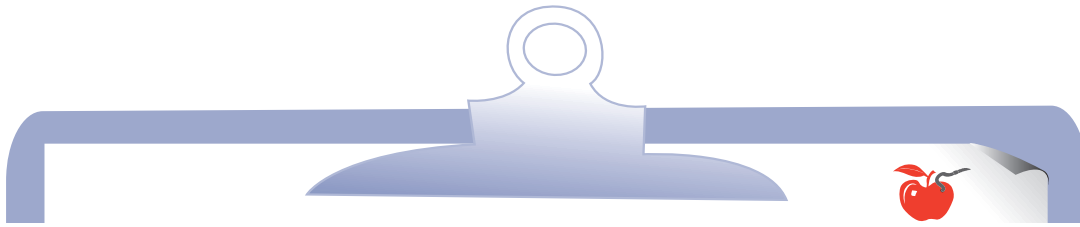
Putting it all together

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#### Day 5 Fishing

Putting it all together





## After-School Clubs

Work with your local recreation department or school to set up an after-school fishing club. This club's schedule conformed to the "late bus" schedule which accommodated kids involved in after school activities. Some of the lessons are seemingly out of order so that the club could take advantage of an ice fishing opportunity. Fishing conditions and logistics sometimes trump logic in lesson planning.

### Sample Outline - Hamilton Fishing Club

#### Activity Schedule

- |              |   |
|--------------|---|
| February 9   | What'ya Know – about fishing? We'll spend the first session finding out what you already know about fishing and give you a chance to tell us what you'd like to learn. Maybe we'll even swap a few fish tales.                        |
| February 16  | Prepare to go ice fishing - Make ice fishing jigs and safety equipment with Jon White of the Yahara Fishing Club.   |
| *February 23 | Ice Fishing on Brittingham Bay.   |
| March 2      | Which fish is which and where does it live?   |
| March 9      | Gear Up - What you need for open water fishing and how to put it together.  |
| March 16     | Knots and Casting Practice – Put the bait where the fish are.   |
| March 23     | Baits and Lures – Making, buying, selecting and caring for your lures. Jon White of the Yahara Fishing Club will share his expertise.   |
| *March 30    | Nevin Hatchery Field Trip – Visit the oldest state hatchery in Wisconsin.   |
| April 6      | Catch 'N Release – it'll grow on you. Wisconsin DNR Fisheries Biologist Mike Vogelsang will explain why catch and release is a good idea. If there is time, he'll show us how the DNR uses different nets to sample fish populations. |
| *April 27    | Fishing at Wingra Park  |
| *May 4       | The Shocking Truth about Fisheries Management – Mike Vogelsang will give an electrifying demonstration of fisheries sampling techniques.  |
| *May 11      | Kids Choice or Fishing  |
| *May 18      | Fishing Finale - bring your family to Lake Park at 5:00 for a fishing picnic  |
- All sessions will meet on Thursdays after school in Room 211. Sessions begin at 3:05 p.m. and most will conclude at 3:45 p.m.
- \*These sessions will involve a field trip and might run a bit longer. Please be sure to turn in your permission slip. Special thanks to parents for driving.

## Sample Permission Slip

*Suggested content. Consult your school administration or club officers for required protocols.*

Dear Parents/Guardians,

Your child has decided to join the Hamilton After-School Fishing Club. The club will be supervised by myself and parent volunteers. Yahara Fishing Club members will assist us on occasion. We hope to combine fun with education and give kids skills they can use for a lifetime. Students in the club will need to make most of the sessions and they will be expected to let me know if they can't make a session. We have a waiting list so can't afford to waste spots. The club will meet on Thursdays in Room 211 from 3:05 -3:45 or later, depending on whether or not we have a field trip. Attached you will find a tentative agenda.

The cost for participation in the club should be little or nothing. Students do not need to have equipment as we have access to loaner equipment from the Department of Natural Resources. Local fishing clubs and bait shops have also been generous. We are using parent drivers for the field trips.

While fishing is not a contact sport, parents and guardians should be aware of associated dangers: sun exposure, fish hooks, flying lures, water hazards, rocks, slippery banks, sharp fish teeth, spines on fins and gills, etc. While students will be instructed in the use of common safety practices and common sense, accidents are possible given the nature of middle schoolers. It is important that you understand and accept these dangers as part of the experience.

---

I give my child, \_\_\_\_\_, permission to join the Hamilton Fishing Club and understand the dangers associated with fishing. I know that he/she must make most of the sessions to stay in the club.

\_\_\_\_\_  
Parent/Guardian Signature

On field trip days we will need to know what works best for you:

- Picking up your child at Hamilton (5:00-6:00)
- Picking up your child at the field trip site.
- Having one of the volunteer chaperones take your child directly home.

Are you interested in driving or chaperoning?

- I could drive to field trips. (You will need a certain level of insurance.)
- I could chaperone.
- I could help in another way (explain). \_\_\_\_\_

As field trips approach, we will send home more specific information.

Thanks,  
Bob Wiedholz  
6th Grade Teacher  
Hamilton Middle School

# 2 Teaching Techniques for the Out-of-Doors

## Introduction

Teaching and maintaining group control can be a challenge in the out-of-doors where excitement levels are charged just by being outside. Add the anticipation of catching a fish and the kids get supercharged. There are several techniques for holding attention while teaching children outdoors. The trick is to draw on students' enthusiasm- not squelch it.

Not all of the teaching techniques described below will become part of your repertoire. Pick and choose the ones that suit your style and enhance your enjoyment of sharing the outdoors with your group.

- **Tell 'em what you're going to tell 'em.**
- **Tell 'em.**
- **Tell 'em what you told 'em.**

## Enthusiasm, Not Chaos

Give an overview of the program so that the kids will know where you're taking them and what is going to happen. Encourage participation from the start by asking students what they think they will be doing or hope to see. If, for example, you've planned a streamside activity, ask, "What types of animals live along the edge of a stream? If we are quiet, we may catch a glimpse of an otter or see a fish jump." This involves the kids right away and helps you establish control of the group without dampening their spirits by just telling them to keep quiet. Encourage them to use all their senses throughout the program. Smell the water, hear the splash, see the habitat, touch the spongy wetland plants, taste the fish!

## Teachable Moments

Take advantage of natural events as they occur during your activities - sounds, smells, light patterns, animals, tracks, etc. Scout your area before you bring the students. You might be able to anticipate teachable moments and students' questions. Whenever possible, tie the event to the lesson plan you are teaching. Witnessing a bird spear a fish is a more powerful lesson than talking about aquatic food chains. A set of raccoon tracks at the shoreline is a story waiting to be told of predator-prey relationships and the complex network of riparian food webs.

## Adventure

Whenever possible, interject some type of adventure, mystery, or challenge. For example, "Who can hear six different sounds along the stream? How many can you imitate?" Adventure can be anything to stimulate interest, excitement and enthusiasm. Adventure is fun!

## Sharing Circle

Each activity can begin and end with a sharing circle. In the beginning, pass an object around the circle and ask what it is or how it is used. To close the lesson, have each person share something exciting or interesting he or she experienced during that activity period. This time also can be used to informally evaluate the success of your program. Quiz the students to determine whether your accomplished your objectives and the overall theme for the day.

## Discussion

The leader's role is to create a safe environment for open reflection and exchange of ideas. Establish ground rules for the group to accept each other's ideas or at least be open to new ones. There are no lectures in a discussion. A participant makes a point, contributes a bit of information and waits for reactions. The basic aim of a discussion is to stimulate thoughts or actions, analyze an experience or issue, encourage interpretations and to develop, change or question present attitudes. A good time to use a discussion would be after a role-playing session.

### Ask the Right Questions

Open the discussion with an experience-type question that has no right or wrong answer. "Where is your favorite fishing spot?" Stimulate critical thinking by asking questions like "What caused the deep pool to develop in this otherwise shallow stream?" Give the kids time to think about their answers and encourage the quieter children to respond. If you're indoors, giving students time to first write or draw their response helps them to organize their thoughts.

Never put a student down for an incorrect answer or statement; it may discourage him or her from participating in the discussion again. Make a wrong answer a right answer for a different question. For example, if you ask for a definition of the word "habitat" and a child gives you an example of an adaptation respond with a reassuring nod that "Yes, Chris, scales are important to fish too, but they're known as adaptations and we'll talk more about them later. Now, what does habitat mean?"

For some questions there is no right or wrong answer, but sometimes there definitely is and the students need to know it. When it matters, such as when discussing legal or safety issues, don't just nod your head and ask for other ideas when a dangerously wrong answer has been given. Support the participation, not the incorrect answer.

Questions that demand only a simple "yes" or "no" answer discourage discussion. The following types of questions can be used to encourage greater thought and participation:

**Comparative:** Compare the differences between life in the lake and life in the stream.

**Analytical:** What adaptations make fish suited to life in water?

**Evaluative:** Which stream section is more suited to wildlife and why?

### When to be Silent – Think Time

One second is not a very long time. However, that is the average time most instructors give their students to respond to a question before they answer it themselves or fire another question at them. That is simply not enough time for the wheels to turn and formulate a thoughtful response among most students.

Education researchers determined that if students are given three seconds (one locomotive, two locomotive, three locomotive) to process, class participation increased and the quality of discussions improved. It means that we have to get comfortable with silence. Allow your students time to think and formulate answers or write a response to your questions. Following an answer, pause to give the students an opportunity to add, modify, or elaborate on the response he or she has just given. This does take some skill to avoid getting bogged down and having the whole discussion seem to be at loose ends.

Another strategy to increase the quality of discussions is to avoid repeating students' responses. This serves the same purpose as an instant replay on television. It discourages them from listening to each other and soon they will believe that if a response is important, the leader will repeat it. If the group didn't hear, ask the child to repeat the response.

### Storytelling and Fantasies

Capture the kids' imaginations with a quick story. Let kids share their stories at lunch, at a campfire, or through a creative writing assignment. The story can be an account of an actual fishing trip, a fictitious story, or something in-between. Allow quiet time for writing and reflection.

### Role-playing

Role-playing is only limited by the imagination and willingness to participate. Create scenarios such as what to do in an emergency or ethical dilemmas, (see next page for examples).

## Ethics and Fishing

Anglers are always faced with choices. Which bait? Where to fish? When to quit for the day?

Sometimes the choices made are based upon state fishing regulations and sometimes upon a set of personal ethics - something that is easier to teach by example than by words and exercises. Public perception and support of angling depends a lot on the behavior of anglers. When stream banks and shorelines are littered with worm containers and fishing line, an accusing finger is pointed at all anglers. To help maintain the rightful image of anglers as conservationists, we have to clean up after a few thoughtless individuals and set a good example for novices.

Have your group brainstorm a list of ethical and unethical fishing behaviors and then use the list to role-play different scenarios. Here are some examples to get you started; there can be more than one choice for each situation:

**1. You come upon an angler fishing a pool on a nice stretch of stream. You**

- a. wade in to claim a good spot for yourself.
- b. wait for the angler to finish.
- c. backtrack around the angler and find a different spot a respectable distance away.

**2. Anglers are fishing from a boat. You see that they are catching fish. You**

- a. pull up beside them and drop a line.
- b. anchor your boat a respectful distance from them and drop a line.
- c. wait until they leave then see what the big attraction was at their spot.

**3. You and a friend have been fishing for a time near clusters of other anglers and it's time to quit for the day. You**

- a. turn on your boom-box and start singing at the top of your lungs.
- b. reel in and go for a quiet dip.
- c. look around for any candy wrappers, old fishing line or other trash you may have dropped.

**4. As you and your friend are fishing, a pair of loons swims within 100 feet of you. Your friend starts throwing rocks at the birds. You**

- a. start practicing your loon call. *(This is generally not a good idea, especially during the breeding season. You might call*

*loons off their nest opening the young to predation.)*

- b. remind your friend that there are laws against harassing wildlife.
- c. try to prove that you're a better aim. *(This would be considered harassing wildlife, which is illegal.)*

**5. You're hungry for fish and decide that you're going to keep a couple to eat if luck is with you today. You catch a legal-sized fish and put it on the stringer. A few casts later, you catch an even bigger one of the same species. Keeping it would put you over the legal bag limit. You**

- a. release it immediately.
- b. switch it for the one on your stringer. *(The fish you want to give away counts toward your bag limit. Keeping the bigger one would put you over the limit.)*
- c. give away the smaller one and keep the big one. *(This is considered "culling" and is illegal, except in certain permitted bass tournaments.)*

**Here are some questions to ask yourself when confronted with a decision :**

- Is it legal?
- Would it be good if everybody did it?
- Would it make you proud?

## Discovery

Allowing students to have exploration time encourages independence as children discover information on their own, rather than just transferring information from the leader to the students.

Provide students with dip nets, dishpans and hand lenses to investigate aquatic food chains. Remind the children to gently return all collected creatures to their homes unharmed.

Again, asking the right question helps start the exploration and discovery process. Open questions can tell you about your students' background as well as pique interest in the topic.

For example, if a child finds an empty stonefly case and asks what it is, rather than giving a free answer, help the child determine what it is. "What does it look like? A shell? A house?" Provide identification keys that help guide the kids toward the correct answer.

## Best Practices for Collecting Aquatic Organisms

Taking groups to the lakeshore or stream bank for field observations of living organisms gives students unique perspectives on biological processes and ecological systems that a textbook or video can't provide. It also provides them with insights into possible career choices—"this is what scientists do." Field collecting and habitat exploration, however, carries a responsibility for appropriate collection methods. Here are some things to consider before you go afield:

- Look for an acceptable alternative. If your goal is limited to dissection, perhaps a whole fish from the market or bait shop would do the job. Save the field trip for when you have time to observe the habitat.
- Avoid going to the same spot time after time.
- Minimize the group's impact on the site by dividing the group into teams of three to five members and spreading them out with their assigned tasks. Remind students to step lightly and replace rocks and logs they may have turned over to examine, as they found them.
- Minimize impacts on individual organisms with gentle handling. Return organisms to their original location as long as they do not leave that location. If you bring them back to the classroom, you may no longer return them to those waters.

Bringing animals into the classroom allows students to observe and compare life cycles on a long-term basis and develop a keener understanding of the interrelationships, unity and complexity of life. Collecting organisms for classroom observations requires a commitment to appropriate, humane care of them. Teachers are expected to be knowledgeable about the proper care and disposal of organisms under study, and for the safety of their students.

### Disposal Methods

Do not dump organisms down the drain. Freeze or disinfect them before disposal. Refer to the DNR's website for current disinfection protocols.

The National Science Teachers Association (NSTA) recommends that teachers:

- Educate themselves about the safe and responsible use of animals in the classroom. Teachers should seek information from reputable sources and familiarize themselves with laws and regulations in their state.
- Become knowledgeable about the acquisition and care of animals appropriate to the species under study so that both students and the animals stay safe and healthy during all activities.
- Follow local, state, and national laws, policies, and regulations when live organisms, particularly native species, are included in the classroom.
- Integrate live animals into the science program based on sound curriculum and pedagogical decisions.
- Develop activities that promote observation and comparison skills that instill in students an appreciation for the value of life and the importance of caring for animals responsibly.
- Instruct students on safety precautions for handling live organisms and establish a plan for addressing such issues as allergies and fear of animals.
- Develop and implement a plan for future care or disposition of animals at the conclusion of the study as well as during school breaks and summer vacations.
- Espouse the importance of not conducting experimental procedures on animals if such procedures are likely to cause pain, induce nutritional deficiencies, or expose animals to parasites, hazardous/toxic chemicals, or radiation.
- Shelter animals when the classroom is being cleaned with chemical cleaners, sprayed with pesticides, and during other times when potentially harmful chemicals are being used.
- Refrain from releasing animals into a nonindigenous environment.

—Adopted by the NSTA Board of Directors,  
June 2005 Revised: March 2008

## School Aquaria

### Collecting Fish from the Wild

Teachers or students must obtain a Scientific Collectors Permit in order to collect live fish from the wild and transport them away from the waterbody to the classroom. The permit can be found on the DNR website. Without a permit, any fish caught and kept must be killed before leaving the water, must be of legal size and will count toward the teacher's possession limit. An alternative to collecting live fish from the wild is to purchase game fish from a licensed, privately owned fish hatchery. It is important to keep the receipt on file. A list of private hatcheries is available from the Department of Agriculture, Trade and Consumer Protection (DATCP) in Madison.

### Raising Fish in the Classroom

The Department of Agriculture, Trade and Consumer Protection (DATCP) has developed strict standards when it comes to raising fish and stocking them in Wisconsin waters. Aquaculture classes are advised to contact DATCP for further information, 608-224-4876.

Teachers must register their facilities as fish farms with DATCP as well as enter into cooperative agreements with the DNR in order to obtain fish eggs or young fingerlings. Fish raised or kept in a school aquarium cannot be or introduced or returned to the wild without a stocking permit from the DNR. Disease and genetic dilution are the major concerns.

Contact the DNR, Bureau of Fisheries Management or your local fisheries biologist for more information about raising fish in the classroom.

## Demonstration

### Show and Do

Demonstration techniques will be important when conducting your program. Arrange the group in a semicircle and hold the props high enough for all to see. Let them touch the objects with a caution if they are sharp (i.e. lures). If you're demonstrating the use of a piece of equipment such as a rod and reel, point out the important parts. Spread the group out and have them actually try it themselves.

### Group Dynamics

The hands-on nature of fishing will ensure at least minimal involvement of the entire group. Group interaction will be important throughout most of the program, too. Don't allow one over-bearing child to monopolize the equipment, discussions, or your attention. Encourage the quieter kids who tend to hang back to join in the activities.

### Consider Each Angler's Background

Anglers will bring a variety of experiences, perceptions and knowledge to your program. To an urban child, some aspects of the natural world can be frightening. Be aware that concepts and vocabulary that are familiar to you may be new to some members of the group. Make sure the inexperienced angler receives proper attention without boring the more experienced ones.

Having enough volunteers on hand will make it easier to give everyone proper attention. See *Fishing for Dinner Instructor's Guide* for tips for tips on working with disabled anglers.



## Giving Directions

Arrange the group in a circle and explain what you expect from the students before you allow them to go and do it. Clearly establish boundaries. Go through the directions, step by step and ask for any questions following the explanation. When you are sure they understand, send them on their mission.

Preface statements such as, “Now we’re going down to the stream.” with “After I finish giving directions...” unless you really mean that right now, you really intend to go down to the stream.

Young children take every word literally and they’ll be waiting for you at the stream while you’re still trying to give directions.



## Pay Attention to Attention

If the group becomes fidgety it might mean that you’ve said enough about the present topic and it’s time to move on. After-lunch drowsiness can be averted through the use of an active lesson. Also, examine your presentation techniques to see what improvements you could make to hold their attention. Balance your teaching methods by changing them every 20 minutes or so. A variety of teaching methods will help keep the momentum going. Allow short breaks and if possible, change instructors at least every 30 minutes.

## Listen up!

Formal lectures are out of place in the outdoors. There is too much activity going on in the natural environment for children to give you their undivided attention for extended periods. Nonetheless, there are times when the leader must command the students’ attention.

## Redirect Undesirable Behavior

If a disruptive individual begins to question you in nonproductive ways, they may be seeking attention. It’s your call to determine whether or not giving them more attention will appear to be condoning bad behavior.

You could comment “interesting point” and then suggest you meet with their parents or teacher after class to discuss it further. Students who persist in disrupting the class or endanger other students should be directed to leave. Adequately supervised, hands-on programs that capture a student’s interest should have few if any discipline problems.





# 3 Presentation Tips

We retain 20 percent of what we hear, 30 percent of what we see, 50 percent of what we see and hear, 70 percent of what we say and hear, and 90 percent of what we say and do. So it seems that our teaching styles should focus on hands-on learning opportunities where students can practice skills and report on their experiences and investigations.

## Know Your Audience

Knowing something about your group will help you prepare for unusual circumstances and allow you to consider ways you can tailor the program to meet special needs of the group. If you are working with a school group, try to spend time with the teacher and class so you can pick up on their routine group dynamics. Confirm that they will be present for the entire program. Also consider:

- age of expected participants.
- previous fishing experience.
- group affiliation (are they working on a scout badge?)
- special needs (wheelchair-accessibility, interpreter).
- if the program is open to the public.

## Practice, Practice, Practice!

Prepare well in advance of each Angler Education program. Kids are perceptive and can spot an unprepared instructor a mile away. First decide what you want to teach and how you will teach it. While the lessons will be outlined and sufficient background materials will be supplied, it may be helpful for you to outline the flow of the day (or days) on paper in your own words.

Plan what you are going to say and practice your presentation alone, but avoid memorizing. Ask a friend to give you an honest critique.

List the schedule on the wall or board to help everyone stay on track. If you plan to team-teach prepare alone and with your partners. Get a clear sense of who will teach what and when.

## Communication Elements

We each have a unique communication style and use different styles in different situations. Regardless of the situation, you should keep these constants in mind.

### A Good Instructor

- Takes responsibility for creating a setting in which learning can take place
- Is friendly, humorous
- Smiles a lot because he or she likes teaching
- Uses participants' names
- Makes eye contact
- Is empathetic; a good listener
- Is relaxed
- Is enthusiastic
- Uses gestures, body language, movement
- Uses high quality visuals
- Is well organized, but flexible
- Conveys key concepts, but doesn't overwhelm
- Encourages feedback
- Respects the learning potential of each individual
- Has a sincere commitment to help each learner grow, acquire new skills and enjoy the process.

## Attitude

Participants will be more responsive if they sense a sincere, friendly attitude. Let your enthusiasm for the sport show, along with your concern for fisheries resources. Your excitement will rub off on everyone.

## Appearance

Dress comfortably, but neatly. Wear your instructor cap. Safety vests will help participants identify you from a distance.

## Body Language

You have lots of muscles available for gesturing and changing facial expressions. Use them to enliven your presentation. Make eye contact with all participants so that everyone feels included.

## Voice

A conversational tone will help make your presentation warm and personal. It will be easier if you imagine that you are explaining the concepts to a friend. Pitch and inflection are also important. Avoid a sugarcoated "singsong" delivery or, at the opposite extreme, a dull, monotone drone.

## Diction

Enunciate carefully, as some of the words you use will be new to some participants. Keep the language simple and use pauses to allow your message to sink in.

## Participation

Anglers are more likely to become involved in a workshop if you take the plunge with them. With young children, bend down, kneel or sit with them to meet them at their level. Encourage group interaction by forming teams of four to five anglers.

## "I Don't Know."

Say it out loud for practice right now. Don't be ashamed or afraid to say you don't know and don't bluff your way through with gibberish. Ask the group if someone knows the answer or tell them that you will find out and get back to them. It is not necessary for the leader to provide an authoritative answer to every question. Students need to learn to live with uncertainty as they inquire and explore. Bring field guides along to help you answer those "what is that" type questions. The learning-together approach has great merit.

## Teaching Aids

Use props whenever possible so that kids can actually see what you're talking about; e.g., rod, reel, hook, bobber, fish mount. Consider other visual aids, too and make them colorful, bold and simple. Listed below are examples of teaching aids:

### Chalkboards, White Boards, Easels

Chalkboards, white boards and easels are the most flexible of all training aids and are limited only by your imagination.

### Posters, Maps, Charts

You likely received some nice posters at the instructor training workshop. It's nice to have these posted in your meeting room to help set the stage for your clinic or program. Again, keep them colorful, bold, simple and big enough for everyone to see.

### Electronic Media

PowerPoint and You-tube presentations that demonstrate skills may help to prepare your students for a field visit but they are no substitute for getting outside. Always follow up electronic presentations with related discussions or hands-on activities to practice what they watched.

## Great Presentations

### ACT 1: The Introduction

**Scene #1:** Always ask your audience to sit down BEFORE you start speaking. Sitters tend to listen best. (This is tricky on muddy days.) Now you are taller than your audience and you present yourself as a figure of authority.

**Scene #2:** Ask your audience to remove anything from their hands. You will compete for attention with what is in someone's hands – i.e. a stick, a fishing pole. . .

Give hand-outs at the end of your presentation, unless it's something you want them to use right now.

**Scene #3:** Tell them who you are. Be brief.

**Scene #4:** Explain your expectations of the group. Kids need to know how you want them to behave during your presentation. Always give directions for an activity BEFORE you engage in that activity.

**Scene #5:** Stare at misbehaving kids and stop talking or doing the demonstration. Your silence will get their attention. Have an agreement with their regular teacher or leader to help enforce good behavior.

### ACT II: The Presentation

**Scene #1:** Pick an activity that works for your audience. Pay close attention to the age appropriateness for the materials. Bored kids don't pay attention very well and can misbehave.

**Scene #2:** Attention span = age of audience + the grade number. If you are teaching 8-year-olds (second grade), their attention span lasts approximately 10 minutes. Sixth grade + 12 years of age = 18-minute attention span.

**Scene #3:** What to say. Always speak clearly, loudly and directly to your audience. Use notes or memo cards to remind yourself about what you plan to talk about and stick to that plan.

**Scene #4:** Tag team discipline. When one team member is speaking, another watches the kids and makes a strong presence near misbehaving kids. Keeping kids engaged should minimize disruptive behavior.

### ACT III: The Conclusion

**Scene #1:** End the presentation with a short wrap-up. Reiterate the important points by simply listing key points of your presentation.

**Scene #2:** Ask the group if they have any questions about your presentation. Tell your audience that stories can be shared after the Q&A part of the program.

**Scene #3** Thanks for coming! Thank your audience for their attention and send them on their way.

*Adapted from Water Action Volunteers - Wisconsin Department of Natural Resources and the University of Wisconsin-Cooperative Extension*

# 4 Resources

## Tackle Loaner Program

Gear up and head for the water! The Department of Natural Resources has fishing poles and other fishing education supplies for loan at more than 50 sites, including DNR offices, state parks and partner facilities.

The most popular time for borrowing the equipment is also the busiest time for our field staff—spring and early summer. Please help them out by returning the equipment clean and in good working order. If something breaks, which happens sometimes, fix it if you can or bring the problem to our staff's attention so the next group will have functional equipment. Your help with maintenance frees up our field staff for stocking fish, working on habitat projects and keeping our parks in great shape.

Check with the fishing equipment contact nearest you to find out exactly what kind of gear is available. In general, we have the following basic equipment at most sites: rods and reels - both spin-casting (closed-face) and spinning (open-face), casting plugs, bobbers, hooks, line and sinkers. Special lures and fresh bait are not provided. Some other points to keep in mind:

- 1. Plan ahead.** Equipment is available on a first-come, first-served basis.
- 2 Generally, groups may borrow equipment** for up to one week from regional offices. Individual parks may have different arrangements. Ask about a possible extension.
- 3. If the equipment was damaged,** return all the parts with a note explaining what happened. Please fix it if you can.
- 4. Make proper handling and care** of equipment part of your fishing education program.



For an up-to-date listing of tackle loaner sites visit our website at [dnr.wi.us](http://dnr.wi.us) and search for "tackle loaner." When you contact a tackle loaner site, ask about Angler Education Kits featuring:

- fish-print supplies
- knot-tying practice equipment
- Backyard Bass™ (a casting game)
- ice-fishing equipment (augers not included)
- fly-fishing gear

Many, but not all tackle loaner sites have this specialized equipment for loan in addition to rods and reels.

## Great Lakes and Fish Park Packs

Park Packs are a great way to explore our state parks, lakes, streams and forests with your middle school age students. They will get you hiking, investigating and thinking about Wisconsin's natural resources and your role in using them wisely. Park Packs contain books, exploring tools, field guides, activity cards, games, riddles and much more! In fact, they contain everything you need to do the activities except paper and some ordinary things you probably have around your classroom or home. Great Lakes Park Packs and Fish Park Packs are available at State Parks along the Great Lakes and many tackle loaner sites.

## Equipment Suppliers

Find the companies listed below on the Web or call them at the telephone numbers listed.

### Rubber Fish

Borrow for fish printing activity from our tackle loaner sites or buy your own.

Nasco, 800-558-9595

Acorn Naturalists, 800-422-8886

### Backyard Bass

Borrow Backyard Bass from our tackle loaner sites or buy your own.

Ironwood Pacific, 800-261-1330

### Science Supplies

Carolina Biological Supply, 800-227-1150

Please be aware that importing live specimens may require a permit. Some species marketed for classroom study, including red crayfish, are prohibited in Wisconsin due to their invasive characteristics. Consider how you will properly

dispose of any live organisms after your class has finished that unit of study.

### Tackle Craft and Suppliers

See the lesson plan "Tackling Tackle" in *Hook, Line & Thinker*, found on the DNR's website. An online search of tackle craft supplies will yield many Wisconsin-based shops, as well as national companies such as Cabelas and Bass Pro Shops, that have kits. Naming these companies does not represent an endorsement of them. Check your local craft shops for inexpensive beads and other supplies to enhance your tackle creations.

## Online Resources

Explore the DNR's website at [dnr.wi.us](http://dnr.wi.us), where you'll find a boatload of information to enhance your fishing adventures. The DNR's landing page for *Fishing* connects to these keywords:

- fishing licenses
- regulations
- fishing reports
- the fish consumption advisory
- a cookbook, *Healthy Dishes with Wisconsin Fishes*
- fish identification aids
- aquatic invasive species
- places to fish - many lists to help you find your own hot spot

Follow another strand and you'll learn about the **Public Trust Doctrine**, a body of law that allows anglers to wade streams. Check out the YouTube presentation, **Champions of the Public Trust**, that outlines the history of water rights in Wisconsin. There is information to help you learn how to identify the **ordinary high-water mark**, which determines your rights to access the water. Type in **Mapping Tools** to link to mapping applications that are used in property master planning – you can use them to find public lands and where to fish. Then, hop over to the Angler R3 page for an assortment of teaching materials under **Angler Education**.

## Partner Resources

Partner websites provide additional information to enhance your programs and add to your own knowledge

### Recreational Boating and Fishing Foundation

<http://www.rbff-education.org/>

**The Recreational Boating and Fishing Foundation (RBFF)** has a series of short how-to videos. Start anywhere in the series at [takemefishing.org](http://takemefishing.org). They have resources in Spanish, too – [vamosapescar.org](http://vamosapescar.org).

Type **ice fishing** into RBFF's search bar and you'll find tips to get you out on the ice. Dig deeper for **ice fishing safety** and **hypothermia**. They also offer information on **catch and release** practices.

### EEK! - Environmental Education for Kids

[www.eekwi.org](http://www.eekwi.org)

EEK! - Environmental Education for Kids, was originally created by the Wisconsin Department of Natural Resources in the 1990s. FIELD Edventures relaunched it in 2020 with a new, updated, and more playful design. It's a great place for kids to learn about their environment and has a wealth of resources for educators. Search for FIELD Edventures online, [fieldedventures.org](http://fieldedventures.org).

### Into the Outdoors

[intotheoutdoors.org](http://intotheoutdoors.org)

Into the Outdoors creates pathways to environmental awareness and outdoor lifestyles. Explore the underwater mysteries of fish and fishing. Go to [intotheoutdoors.org/aquatic-angling-science-1/](http://intotheoutdoors.org/aquatic-angling-science-1/).

## Children's Nature Literature

### Children's Books Recommended by Wisconsin State Park Naturalists

**Compiled by Carolyn Rock, Whitefish Dunes State Park**

When asked to name their favorite children's book, Wisconsin State Park naturalists were not able to select just one. A great number of children's nature books line their shelves.

Many are wonderfully written, others beautifully illustrated—some are both. Working in the natural resources field, many naturalists are delighted to see the number of nature-oriented books available for teachers, parents and children. Some authors, however, have been somewhat liberal with the facts. Their books may be filled with wonderful illustrations and storylines, but their facts are not correct. Naturalists are experts in their field, so, just like any other educator, they demand accuracy. Here are some wonderfully illustrated, well-written and accurate children's books.

#### ***Girls Who Looked Under Rocks - The Lives of Six Pioneering Naturalists.***

Atkins, Jeannine.

Ages 10–16, ISBN 1-58469-011-9. The six women portrayed in this book—Maria Merian (b. 1647), Anna Comstock (b. 1854), Frances Hamerstrom (b. 1907), Rachel Carson (b. 1907), Miriam Rothschild (b. 1908) and Jane Goodall (b. 1934)—all grew up to become award-winning scientists, writers and artists, as comfortable with a pen as with a magnifying glass. They all started out as girls who didn't run from spiders and snakes, but crouched down to take a closer look. Often they were discouraged from getting dirty, much less pursuing careers in science. But they became enthusiastic teachers, energetic writers and passionate scientists—frequently the only women in their fields. They each overcame opposition and found ways to pass on their vision of how all lives in nature are beautifully connected.

***A River Ran Wild.***

Cherry, Lynne.

Ages 6 and up. Almost six centuries ago a group of Indian people found an idyllic home by the banks of the sparkling Nashua River. English settlers eventually joined them. This story chronicles the polluting of the Nashua and its subsequent restoration by people with vision and determination. Lynne Cherry has created an engrossing, richly illustrated history that will encourage us to re-think the value of our natural resources and what we can do to restore them.

***Wonderful Worms.***

Glaser, Linda.

Ages 3 - 5. Travel through the live of a worm. Using simple yet descriptive words with wonderful above and below- ground illustrations, children will delight in acting like a worm.

***Around the Pond: Who's Been Here?***

George, Lindsay Barrett.

Ages 3 and up. Join two children on a walk of discovery along the path to a pond. A page of text describes clues left by an unseen animal, ending with the question, "Who's been here?" The opposite page presents the information in visual form, with the follow-up double-page spread revealing the animal.

***How to Hide a Meadow Frog & Other Amphibians.***

Heller, Ruth.

Ages 4–8 ISBN 0-448-40965-8 There are lots of amphibians to discover in this vibrantly colored nature book of hide-and- seek. Ruth Heller shows how toads, salamanders and other interesting amphibians are experts at camouflage.

***Minn of the Mississippi.***

Holling, Holling C.

Ages 9–12. A turtle hatched in Minnesota at the source of the Mississippi River is carried through the heart of America to the Gulf of Mexico. Richly illustrated.

***Paddle to the Sea.***

Holling, Holling C.

Ages 9 and up. A young Indian boy carves a little canoe with a figure inside and names him Paddle-to-the-Sea. Paddle's journey, in text and

pictures, through the Great Lakes to the Atlantic Ocean provides an excellent geographic and historical picture of the region.

***What's in the Pond?***

Hunter, Anne.

Ages 4–8, ISBN 0-395-91224-5. What would you see if you sat at the edge of a pond and looked into the water? In this hand-size book, Anne Hunter illustrates in loving detail the creatures that live in and around a pond—a water spider, a tadpole, a redwinged blackbird, a painted turtle and more. Each illustration is accompanied by simple yet detailed text describing the animal's characteristics and habits.

***The Raft.***

LaMarche, Jim.

Ages 6 and up. Nicky isn't one bit happy about spending the summer with his grandma in the Wisconsin woods. But then the raft appears and changes everything. As Nicky explores, the raft works a subtle magic, opening up the wonders all around him—the animals of the river and woods, his grandmother's humor and wisdom and his own special talent as an artist.

***Pond Year.***

Lasky, Kathryn.

Ages 4 and up, ISBN 0-7636-0112-8. Follow two best friends as they play on the banks of a pond through the cycle of a year. From floating frogs' eggs in May, to the late February thaw, the richness of pond life is revealed through informative illustrations and a nice story line.

***Frog Girl.***

Lewis, Paul Owen.

Ages 9-12. This is a tale from the Pacific Northwest Native Americans. It is about a young girl who journeys to the world beneath her village's lake after all the frogs from the lake disappear. There she meets "Grandmother" who asks her where all of her frog "children" have gone? The girl must return the frogs to save her village.

***Squish! A Wetland Walk.***

Luenn, Nancy.

Ages 4–8. In simple poetic language this lovely picture book describes what a wetland is,

indicates the animals that call a wetland home and tells why wetlands are important to us. But even more, a wetland is a marvelous, muddy adventure. Join the exuberant exploration of a wetland! Shu Cheng of the Eau Claire Public Library compiled this collection of children's fishing literature.

**Fishing.**

Armentrout, David.

Briefly describes the equipment, techniques, safety, laws and tournaments involved in both freshwater and saltwater fishing.

**Fish in a Flash! A Personal Guide to Spin-Fishing.**

Arnosky, Jim.

An introduction to the techniques and joys of the most popular method of fishing in the world, one which uses lures that spin.

**Fishing.**

Bailey, Donna.

A father teaches his son how to fish. Also includes facts about commercial fishing.

**The Young Fishing Enthusiast.**

Bailey, John.

An introduction to the basic techniques of fishing, including advice on tackle, bait and clothing.

**Fishing.**

Broughton, Bruno.

Describes the varieties, techniques and safety factors of fishing.

**Let's Go Fishing: A Book for Beginners.**

Schmidt, Gerald D.

Focusing on freshwater fishing in North America, this book takes the mystery out of the most popular form of recreation in the U.S. and Canada.

**Freshwater Fishing: A Step-By-Step Guide.**

Smithsen, Richard.

Discusses how and where to fish, what kind of equipment to use and what kinds of freshwater fish can be caught.

**Fishing With Artificial Lures.**

Sternberg, Dick.

Provides overview of fishing lures and explains how to use them.

**Panfish.**

Sternberg, Dick.

Gives information on rods, reels, lines and ice fishing and explains how to catch sunfish, crappies, white bass, yellow perch, white perch and rock bass.

**Let's Go Fishing in Streams, Rivers and Lakes.**

Travis, George.

Describes the equipment and techniques used in freshwater fishing.

**Let's Go Fishing on the Ice.**

Travis, George.

Describes some of the techniques used to catch fish in frozen lakes.

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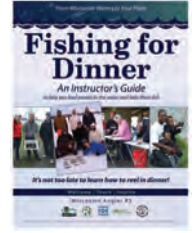


# Appendix

See complete list of forms in *Fishing for Dinner Instructor's Guide* appendix and contact the Angler R3 Office for current versions when you are ready to plan a program or clinic.

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# Fishing for Dinner Connections - Topics and Content



These resources are available in the *Fishing for Dinner - An Instructor's Guide*. Here is the Table of Contents.

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# General Incident Report

State of Wisconsin  
DOA-6441 (R 10/01)

**Instructions:** Complete this form to report any incident or accident involving safety or security. Provide complete information about the incident, including any injuries or property damage, if applicable. Submit completed form to your Agency Risk Manager or Risk Management Unit.

Contact Person Information			
Name	Work (Area Code) Phone No.		Home (Area Code) Phone No.
Address		Date of Incident (Month/Day/Year)	
City	State	ZIP + 4	Hour AM PM
Incident Information			
Full Description of the incident including specific location. Attach additional pages as necessary.			
<b>Witnesses</b>	Name	Full Mailing Address	(Area Code) Phone No.
<b>Injuries</b> No matter how minor	Names of Additional Persons Injured	Full Mailing Address	(Area Code) Phone No.
<b>Property Damage</b>	Owner Name		(Area Code) Phone No.
	Type of Property	Type of Damage	
	Address where damaged property may be seen		Estimated Repair Cost
Name of Person Preparing Report		Signature	Date
For Risk Management Section Use Only			

# Safety Checklist and Site Evaluation

This checklist is provided to help you plan for a safe and enjoyable fishing outing. It is for your benefit; you do not need to submit this form to the DNR.

## Safety Equipment Checklist

- First Aid Kit
- Rescue Line or Throwable PFD with Rope
- Drinking Water
- Closest Telephone: (location) \_\_\_\_\_  Pay  Private  Mobile

Please keep in mind that cell phone connectivity may be sparse in remote areas.

## Safety Plan

Volunteer Roles During Emergency, list names:

Stays with victim: \_\_\_\_\_

Calls for help: \_\_\_\_\_

Stays with group: \_\_\_\_\_

Contacts victim's family: \_\_\_\_\_

## Site Information

- Shoreline  Pier  Ramp  Private  Public  Boat (type) \_\_\_\_\_
- Life Jackets *required if activity is conducted from boat, near deep water, or swift currents*
- Electricity  Shelter  Bathrooms  Drinking Water  Wheelchair Accessible
- On Bus Route (if program is open to public)
- Safety Hazards to Avoid (poison ivy, construction, unstable banks, etc.), list: \_\_\_\_\_

Fees: \_\_\_\_\_

Best species to fish for: \_\_\_\_\_

Seasonal Changes (plant growth, special regulations): \_\_\_\_\_

Immediately report all incidents or accidents occurring during an Angler R3 program that result in bodily injury, death or property damage to DNR Risk Management. A written report explaining the details of the incident must be submitted by email or U.S. Mail to DNR Risk Management with a copy to the Angler R3 Coordinator within 24 hours after the incident.

A General Incident Report, DOA Form 6441, is provided in the appendix of your instructor guide.

### CONTACT INFORMATION

Risk Management, Department of Natural Resources  
 P.O. Box 7921  
 Madison, WI 53707-7921  
 DNRSafetyRisk@wisconsin.gov | 608-852-9643

Angler R3 Coordinator, LE/8,  
 Department of Natural Resources  
 P.O. Box 7921 | Madison, WI 53707-7921  
 DNRAnglerEducation@wisconsin.gov | 608-577-6332

LEF-008

# Angler R3 Program Proposal

Please complete and return four weeks prior to your program. The reporting form must be returned within one week after your program.

Chief Instructor \_\_\_\_\_ 9-digit DNR Customer I.D.# \_\_\_\_\_

Email \_\_\_\_\_ Phone (\_\_\_\_\_) \_\_\_\_\_

Program Location: City/Town \_\_\_\_\_ County \_\_\_\_\_

Date of Program Start \_\_\_\_\_ Sponsoring Organization \_\_\_\_\_

Additional Sponsors and Partners \_\_\_\_\_

Site Description (state park, clubhouse, etc.) \_\_\_\_\_

## Assistant DNR Certified Instructors:

**Name**

**DNR Customer I.D. Number**

Name	DNR Customer I.D. Number
_____	_____
_____	_____
_____	_____
_____	_____

Attach additional sheets if necessary.

Languages spoken by organizer and/or volunteers, other than English:

Spanish  Hmong  Other (name language) \_\_\_\_\_

Number of non-DNR Certified Volunteers you expect to be present: \_\_\_\_\_

Please attach a list of names and include **DOA Form 3009, Volunteer Agreement**.

What type of program are you holding? *Check all that apply.*

<input type="checkbox"/> Fishing for Dinner Class	<input type="checkbox"/> Angler Education Program
<input type="checkbox"/> Fishing for Dinner Instructor Training Workshop	<input type="checkbox"/> Angler Education Instructor Training Workshop
<input type="checkbox"/> Fishing Clinic	<input type="checkbox"/> Free Fishing Weekend Event

Event Description \_\_\_\_\_  
 \_\_\_\_\_

## Audience

Adults  Families  All ages – general public  Youth Organization \_\_\_\_\_

After-school Club  School-based, grade and subject \_\_\_\_\_

Other event (please describe) \_\_\_\_\_

Participants over the age of 15 will need either a fishing license or be included in a group Learn-to-Fish license waiver for educational events, except during Free Fishing Weekend. Contact the Angler Education Office for information about the waiver.

Number of participants you are expecting: \_\_\_\_\_ Expected age-range of participants: \_\_\_\_\_

Do you intend to apply for a license waiver?  Yes  No

Will this program be open to the public?  Yes  No

Can we advertise your program information via the DNR?  Yes  No

# Angler R3 Materials Order Form - Youth Programs

Angler R3, LE/8 Department of Natural Resources  
 P.O. Box 7921  
 Madison, WI 53707  
 E-mail: [DNRAnglerEducation@wisconsin.gov](mailto:DNRAnglerEducation@wisconsin.gov)  
 Fax: 608-266-3696

Please complete and return four weeks prior to your program.

Chief Instructor: \_\_\_\_\_ 9-digit DNR Customer ID# \_\_\_\_\_

Shipping Address: \_\_\_\_\_ Email: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code: \_\_\_\_\_

Program Location: City/Town \_\_\_\_\_ County \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ Date of Program Start \_\_\_\_\_

Number of participants you are expecting: \_\_\_\_\_ Expected age-range of participants: \_\_\_\_\_

To avoid waste, please be mindful of your participants' reading levels when ordering materials. Consider ordering a small selection of materials for a classroom reference area rather than one of everything for everyone.

**# Requested      Sent      Pub. #, Title**



- \_\_\_\_\_ \_\_\_\_\_ A Big Splash of Color, FH-757 (Grades K-3)\*
- \_\_\_\_\_ \_\_\_\_\_ Junior Angler Booklets, FH-915 (Grades 4-8)\*
- \_\_\_\_\_ \_\_\_\_\_ Junior Angler Patches, FH-812\*
- \_\_\_\_\_ \_\_\_\_\_ A Fly Rod & a Trout, FH-942\* (For instructors trained at a fly fishing instructor workshop)
- \_\_\_\_\_ \_\_\_\_\_ Sea Grant Ice Fishing Booklets, FH-941 \*(for middle school and up) *Hook, Line & Thinker* (Grades 7-12, materials are available only online)

**Supplemental Materials for both long-term programs and shorter "How-to" Events or Fishing Clinics**

- \_\_\_\_\_ \_\_\_\_\_ Boating Regulations, LE-301
- \_\_\_\_\_ \_\_\_\_\_ Trout Regulations, FM-302
- \_\_\_\_\_ \_\_\_\_\_ Choose Wisely – Fish Contaminant Advisory, FH-824
- \_\_\_\_\_ \_\_\_\_\_ Wisconsin Records Ruler, FH-702 Order the cards you want and collate them into sets yourself.)
- \_\_\_\_\_ \_\_\_\_\_ Wisconsin Fishing Poster, FH-500
- \_\_\_\_\_ \_\_\_\_\_ These are Fish ...They Bite Sometimes, FH-741 (for middle school and older)
- \_\_\_\_\_ \_\_\_\_\_ Wisconsin Wildcards; FH-930, 52 cards (See separate form for list of species.)
- \_\_\_\_\_ \_\_\_\_\_ Just Fishin', FH-913 (for Grades 3-6) (This is a subset of the Junior Angler Guide – do not order both.)
- \_\_\_\_\_ \_\_\_\_\_ A Splash of Color, FH-756 (Preschool – K) (11x17 coloring page)
- \_\_\_\_\_ \_\_\_\_\_ Catch-N-Color Posters, FH-743
- \_\_\_\_\_ \_\_\_\_\_ Ice Fishing Brochure, FH-751 (for younger children)
- \_\_\_\_\_ \_\_\_\_\_ First Fish Certificate, FH-938 (preschool –3rd Grade)
- \_\_\_\_\_ \_\_\_\_\_ I Caught One!, FH-939 (preschool –3rd Grade, Journal-keeping page)
- \_\_\_\_\_ \_\_\_\_\_ Gone Fishin' Sticker, FH-752
- \_\_\_\_\_ \_\_\_\_\_ Watch Me Grow, FH742 (child's growth chart poster)
- \_\_\_\_\_ \_\_\_\_\_ Aquatic Invasives Tool Kit, WY-007 (See separate form for list of available items.)
- \_\_\_\_\_ \_\_\_\_\_ Guide to Aquatic Plants, FH-173 (for middle school and up)
- \_\_\_\_\_ \_\_\_\_\_ Lead-Free Tackle Sample Packets, FH- 246
- \_\_\_\_\_ \_\_\_\_\_ Fish Cleaning Instructions: How to Skin Bullheads, FM-412
- \_\_\_\_\_ \_\_\_\_\_ How to Fillet Northern Pike, FH-504
- \_\_\_\_\_ \_\_\_\_\_ Program Planning and Reporting Forms
- \_\_\_\_\_ \_\_\_\_\_ Angler Education and /or Fishing Clinic Reporting Form *Accurate and prompt reporting is essential to help maintain program support and funding. Thank you!*
- \_\_\_\_\_ \_\_\_\_\_ Angler Education Program Proposal & Materials Order Form
- \_\_\_\_\_ \_\_\_\_\_ Safety and Site Evaluation Form
- \_\_\_\_\_ \_\_\_\_\_ Just Fishin', FH-913 (for Grades 3-6) (This is a subset of the Junior Angler Guide – do not order both.) Aquatic Invasives Tool Kit, WY-007 (See separate form for list of available items.)
- \_\_\_\_\_ \_\_\_\_\_ Guide to Aquatic Plants, FH-173 (for middle school and up)

DNR Use: Notes:  
 \_\_\_OTIC  
 \_\_\_Database  
 \_\_\_Reporting Form Returned

# Wisconsin Wildcards—Match Your Catch

Fish Wildcards come in packs of 30 and 100, so plan ahead to order and collate them into sets suitable for your group. Availability of the 30-packs is variable, depending on demand and our time available to get them weight-counted and bundled.

Pub. #	30-packs	100-packs	Species
FH-930a			Weigh Your Fish with a Ruler
FH-930b			List of card games
A-FH-930c			Knots (fishing knots)
B-FH-930d			Fish Inside...and Out! (anatomy)
A-FH-930e			Bluegill
FH-930f			Pumpkinseed
FH-930g			Green Sunfish
FH-930h			Black Crappie
FH-930i			Largemouth Bass
FH-930j			Smallmouth Bass
FH-930k			Rock Bass
FH-930l			White Bass
FH-930m			Yellow Perch
FH-930n			Walleye
FH-930o			Sauger
FH-930p			Muskellunge
FH-930q			Northern Pike
FH-930r			Grass Pickerel
FH-930s			Bowfin
FH-930t			Lake Sturgeon
FH-930u			Shovelnose Sturgeon
FH-930v			Paddlefish
FH-930w			Longnose Gar
FH-930x			Shortnose Gar
FH-930y			Channel Catfish/Flathead Catfish
FH-930z			Yellow Bullhead/Brown Bullhead
FH-930aa			Lake Whitefish
FH-930bb			White Sucker
FH-930cc			Lake Trout
FH-930dd			Brook Trout
FH-930ee			Rainbow Trout
FH-930ff			Brown Trout
FH-930gg			Coho Salmon
FH-930hh			Chinook Salmon
FH-930ii			Freshwater Drum
FH-930jj			Common Carp
FH-930kk			Rainbow Smelt
FH-930ll			Common Shiner
FH-930mm			Iowa Darter
FH-930nn			Quillback
FH-930oo			Shorthead Redhorse
FH-930pp			Smallmouth Buffalo
FH-930qq-2005			Black Spot (Fish Health)
FH-930rr-2005			American Brook Lamprey
FH-930ss-2005			Burbot
FH-930tt-2005			Mottled Sculpin
FH930uu-2005			Yellow Bass
FH-930vv			White Crappie
FH-930ww-2013			VHS (Disease)
FH-930xx-2013			Black Bullhead



**Order Information**

NAME: \_\_\_\_\_

SHIPPING ADDRESS (Inc. Zip): \_\_\_\_\_

EMAIL: \_\_\_\_\_

PHONE: \_\_\_\_\_

**Please make your selections and return, one way or another, to:**  
 Angler Education, LE/8  
 WI DNR  
 P.O. Box 7921  
 Madison, WI 53707-7921  
**Fax:** 608-266-3696  
[DNRAnAnglerEducation@wisconsin.com](mailto:DNRAnAnglerEducation@wisconsin.com)

*Also!*  
 FH-930yy \_\_\_ 30-packs \_\_\_ 100-packs Safe Tackle  
 FH-930zz \_\_\_ 30-packs \_\_\_ 100-packs Eating Your Catch



APPENDIX

STATE OF WISCONSIN  
DEPARTMENT OF ADMINISTRATION  
DOA-3009 (R10/2008)  
S. 895.46, WIS. STATS.



BUREAU OF STATE RISK MANAGEMENT  
101 E. WILSON STREET, 5<sup>TH</sup> FLOOR  
P. O. BOX 77008  
MADISON, WI 53707-1008  
(608) 266-0168

**Volunteer Agreement**

Volunteer Name		Position Title	
Address		City	State ZIP + 4
Daytime Phone No.	Cell Phone No.	Email Address	
Emergency Contact		Emergency Contact Daytime Phone Number	
Dates of Agreement (mm/dd/ccyy)		Scheduled Hours/Week	Schedule (e.g., every Friday, Wednesday through Saturday, varies, etc.)
From	To		
<b>Volunteer Location</b>			
Name of State Agency		Site/Program/Activity	
Address		City	State ZIP + 4
Volunteer Supervisor Name		Title	Phone Number

This agreement for volunteer services is entered into by and between the volunteer and the State agency named above. The volunteer and the State agency mutually agree to the following responsibilities:

Volunteer

1. Will be under the supervision, direction and control of the supervisor named above.
2. Shall be available for scheduled service time(s) listed above.
3. Understands that s/he is a volunteer and NOT an employee of the State of Wisconsin or the State agency named above and is not eligible for any benefits, including Worker's Compensation.
4. Understands all duties expected to be performed that appear on the Position Description and that additional duties may be added as needed.
5. Understands all work rules that are to be followed.
6. Understands that the State agency named above will provide no compensation.
7. If volunteer will be driving a State vehicle as part of his/her assigned duties, s/he will only do so after completing a Volunteer Driver Vehicle Use Agreement (DOA-3685), receiving and understanding the statewide Fleet Driver and Management Policies and Procedures, meeting the minimum driving standards, receiving proper authorization to drive a State vehicle, and, when driving a vehicle, will strictly follow the route designated by the agency.

State Agency Named Above

1. Will provide the volunteer with a Position Description describing duties to be performed.
2. Will provide training required to perform the agreed upon duties.
3. Will educate volunteers on safety awareness in the workplace.
4. Will provide necessary volunteer safety and equipment related items.
5. Will subsequently and periodically review work performance with the volunteer.
6. Will regard the volunteer as an **agent** of the State as provided in s. 895.46, Wis. Stats. As an agent of the State, the volunteer will be entitled to all the protections provided by s. 895.46, Wis. Stats.
7. Will review and update this Volunteer Agreement on at least an annual basis.

**Either the volunteer or the State agency named above may cancel this agreement at any time.**

Volunteer's Signature	Date (mm/dd/ccyy)
Authorized State Agency Representative Signature	Date (mm/dd/ccyy)

This document can be made available in alternate formats to individuals with disabilities upon request.

STATE OF WISCONSIN  
DEPARTMENT OF ADMINISTRATION  
DOA-3009 (R10/2008)  
S. 895.46, WIS. STATS.



BUREAU OF STATE RISK MANAGEMENT  
101 E. WILSON STREET, 5<sup>TH</sup> FLOOR  
P. O. BOX 77008  
MADISON, WI 53707-1008  
(608) 266-0168

### Volunteer Agreement - Cash Exchange

Completion of this portion of the form is only necessary for work involving exchange of cash as an agent of the state. Personal information collected will be used to administer the specific program to which you are volunteering only. There may be additional forms to be completed. Information provided may be available upon request as required under Wisconsin's Open Records Law (ss. 19.31-19.39, Wis. Stats.)

This form must be filled out by anyone not an employee of the state and proposing to do work involving exchange of cash on a state-owned or operated property. It is important to know that as a volunteer you are not eligible for benefits reserved for employees including Worker's Compensation.

Volunteer Name	Name of State Agency	Site/Program/Activity
----------------	----------------------	-----------------------

I have read the terms of this Agreement and understand that I am held accountable for my actions as a volunteer and that any funds entrusted to me will be handled according to my specific state program's procedures; any misconduct may lead to termination and/or prosecution to the full extent of the law. I will comply with any Manual Codes and handbooks as applicable.

Volunteer's Signature (Volunteer Must be at Least 18 Years of Age)	Date (mm/dd/ccyy)
--	-------------------

This document can be made available in alternate formats to individuals with disabilities upon request.

Wisconsin Department of Natural Resources

# Angler R3 Reporting and Reflections Form - Youth Programs

Please return this form to the Angler R3 Office immediately after your program.

Name \_\_\_\_\_ Phone (\_\_\_\_\_) \_\_\_\_\_

Email \_\_\_\_\_ Alternate Phone (\_\_\_\_\_) \_\_\_\_\_

Event Site \_\_\_\_\_ Town \_\_\_\_\_ County \_\_\_\_\_

Sponsoring Organization \_\_\_\_\_

Number of Sessions \_\_\_\_\_ Length of Sessions \_\_\_\_\_ Date(s) \_\_\_\_\_

Are you or any of your volunteers DNR Certified Instructors: Yes No

If yes, please attach a list of their names and DNR customer identification numbers so that we can credit their records.

Number of non-certified volunteers (parents, club members, etc.) \_\_\_\_\_

Hours Donated: Preparation \_\_\_\_\_ + ( # of Volunteers \_\_\_\_\_ X # of Hours \_\_\_\_\_ ) = Total Hours \_\_\_\_\_

What type of program did you hold? Check all that apply.

Junior Angler  Hook, Line & Thinker  Fishing Clinic  Fishing for Dinner-Family Program

Free Fishing Weekend  After-school Club \_\_\_\_\_

Youth Organization \_\_\_\_\_

School; grade and subject \_\_\_\_\_

Other Event \_\_\_\_\_

## Participant Summary Log

This type of information is helpful to us in making accurate reports to our funding sources. Thank you for providing it to the best of your ability.

### Participant Totals

	MALE	FEMALE	TOTAL
Kids under 7	_____	_____	_____
Ages 7 – 15	_____	_____	_____
Ages 16 – 18	_____	_____	_____
Ages 19 – 30	_____	_____	_____
Adults over 30	_____	_____	_____
<b>SUB-TOTAL</b>	_____	_____	_____
<b>TOTAL</b>	_____	_____	_____

### VOLUNTEER HOURS DONATED

Number of Actual Program Hours: \_\_\_\_\_  
 Number of Actual Volunteers: \_\_\_\_\_  
 Total Program Volunteer Hours: \_\_\_\_\_  
 Pre-Program Preparation Hours: \_\_\_\_\_  
 Total Donated Volunteer Hours: \_\_\_\_\_

Comments: Please tell us how things went and what we might do to improve the program. Complete and return via email to [DNRAnglerEducation@wisconsin.gov](mailto:DNRAnglerEducation@wisconsin.gov) or print and mail or fax to:

Please indicate languages spoken by participants, other than English.

Spanish  Hmong  Other: \_\_\_\_\_

Angler R3, LE/8 • WI Department of Natural Resources  
 PO Box 7921, Madison, WI 53707-7921  
 Fax: (608) 266-3696

DNR USE:

\_\_\_\_\_ DB

Notes:



DNR.WI.GOV

LEF-007Y

**Reflections:** please tell us how your program went for you and your group, what additional training or resources the DNR could have provided, and other thoughts you may have about this program. Add additional sheets if desired.

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Instructor Information

DEMOGRAPHICS						
NAME	FIRST	LAST	DOB	GENDER M/F	DNR CUSTOMER ID	YES/NO

Participant Information


Make additional copies if needed.

Wisconsin Department of Natural Resources

# Let's Go Fishing - Go WILD! Get a DNR Customer ID Number



When you get a fishing or hunting license, or other recreational permit, you will be assigned a **9-digit Wisconsin DNR Customer ID Number.**

You will have this same number forever no matter which recreational permit you obtain from the DNR! We ask people who participate in the DNR's educational programs like *Angler Education* or *Fishing for Dinner* to get these numbers. This helps us to know if these programs inspire people to buy fishing licenses after participating in these programs.

You can obtain a DNR Customer ID Number:

- using our online web site and Go Wild, <https://gowild.wi.gov/>
- visiting a DNR service center during their regular scheduled hours
- calling the DNR, 1-888-936-7463

You will need one or more of the following to get this number:

- Social Security Number
- Driver's License (If you have one, you must report it)
- Passport or Visa Number (If you are not a U.S. Citizen)

If you do not have a visa, passport, or United States Social Security Number:

- Complete the Application and Affidavit for Recreational License, Form #DCF-F-2461-E, provided by Department of Children and Families (DCF) and have it notarized. If the applicant is a minor, both the applicant and a parent must sign in the presence of a Notary Public and both must have a government-issued identification card at the time of signing.
- Bring the completed DCF form to any DNR office or license agent to obtain a DNR Customer Identification Number, that's the unique 9-digit number found on an individual's Wisconsin fishing license.
- Once you have a DNR Customer Identification Number, you can purchase either a nonresident or resident fishing license, depending on your residency status.

**Once you get your DNR Customer ID Number, complete this form and give it to your instructor.**

First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_

Last Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

9-digit Wisconsin DNR Customer ID Number: \_\_\_\_\_

Name of event (examples: Free Fishing Weekend, Kids' Clinic, etc.): \_\_\_\_\_

Clinic Location: \_\_\_\_\_ Date: \_\_\_\_\_

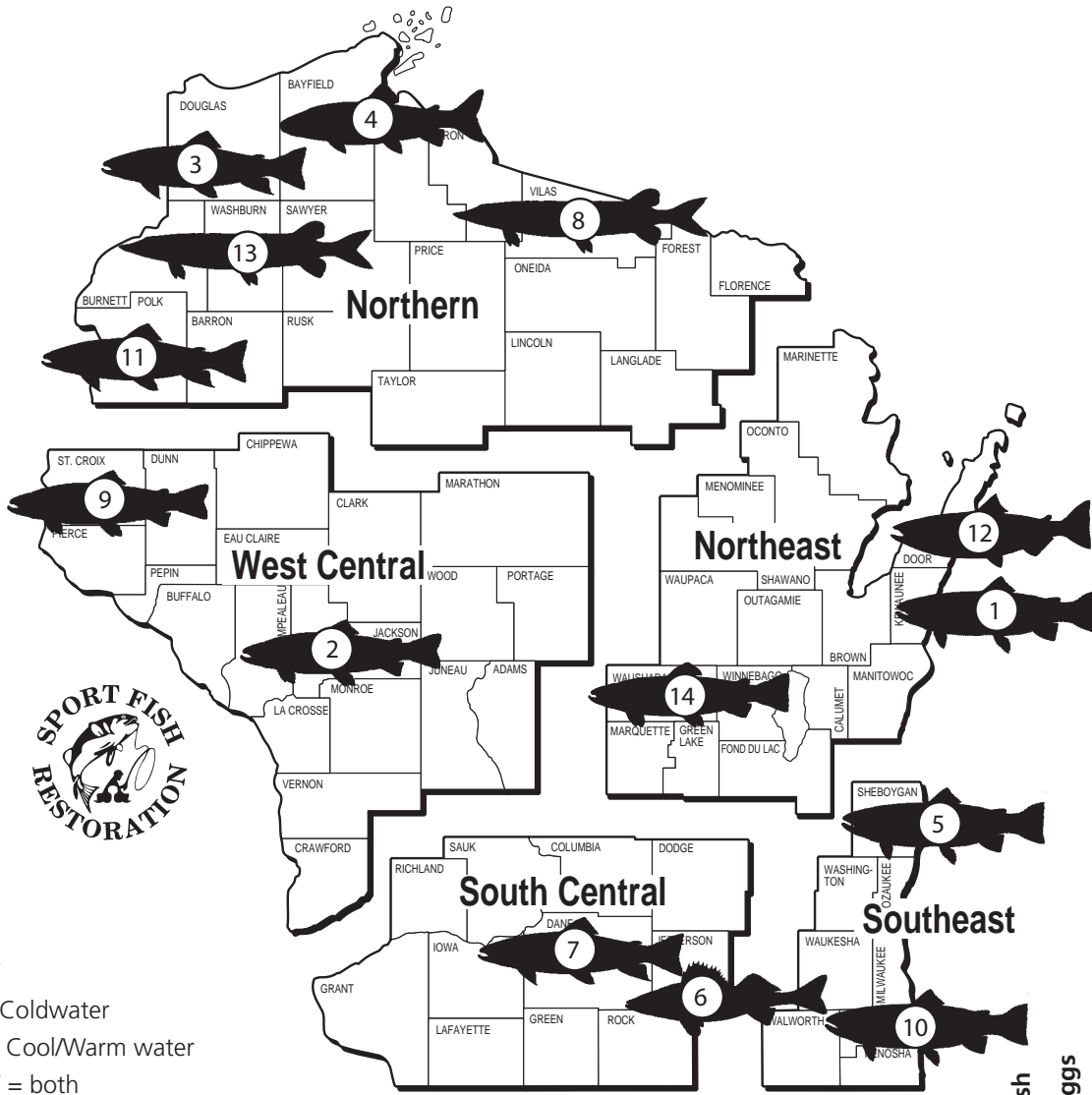
Thank you!

*Personal information collected on this form will be used for administrative purposes and may be provided to requesters as required by Wisconsin's Open Records law [ss. 19.31-19.39, Wis. Stats.].*



LEF-012Y

# Visit Wisconsin's Fish Propagation Facilities



**KEY**

- C = Coldwater
- W = Cool/Warm water
- C/W = both

Hatcheries make great field trip destinations. Call ahead to schedule a tour.

				Type of Fish	Hatches Eggs	Live Fish Display or Fish Viewing Area	Restrooms
1.	Besadny Fisheries Facility	920/388-1025	N. 3884 Ransom Moore Lane, Kewaunee, WI 54216	C		•	•
2.	Black River Falls Rearing Station	715/284-1447	910 Highway 54 East, Black River Falls, WI 54615	W			
3.	Brule Rearing Station	715/372-4820	13847 E. Hatchery Road, Brule, WI 54820	C			•
4.	Kettle Moraine Springs	920/528-8825	N1929 Trout Spring Road, Adell, WI 53001	C/W	•		•
5.	Les Voigt	715/779-4021	141 S. Third Street, Bayfield, WI 54814	C	•	•	•
6.	Lake Mills	920/648-8012	302 S. Main Street, Lake Mills, WI 53551	C/W	•		•
7.	Nevin	608/275-3246	3911 Fish Hatchery Road, Fitchburg, WI 53711	C	•	•	•
8.	Oehmcke	715/356-5211	8770 Hwy. J, Woodruff, WI 54568	C/W	•	•	•
9.	Osceola	715/294-2525	2517 90th Avenue, Osceola, WI 54020	C	•		
10.	Root River Steelhead Facility	262/884-2300	2300 Dominick Drive, Racine, WI	C		•	•
11.	St. Croix Falls	715/483-3535	230 River Street, St. Croix Falls, WI 54024	C	•		
12.	Strawberry Creek Spawning Site	920/746-2860	Strawberry Avenue, off Hwy U, Sturgeon Bay, WI	C		•	
13.	Thompson Hatchery	715/635-4147	951 W. Maple Street Spooner, WI 54801	W	•	•	•
14.	Wild Rose	262/622-3527	N5871 State Rd. 22N, Wild Rose, WI 54984	C/W	•	•	•





# Wisconsin Angler R3

P R O G R A M S

Learn | Teach | Inspire

**IMPORTANT  
FISHING DATES**

**Opening Day**

*Always the first Saturday in May*

**Summer Free Fishing Weekend**

*Always the first full weekend in June*

**Winter Free Fishing Weekend**

*Always the third full weekend  
in January*

**Recruitment, Retention and Reactivation (R3)** strategies are designed to grow the community of anglers and hunters who will take a stake in our natural resources. Critical to success is engaging current anglers and hunters as instructors and mentors to pass on their skills to newcomers.

- **Attend an Angler R3 instructor training workshop** for *Fishing for Dinner* or *Angler Education*.
- **Hone your fishing skills** by signing up for *Fishing for Dinner* classes or attending clinics.

**Find out more. Visit us at [dnr.wi.gov](http://dnr.wi.gov)**

and search for *Fishing for Dinner* and *Angler Education* to learn about upcoming classes, clinics, and workshops. Sign up for email notifications announcing upcoming opportunities.

**Questions?**

Contact us in the Angler R3 Office: 608-577-6332  
DNRAnglerEducation@wisconsin.gov: 608-333-2057, Fax: 608-266-3696

*The Wisconsin Department of Natural Resources provides equal opportunity in its employment, programs, services, and functions under an Affirmative Action Plan. If you have any questions, please write to Chief, Public Civil Rights, Office of Civil Rights, U.S. Department of the Interior, 1849 C. Street, NW, Washington, D.C. 20240. This publication is available in alternative format (large print, Braille, etc.) upon request. If you need technical assistance or more information, please call the Accessibility Coordinator at 608-267-7490 / TTY Access via relay – 711.*

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*Adventures and Memories*  
**Enjoy Wisconsin's Wild Side**