From Wisconsin Waters to Your Plate

Fishing Games

ANGLER R3– GOT KIDS?

Games and activities to help you set the hook on young anglers.

Welcome | Teach | Inspire

Wisconsin Angler R3

Recruit | Retain | Reactivate

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Fishing Games *Angler R3–Got Kids?*

This collection of games serves as a supplement to the *Fishing for Dinner Instructor's Guide* and *Fishing for Dinner - Got Kids? Junior Angler* and are drawn from the original *Angler Education Instructor Manual* that provided the inspiration for *Fishing for Dinner. 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.

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All photos by Theresa Stabo unless otherwise noted.

Lorraine Ortner-Blake, Graphic Designer

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Adventures and Memories
Enjoy Wisconsin's Wild Side

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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

Fishing Games

Games to Teach and Reinforce Skills

Use games to teach and reinforce skills and concepts. Casting targets, knot-tying kits and other resources are available at many tackle loaner sites. Check the DNR's website, DNR.WI.GOV, and search for "Tackle Loaner Program" for a statewide listing of loaner sites.

Props to gather or make

Each game has its own list of materials to gather. Here are a few specialty items you will have to round up.

Backyard Bass™ and casting plugs

Tape fish images to the backs of the targets and add scenarios about the catch to the target like the example below.

Knot tying kit

Make your own kit. Use 1/4" x 30" cord.

Fish flash cards

Make your own flash cards from Wisconsin Fishing, DNR Publication number FH-500 or online sources. Distribute images for fish identification games. Add scenarios about the catch for participants to determine if they can keep it or not.

Bait & Lure Game

Objective:
To learn basic baits and their purposes.

Ideal number:
Any number.

Materials:
One 3x5 card for each participant with a picture of a bait or lure pasted on and labeled. Tape.

Procedure:
Make flashcards of baits and lures from the pictures found in fishing catalogs or online. The "Tackling Tackle" lesson plan and supporting appendix in *Hook, Line & Thinker!* offer illustrations of tackle. (Illustrations are also included on the next page, ready to print and make flash cards.) Tape one card to the back of each participant. Several people may have the same bait or lure.

1. Each person is to figure out which bait or lure is taped to his or her back. Participants may ask as many questions as they want, but questions are limited to yes, no, or maybe questions. Encourage them to ask different people questions. Each participant should find out:

   1) what bait or lure they've been labeled.

   2) which fish would be attracted to that lure or bait.

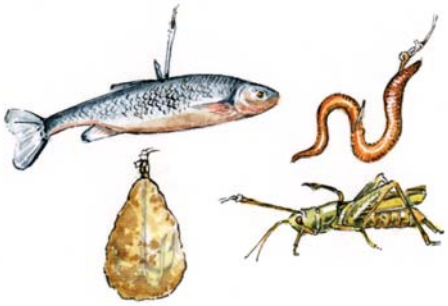
   3) the names of all fellow participants.

2. When participants figure out which bait or lure they've been labeled they raise their hands, but don't look at their cards until the next step. They should keep participating in the game until everyone thinks they know their baits or lures.

3. Give each participant a chance to declare what they think they have on their backs and what fish that bait or lure might catch. Then have them look to see if they are correct.

Baits and lures:

plastic crayfish	frog	worm
minnow	grasshopper	doughball
spinner	plug (crankbait)	jigg
plastic worm	kernel corn	leech



Bait: live minnows, worms, dough balls, and grasshoppers

Crankbait/Plug

Spoon

Plastic tails

Spinner

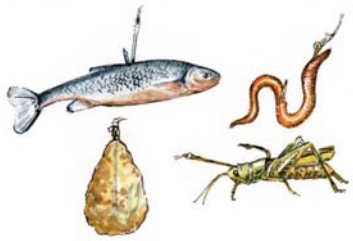
Popper

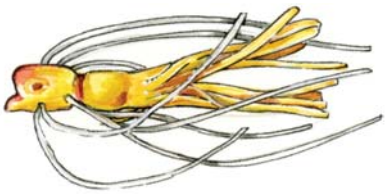
Pork rind

Marabou

Flies: dry fly (left) and wet fly (right)

Jigs





F-I-S-H

F-I-S-H is played like H-O-R-S-E in basketball. Two to four students can play using one target. The first player casts from a chosen location using a particular cast (overhand, sidearm, etc.). If the caster hits the target, the next player must replicate the cast from the same spot or receive a letter in the word "fish." Each of the players repeats the cast until someone misses and receives a letter.

The player after the missed cast gets to decide the location and style of the next cast that is again repeated by the others until someone misses. If nobody misses the cast, the player who started gets to select a new cast. The last person to spell "fish" wins.

Plug Golf

This game is very similar to golf, but spincasting rigs and casting plugs are used in place of clubs and balls. A plug golf course is complete with tee markers, greens and hazards. You also need a course captain.

Participants "cast off" from a tee marker and the course captain marks the spot where the plug landed. Instead of reeling the plug back to themselves, they walk toward the plug as they reel. They cast again from this point and head for the "green" where the golf cup is replaced by a dishpan or similar object. Participants cast until they hit the target.

Each cast counts as a point; low score wins. Courses can be either nine or eighteen "holes" and participants can compete as individuals, partners, or teams.

Score sheets are on the following page. If you teach a golf unit, you're ahead of the game. Just modify what you already have.

Plug Golf

Plug Golf Score Card

Scorer_____ **Attested**_____ **Date**_____/_____/_____

Hole Number	#1	#2	#3	#4	#5	#6	#7	#8	#9	Total
Distance(feet)	180	100	250	50	60	105	180	80	70	
Par	2	2	3	1	1	2	2	1	1	

Plug Golf Score Card

Scorer_____ **Attested**_____ **Date**_____/_____/_____

Hole Number	#1	#2	#3	#4	#5	#6	#7	#8	#9	Total
Distance (feet)	180	100	250	50	60	105	180	80	70	
Par	2	2	3	1	1	2	2	1	1	

Plug Golf Score Card

Scorer_____ **Attested**_____ **Date**_____/_____/_____

Hole Number	#1	#2	#3	#4	#5	#6	#7	#8	#9	Total
Distance (feet)	180	100	250	50	60	105	180	80	70	
Par	2	2	3	1	1	2	2	1	1	

Casting Score Card

Casting Score Card To be used with Backyard Bass™ or other casting targets										
Name	**Score**									
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10

Casting Score Card To be used with Backyard Bass™ or other casting targets										
Name	**Score**									
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10

Concentration

Place Backyard Bass (or other targets with pictures of fish taped to them) on the grass or gymnasium floor. You'll need recorded music and a device to play it for this game. With music playing, participants cast out to hit target. When they hit one, they set down their rod and reel, run to the target they hit, look at it, then run back and continue the process until the music stops. When the music stops, the instructor calls out the name of a fish species. The player who has seen that species, remembers where it is and runs the fastest to claim it, wins that round. Finer points, such as if dragging the plug across the target while reeling in counts as a hit, are up to you.

Fishing Olympics Events

A great culmination to a school-based fishing unit or end-of-year fishing club picnic.

Objective:
Demonstrate knowledge and skills gained in fishing program.

Ideal number:
Divide the group into an even number of teams. Three to five on a team would be ideal, but other numbers are workable. Encourage parents to form teams and have some fun.

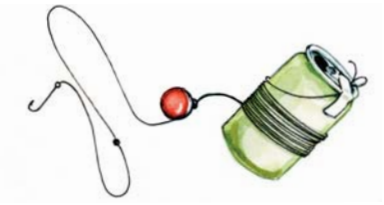
Materials:

- Score sheets
- Clipboards
- Pencils
- Whistle or cowbell to mark the start of the games
- Stopwatch Specific equipment listed for each Olympic Event

Event descriptions for judges Procedure: Assign one scorekeeper and at least two judges to monitor each event. Copy, cut and distribute descriptions of events to judges. Have teams rotate through each event.

Determine the amount of time you want the teams to spend at each event. Allow time for passing between events. After all teams have completed each event, tally up the team scores and announce the winners, starting with rousing congratulations for good sportsmanship to the last place team (assuming of course that they were good sports). Remember that in relays, when there are uneven teams, the smaller team will have to select a member to go twice to even things up.

1. Can Casting



- Cans
- Line
- Casting plugs
- Targets

Have cans, line and plugs ready. Make targets out of cardboard or five-gallon buckets, or use Backyard Bass. Set up targets. Give each team a set number of minutes to see how many times they can hit the target.

2. Knot Tying Relay Race

- Braided nylon cord, each piece ~30", fused at cut ends (parachute cord works well)
- Shower curtain rings or other substitute for large "hook"
- Knot diagrams
- Whistle or duck call
- Knot Judges (several)

Decide which knot all contestants will tie. Place knot-tying supplies at stations a distance away from where teams will be lined up. There should be the same number of stations as there are teams. Each team member must run to the station, tie a knot, have it verified by a knot judge, untie it, run back to tag the hand of the next in line, then go to the end of the line. Blow a whistle or duck call to indicate when to start.

3. Synchronized Casting

- Fishing poles
- Casting plugs
- Music makers
- Kazoos
- Harmonicas
- Music and device to play it

Give each team member a fishing pole and choice of music. Each team has 5-10 minutes to prepare a synchronized casting routine. Routines will be judged on music, creativity, coordination and casting skill. Is this subjective? You bet.

4. String the Pole Relay

Rods

Reels

Casting Plugs

Targets

Line Clippers

Place an unstrung fishing pole, reel, casting plug and line clipper for each team a distance away. Also place a target some distance beyond the gear. Each team member must run to the gear, assemble the rod and reel, string the line through the pole, tie on a plug and cast toward the target until they hit it.

Then they reel in, disassemble everything and run back to their team. Remind contestants to be careful in disassembling so that the line doesn't get lost up in the reel and foil their teammates. Repeat until everyone has had a turn. Remember to pick up all cut line.

5. Angler Jeopardy

Bells or whistles for teams to sound

Questions and Answers

Two or three teams will play at a time. Contestants display their fishing knowledge, Jeopardy-style.

A designated game show host reads statements or phrases and contestants respond by asking a question. Jeopardy fans will remember that the "question" is really the "answer."

There are four categories; write them on a blackboard or display board. Ask first contestant to pick a category and present them with the first answer.

When a contestant comes up with the appropriate question he or she rings a bell, blows a whistle, or raises his or her hand.

Categories, questions, answers and point values are listed below.

POINTS	*Safety and Ethics*	*Habitat*	*Fish Characteristics*	*Angling Skills*
5	You should always wear this when fishing from a boat or near deep water. *What is a life jacket? or personal flotation device (PFD)?*	These five things are needed by all animals. *What is food, water, shelter and space in a suitable arrangement?*	Most animals have these in their mouths, but some fish also have them on their skin. *What are taste buds?*	This weighs down the line and bait. *What is a sinker?*
10	At what age must you purchase a fishing license if you want to fish in Wisconsin? *16 years of age.*	These animals live under rocks … and have pinchers. *What are crayfish?*	This is Wisconsin's state fish. *What is the muskellunge?*	Picture of knot they have learned. *What is a _____ knot?*
15	When left lying around tangles fish and other wildlife and gives anglers a bad name. *What is discarded fishing line?*	This animal sprouts wings when it changes from a nymph stage to adult. *What is a (your choice)? (hold up picture)*	Counting growth rings on fish scales. *How do you tell the age of a fish?*	This reel is used by pushing and releasing a button. *What is a spincast reel?*
20	These four items will protect you from heat and sun. *What are sunglasses, hat, sunscreen and drinking water?*	These areas are valuable fish spawning and flood retention sites. *What are wetlands?*	This sensory organ helps a fish detect vibrations in the water. *What is the lateral line?*	Wet your hands. *What do you do when practicing catch and release?* 

Awards Ceremony

Prepare awards beforehand. In addition to gold, sliver and bronze medal winners, have blue ribbon honorable mention categories for good sportsmanship, creativity, perseverance, etc. Make sure everyone walks away a winner or is recognized, if the majority of participants are receiving awards. The Olympics would work well with a picnic.

Bass and Shiners

This is an adaptation of the pool favorite, "Sharks and Minnows." In this case, it's a running game played on a field.

Adapted from "Sharks and Minnows" by Adam J. Hamilton, J.D. Adam J. Hamilton is the Dean of Applied Sciences at St. John Vianney High School in St. Louis, Missouri. For the original version of this game, please visit http://adamhamilton.weebly.com/blog/sharks-andminnows-for-science.

Materials:

Flag football flags for the shiners

300 poker chips

Colored bibs or shirts for the bass

Cones for the boundaries of your ecosystem.

Procedure:

This activity helps students realize that they know more about a common ecological relationship (predator-prey) that cycles energy through our world. As a twist this year, I don't sell this as a "science game." Most kids recall the rules of the game, commonly played under the name "Sharks and Minnows", so set up is very easy. Have your class count off in 4s or 5s so that each group can easily cycle through the roles of predator and prey.

Round 1

Jump into the game immediately after set up with only one rule: bass must catch 1 shiner to remain "alive" in the game. If a bass doesn't; he is removed from the ecosystem. The kids love the freedom to run around! As the number of shiners decrease, the number of predators eventually decreases. Explain that this is because it is harder for them to meet their energy needs. After a few repetitions, stop the game and ask a few loaded questions:

What do we call an animal that eats another animal? ***Predator!***

What do we call the animal that is getting eaten? ***Prey!***

What happens to the number of prey initially? ***They Decrease!***

What eventually happens to the number of predators when the prey decreases? ***They Decrease!***

Why? ***Not Enough Food!***

What are some of the strategies that shiners used to survive? ***Speed! Traveling In Groups! Hiding Behind Other Shiners***

What are some of the strategies used by bass to survive? *Working Together! Speed! Searching For Slowest Shiner!*

Discuss how real predators and prey use these same behaviors in real life. Mention that maybe this isn't the most accurate simulation for the shiners, who merely have to run from place to place. Ask what is missing. The students will realize that if predators need food, so must the prey. Introduce the poker chips.

Round 2

At the start of round 2, spread approximately 100 poker chips over the playing surface. These poker chips represent the food needed by the prey to stay alive. Each shiner must grab a poker chip and avoid being "eaten" to remain alive. Play multiple repetitions.

While students notice that the same predator-prey relationship exists, they notice that the process of acquiring food makes the shiners an easier target for opportunistic predators. Discuss the idea of conserving resources as the students notice that a few greedy shiners can remove enough energy to effect the population. Run through a few repetitions of this before changing the scenario slightly.

Round 3

In the third round, reinforce the idea that organisms need more than energy to survive by assigning each of the colors of poker chips to a specific role: shiners must pick up one of each color in order to survive. This change creates a HUGE competitive advantage for the bass.

Rounds 4 - 6

Play 4 to 6 rounds of bass and shiners depending on time constraints. Each time, alter the scenario slightly. Other modifications to consider include:

1. Concentrating the food in one location;
2. Creating "safe zones" for the prey;
3. Requiring the bass to pick up chips in addition to eating a shiner; and
4. Raising the number of shiners that each bass needs to eat to survive.

Habitat + Food = Bluegills

By, Jeff Janvrin

Objectives:
Students will be able to identify

limiting factors in the life cycle of a bluegill.

Methods:
Students represent fish and limiting factors in a

simulation of a bluegill's life cycle.

Background:
Bluegills are found in every county of the state. Life begins as one of 6,000 to 18,000 eggs in a small, shallow crater on a sand or gravel bar. The male makes this "nest" by fanning away bottom material with violent swishes of its body. He will fiercely guard the eggs until the young fish hatch and can swim on their own.

Hatching takes only two to five days under normal weather conditions. However, unseasonably cold water temperatures may stop spawning activity entirely.

Once hatched, the tiny "fry" are only 2-3 mm long. Only the earliest and fastest swimmers escape being eaten by other fish, including other bluegills. Lakes and rivers with abundant rooted vegetation provide hiding places for these tiny fish. When homeowners remove vegetation to create swimming areas the small bluegills become easy prey.

Rapid growth in the first year keeps these small fish constantly looking for food. First zooplankton then, tiny crustaceans make up the first links in the bluegill's food chain. By the end of their first year the bluegill is almost two inches long.

The bluegill itself is an important link in the food chain of other fish species and the loss of a bluegill "year class" could result in lower numbers of northern pike, largemouth bass, or perch to name a few.

As the bluegill grows, its main diet changes to small crayfish, aquatic insects and small fish. Bluegills cruise from cover to cover searching for food, preferred water temperatures and adequate oxygen, exposing them to additional predation from herons and otters.

In the spring, bluegills are found along permanent cover such as rocks, logs and piers. By summer these fish have moved into recently emerged weedbeds. Sometimes low water conditions may isolate bluegills from the main body of water. In the heat of summer, oxygen levels may drop drastically in these areas and fish will suffocate and die, a condition known as summerkill. In winter, bluegills seek habitats with good oxygen, abundant food and little current. By the end of their second year, most bluegills are about 3.25 inches long.

The fish that make it through their first two summers may face problems in winter. Excessive snow and thick ice reduce the amount of sunlight penetrating shallow water areas. Photosynthesis (which produces oxygen) stops and the plants die. As oxygen levels

drop, decomposition of bottom material continues, further reducing dissolved oxygen levels. If levels drop enough most of the fish will suffocate, a condition known as winterkill.

Those bluegills that reach three years of age will spawn, probably for the first time. At four years of age most bluegills will be 5.5 inches long too large to be eaten by most other predator fish, but large enough for predation by humans.

In waters where spawning habitat is limited, large concentrations of spawning bluegills may occur in a few areas. Because bluegills attending nests are easy to catch, excessive harvest by anglers can occur. This not only removes the adults from the population, but it also leaves the now unprotected nest open to predation. Egg mortality can be 100 percent.

The adult bluegill constantly faces death throughout the rest of its life. Of the original 18,000 eggs, less than one-half of 1 percent will die of old age. In some years, no eggs will survive past the first year from an individual nest. Fortunately for the bluegill enough spawners survive from year-to-year to maintain a population. Other fish species are not so lucky. That is however, a different fish story....

Materials:

Large playing field, or gym

Rope, cones or carpet squares to mark off vegetative cover ("hiding cover") for bluegills

8 different "tokens" i.e. colored or labeled pieces of paper (Different colored bio-degradable items could also be used. For example beans or pasta.)

Envelope, bag or container to hold tokens one for each student.

Procedures:

This activity will be repeated twice. The first time, students will simulate bluegill fry and obtain food and habitat items necessary for survival to become an adult. The second time they will represent adult bluegills seeking out food and habitat requirements needed to survive and reproduce.

Preparation of the playing field (Figure 1). Preparation is the same for the fry and adult simulation: Layout playing field boundaries to represent the shoreline of a waterbody. Mark areas of cover (safe zones) for fry or adult bluegills. In nature not all habitat is the same size so the size of the cover should vary. Recommended cover sizes for a class of 25 are one each of the following diameters: 14, 12, 10 and 6 feet. (Add one additional 8-foot diameter cover for every 5 children if your class size is greater than 25.)

Scatter the tokens throughout the playing field. The majority of the tokens should be inside the cover. Make sure to place some tokens outside of the cover since some food would be available in these areas of the lake.

Start of the fry simulation:

Assign 4 children to be predators and the rest to be fry. All of the bluegill fry hatch from a single "nest" in one the of cover zones. Fry can move anywhere within the boundaries of the "lake" as they forage for food and seek out habitat needs. While cover is a safe area, if fry are too close to the edge, predators can tag (eat) them. (In nature, many predators will cruise the edge of vegetation looking for prey that has ventured too close to the edge.)

The predators (largemouth bass, northern pike, perch and bullhead) should be scattered around the rest of the playing area. They cannot enter the cover, but they can tag fry if they can reach them. They can also tag fry as fry move from one zone of vegetation or cover to another. When a predator tags fry, the fry must give their tokens to the predator and move to the mortality zone. The simulation continues until all tokens have been picked up, or all fry tagged.

Once all tokens have been picked up, have the students add up the number of each kind of token they have collected. Survival of fry depends on water temperatures being warm enough for eggs to develop and hatch; getting enough food, oxygen and habitat; and living in areas where water quality is good. As fry, bluegills are more susceptible to extremes in water temperature, pollution and pH. Therefore, the quantities of the different tokens they have will determine if they survived. If they do not meet the criteria below, they must move

to the mortality zone. Note: Predators do not have to add up their totals.

Food: > 18 tokens to survive. Students must have at least 18 food tokens to SURVIVE (all of the items identified as food in Table 1 added together). Studies have found that bluegills need to consume approximately 35% of their weight in a week to survive. Therefore, if each food token equal 2% of their body weight, then they need 18 tokens.

Dissolved Oxygen: > 5 tokens to survive. The state standard for dissolved oxygen is 5 parts per million (ppm). Each dissolved oxygen token represents 1 part per million. If they have less than 5, then sometime during their life as a fry they were in an area where dissolved oxygen was not adequate for their survival.

Water Temperature: > 3 tokens to survive. Fish eggs need certain temperature conditions to develop and hatch. Bluegill fry are more sensitive to temperature changes than adults. Water Pollution: < 2 tokens to survive. Bluegill eggs and fry are more susceptible to water pollution than adults. Acid rain; animal waste runoff; and fertilizer runoff from yards, fields and golf courses are some of the sources of pollution affecting fish. Plants: > 2 tokens to survive. Plants and other cover are essential for fry to survive their first year of life.

Tell students that each of them represented so many fry out of a nest of 10,000. (For example, if 20 students simulated fry, then each of them represented 500 fry.) Determine the percentage of the fry population that survived to become adults. Multiply this percentage by 10,000, this will be the number used to determine the number of adults entering the population in Round 2 of this activity.

Start of the adult simulation:

Redistribute the tokens throughout the playing field. Assign 4 children to be predators and the rest to be adult bluegills. All of the adult bluegills will begin in a single school of fish in the largest vegetative cover zone. Once again, the adults can move anywhere within the boundaries of the "lake" as they forage for food and seek out habitat needs. Predators cannot enter the vegetative cover (safe area), however, if adults get too close to the edge of the cover, the predators can tag (eat) them.

The predators (largemouth bass, northern pike, great blue heron and flathead catfish) should be scattered around the rest of the playing area. They can tag the adults as the bluegills move from one zone of vegetation to another. Adult bluegills must give their tokens to the predator and move to the mortality zone when they are tagged. The simulation continues until all tokens have been picked up, or all bluegills are tagged.

Once all tokens have been picked up, have the students add up the number of each kind of token they have collected. Survival of adult bluegills depends on many of the same factors as when they were a fry: getting enough food, oxygen and habitat; and living in areas where water quality is good. The quantities of the different tokens they have will determine if they survived. If they do not meet the criteria below, they must move to the mortality zone. Note: Predators do not have to add up their totals.

Food: > 18 tokens to survive. Students must have at least 18 food tokens to SURVIVE (all of the items identified as food in Table 1 added together). Studies have found that bluegills need to consume approximately 35% of their weight in a week to survive. Therefore, if each food token equals 2% of their body weight, then they need 18 tokens.

Dissolved Oxygen: > 5 tokens to survive. The state standard for dissolved oxygen is 5 parts per million (ppm). Each dissolved oxygen token represents 1 part per million. If they have less than 5, then sometime during their life as an adult, they were in an area that dissolved oxygen was not adequate for their survival.

"Baited Hooks": 0 tokens to survive. Humans are one of the predators of adult bluegills. Fishing for bluegills involves tricking the adult bluegill into thinking that the bait on the hook is something good to eat. Students with more than one hook token were released by the first angler who caught them, only to be caught and kept by another.

Water Pollution: < 4 tokens to survive. Adult bluegills are more tolerant of water pollution than fry. However, water quality does affect the survival of adults. Acid rain; animal waste runoff; and fertilizer runoff from yards, fields and golf courses are some of the sources of pollution affecting fish.

Spawning Habitat: > 1 token to survive: Adult bluegills must find suitable spawning habitat to successfully reproduce. Otherwise the population of bluegills in the waterbody may decline. Several factors can affect the availability of spawning habitat: shoreline development, floods or droughts, sedimentation, etc.

Using the number of adults entering into the population at the end of the fry simulation, now calculate how many adult bluegills each student represents. Determine what percentage of the adults surviving to reproduce. Divide the number of surviving adult bluegills by 10,000 to determine what percentage of eggs successfully hatch, grow and reproduce.

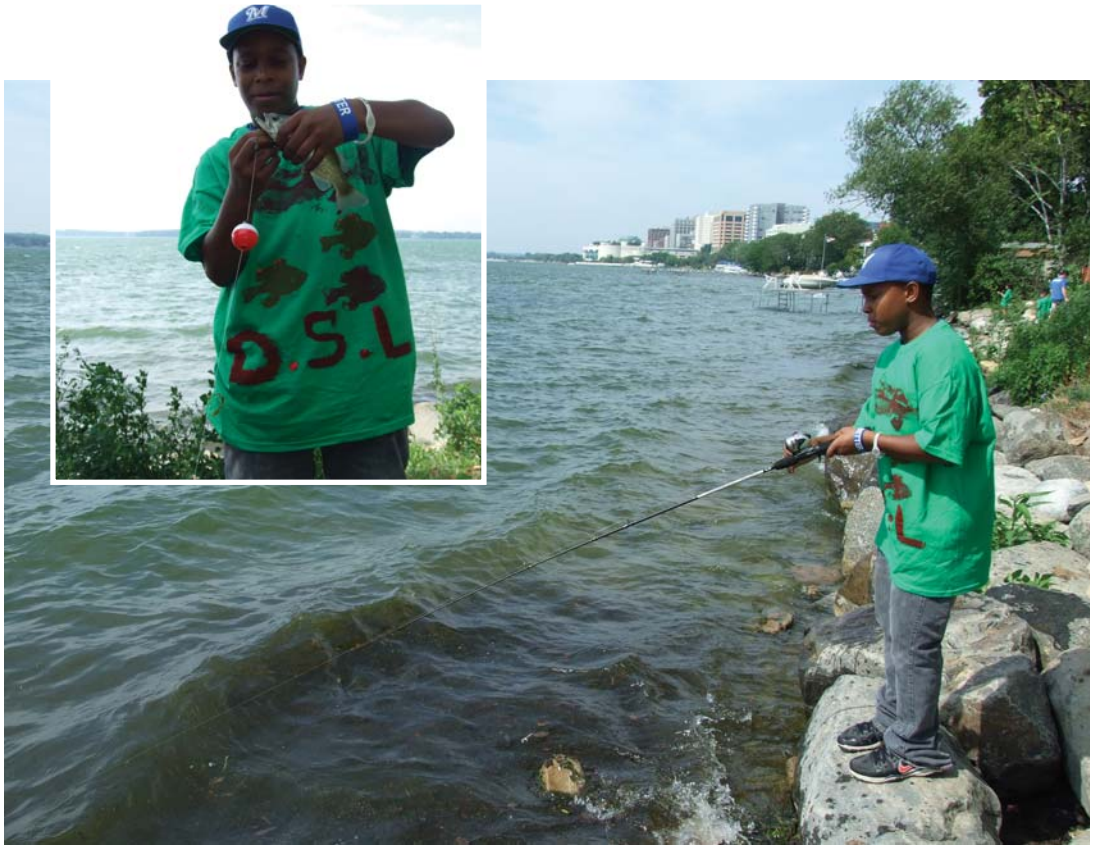
Assessment:

1. Have students list and describe different habitat needs for fry and adults. How are their habitat needs similar? How do they differ?
2. Have students complete the concept maps in Figure 2.
3. Have students make an inter-connected chain illustrating the habitat needs they identified in the concept map. Or, have them create a bluegill habitat mobile with a wire coat hanger and pictures that they draw of bluegill fry or adults and the different habitat components (food, water shelter and space).

Extensions:

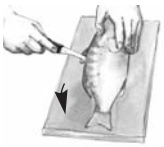
- Repeat the activity with one of the following modifications: Add or remove vegetative cover.
- Remove the angler tokens.
- Enlarge some or all of the vegetative cover areas.

Jeff Janvrin is a WDNR fisheries biologist on the Mississippi River. He enjoys conducting teacher training workshops to share his knowledge and love of the river.



FISHO!

Rules: Introduce yourself to another person in the room. Ask one question of that person as you introduce yourself. If the answer is yes, write his or her name in the box. Move to another person and repeat the process until you have FISHO!

F	I	S	H	O
Camped by a Lake 	Visited a Tackle Shop	Made Fish Bait at Home 	Found a Stonefly Under a Rock	Went Fishing with a Family Member 
Tied a Fishing Knot	Cleaned a Fish 	Made a Pop Can Fishing Rig	 Canoed in a Lake or Pond Near Home	Slammed a Fishing Rod in the Car Door
Tied Your Own Fly 	Picked up Litter Along the Water	**FREE FISHING DAY** 	Fished the Waters in Your Town 	Hunted for Night-crawlers 
Watched a Mayfly Hatch 	 Contacted Officials About Fish Habitat	Been Caught in a Lie (Fish Story)	 Been Stuck with a Fish Hook	Discovered an Osprey Nest 
Watched a Long-legged Bird Stalk Fish 	Cooked Your Catch	Put a Reel on a Rod by Yourself 	Witnessed Salmon Spawning	Been Stuck By a Bullhead 

Wisconsin Angler R3 PROGRAMS

Recruit | Retain | Reactivate

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
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

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