

Angler Education Area Chief TRAINING GUIDE

2019



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TABLE OF CONTENTS

Instructor Workshop Definition	1
Position Description	2
Staff Contacts	4
How to Conduct an Angler Education Instructor Workshop	
Pre-planning and Setting Up the Workshop	5
Teaching the Required Knowledge and Skills	8
Finishing the Workshop (Paperwork and Essentials)	17
After the Workshop	18
Angler Education Instructor Workshop Tip Sheet	19
Sample Agendas	20-21
Workshop Evaluation Form	22

APPENDIX

PLANNING:

Instructor Class Planning Sheet
Room Arrangement
What Makes a Good Workshop
Adult Learners vs Child Learner
Learning Styles

FORMS:

Sample Workshop Email Confirmation Ltr
Area Chief Literature Supply Form
Instructor Training Roster Form
How to Report Online
Instructor Certificate Sample

RESOURCES:

Class and Event Descriptions
Conducting Events
FAQs
Getting out of a Bind
Internet Resources
Sport Fish Funding Chart
Taking Groups of Kids Fishing

**See Instructor Resources web page for additional activities and resources

TPWD Volunteer Portal

www.tpwd.texas.gov/volunteer

My User ID: _____

My password: _____

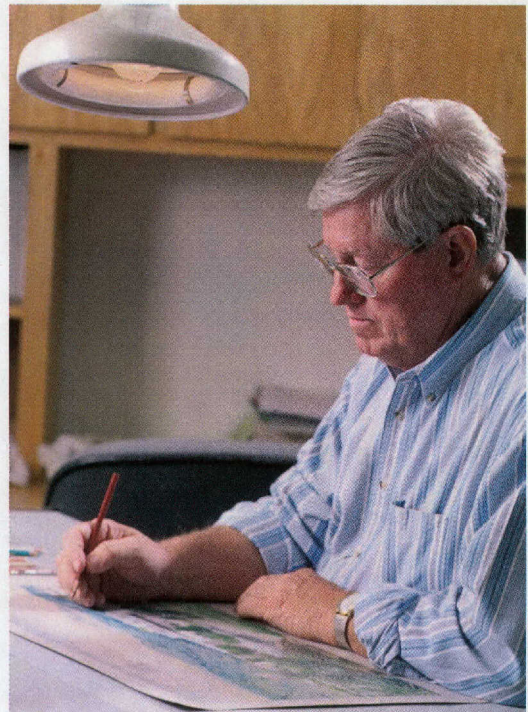
TPWD Instructor Resources web page

<https://tpwd.texas.gov/education/angler-education/instructor>

Password: *gofish*

About the cover artist:

Rob Fleming earned his art degree from Southwest Texas State University and was a successful commercial artist in Houston before opening his own design studio in 1982. Rob joined TPWD in 1990 as a staff illustrator and later became the Fine Art Manager. Leaving the paints to the painters, Rob wove his own brand of magic with Prismacolor pencils. Whether a still-life study or a Texas landscape, Rob's technique of color layering created distinctive and truly unique pencil paintings. His work can be found in various corporate and private collections throughout the state, and his art graces many TPWD publications. He was a wonderful talent and gentle soul. Rob passed away in March 2003.



WHAT IS AN ANGLER EDUCATION INSTRUCTOR WORKSHOP?

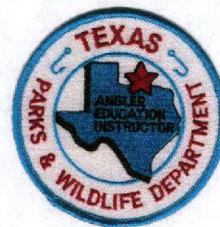
The 4 to 6-hour Angler Education Instructor workshops are taught by TPWD Aquatic Education staff or Angler Education Area Chiefs. The workshop provides adults (18 years of age or older) with the knowledge and skills necessary to teach basic fishing or fly fishing skills to youth and adults in their community.

Workshop goals:

- To train youth group leaders and educators in the use of the Angler Education activities, equipment, training resources and free materials available from TPWD
- To model the teaching of the fun, hands-on approach of basic fishing skills:
 - equipment and tackle
 - casting techniques
 - knot tying
 - fish ID and habitat
 - proper fish handling
 - safety
 - ethics & stewardship
 - regulations
- To guide the instructors on how to properly order supplies, and report their class/event participants and volunteer hours
- To inform instructors about TPWD Volunteer standards and policies; and their responsibilities and expectations for ethical behavior as a volunteer representative of TPWD

When conducting your workshop, please provide each participant with the Instructor Guide and samples of supplies they can order for their class/event participants. Use teaching tools that are available from TPWD or that can be easily replicated by the participant at little or no cost.

Upon completion of the workshop, each participant should be issued an Angler Education Instructor Certificate and Pin and/or Patch. Please note that the certificate includes the State Board of Education Certification (SBEC) Provider number which teachers must have for their professional development.



ANGLER EDUCATION AREA CHIEF TRAINER POSITION DESCRIPTION

Area Chiefs are volunteer train-the-trainers who provide Angler Education (AED) Instructor workshops for adults and support TPWD staff by taking the lead for local fishing classes and events for youth and adults in their area. They are exemplary in their ethics and their ability to represent Texas Parks and Wildlife Department in a positive manner.

What are the requirements to become an AED Area Chief?

- Current Angler Education Instructor or Fly Fishing Instructor certification
- Demonstrate leadership in teaching angler education to youth and adults:
 - Minimum of 1 report as the lead role for a class or an event;
 - Minimum of 25 AED hours for the past year.
- Demonstrate the ability to provide accurate online reports; follow all state and federal report guidelines.
- Attend the annual Area Chief training workshop or participate in a mentored training program.



What are the benefits of being an Area Chief?

- Only staff and Area Chiefs may train new AED Instructors. By becoming a volunteer trainer, you can create a local network of Instructors who can support and sustain angler education activities in your region.
- Area Chiefs will have the satisfaction of knowing that their efforts are making a difference to increase participation in recreational fishing and teach youth and adults how to be safe and ethical anglers.

What are the responsibilities of an AED Area Chief?

- Provide positive, ethical leadership in your local area.
- Use the TPWD Angler Education curriculum to teach others using fun, hands-on activities; and observe all safety precautions.
- Be knowledgeable of current state and federal reporting guidelines, including online reports, report on-time (within 45 days), and teach others to do the same.
- Organize, teach or co-teach at least 1 AED Instructor workshop every 2 years.
- Take the lead for local classes or fishing events as your schedule allows.
- Mentor new AED Instructors in your local area; and communicate important program information to other local AED instructors.
- Provide input to evaluate and improve our program.
- Attend the annual AED Area Chief meeting or meet with staff to get important Aquatic Education program updates.
- Report any injuries (to volunteers) that occur when you are teaching or participating in an Aquatic Education activity to the Program Manager. (All registered TPWD volunteers are covered by secondary accident insurance.)
- Have fun!

How does TPWD support AED Area Chiefs?

- AED Program will provide equipment (where available) and supplies to support the AED activities of each Area Chief.
- AED Program will provide a name badge and volunteer shirt to identify AED Area Chiefs when they are participating in AED activities.
- AED Program will provide an annual AED Area Chief meeting to stay up-to-date on AED Program initiatives, changes, and ideas for improving the program.
- Area Chiefs may advertise their *free* classes and events on the TPWD Calendar of Events web site.



Figure 1. The 2018 Area Chief training meeting was held at Brazoria County Park on the coast.

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HOW TO CONDUCT AN ANGLER EDUCATION INSTRUCTOR TRAINING WORKSHOP

I. Getting Started (Usually 2 months or more in advance)

- A. If desired, identify others that may be interested in co-teaching with you. Please limit the number of assistants helping at the workshop – you do not want to have more teachers than “participants.” Contact the AED Manager for a list of Area Chiefs in your region.
- B. Identify people who you think are interested or who would benefit from becoming AED Instructors and contact them about the program.
- C. Determine when to hold your training for optimal attendance. In some cases we may ask you to host a public workshop.
- D. Find a convenient facility that will have adequate space, both indoors and outdoors, tables and chairs, and is ADA (Americans with Disabilities) accessible. Visit the facility and check outdoor spaces looking for any safety hazards and easy access to make sure it will work well for the activities you plan.
- E. Make arrangements with the facility manager for room access (key? security codes?), arrange with the facility manager or security to arrive an hour or more before the training to set up.
- F. Obtain or create a map to show participants how to get to the facility.
- G. Have an alternative plan for outdoor activities in case of inclement weather.
- H. If you want the workshop posted on the TPWD Calendar web site, contact the [Aquatic Education Manager](#) with the following information:
 - a. Workshop date, start and end time
 - b. Type of Instructor workshop (conventional, fly fishing or conv/ff combo)
 - c. Facility name, address, city & zip code
 - d. Lead Instructor’s name, email and phone number.
- I. Track pre-registration of the participants -- create a roster (use the Instructor Report form for convenience) to include the participant’s name, email and phone number so that you can send out a workshop confirmation later.
- J. Consider partnering with your local Parks & Recreation group to gain additional publicity (see AED Instructor Workshop tip sheet).
- K. Set your maximum class size to a number that you feel comfortable teaching and the room will hold.

II. 3 Weeks Prior to Teaching an AED Instructor Course

- A. Plan an agenda for your workshop and make a list of all handouts, equipment and teaching tools that you will need. (See page 18-19 for sample agendas.)

Know your audience. Are they parents, scout leaders, nature center staff, recreation staff, teachers? If teachers, what grade level do they teach? (Elementary, Middle School, High School) Make the class relevant to these participants by including ways that the curriculum ties into their needs (e.g., scout badges, TEKS for teachers, etc.)

- B. Submit your supply order form to TPWD-HQ. See the Request for Literature: Instructor Workshop (for Area Chiefs) supply order form. NOTE: *Please insure that you are using and distributing the most current Instructor notebook to your participants.*

Contact your regional AED specialist to determine if instructor kits and additional equipment is available in your area, or for other teaching materials and ideas.

- C. Verify with the facility to make sure they have the event on their calendar.
- D. Review safety precautions. Develop a safety plan which includes emergency phone numbers and how emergencies will be communicated to all parties. Make an inclement weather plan. Have a basic first aid kit on hand. If you are working near water, make sure you have lifejackets available as well as safety throw rings.

III. One Week Before Teaching an AED Instructor Course

- A. Send an email to all participants (see sample in Appendix) and ask each participant to **create an online volunteer profile** and **authorize** their Criminal Background Check (CBC) on the TPWD Volunteer website, www.tpwd.texas.gov/volunteer

If the participant indicates that they are already a registered TPWD volunteer (perhaps a Master Naturalist, State Park Host, Sea Center or TFFC volunteer, etc.), please contact the AED Manager to confirm they have an existing profile and a CBC on file.

Remember to give them directions to the facility and remind them of any items they may need to bring to the workshop (sack lunch, etc.).

- B. Review each learning objective and the methods you will use to teach those objectives, double-checking to make sure you have all necessary materials and equipment.
- C. Review the supply order forms, online and paper class/event reporting forms to be sure you can explain how to fill them out.

- D. Referring to your participant roster (see step I), print and sign [Instructor Certificates](#). Have a few blank certificates on hand for unexpected participants or mis-spelled names, etc.

Note: The Instructor Certificates includes the State Board of Education Certification number that teachers need for continuing education credit.

- E. TPWD provides the Instructor notebooks. You will need to provide copies of any additional handouts. Remember to have a copy of the Instructor Workshop Roster sign-in sheet at the workshop.

IV. At the Workshop

- A. Arrive at least an hour early to prepare the teaching space, teaching tools and equipment; arrange the room and materials needed to teach each objective. Locate the lights, the AC/Heating system controls, and restrooms. (See Room Arrangements in Appendix.)
- B. Set up a table near the entrance with the Instructor Workshop Roster Report (sign-in sheet), name tags and pens. Have instructor guides, and other handouts ready for the attendees to pick up when they arrive.
- C. Greet participants as they arrive, and have each participant sign-in (legibly) on the Instructor Workshop Roster Report.

The Lead instructor should follow-up with any participant(s) who have not created profiles prior to the workshop and encourage them to sign-up online using their smart phone, or on a computer/iPad that you provide (must have internet connection).

- D. Introductions: Introduce yourself and any assistant instructors.
1. Provide an overview at the beginning of the class; let them know where the restrooms are located.
 2. Ask participants what they expect to gain from the class (write their goals down and review at the end of the workshop.)
 3. Use an icebreaker game to allow participants to meet each other and network. Participant introductions could include their name, recalling their first fish ever caught, why they are attending the class, or things they hope to learn. (Do not include level of fishing experience, as this may make some novice or inexperienced anglers uncomfortable in the presence of experienced anglers.)

Icebreaker suggestions: Project WILD Aquatic activity, "Are You Me?" or Fish picture and species name match-up; Who Am I? (pin fish picture on person's back, ask 3 questions to ID the fish).

4. Remember to share information about the Angler Education volunteer network, TPWD Angler Recognition programs (First Fish Award, Water body records), Texas or local fishing opportunities, State Parks—No Fishing License Required, [Sportfish funding cycle](#), and tackle loaner program.

5. Let attendees know that Angler Education Instructors are part of a network of like-minded adults and TPWD employees who are dedicated to helping youth.
- E. Try some of the techniques to make the class fun such as tossing soft plastic worms to those who answer questions (See "[Squiggly Rules](#)" on Instructor Resources web page). You can reward people with the most squiggles at the end of the workshop with door prizes.

V. Teaching the Required Knowledge and Skills:

Listed below are the knowledge and skills that must be covered in an instructor workshop (not necessarily in this order). Optional items and resources are noted in each section

- A. Instructor Kit contents and available student materials
- B. Knot-tying
- C. Basic Tackle Assembly
- D. Casting Skills
- E. Fishing Skills
- F. Fish ID and Habitats
- G. Safety for Fish, People and the Environment
- H. Regulations
- I. Ethics & Stewardship
- J. Fishing with Kids and Fishing Opportunities
- K. Organizational Structure and Forms

For Fly Fishing Instructor workshops – cover these topics, substituting or adding the relevant skills outlined in the Fly Fishing Instructor Guide.

Depending on the size of the class and number of available assistants, you might consider dividing the group into two or more smaller groups to teach the above skills.

Note: As an Area Chief it is your responsibility to train new instructors using a hands-on and interactive approach. Best practices show that people will model and use activities that they have experienced. Encourage two-way communication and avoid a lecture style presentation.

A. Instructor Kit and Materials

- ✓ Review student literature supplies available from TPWD free of charge.
- ✓ Review the instructor kit contents and let participants know how they can reserve and borrow a kit (if available in their area.)
- ✓ If you have other teaching aids you will be using that are not in the kit, specifically mention those items to your class. Note that we encourage the development of new teaching aids.

Resources:

Angler Education Instructor Guide - Kit Inventory, Chapter VII
Online Supply Catalog
Online Teaching Resources

B. Knot tying:

- ✓ Demonstrate how to tie the Palomar knot and the Improved Clinch knot using rope and eye bolts or other simulated hooks. Then repeat using monofilament line. Note the differences in teaching using rope cord versus monofilament.
- ✓ Allow time for participants to practice teaching others to tie the knots.
- ✓ (Optional) Demonstrate more knots as time allows.

Resources:

Instructor Guide, Chapter II and/or Basic Guide for the Beginning Angler
Knot-tying kits (available in Angler Ed Instructor kit)
Knot illustration flash cards (available in Angler Ed Instructor kit)

C. Basic Tackle Assembly

- ✓ Demonstrate and explain placement; and allow participants to assemble terminal tackle using a hook, bobber, and sinker with monofilament line.
- ✓ Discuss why bobbers and weights are used, different types available, and when a bobber would not be used (ex: bottom fishing.)
- ✓ Discuss different types of hooks and sizes, and their intended purpose (ex. J-hook vs circle hook; hook size matched to fish mouth size.)
- ✓ Discuss mashing down barb for safety (for fish and people).
- ✓ Present different artificial lures and how to use them. (Optional) You can use an aquarium or clear tub to demonstrate how lures function in water.
- ✓ (Optional) Discuss other types of rigs (Carolina rig; Texas rig; drop shot)

Resources:

Instructor Guide, Chapter II and/or Basic Guide for the Beginning Angler
Tackle assembly kits (available in Angler Ed Instructor kit)
Fishing rig illustrations (available online – Instructors Resource web page)
Takemefishing.org – animated knots and different fishing rig examples

D. Casting Skills

- ✓ Show how to properly transport or walk holding a rod and reel.
- ✓ Explain the purpose of drag, how to set it, and how to fight a fish using drag.
- ✓ Demonstrate best practices to teach new anglers how a spin-cast reel works and how to safely perform an overhead cast (look around before cast, check distance to next angler, watch for line tangles.)
- ✓ Use Backyard Bass (BYB) for casting targets and demonstrate how to adapt to incorporate other lessons:
 - Incorporate fish ID and regulations by including pictures of fish without names on the back of the backyard bass fish. Be sure to include various lengths on the fish and use the Outdoor Annual fishing regulation charts to determine if their catch is legal.
 - Use painters tape to outline an imaginary river, pond or bay on the gym floor. Incorporate depth or bathymetry lines using additional tape. Incorporate "structure" using chairs turned upside down with legs pointed upwards, or use tree limbs/branches in weighted buckets. Let students place various backyard bass fish in the pond based on the assigned fish species' habitat [e.g. Bluegill placed in shallow areas; Catfish placed in deep water areas; Bass or Crappie placed near structure (chairs)].
- ✓ (Optional) You can also use hula hoops as targets. May assign a point system and keep score.
- ✓ (Optional) If available, present different types of rods and reels. Teach flippin' and pitchin' for up close targets or underneath trees.
- ✓ (Optional) In a parking lot, assign anglers to parking spots within casting distance of each other. The parking spaces are their "boats" and they are fishing in an area where other boaters are present. Spread out Backyard bass accordingly and have anglers learn to fish safely and politely around other boaters. Discuss the use of life jackets, hats and sunglasses.

Resources:

Backyard bass and rod-n-reels (available in the Angler Ed Instructor Kit)

E. Fishing Skills

- ✓ Teach participants how to detect bites and nibbles when fishing with and without a bobber.
- ✓ Discuss common natural baits and artificial lures, and hook placement.
- ✓ Demonstrate setting the hook and explain why.
- ✓ (Optional) Demonstrate pumping the rod when fighting a fish and why to

use this technique.

- ✓ (Optional) Discuss effects of wind, current, or tidal flow on the movement of the bait, and sensing fish bites under these conditions.

Resources:

Lure display (available in the Angler Ed Instructor Kit)

F. Fish Habitat and Identification

- ✓ Discuss the elements of good fish habitat: clean water, abundance of food, suitable structure, adequate space, and air (oxygen absorption at water surface). Discuss examples of poor habitat and things that affect water quality.
- ✓ Use the Creek Café or Bay Buffet activity to discuss aquatic food chains and food webs.
- ✓ Discuss the common fish species for both fresh and saltwater. (Use Backyard bass to also teach Fish ID)
- ✓ Explain basic fishing concepts: fishing near structure, shade, effects of water temperature on fish activity/feeding (metabolism), matching technique to species of fish sought, seasonal weather/migration behavior movements. Remind them to think like a fish, and cast towards fish habitat.
- ✓ Teach basic fish anatomy and their functions: gills, scales, slime, fins, lateral line, mouth, eyes, and nares.
- ✓ Use the Fish ID Dichotomous Key activity with participants.
- ✓ If available, use fish habitat mats and model fish to teach lesson. Refer to habitat mat lesson plan for more information.
- ✓ (Optional) Present the "Go Fish" game (Angler Instructor Guide, Chapter III). Optional to play, but highly suggested (adults really like the game!)
- ✓ (Optional) Use the Test Your Fish IQ Powerpoint activity (see Instructors Resource web page.)
- ✓ (Optional) Assign pairs or groups of participants a fish species and ask them to briefly research the species (Fish ID Pocket Guidebook) and draw a picture of its habitat noting where it lives, what it eats, and what bait/lure you would use to fish for it. Ask each group to share their drawing with the entire group.

Resources:

Fish species flash cards (Angler Ed Instructor kit)

Fish ID Pocket Guidebooks

Fish Dichotomous Key (Instructor Resources web page)

Habitat mat and model fish (Angler Ed Instructor kit)
Creek Café or Bay Buffet Lesson Plan (Instructor Resources web page)
Basic Guide for the Beginning Angler (habitat drawings)
Fish anatomy flash card in Angler Ed kit; or fish anatomy handout (see Instructor Resources web page)
["When to fish"](#) handout, see Instructor Resources web page
TPWD magazine articles: ["Reading Strange Water"](#);
Reel Lines newsletter article: ["Mussels are Good for Bass"](#) (page 12)

G. Safety for Fish, People and the Environment

- ✓ Discuss using barbless hooks, circle hooks, the hazard of lead and the benefit of lead-free sinkers.
- ✓ Emphasize casting safety: overhead cast, look around before casting, distance to next angler and avoiding line entanglement.
- ✓ Discuss proper fish handling: mention the importance of oxygen (minimize the time the fish is out of water), reduce slime loss (wet hands), stress, fish resuscitation (catch and release), and angler safety regarding fins, scales and teeth to respective fish (e.g. Catfish spines – Use the Catfish water bottle model to demonstrate – see Instructor Resources web page)
- ✓ Discuss how to transport and properly walk with a rod and reel.
- ✓ Explain the importance of sunscreen, polarized sunglasses, hats, hydration and insect repellent.
- ✓ Discuss "Reach, Throw, Row and Go" rescue rules.
- ✓ Discuss lifejackets and the law (children under 13 year of age must wear a lifejacket when the vessel is underway.) Remind new instructors to provide lifejackets and/or throwable cushions with rope or rescue disks (at the waters edge) at their fishing events for youth and non-swimmers.
- ✓ If planning to keep and eat your catch, check for Fish Consumption Bans and Advisories.
- ✓ (Optional) Conduct the Safety First Activity (memory game).

Resources:

Safety First Activity, Angler Instructor Guide, Chapter V.
Fish handling flash cards (Angler Edu Instructor kit)
Basic Guide for the Beginning Angler.
Catfish water bottle model (see Instructor Resources web page)
Safety & Regulation/DeBait cards (Angler Ed Instructor kit)
Invasive species card; or refer to the Invasive info in the FW and SW Fish ID books.
www.tpwd.texas.gov/baitshrimp
www.texasinvasives.org

H. Regulations

- ✓ Discuss why regulations are a vital part of fisheries management. (ex: *What would happen to fish populations if everyone caught as many fish as they wanted? Or caught all the big fish?*)
- ✓ Explain that Fishing Licenses “Support the Sport.” Encourage instructors to purchase a fishing license to support the sport -- 100% of the fishing license fees goes to TPWD to help make Texas one of the best places in the country to fish. Fish stocking, habitat restoration, and this Aquatic Education Program are some of the initiatives funded in part by your license fees. Encourage new instructors to let youth and their parents know they “get to” buy a fishing license at age 17 (not that they “have to”.) Discuss license fees (freshwater, saltwater vs. all-water; annual or year-to-date), and the Redfish tag.
- ✓ Explain that fishing licenses are not required in Texas State Parks* for anyone. However, harvest regulations still apply. Fishing licenses are required for other public places such as city or county parks.

**Note: this only applies to fishing within the geographical boundaries of the state park. Fishing from a boat is only covered by this if the water body is entirely enclosed within the boundaries of the park.*

- ✓ Use a fish ruler and rubber fish (provided in the Instructor kit) to demonstrate how to properly measure fish. Point out the illustration in the outdoor annual.
- ✓ Explain how to use the Outdoor Annual (OA) or the OA app to interpret fishing harvest regulations and review definitions:
 - Length, Slot, Bag Limit, and Possession Limit
 - Exceptions: specific water bodies regulations or specific harvest regulations at Community Fishing Lakes (ex. first five catfish of any size as opposed to the standard 25 at 12 inches)
 - Waste of fish (it is unlawful to leave edible fish or bait fish to die without the intent to retain it for consumption or bait.)
 - It is unlawful to use any game fish or part of a game fish as bait.
 - Invasive fish species (e.g. Tilapia and Asian carp* - immediately remove the head or intestines. *See exceptions for Triploid Grass Carp.)
- ✓ Present the various ways to discuss regulations with their students:
 - “It’s the Law” activity in the Angler Ed Instructor Guide, Chapter V
 - True or false scenario cards in the Angler Education Instructor Guide or Instructor Kit.
 - Angler Jeopardy Game electronic version. (Optional - play the game.)

Resources:

Outdoor Annuals or OA app
Fish ruler and rubber fish (Angler Edu Instructor kit)
Safety & Regulation cards (Angler Edu Instructor kit)
Angler Jeopardy Game (Instructors Resource web page)

I. Ethics & Stewardship

- ✓ Explain the purpose of conservation and why it is important
- ✓ Explain that ethical anglers are responsible stewards that support TPWD
 1. Use the "It's your decision" ethical dilemma activity in the Angler Ed Instructor Guide, Chapter IV or the cards from the Angler Ed Instructor kit
- ✓ Discuss ways anglers can protect aquatic habitats.
 1. Carry a trash bag and pack out trash (especially fishing line)
 2. Employ "Leave No Trace" Principles.
 3. Observe "No Prop" zones to protect sea grass beds, and "No Wake" zones to reduce shoreline erosion.
 4. Use established boat ramps and paths to the water's edge.
- ✓ Briefly discuss common invasive species and how anglers can control the spread of Invasive species:
 - Freshwater top 3 invasive plant species are Zebra Mussels, Giant Salvinia and Hydrilla.
 - Saltwater invasive species include Lion fish. Never use *imported* frozen shrimp in Texas waters. Imported shrimp includes all shrimp species *not* native to the Gulf of Mexico, including shrimp from other countries like Venezuela, or Thailand or from other non-Gulf states like California. To curb the spread of zebra mussels, boaters and anglers in public fresh waters are required to drain all water from boats and onboard receptacles before leaving or approaching a water body.
 - Discuss how it is never OK to dump your live bait or aquarium fish, plants and animals into any natural body of water.
 - Mention the "Clean. Drain. Dry" campaign (clean boats, trailers, motors, fishing boots, reels and waders to keep from transferring organisms.)
 - Requirement to immediately remove head or intestines from exotic species such as Tilapia.
 - Report new sightings to TPWD or www.texasinvasives.org
- ✓ Present "Go Fish" Game (Angler Instructor Guide, Chapter III). Optional to play.
- ✓ Show the **Marine Debris Timeline** poster. With some of the times covered, ask participants to guess how long it takes some debris to decompose; OR let participants create a timeline with actual trash items (paper towel, newspaper, cardboard juice box, plastic bottle, aluminum can, Styrofoam cup, fishing line.)

Resources:

- DeBait cards -Safety & Regulation (Angler Edu Instructor kit)
- Marine Debris Timeline poster (from Texas General Land Office)
- "Get out of a bind" rubber band activity (from EPA office)
- Angler Jeopardy Game (Instructors Resource web page).

TPWD Invasive Species card and brochures
Texas Invasive Species website: www.texasinvasives.org
Leave No Trace website: <https://lnt.org/>

J. Fishing With Kids and Fishing Opportunities

- ✓ Cover guidelines on “Fishing with Kids (Instructor Guide Chapter VII-10 in instructor Guide or “Taking Groups of Kids Fishing” handout in Appendix).
- ✓ Emphasize Free Fishing in State Parks. To encourage family fishing opportunities, we suggest hosting fishing classes/events at state parks when possible. No one needs a fishing license to fish in a state park.
- ✓ Promote TPWD’s Tackle Loaner Program and where to find locations.
- ✓ Explain how to check for fish stocking locations and online fishing reports as well as how to sign up for emails of these reports.
- ✓ Promote the Neighborhood Fishin’ Program. (At select community parks with regular stocking every 2 weeks.)
- ✓ Discuss other locations to hold Angler Education Classes and events.

Resources:

Easy Access Fishing Spots brochures (Austin, San Antonio, Houston and DFW)
Free Fishing in State Parks brochures
Neighborhood Fishin’ Program brochures

K. Organizational Structure and Forms

- ✓ Review the instructor standards and policies, in the Angler Edu Instructor Guide – chapter VII.
- ✓ Review the volunteer insurance coverage. Explain that the insurance policy is secondary medical coverage and does not cover vehicles or auto accidents.
- ✓ Review TPWD staff contacts and chain of command. Make sure participants know who their regional AED contact is and how to contact them.
- ✓ Discuss the difference between classes (Basic, Advanced or Combo) and fishing outreach events (see Appendix- Class and Event Descriptions list.) Explain classes should cover skills outlined in the Instructor Guide (Chapter I) and participants should be awarded with certificates and fish pins; classes can be set up in a variety of ways (one session or multiple sessions.) Fishing outreach events do not cover all basic skills; may be a fishing derby, or presentation about fishing or exhibit booth promoting TPWD Aquatic Education.
- ✓ Review the supply order form and catalog. Emphasize that instructors should only order one fish pin and certificate per student. At the Basic level, Basic Fishing Guides may be ordered for participants age 12 and up. Fish ID pocket

guides may be ordered and used as a class set (due to expense). At the Advanced level the Basic Fishing Guides and Fish ID guides may be ordered for each participant. For family fishing events – order one Basic Guide per family.

Emphasize that supply orders should be received by TPWD at least 3 weeks before a class. Orders may be submitted by email (preferred), mail or fax.

- ✓ Review availability and use of loaner equipment where available (Angler Edu Instructor kits, Backyard Bass kits, Tackle Loaner equipment).
- ✓ Review the online and optional paper reporting forms required by TPWD, and the need to report service hours every two years at a minimum to retain active status.

Emphasize the importance of Reporting:

- ✓ Explain that TPWD receives a \$24/hour in-kind match for the volunteer instructor's service from the Federal Aid grant that funds the program. We use these funds to purchase equipment and literature materials for the volunteers to use. Only volunteers age 18 and up may sign the roster to have their hours counted due to the grant match.
- ✓ Encourage online reporting. Online reports are more likely to pass federal audits; and it expedites the approval process.
- ✓ If utilizing the paper roster, each individual must print, sign and write the hours they work on the paper roster (the event leader may not write in the hours for them.) For events that span multiple days, please use one roster per day.

Both online and paper reports must have volunteer hours itemized by date (no lump sum hours for multiple day events will be accepted). For example: 6/2/19 – 2 hrs; 6/3/19- 4 hrs. We cannot accept statements such as “4 hours per day x 3 days”

Discuss the importance to decide in advance, who will be lead for an event and be responsible for submitting the participant report (including gender and ethnicity) – since this data is also reported for the agency’s annual civil rights report. (Optional: provide a sample of a completed form.)

Reports should be submitted within 2 weeks, but not later than 45 days of the class or event at: www.tpwd.texas.gov/volunteer (The online system has a 45-day window for reporting – anything reported after this time frame, will have to be submitted in paper format via email (preferred), mail or fax.)

- ✓ Explain how to access *Angler Education Website - Instructor Resources* web page: <https://tpwd.texas.gov/education/angler-education/instructor>

Password for this web page is the same for everyone and is case sensitive:

Password: *gofish*

- ✓ Discuss communication tools: *Reel Lines* electronic newsletter; *Texas Parks and Wildlife –Texas Angler Educators* and the *Texas Parks and Wildlife Volunteers* Facebook pages.
- ✓ Explain that their free public classes and events may be advertised on the TPWD Events Calendar to recruit participants; and/or on the TPWD Volunteer web site to recruit additional volunteers to help at their event. Contact the AED Manager to request an event posting.

VI. As You Teach

- A. Model the teaching of the class objectives using the hands-on method, so that the new instructors will understand the best teaching practices for youth. Avoid the lecture method of teaching.
- B. Periodically check for understanding (see Learning Styles in Appendix.)
- C. Use words of encouragement freely because they are always well received. Criticism and sarcasm can have very negative results for both adults and youth.
- D. Allow time for your attendees to ask questions, remembering that you need not be an expert in everything dealing with fishing or aquatic education. It is better to say that you will need to consult with a TPWD staff member or some other expert about questions you are not qualified to answer. Other attendees might also provide good input. Please refer regulatory questions that you cannot answer to TPWD staff or your local Game Warden.

VII. Finishing the Workshop (Paperwork and Essentials)

- A. Ask those who did not create an online profile to complete an online application.
 - Explain why annual criminal background checks are required and that CBCs are handled entirely by TPWD's Human Resources Division and no one connected to the Angler Education program will ever be privy to any of the information. If a potential volunteer has any questions about this, please ask them to contact the Aquatic Education Manager.
 - Applications cannot be processed without the CBC authorization which must include the applicant's date of birth and driver's license number.
- B. Offer to help the instructors teach their first class or event when possible. Suggest that instructors work together when teaching to make it easier and fun.
- C. Explain that TPWD headquarters will process their applications and criminal background checks and that they will receive a confirmation email within 4 weeks. If they want to teach a class before that time, they should contact the AED Manager.
- D. Review the participant's goals (things they hoped to learn) from the beginning of the workshop. Briefly cover any topics that were not discussed.

- E. Issue an Instructor Certificate and Instructor lapel pin or patch to each participant. This is especially important if teachers are attending the workshop since the certificate has the TPWD State Board of Education Credit (SBEC) number on it.

(Optional) Ask the participants to fill out a workshop evaluation- see page 20. You may find their feedback helpful when you plan for your next class. The evaluation is for your reference to help you improve your workshops; it does not need to be sent to TPWD.

(Optional) Distribute door prizes.

(Optional) End the workshop with fishing when possible. Take time to discuss fun and safe ways to engage students in fishing while learning about aquatic environments.

VIII. After the Instructor Workshop

- A. Report the instructor workshop and your volunteer hours online. Encourage your assistants to report their hours online (If you have a computer, iPad or smart phone with you – do it before you leave workshop.)
- B. Submit the Instructor Roster Report to TPWD - Headquarters via email, fax or mail. Otherwise we have no idea who attended your workshop.
- C. Celebrate your successes and discuss any problems you may have had with your co-teachers, your AED Specialist or the AED Manager.
- D. Send a thank you note email to all the participants for attending the workshop and remind them they will receive a confirmation email from TPWD regarding their official certification status. (If you realize you forgot to mention something during the workshop, you can do it with the email.)
- E. Send a thank you note email to your co-leader(s) too.

ANGLER EDUCATION INSTRUCTOR WORKSHOP TIP SHEET

If you are a new Area Chief or a returning Area Chief who hasn't yet had the opportunity to teach a class, here are some additional tips to help you get started:

- ✓ Location makes a difference. Consider partnering with a state park, retail outlet, scout facility, parks & recreation department or nature center. Many of these locations often have staff who would like to be trained as instructors as well as create a pool of volunteers.

These locations offer great incentives that can often add to the workshop experience for participants. For example, if you hold one at a state park, you can include actual fishing during or after the workshop, and fishing in the park does not require a license.

Many tackle shops and outdoor stores are looking for training opportunities for their customers and welcome TPWD volunteers.

Most parks and recreation departments as well as community centers will allow you to use their facility free of charge if the workshop is open to the public. Your regional Aquatic Education Specialist can give you ideas of locations and help if finding a location ever becomes a problem.

- ✓ Uncomfortable with teaching a particular subject? If there is one subject you are a little rusty at, that's okay. Remember, when teaching youth, instructors need to keep it simple anyway.

For example, if regulations are the subject of concern, the new instructor manual includes a True and False Sheet that can be used as a springboard for discussion on the key regulations instructors should be teaching. You also may want to contact your local game warden. They may be willing to assist you in teaching regulations at your workshop.

Be prepared for any "stump the instructor" questions. It usually happens while teaching regulations and if you are not sure, just tell them so and offer to call them back with the answer.

- ✓ Have fun!! Enjoy yourself and the new instructors you are training. As an Area Chief, you may be surprised at what you will learn from them. Keep them involved in the workshop and try to include activities that give them a chance to teach one or more of the subjects with you. Offer door prizes (Contact local outdoor retailers, bookstores, nature centers, etc for possible donated items.)
- ✓ Contact your Aquatic Education Specialist for any additional ideas or resources.

SAMPLE ANGLER EDU INSTRUCTOR WORKSHOP AGENDA

Time:	Topic:
10 min	Registration and Sign-In
30 min	Introductions (Instructors, participants and program)
30 min	Knot Tying / Basic Tackle Assembly
30 min	Rod and Reel Types / Casting safely / Setting drag
30 min	Safety & Stewardship
30 min	Fish ID and Fish Habitat
30 min	Regulations & Ethics
10 min	Fishing with kids
30 min	Instructor Essentials / Reporting / Q&A
10 min	Distribute Certificates & Pins, collect applications, Distribute Door Prizes
Total Time:	4 hours (does not include time for breaks, meals, or actual fishing.)

SAMPLE FLY FISHING INSTRUCTOR WORKSHOP AGENDA

Time:	Topic:
15 min	Registration and Sign-In
30 min	Introductions (Instructors, participants and program)
60 min	Equipment and casting
60 min	Knot tying / fly tying
60 min	Fish ID and habitats / Aquatic Ecology (macroinvertebrates / bug picking)
30 min	Safety & Stewardship
30 min	Ethics and Regulations
30 min	Instructor Essentials / Reporting / Q&A
15 min	Distribute Certificates & Pins, collect applications, Distribute Door Prizes
Total Time:	5 ½ hours (does not include time for breaks, meals, or actual fishing.)



ANGLER ED INSTRUCTOR TRAINING WORKSHOP EVALUATION

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1. **After the workshop, do you feel comfortable to teach others to fish?**

Not at all Mostly To a great extent Completely

2. **Will the teaching materials and activities be useful to you to teach others?**

(We welcome new ideas – please feel free to share any suggestions on the back)

Not at all Mostly To a great extent Completely

3. **Did you get to practice using the hands-on teaching activities?**

Not at all Mostly To a great extent Completely

4. **What activity do you plan to use and how?**

5. **I understand how to order FREE supplies and borrow equipment:**

Not at all Mostly To a great extent Completely

6. **I understand how to report my time and classes/events ONLINE:**

Not at all Mostly To a great extent Completely

7. **Was the instructor(s) well prepared?**

Not at all Mostly To a great extent Completely

8. **Was the instructor(s) clear in their presentation?**

Not at all Mostly To a great extent Completely

9. **Do you have a current fishing license?**

Yes No I plan to buy one to help support this program

10. **How do you plan to use the Angler Education Program?**

Additional Comments:

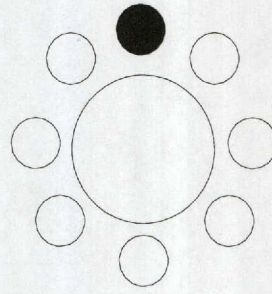
Appendix

ANGLER ED INSTRUCTOR CLASS PLANNING SHEET

TIME ALLOTMENT:	ACTIVITY	SUPPLIES NEEDED	WHO
15 min	<i>Registration and Sign-in</i>	<ul style="list-style-type: none"> • Roster • Pens & markers • Name tags • Instructor guides & handouts 	Me & my helper
15 min	<i>Closing and Door Prizes</i>	<ul style="list-style-type: none"> • Final Q&A • Collect completed instructor applications and CBCs (if applicable) • Collect class evaluations • Distribute pins and certificates • Hand out door prizes 	Me

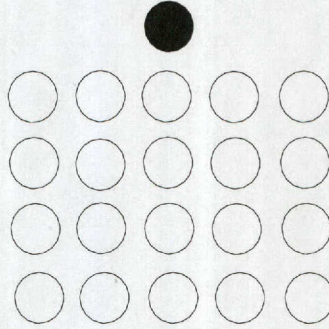
ANALYZING ROOM ARRANGEMENT

1. Implies participation and work to be done by audience.
2. Will allow input from all participants on an equal level.
3. Suggests "we can all talk and listen."



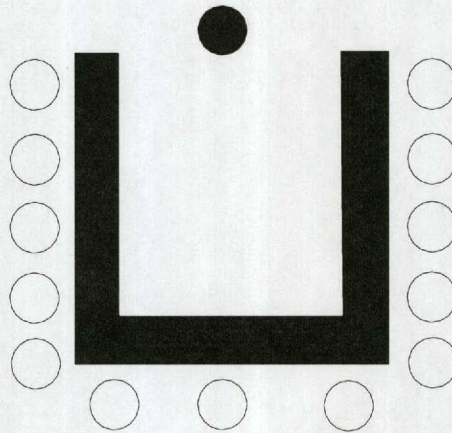
A

1. Will allow one to "axe-grind" the largest audience.
2. Implies "I will talk, you will listen."
3. Will allow a maximum of information to be presented in a short period of time.



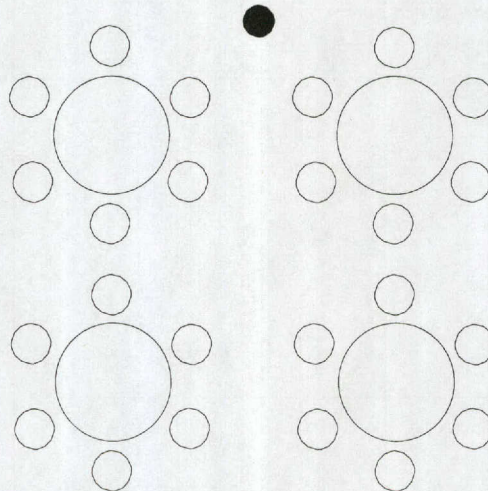
B

1. Implies participation and work to be done by audience.
2. Will allow for maximum participation by the most people on the same task in the shortest amount of time.
3. Suggests "we talk, you listen" or "you talk, we listen."



C

1. Implies participation and work to be done by audience.
2. Fosters the development or confrontation of diverse or polarized interest.
3. Will allow a maximum of information to be considered or tasks to be achieved.



D

Beware of "energy holes" in arrangements A, C, & D. Begin with too few chairs rather than too many.

Source: TPWD Project WILD Facilitator Handbook

What Makes a good workshop

A 12-step guide

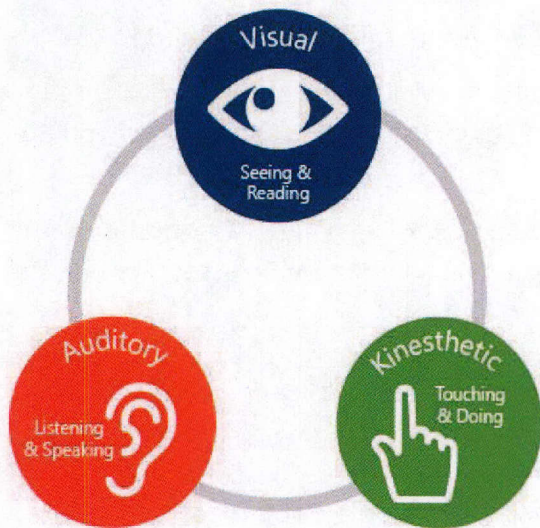
1. Advanced planning and organization:
 - Order your Angler Ed materials at least one month in advance (you may order a few extra sets for last minute attendees.)
 - Enlist the help of assistants and co-trainers to help at the workshop
 - Keep lines of communication open with the workshop attendees, the co-instructors or workshop team and the host site. Send out workshop reminders/confirmations to participants and guest speakers.
 - Conduct the workshop at an appropriate environment
 - Have appropriate equipment, materials or props you might need, including Squiggles! Make sure your equipment is in working condition.
 - Have an agenda
 - Consider your room set-up
2. Recruitment:
 - Advertising the workshop via local contacts and youth organizations
 - Utilize the TPWD Calendar of Events
3. Arrive early:
 - Familiarize yourself with the meeting area, learn where the light switches, bathrooms, water, phones, snack machines, lunch and break facilities are located.
 - Check out the AV equipment (or bring your own).
4. Enthusiasm! Let your enthusiasm shine
5. Know your material and keep it simple.
6. Start the workshop on time
7. Know your audience and be able to adapt to them:
 - Ask participants what they expect to get out of class
 - Pick a variety of activities relative to the audience and that will appeal to them
 - Consider different learning styles (Visual, Auditory, Kinetic)
 - Be aware and considerate of varying angling experience of participants
 - Consider language barriers (TPWD has some literature in Spanish)
8. Plan for inclement weather and have indoor backup activities
9. Take photos during the workshop, share photos afterwards with participants and TPWD staff/Facebook page
10. Offer inexpensive door prizes (contact local outdoor retailers, etc. for possible donated items.)
11. Have proper rosters and reporting forms at the workshop.
12. HAVE FUN!!! Be confident in yourself

Adult Learners Versus Child Learners: Is there a difference?

	CHILD LEARNERS	ADULT LEARNERS
Application	Generally accept that the learning will be meaningful at some point in the future	Generally require the learning to have an immediate application or purpose
Independence	Usually rather dependent on the teacher for the learning environment and their understanding of the topic	Autonomous, self-directed, and independent in their approach to the learning environment, usually accept responsibility for their understanding of the topic
Prior experience	Sometimes rather limited	Usually a rich resource
Readiness to learn	Set by environment, interest level, and external factors	Associated with a transition point in job duties or need to perform a task
Motivation	External	Internal
Learning design/ orientation	Focused on subject matter and content	Best when focused on a problem or tool
Participation in the learning	Usually mandated	Usually voluntary

When designing or planning the learning experience, keep these differences in mind and you can dramatically improve the effectiveness of your results. Since many workshop participants will have a strong background in child education, it is especially important to stress these differences when training adults who will train other adults. The ability to switch presentation or delivery technique according to audience composition comes easily for some, for others it may require deliberate thought and planning.

Learning Styles:



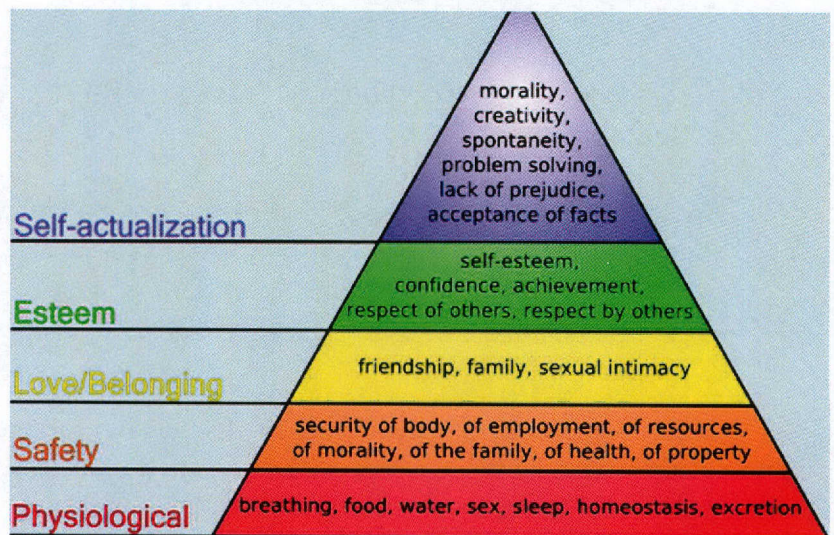
Signs of learning during an activity:

- Asking questions
- Teaching others
- Engaged participants
- Excitement shows
- Investigating
- I noticed, I wonder
- Making connections to real life

Conditions to encourage and support learning?

- Safe atmosphere, no judgement, there are no dumb questions
- Positive, respectful
- Natural light and movement (not crowded)
- No sage on stage
- Guide on the side
- Pause; Give time to think

MASLOW's Hierarchy of Needs



Debriefing:

Debriefing allows participants to reflect and process what they learned from an activity. To check learning, ask questions or toss a beach ball with questions on it around the room.

Questions:

- What would you do differently?
- What did you enjoy about the activity?
- Did you have any challenges?
- What are you most excited about?
- Do you feel confident to teach this activity?
- What surprised you?
- How would you use this?
- I wonder...or I noticed....

SAMPLE WORKSHOP CONFIRMATION EMAIL

(remember to change yellow highlighted info):

Thank you for registering for the Angler Education Volunteer Instructor workshop.

The workshop will take place on Tuesday, March 11th at McKinney Falls State Park in the Group Dining Hall. The address is 5808 McKinney Falls Pkwy., Austin, TX 78744. If you are unable to make it, please let me know.

We will begin at noon and end at 5:00 — Please bring a sack lunch and water bottle; wear comfortable and weather appropriate clothing, including a hat and sunglasses. Pre-registration is required, please follow the directions below:

Step 1: Use your phone, iPad or computer to register for the TPWD “Angler Education Instructor Training Pending – statewide” Opportunity at <https://bit.ly/2GZPGa6>
(Select the blue Sign-Up button)

For new TPWD volunteers: click on the blue “Apply to become a volunteer” link at the bottom and follow the prompts to create a volunteer profile.

- Please remember to authorize and complete the Criminal Background Check section. All fields must be completed including your date of birth and Driver’s License number.

For current TPWD volunteers: Enter your TPWD User ID and password and click on the blue “Log In” button

Step 2: To complete your registration call or email me with your TPWD Volunteer User ID.

If you need assistance with your volunteer profile, please contact the TPWD Angler Education Program at 512-389-8183 or education@tpwd.texas.gov

Attention Teachers!

Since most school district servers block email to multiple recipients, please consider using a personal email address when creating your profile.

At the workshop, you will receive an Angler Education Instructor Guidebook, Instructor Certificate and Pin. Once TPWD receives the Criminal Background Check approval, they will send you an email to confirm your eligibility as an official Angler Education Instructor and your Angler Education Instructor wallet card. (This process should take about 3-4 weeks.)

If you have any questions, please feel free to contact me. I look forward to meeting you on Tuesday!

Area Chief Name

Email



REQUEST FOR LITERATURE ANGLER EDUCATION INSTRUCTOR WORKSHOP (for Area Chiefs)



Send Supply Order Form To:

Texas Parks & Wildlife Department
Angler Education
4200 Smith School Road
Austin, TX 78744

Phone: 512-389-8183
Fax: 512-389-8673

Email: education@tpwd.texas.gov

Submit

Order Date: <input type="text"/>	Preferred Delivery Date: <input type="text"/>	
Lead Area Chief Name: <input type="text"/>	Email address: <input type="text"/>	Phone: <input type="text"/>
Assistant Instructor Name: <input type="text"/>	Email address: <input type="text"/>	Phone: <input type="text"/>

<p>Ship To:</p> <p>Name: <input type="text"/></p> <p>Address 1: <input type="text"/></p> <p>Address 2: <input type="text"/></p> <p>City: <input type="text"/> TX</p> <p>Zip: <input type="text"/></p>	<p>Workshop Information:</p> <p><input type="checkbox"/> Angler Ed Instr. <input type="checkbox"/> Fly Fishing Instr. <input type="checkbox"/> AED/FF Instr Combo</p> <p>Workshop Date: <input type="text"/></p> <p>Start Time: <input type="text"/> End Time: <input type="text"/></p> <p>Post workshop on TPWD web site? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Location (facility name): <input type="text"/></p> <p>Address: <input type="text"/></p> <p>City: <input type="text"/> County: <input type="text"/></p> <p>Workshop Contact Phone: <input type="text"/></p> <p>Workshop Contact Email: <input type="text"/></p>
--	--

Description	Order Qty	Issued	TPWD warehouse use
Angler Education Instructor Guide Notebook			
Angler Education Instructor Training Roster & Report			
Instructor Certificate (with SBEC Teacher Credit)			
Angler Education Instructor Lapel Pin			
Angler Education Instructor 3" Patch			
Angler Education Program Brochure			
<i>Outdoor Annual</i>			
<i>Take Me Fishing: Basic Guide for the Beginning Angler</i>			
Laminated Fish ID Card			
Angler Activity Booklet			
Freshwater Fish ID Pocket Guide			
Saltwater Fish ID Pocket Guide			
Basic Fishing Certificate			
Bluegill Fish Pin (for Basic Freshwater class)			
Redfish Fish Pin (for Basic Saltwater class)			
Advanced Fishing Certificate			
Largemouth Bass Fish Pin (for Adv Angler Freshwater Class)			
Spotted Seatrout Pin (for Adv Angler Saltwater class)			
FLY FISHING INSTRUCTOR WORKSHOPS (above items plus...):			
<i>Fly Fishing Instructor Insert</i>			
Fly Fishing Instructor patch rocker			
<i>Basic Fly Fishing for Students</i> handout			
Basic Fly Fishing Certificate			
Basic Fly Fishing Pin			
Intermediate Fly Fishing Certificate			
Intermediate Fly Fishing Pin			
For TPWD Use Only	Sent to warehouse: <input type="text"/>	Opportunity Name: <input type="text"/>	Filled by: <input type="text"/> Date Shipped: <input type="text"/>



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ANGLER EDUCATION INSTRUCTOR TRAINING ROSTER

Workshop Type: Angler Edu Instructor (AED) Fly Fishing Instructor (FF) AED/FF Combo



Lead Instructor: _____ Lead Instructor e-mail address: _____

Lead Instructor Signature: _____ Lead Instructor Vol Hours*: _____ Date Signed: _____
(*If reporting for more than one day, use page 3)

Class Date: _____ Class Location (Facility Name): _____ City: _____

Facility Type: City/Community/County Park Church/Rel Bldg. Community/Public Bldg. College/Univ Nature/Env Edu Ctr
 School/ISD Site Scout Facility/Youth Camp TPWD Site or Park Other

Online App	CBC passed	Participant Name (Please Print)	TPWD Volunteer User ID	Phone number	Email	Gender M / F	Ethnicity (circle one) AS-Asian; AI-American Indian/Alaska Native; B-Black/African American; Ha-Hawaiian/Pacific Islander; Hi-Hispanic; O-Other; W-White
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REPORT SUMMARY and INSTRUCTIONS FOR LEAD INSTRUCTOR:
 Step 1: Report figures online, www.tpwd.texas.gov/volunteer
 Step 2: Submit workshop roster & volunteer sign-in sheet to TPWD – HQ. Date Submitted: _____
 Total Males: _____ Total Females: _____ Total Participants: _____

FOR TPWD STAFF USE ONLY:

Workshop Report entered online
 Certification date and trainer's name updated

ASSISTANT INSTRUCTOR / VOLUNTEER ROSTER

(Use this page for multiple volunteers)

Each volunteer must sign and enter their volunteer hours on this form. Do not use ditto or arrow marks.

Certified Instructors are encouraged to report their hours online.

Instructor Class Date: _____

Class Location (Facility Name): _____

City: _____

Assistant Instructor / Volunteer Name: <small>(Please print)</small>	Certified Angler Ed Instr? <small>(yes/no)</small>	Signature <small>(required)</small>	TPWD Staff Yes / No	Check if reporting hours online	Date <small>(1 day per line)</small>	Hours Worked <small>(include prep, class and follow- up time)</small>	For TPWD Use Only: <small>Hours entered and approved</small>
Total Volunteer Hours:							

Send roster and volunteer sign-in sheet to:
Education@tpwd.texas.gov

TPWD Aquatic Education
4200 Smith School Road
Austin, TX 78744

Phone: 512-389-8183; Fax: 512-389-8673



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TPWD Angler Education Certified Instructor Timesheet

(Individuals may use this form to report for multiple days. Use one sheet per month, per person.)



Instructor Name (Please Print): _____ Report Month: _____ Year: _____

Class/Event Name: _____

Class/Event Location (Facility Name): _____ City: _____

Class/Event Type: Basic Angler Advanced Angler Basic/Adv Angler Fishing Outreach
 Beginning Fly Fishing Intermediate Fly Fishing Beg/Int Fly Fishing Fly Fishing Outreach
 Specialty Clinic (Convention or Fly Fishing) Instructor Workshop

Class/Event Notes:

Activity	Day of Month																															Total Hours	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Class Prep																																	
Conducting Class/Event																																	
Wrap-up /Clean - Repair Gear																																	
Totals																																	

Instructor's Signature: _____ Date: _____

Send roster and volunteer sign-in sheets to:

Education@tpwd.texas.gov

OR

TPWD Aquatic Education, 4200 Smith School Road, Austin, TX 78744

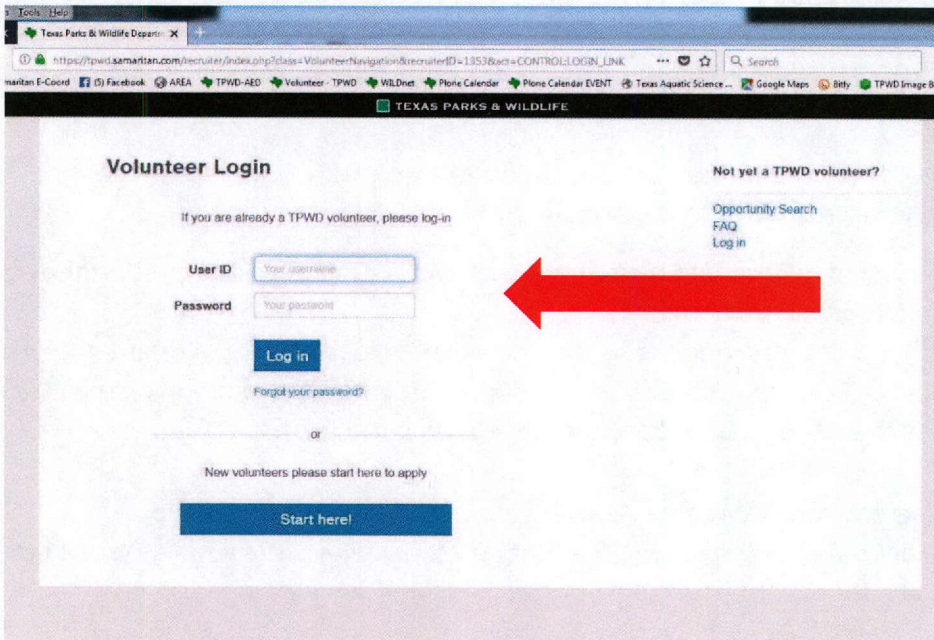
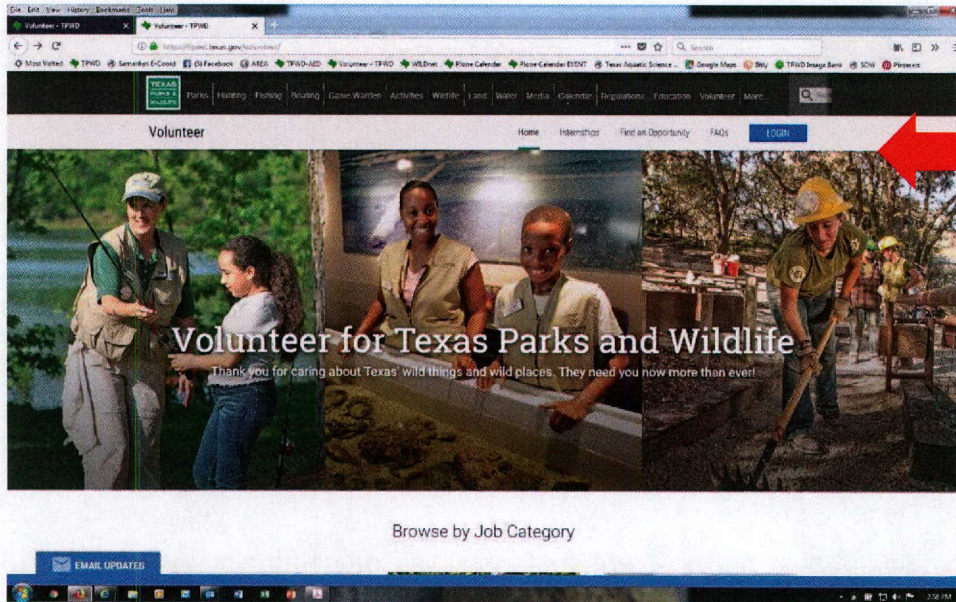
Phone: 512-389-8183; Fax: 512-389-8673

HOW TO REPORT AND ENTER YOUR ANGLER EDUCATION VOLUNTEER HOURS ONLINE

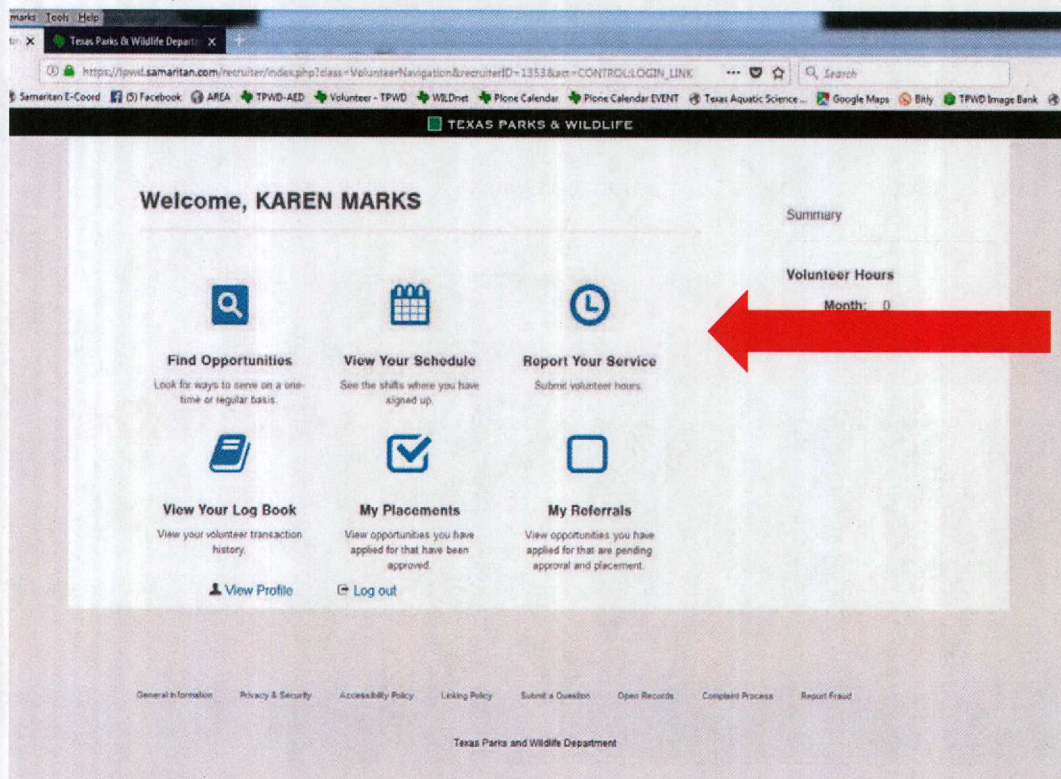
Go to www.tpwd.texas.gov/volunteer

Step 1:

Click on the Volunteer Log-In, enter your User ID and password



Step 2: Click on Report Service (right side), then select the event name from the drop down menu.



If you signed up online to help out at a specific event, that event listing/opportunity will show in the drop-down box (ex: *Basic Angler-Mendez school-Nov2018*), click on this event. Otherwise you can select the generic event named “*Angler Education Classes and Events*”.

Step 3:

Complete the report. Once you have selected the event/opportunity -- the report will appear. Everyone completes the top section with the event date, location and their hours.

1. ASSISTANT instructors *only* report their volunteer hours (along with date, class type, facility name, city). Then scroll down to the bottom and click OK
2. LEAD instructor--in addition to reporting their hours, the lead volunteer will also report the number of participants (bottom section).
[IMPORTANT NOTE: if more than one person for the event selects the Lead report, the number of participants will get doubled or tripled – please be sure you communicate with others at the event as to who will be responsible for reporting the LEAD report.]

If reporting for more than one day, don't forget to itemize your hours in the notes section. Please list your hours by exact date. Example: Jan 3 – 2 hrs prep, Jan 4 – 6 hrs workshop, Jan 5 – 1 hour wrap-up. [Note: *we can not accept notes like I taught 3 hrs per day for 4 days.*]

Certificate of Training

This is to certify that

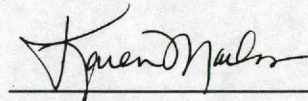
has participated in a __ -hour
Texas Parks and Wildlife Department
Angler Education Instructor Workshop

Workshop Date: _____

Workshop Location: _____

Trained by:

Angler Education Area Chief



Karen Marks
TPWD Aquatic Education Manager



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ANGLER EDUCATION CLASS AND EVENT DESCRIPTIONS

Class type	Description/Objectives
Basic Angler	Assemble tackle, tie 1 knot, casting, ID 3 Fish and Baits/Lures; Discuss 2 Safety & ethical dilemmas; Discuss 1 fishing regulation and know how to look up regulation; explain good fish habitat)
Advanced Angler	All basic skills listed above, plus tie 1 more knot; discuss different equipment (rods/reels); identify 5 additional fish and fish anatomy; match tackle to fishing scenarios; discuss 4 additional ethical dilemmas; discuss 5 safety rules; explain 4 fishing regulations; describe different types of aquatic habitats and good places to fish in each habitat
Basic/Adv Combo	All of the above
Fishing Outreach	A fishing event, derby or casting activity (does not cover all basic skills listed above); Presentation about fishing or exhibit booth promoting TPWD Aquatic Education
Beginning Fly Fishing	Identify fly fishing equipment; explain how fly rods and reels are different from conventional fishing rods/reels; perform a 4-part cast; tie a fly to the tippet; discuss different types flies and how to use; tie one fly; explore aquatic habitat, fish ID and habitats, & bug picking; safety and ethics
Intermediate Fly Fishing	All of above, plus: demonstrate a roll cast; tie 2 additional knots; tie 2 addl flies; discuss fishing regulations and know how to look up regs; demonstrate safety for people and fish;
Beg/Int Fly Fishing Combo	All of the above Beginning and Intermediate fly fishing skills.
Fly Fishing Outreach	A fly fishing event, derby or casting activity (does not cover all basic skills listed above); a Fly-tying demo/teaching station; Presentation about fly fishing or exhibit booth for TPWD
Specialty Clinic	Examples include fishing for target species; cooking classes; specialized casting clinics, etc.
AED Instructor	Training workshop for adults to become Certified Angler Ed Instructors so they can provide Basic Fishing classes and events for youth and adults in their community.
Fly Fishing Instructor	Training workshop for adults who have some fly fishing experience to become Certified Angler Ed Fly Fishing Instructors so they can provide Basic Fly Fishing classes and events for youth and adults in their community. Instructors should consider finding a Fly Fishing Federation Certified Casting Instructor (CCI) to help with the casting portion of the workshop.
AED / FF Instructor Combo	Training workshop for adults to become a Certified Angler Ed and Fly Fishing Instructor so they can provide Basic Fly Fishing classes and events for youth and adults in their community.
TMF Trailer Event	Events where the TPWD Take Me Fishing Exhibit Trailer is used.
Area Chief	Training workshop provided by TPWD staff for Angler Ed Instructors to become Angler Ed Instructor <i>Trainers</i> .

CONDUCTING FISHING AND AQUATIC OUTREACH EVENTS

Schools and communities often have youth and family-oriented events and ask TPWD to participate. Area Chiefs may be asked to participate in or organize local events in which aquatic/angler education activities are appropriate, but the entire Basic Angler program would be difficult to implement. These events may provide a good opportunity to promote Angler Education to both youth and prospective adult leaders.

You may order TPWD Aquatic Education items (Take Me Fishing stickers and Angler Activity booklets) to give youth at these events. Orders must be placed a month prior to the event.

Submit your online report to document the event and your volunteer hours. Equipment and materials (where available), including fish printing supplies, rods and reels, and backyard bass to do the activities may be borrowed from your Aquatic Education Specialist. Try to reserve them well in advance to make sure they will be available when you need them.

Ideas for Aquatic Education Activities for Events

- Take Me Fishing Display and Activity Table Top Boards (set of 6); available in Austin, Houston and Dallas/Fort Worth.
- Backyard Bass (incorporate fish ID and regulations)
- Marine Debris Timeline Activity
- Habitat mats (demonstrate where fish live or aquatic food webs; see Creek Café activity)
- Knot tying
- Live macroinvertebrate display
- Fly Tying or Fly Casting
- Fish Printing
- Coastal Expo Education Trunks (where available; see TPWD web site)

FAQS

At the event, I used a paper report to records the participants and track the volunteer helpers – what do I do with this paper report if I am reporting online?

Please send in the volunteer roster so we can credit any volunteers who have not reported their hours online. Retain a copy of this report in your files for 1 year.

I entered 20 hours for an event and I got an error message, why?

You can only report 12 hours per day. Edit your start and end dates to reflect the actual dates of service.

Why do you ask if I am an employee or contractor? Isn't this system just for volunteers?

The Angler Education program tracks all events conducted using this system. Many times TPWD paid staff lead or assist with an event, and we must track how many events they attend too.

Is there an advantage in being a lead instructor over an assistant for an event or workshop?

The Angler Education program recognizes its volunteers by the number of hours volunteered, it does not use a 'point system' based on the role. Typically the lead instructor will clock more volunteers hours due to the class/event coordination duties.

How will multiple Area Chiefs get credit for the new instructors they train? All Area Chiefs and TPWD Staff (both lead and assistants) who help teach an Instructor Training class will get credit for the number of people they train in addition to their volunteer hours. But only one person (Lead Instructor) needs to report the number of participants to keep the system from double counting the total participants.

Can I still submit a paper report instead of reporting online?

Yes, we will continue to accept paper reports submitted by fax, email and mail. However, it is our hope that our volunteers will use the online system to streamline the reporting documentation process.

When I click on "Report Service" – why is there such a long list events listed?

This is a list of all events/opportunities you have signed up for or helped with in the past or in the future. Staff makes an effort to clean up the lists periodically. If your list contains old opportunities, please let us know.

How do I see what reports I have submitted?

Click on the "My Service History" to view a list of reports you have submitted. This report will also reflect the approval status of the reports. (All reports are approved by TPWD-HQ staff.)

Why were my hours disapproved?

It's possible that the hours were entered twice. Check to see if this is the case. If not, contact the AED manager to discuss.

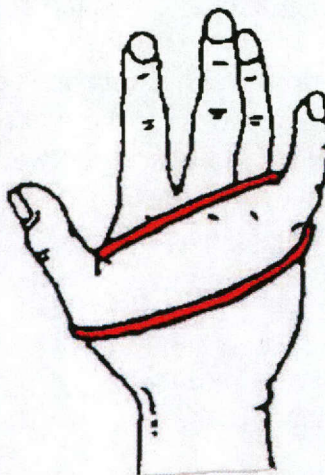
Getting Out of a Bind

Humans are special. We have hands and fingers, and the ability to use them to get out of a simple bind. If we were entangled in fishing line, we could probably free ourselves. How? (Cut line: untie it.)

But what about a seal, dolphin, or duck? Let's see what might happen.

Procedure

Use a volunteer to demonstrate. Put a rubber band around the back of his or her hand, catching the thumb and little finger. Have the child try to remove the rubber band without using the other hand or out rubber bands for or her hand and arm is a



Objective: To teach empathy for wildlife by simulating an animal's entanglement in plastic litter.

Time: 15 minutes.

Materials Needed: One large rubber band for each child.

teeth or rubbing it against something. Hand everyone to try. Tell each child to pretend his goose entangled in plastic. For example, the hand is its head, the fingers its beak and the forearm its neck. Cup elbow with free hand. Place rubber band around "beak" or "neck." Allow children only 30 seconds to free themselves. No helpers! Is everyone successful in untangling themselves? Many animals don't get free and can starve, strangle or suffocate.

Let's Talk About It

What plastics or other materials could the rubber band represent in a natural setting? (Fishing line, plastic six-pack rings, plastic bags, packing straps.)

How could an animal get into a situation in which fishing line, plastic bags, strapping bands, six-pack rings or net would entangle it? (By swimming into plastic accidentally; by trying to eat a plastic bag or the food inside it. A bird might eat bait on fishing line, then become entangled or take the line back to a nestful of vulnerable babies.)



ANGLER EDUCATION INTERNET RESOURCES

- ❖ TPWD Volunteer web site: www.tpwd.texas.gov/volunteer
- ❖ Angler Education web site:
site: http://www.tpwd.texas.gov/learning/angler_education/

Learn to Fish – This section of the web site has a description of our programs and links to fishing basics and videos.

Teach Fishing – This section describes how to become an Angler Education Volunteer Instructor and has the course and workshop schedule.

Instructor Resources - This section is password protected. However the password is the same for everyone. Please note that the password is all lower case, no spaces between the words.

Password: **gofish**

(Helpful hint: check the "Remember Me" box)

This section includes:

- ✓ Order and Reporting Forms
- ✓ Teaching Aids and Ideas
- ✓ Presentations

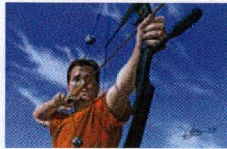
A staff directory and additional information links of special interest to our volunteer instructors is available.

Additional web sites:

- ❖ Texas Aquatic Science, www.texasaquaticscience.org
- ❖ See Chapter 13 - Fishing for Conservation
- ❖ US FWS Wildlife and Sport Fish Restoration 75th Anniversary Video, https://www.youtube.com/watch?v=kJo8U9S6N_c
- ❖ Recreational Boating and Fishing Foundation (RBFF) Take Me Fishing, <http://www.takemefishing.org/fishing/overview>
(searchable site for a large variety of information including animated knots and rigs)
- ❖ Backyard Bass Retail provider, <http://www.ironwoodpacific.com/>
- ❖ American Canoe & Kayak Association, <http://www.americancanoe.org/>
Resources and information for becoming a certified canoe or kayak instructor
- ❖ Texas Invasives, <https://www.texasinvasives.org>
- ❖ Leave No Trace, <https://lnt.org/>
Information and resources

CYCLE OF SUCCESS IN SPORT FISH AND WILDLIFE RESTORATION PROGRAMS

Anglers, Boaters,
Hunters & Shooters



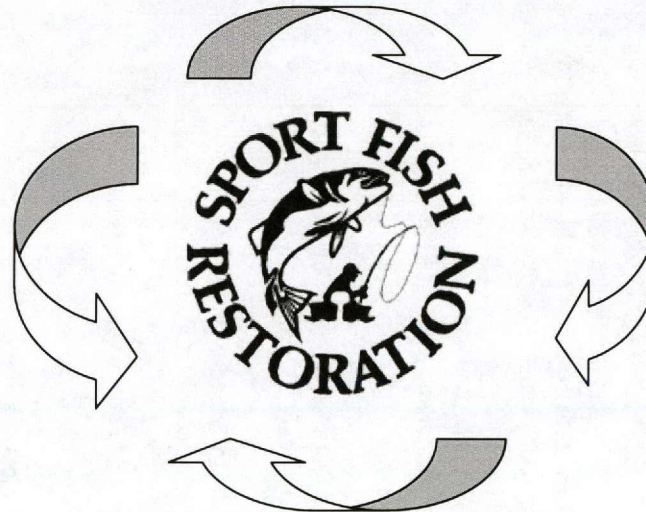
BENEFITS TO USERS:

- Improved Boating, fishing, hunting and shooting opportunities
- Protection of critical fish and wildlife habitat
- Opportunities for other types of wildlife-associated recreation



PROJECTS:

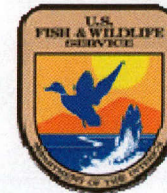
- Restoration of fish and wildlife species and habitat
- Boating and fishing access
- Land acquisition
- Habitat Management
- Facilities construction
- Operation and maintenance



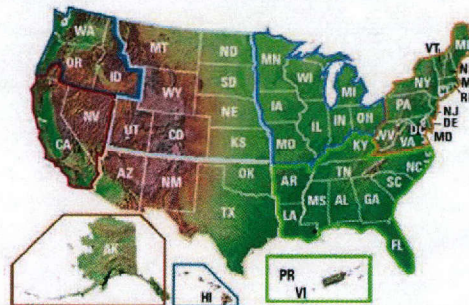
PURCHASES OF EQUIPMENT AND BOAT FUEL:

- Excise taxes on fishing and hunting equipment
- Motorboat and small engine fuels taxes
- Import duties
- Interest on deposits

SPORT FISH & WILDLIFE RESTORATION TRUST FUNDS



STATE FISH & WILDLIFE AGENCIES



TAKING GROUPS OF KIDS FISHING

Fishing Safety Rules For Fish -----Or How to Take a Fish Off the Hook Safely!

1. If you want to release a fish that you catch, keep the fish in the water as much as possible and use barbless hooks or mash the barbs down on the hooks you are using.
2. If you can't keep the fish in the water, make sure you get your hands wet before handling the fish. This keeps the protective slime on the fish's exterior.
3. Gently push the hook back through the lip of the fish and put the fish back into the water.
4. If the fish has swallowed the hook, do not attempt to remove the hook, but cut the line as close to the mouth as possible and let the fish go. The hook will dislodge and the fish will survive.
5. You can help revive the fish by gently moving it back and forth in the water, allowing water to flow over the gills.
6. Have the camera ready to take pictures of kids and their fish so that you can get the fish back in the water ASAP.
7. If measuring fish, keep the fish in buckets of water to take to the measuring station.
8. Use two hands to hold a fish when taking a picture and never bend back a fishes jaw.

Fishing Safety Rules to Keep Kids Safe

1. Make sure that you have adequate adult supervision. If working with kids who have very little fishing experience, have one adult (who is an experienced angler) for every 3 or 4 kids.
2. Always visit the fishing site before you take a group of kids fishing, noting any hazards that might have to be removed or planned for. Don't forget to look for fire ants and poison ivy.
3. Ask youth to wear hats and eye protection.
4. Be sure to have plenty of water for drinking and sunscreen.
5. Make sure kids stand with at least 2 rod's length distance between each child during and after casting.
6. Watch children to make sure they look behind and to the side before casting.
7. Provide a properly fitting **Personal Flotation Device (PFD)**, especially when fishing from a boat (it's the law), from a dock or from a steep bank. Fasten it securely; a loose PFD can slip off in the water.
8. To rescue a person who falls overboard: **Reach, Throw, Row** and then **Go - for help!** Don't put yourself at risk of drowning when trying to save someone else.
9. In cold weather avoid hypothermia – Get children out of the cold, give them warm fluids, and have a change of clothes and a blanket just in case someone gets wet.

Necessary Equipment

1. Something to cut line with (nail clippers or knife).
2. Pliers (preferably needle-nose)
3. Cane poles or spincasting rod/reel combos
4. Bait (night crawlers; mealworms; crickets; hot dogs; prepared bait)
5. Bobbers
6. Non-lead split shot sinkers
7. Ice chest (especially if you plan to keep fish)
8. First Aid kit and cell phone with emergency numbers
9. PFD's for everyone who is in a boat and for children fishing from a dock or steep bank
10. Type IV Throwable Flotation Device – that can be tossed out to someone in the water
11. Insect spray, hand cleaning liquid and paper towels
12. A camera to catch those smiles
13. A trash bag
14. The Outdoor Annual – Make sure you know the regulations if keeping fish!!!





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