

Angler Education Area Chief TRAINING GUIDE

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An Introduction for New Angler Education Area Chiefs



What is an Angler Education Area Chief?

Area Chiefs are a small group of dedicated Angler Education (AED) instructors who volunteer to help the Aquatic Education team train other AED instructors. AED Area Chiefs must have completed Junior and Master Angler Instructor training or Basic and Intermediate Fly Fishing Instructor training and have demonstrated leadership in training youth. They will also receive an additional training that will prepare them to hold instructor- training workshops and to support angler education in their communities. Area Chiefs are exemplary in their ethics and their ability to represent Texas Parks and Wildlife Department in a positive manner.



How can you become an AED Area Chief?

1. Become trained as an AED Instructor.
2. Demonstrate leadership in the training of youth in your area.
3. Communicate your desire to become an AED Area Chief to an AED Specialist (Ann Miller, Kevin Cunningham or Steve Campbell).
4. Be nominated by your AED Specialist.
5. Attend a special training workshop held once a year. Those who complete the training and who accept the responsibility to train other adult instructors, will become Area Chiefs.



What are the responsibilities of an AED Area Chief?

1. Provide positive, ethical leadership in your local area.
2. Organize and teach at least 1 AED instructor training per year.
3. Communicate regularly with TPWD Aquatic Education Specialists.
4. Communicate important program information to other local AED instructors.
5. Participate when possible in local fishing or aquatic events, reporting activities to your AED Specialist.
6. Turn in all necessary paperwork in a timely manner and follow federal aid guidelines.
7. Help AED staff in the important work of evaluating our program.
8. Attend a yearly meeting of AED Area Chiefs or make arrangements with staff to be updated on the Aquatic Education program.
9. Report problems you may encounter when working with other AED instructors or when working at events in the capacity of Area Chief.
10. Observe all safety precautions listed in your AED Instructor Guide on page VII-1 when teaching AED Instructor courses or when participating in an Aquatic Education activity.
11. Report to your Aquatic Education Specialist or to the Aquatic Education Coordinator any injuries that occur when you are teaching or participating in an Angler Education activity.

How are AED Area Chiefs supported by TPWD?

1. AED Staff will provide equipment to support the AED activities of each Area Chief.
2. AED Staff will provide a name badge and volunteer shirt to identify AED Area Chiefs when they are participating in AED activities.
3. AED Staff will provide opportunities for Area Chiefs to attend advanced training workshops and a yearly AED Area Chief meeting to stay up-to-date on AED initiatives, program changes, and ideas for improving the program.
4. Through our web site, news releases and AED staff, Area Chiefs will receive early notification of fish stocking and connections to other groups, organizations and individuals who have similar goals.
5. Area Chiefs will also be able to advertise their training and events through our web site.

What are the benefits of being an Area Chief?

Since most AED Instructors are associated with local schools, youth-oriented clubs and organizations which use the AED Program, the school, club or organization will receive the benefits of having an Area Chief Trainer who can sustain the AED program by teaching other adults when he or she is unavailable. Area Chiefs will be able to create a local cadre of adults who will be supportive of the aquatic education activities. Area Chiefs will have the satisfaction of knowing that their efforts are making a lasting contribution to Texas youth.

Area Chiefs will be recognized by TPWD in yearly publications and will have a chance to help AED staff improve the program as needed.

Angler Education Staff and Support

Karen Marks
Aquatic Education Manager
Austin
Office: 512-389-4732
Cell: 512-913-7615
Karen.Marks@tpwd.state.tx.us

Genevieve Lung
Program Assistant
Austin
Office: 512-389-8183
Fax: 512-389-8673
Genevieve.Lung@tpwd.state.tx.us


Steve Campbell
Aquatic Education Specialist
Dallas/Ft. Worth
Office: 972-263-0427
Cell: 469-644-2705
Steve.Campbell@tpwd.state.tx.us

Robert Ramirez
Education Supplies
Austin
512-389-4528
Robert2.Ramirez@tpwd.state.tx.us

Greg Akins
Aquatic Education Specialist
Houston
Office: 281-534-0123
Cell: 713-201-8110
Greg.Akins@tpwd.state.tx.us

Nancy Herron
Outreach & Education Director
Austin
512-389-4362
Nancy.Herron@tpwd.state.tx.us

How to Conduct an Angler Education Instructor Course

- I.  **Getting Started (Usually 2 months or more in advance)**
- A. Identify others that may be interested in co-teaching with you.
 - 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 if you would be willing to host a public workshop which we would post on our website.
 - 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. If you find that there are safety hazards such as poison ivy, difficult access or anything else that might cause an accident, either solve the problem or find another location.
 - E. Make arrangements with the facility manager for room access (key? security codes?), arranging with the facility manager or security to arrive an hour before the training to set up.
 - F. Obtain or create a map to show folks how to get to the facility.
 - G. Have an alternative plan ready if necessary in case of inclement weather.
 - H. If you would like to publicize your training or event on TPWD's web site, send information (when, where, class type and contact info.) about the training or event to the AED Coordinator or your AED Specialist. This information needs to be sent 2 months or more prior to the training or event.
 - I. Be prepared to take registration of participants to include relevant contact information, purpose for taking the course, and to answer any questions they may have. Refer specific questions to your regional AED specialist.
 - J. Consider partnering with your local Parks & Recreation group to gain additional publicity. They may also take registration on your behalf (see AED Instructor Workshop tip sheet).
 - K. Set your maximum class size to a number that you feel comfortable teaching.

II. 3 Weeks Prior to Teaching an AED Instructor Course

- A. Plan an agenda for your course and make a list of all handouts, equipment and teaching tools that you will need. (See page 15-16 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 (eg., scout badges, TEKS for teachers, etc.). Knowing your audience can make the apprehension for how to teach much easier.

Order your printed materials from our warehouse at least 3 weeks prior to the training. See the Request for Literature: Angler Education Instructor Workshop (for Area Chiefs) supply order form. *NOTE: Please insure that you are using the correct (last revised) instructor application, criminal background check and class reporting forms.*

- B. Contact your regional AED specialist if you need instructor kits, additional equipment, or other teaching materials and ideas.
- C. Verify with the facility to make sure they have you on the calendar.
- D. Review safety precautions. Develop a safety plan which includes emergency phone numbers and how emergencies will be communicated to responsible parties. The safety plan should include how you will deal with inclement weather and how you plan to reschedule the course if necessary. If you are working near water, make sure you have PFD's available as well as safety throw rings.

III. One Week Before Teaching an AED Instructor Course

- A. 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.
- B. Review instructor applications, supply order forms and course reporting forms to be sure you can explain how to fill them out.
- C. Check your list of attendees and contact them to remind them about the class, give them directions and remind them of any items they may need to bring (sack lunch, etc.). Also contact the facility manager to confirm the space.
- D. Copy any handouts for the number of participants expected and copy the sign-in sheet.

IV. Beginning the Instructor Course

- A. Arrive at least an hour early to prepare the teaching space, teaching tools and equipment, arranging the materials needed to teach each objective. Locate the lights, the AC/Heating system controls, and restrooms.
- B. Set up a table near the entrance with a sign-in sheet, name tags, and pens. Have, instructor guides, and other handouts ready for the attendees to pick up when they arrive. (Instructor applications and criminal background check forms can be found in the Instructor Guide, Chapter VIII.)
- C. Greet participants as they arrive. Maintain a positive attitude to set the stage for a successful class. Provide an overview at the beginning of the class, and 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.
- D. Ask participants what they expect to gain from the class and let them tell you how experienced they already are with fishing. Knowing which of your participants are already experienced in casting, knot tying, or fish identification will help you involve them more in the class and may provide you with help in teaching some of the objectives.
- E. Introductions: Use an icebreaker game to allow participants to meet each other. Participant introductions could include their name, recalling their first fish ever caught, why they are attending the class, or things they hope to learn.

Icebreaker suggestions: Project WILD Aquatic activity, "Are You Me?"; Name that fish--(pin fish picture on person's back, ask 3 questions to ID the fish). Many icebreaker games are available online.
- F. Program introductions can include 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 License Required, Sportfish funding cycle, and/or tackle loaner program.
- G. Try some of the techniques to make the class fun such as tossing soft plastic worms to those who answer questions (See "Squiggly Rules" in Appendix).

V. Teaching the Required Knowledge and Skills:

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

- Instructor Kit Contents and Available Student Materials
- Knot-tying
- Assembling Basic Tackle
- Casting Skills
- Fishing Skills
- Fish Habitat and Identification
- Safety
- Regulations
- Ethics & Stewardship
- Fishing with Kids and Fishing Opportunities
- Organizational Structure and Forms

***Note: As an Area Chief you are responsible for making sure new instructors have the information noted in this guide, but make sure new instructors know that they do not have to present all of the information or teaching activities to their students. They have flexibility in exactly what and how to present angler education to students. Please direct potential new instructors to the Jr. and Master Angler Skills Checklists as outlined in the Instructor Guide on page I- 4.**

As an Area Chief, it is your job to model the best teaching methods which are always hands-on and interactive, not lecture-based.

A. Instructor Kit and Materials

- If teaching an instructor class without an official Angler Education Instructor kit, review the kit contents in detail (Instructor Guide, page VII-6), how they can reserve and borrow a kit, and what student supplies can be ordered from TPWD free of charge. Inform participants that although you do not have to use the instructor kit to teach classes it is available for their benefit on a loaner basis to reduce their startup expenses.
- Teach your workshop using the items in the kit. 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-6

B. Knot tying:

- Demonstrate how to tie the Palomar knot and the Improved Clinch knot (note that although the Palomar may be stronger and easier to tie that it is limited when tying multiple knot leaders or to lures with multiple treble hooks).
- Allow time for participants to practice teaching others to tie the knots.
- Note the differences in teaching using rope cord versus monofilament.
- (Optional) Demonstrate more knots as time allows.

Resources:

- Instructor Guide, Chapter II and/or Basic Guide for the Beginning Angler
- Knot-tying and tackle assembly kits (available in Angler Ed Instructor kit)
- Takemefishing.org – animated knots and different fishing rig examples

C. Assembling Basic Tackle (Leader Making)

- Demonstrate and allow participants to build a basic leader using a hook, bobber, sinker and monofilament line.
- Discuss why bobbers and weights are used and different types available.
- Explain where to place each piece of tackle in relation to the others, noting desired fishing depth and distance from weight to hook based on type of bait; motile or non-motile.
- Discuss when not to use a bobber and how to rig without one (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).
- (Optional) Discuss other types of leaders (Carolina rig; Texas rig; drop shot)

Resources:

- Instructor Guide, Chapter II and/or Basic Guide for the Beginning Angler
- Knot-tying and tackle assembly kits (available in Angler Ed Instructor kit)
- Takemefishing.org – animated knots and different fishing rig examples

D. Casting Skills

- Demonstrate how to teach new anglers how a spin-cast reel works and how to cast safely: overhead cast, look around before cast, distance to next angler, line tangle)
- Use Backyard Bass for casting targets to make it more interesting
- Teach Backyard Bass adaptations 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; 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 (eg. Bluegill placed in shallow areas; Catfish placed in deepwater areas; Bass or Crappie placed near structure (chairs)).

- 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.
- (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.
- (Optional) 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 life jackets.

Resources:

- Backyard bass and rod-n-reels, Angler Ed Instructor Kit

E. Fishing Skills

- Teach participants how to detect bites and nibbles when fishing with and without a bobber.
- Discuss the common natural baits and most appropriate use.
- Demonstrate setting the hook and explain why.
- (Optional) Demonstrate pumping the rod when fighting a fish and why to use this technique.
- (Optional) Present different artificial lures and how to use them. You can use an aquarium to demonstrate how lures function in water.
- (Optional) Discuss wind, current, or tidal flow on where the bait ends up and sensing fish bites.

F. Fish Habitat and Identification

- Discuss the elements of what makes good fish habitat: clean water, abundance of food, suitable structure, adequate space, and air (oxygen absorption at water surface). Provide examples of poor habitat and what makes good habitat go bad.
- Discuss the major/common fish species for both fresh and saltwater. (Use Backyard bass to also teach Fish ID)
- Explain basic fish hunting concepts: fishing near structure, effects of water temperature on fish activity/feeding (metabolism), matching technique to species of fish sought, seasonal weather/migration behavior movements. "Don't just cast as far away from the bank as possible."
- Teach basic fish anatomy and their functions: gills, scales, slime, fins, lateral line, mouth, eyes, and nares.
- Present "Go Fish" game (Angler Instructor Guide, Chapter III). Optional to play.
- (Optional) Use newly developed fish habitat maps and model fish to teach lesson. Refer to habitat map lesson plan for more information.

- (Optional) Assign pairs or groups of participants a fish species and ask them to briefly research the species and either:
 1. Draw a picture of it's habitat noting where it lives, what it eats and what bait/lure you would use to fish for it
 2. Build/create a 3-d model using cardboard, painter's tape, brown craft paper, etc. (See Reel Lines Newsletter, Jan 2011 issue, page 8.)

Resources:

- Fish species flash cards in Angler Ed Instructor kit
- TPWD magazine articles: "Reading Strange Water"; "Birding for Bass"
- Reel Lines newsletter article: "Mussels are Good for Bass"
- Basic Guide for the Beginning Angler (habitat drawings)
- Fish anatomy flash card in Angler Ed kit; or fish anatomy handout (see appendix or TPWD's website - instructor resources page)
- "When to fish" handout (see appendix or Take Me Fishing website http://www.takemefishing.org/assets/downloads/when_to_fish.pdf)

G. Safety

- Discuss using barbless hooks, circle hooks, the hazard of lead and the benefit of lead-free sinkers.
- Emphasize casting safety.
- Discuss proper fish handling mentioning the importance of oxygen (fish 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 (ex. Catfish spines).
- Discuss how to transport and properly walk with a rod and reel.
- The importance of sunscreen, polarized sunglasses, hats, hydration, insect-repellant.
- Discuss "Reach, Throw, Row and Go" rescue rules.
- Discuss lifejackets and the 12 and under age requirement when boating.
- Note when teaching younger children it may be necessary to cover basic safety such as the buddy system, telling parents where you are going, crossing the street, etc..

Resources:

- Safety First Activity, Angler Instructor Guide, Chapter V.
- Fish handling flash cards from Angler Ed kit; Basic Guide for the Beginning Angler.
- Safety & Regulation cards from the Angler Ed Instructor kit.

H. Regulations

- Discuss why regulations are a vital part of fisheries management.
- Explain the purpose of Fishing License Sales and the user-pay user-benefit system, age requirement (17), cost (freshwater vs. all-water; annual or year-to-date), Redfish tag on Saltwater stamp.
- Explain that Fishing licenses are not required in Texas State Parks for anyone. Fishing harvest regulations still apply.

- Note that this only applies to fishing within the geographical boundaries of the park. Fishing from a boat is only covered by this if the water body is entirely enclosed within the boundaries of the park.
- Explain how to use the Outdoor Annual to interpret fishing harvest regulations:
 - Length, Slot, Bag Limit, and Possession Limit
 - Present "It's the Law" activity in the Angler Ed Instructor Guide, Chapter V
- Show how to properly measure a fish.
- Discuss using the fishing regulations true or false scenario cards in the Angler Education Instructor Guide or Instructor Kit.
- Discuss Exceptions to standard harvest regulations for different water bodies
 - Specifically harvest regulations at Community Fishing Lakes (ex. first five catfish of any size as opposed to the standard 25 at 12 inches)
- Tell them about the Angler Jeopardy Game (electronic version available online). Optional to play; divide group into teams.

Resources:

- Fish ruler and rubber fish in Angler Ed kit
- Safety & Regulation cards from the Angler Ed kit
- Angler Jeopardy Game (Electronic version available online)

I. Ethics & Stewardship

- Explain the purpose of conservation and why it is important to the citizens of Texas
- Explain that ethical anglers are responsible stewards that directly support the mission of the Texas Parks & Wildlife Department.
 - 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. 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.
- Discuss how anglers can control the spread of Invasive Species
 1. Clean boats, trailers, motors, fishing boots and waders to keep from transferring organisms.
 2. Don't put live bait in waters that they didn't originally come from.
 3. Report new sightings to TPWD
- Present "Go Fish" Game (Angler Instructor Guide, Chapter III). Optional to play.
- Inform them about the Angler Jeopardy Game (Electronic version available online). Optional to play; divide group into teams.
- (Optional but encouraged if available) Show the **Marine Debris Timeline**, with some of the times covered. Ask participants to guess how long it takes some debris to decompose.

Resources:

- Fish handling flash cards from Angler Ed kit; Basic Guide for the Beginning Angler
- Safety & Regulation cards from the Angler Ed kit
- Marine Debris Timeline poster (from Texas General Land Office)
- "Get out of a bind" rubber band activity (from EPA office)
- Angler Jeopardy Game (Electronic version available online).
- TPWD Invasive Species brochures

J. Fishing With Kids and Fishing Opportunities

- Cover guidelines on "Fishing with Kids (Instructor Guide Chapter VII-10 in instructor Guide or "Fishing with Kids" handout in appendix).
- Emphasize Free Fishing in State Parks. Although kids under 17 do not need a license, parents do. We encourage family fishing opportunities.
 - Promote our "Go Fish!" Learn-to-fish Programs and where to find them.
- Explain how to check for fish stocking locations and purpose of the Neighborhood Fishing Program (www.tpwd.state.tx.us/fishboat/fish/management/stocking/)
- Other locations to hold Angler Education Classes and events.

Resources:

- Free Fishing in State Parks brochures
- Go Fish! buck slips

VI. As You Teach

- A. Model the teaching of the class objectives in the hands-on manner in which they should be taught to youth so that the instructors will understand the best teaching practices. The lecture method of teaching fishing will not inspire kids to fish or to be good stewards of aquatic environments.
- B. Use words of encouragement freely because they are always well received. Criticism and sarcasm can have very negative results.
- C. 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.

VII. Finishing the Course (Paperwork and Essentials)

- A. Cover and ask the participants to read carefully the instructor standards, policies, and volunteer insurance coverage in the Angler Education Instructor Guide, chapter VII-1.
- B. Review TPWD staff contacts and chain of command. Make sure participants know who their regional AED contact is.

- C. Carefully explain how to fill out the instructor application (don't forget the back).
- D. Explain how to fill out the criminal background check (CBC) form
 - 1. Explain why criminal background checks are required and that CBCs are handled entirely by our Human Resources division and no one connected to the Angler Education program will ever be privy to any of that information. If a potential volunteer has any questions about this, please ask them to contact one of our Aquatic Education specialists.
 - 2. Applications can not be processed without the accompanying CBCs which must include the applicant's date of birth, driver's license and social security numbers. *(Note: provide sealable envelopes to those concerned about sharing identity info.)*
- E. Collect the application and CBC forms (Ensure all information is legible, pay special attention to e-mail addresses since that is the primary method of communication).
- F. Review the materials ordering form, stressing that instructors should order only 1 fish pin and certificate per student at each level being taught. At the Junior or Basic level, the fish ID pocket guides should be ordered and used as a class set. At the Advanced or Master level the fish ID guides may be ordered for each student. **Emphasize that orders should be received by TPWD at least 3 weeks before a class.** Orders may be submitted by mail, fax or email.
- G. Review availability and use of loaner equipment where available (Angler Ed Instructor kits, Backyard Bass kits, Tackle Loaner equipment). Make sure to let participants know who their regional AED contact is.
- H. Review the class reporting forms required by TPWD. **Emphasize the importance of having each volunteer sign for his/her time on the reporting form.** Explain the importance of turning in their reports, which become part of an annual report to the U.S. Federal Agency that provides the grant funding for the Angler Education program. (Optional: provide a sample of a completed form.)
- I. Explain how to access Angler Education Website - Instructor Resources Page and that classes and events can be advertised on the TPWD events calendar.
- J. Discuss communication tools – Reel Lines Newsletter, Facebook page, and connecting instructors through the Angler Education Instructor Database.
- K. Explain that you will send in their instructor applications to TPWD headquarters and that they will receive their instructor pin and number in the mail within 4-6 weeks. If they want to teach a class before that time, they should check with their regional AED Specialist.

- L. Course completion certificates are available online and should be issued especially if teachers are attending the class since the certificate has the TPWD State Board of Education Credit number on it.
 - 1. Distribute the certificates to each person in exchange for their completed instructor application and criminal background check forms.
 - 2. If you are unable to prepare the certificates before the class and have a lunch or dinner break during the class—use this time to fill in the participant names on the certificate from the sign-in roster used at the beginning of the class.
- M. (Optional) Ask the participants to fill out a short course evaluation (See Course Evaluations on pages 17-18). You may find their feedback helpful when you plan for your next class.
- N. (Optional) Distribute Door Prizes.
- O. (Optional) End the course 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 Course

- A. Remember to sign the class report and include your volunteer hours. Sign and mail in all Instructor Applications, Criminal Background Check (CBC) consent forms and course evaluations to the AED office as soon as possible.
- B. Offer to help the instructors teach their first students when possible. Suggest that instructors work together to teach the program to make it easier and more fun.
- C. Celebrate your successes and discuss any problems you may have had with your AED Specialist.
- D. Consider writing an article and submitting it to the AED Coordinator for inclusion in the next *Reel Lines* newsletter. Remember to take photos. Photos should accompany each article.





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, parks & recreation department or nature center. These locations offer great incentives that can often add to the workshop experience for participants. Many of these locations often have staff who would like to be trained as instructors. 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 the old "stump the instructor". 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 after speaking to a game warden.
- 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 Education Instructor Workshop Agenda

<u>Time:</u>	<u>Topic:</u>
15 min	Registration & Sign In
30 min.	Introduction of program, program funding, personnel, and participants
30 min	Knot Tying/ Basic Tackle Assembly for different types of fishing
30 min.	Rod and Reel Types /Casting safely/ Setting drag
30 min	Safety & Stewardship
30 min.	Fish ID and Fish Habitat
30 min.	Regulations and Ethics
15 min.	Fishing with Kids
30 min.	Instructor Essentials and final Q&A
15 min.	Collect applications, CBCs and distribute pins and certificates. Distribute door prizes (optional).

Total Time:

4 hour minimum, not including sign-in (longer if short breaks or a lunch break are included)

Sample Basic and Intermediate Fly Fishing Instructor Course Agenda

<u>Time:</u>	<u>Topic:</u>
30 min.	Introduction of staff and participants; philosophical approach; agenda
60 min.	Station 1 – Equipment, and casting
15 min.	Rotate/break
60 min.	Station 2 – Knot tying, fly tying and fish biology (feeding habits, food, types of flies for different types of fish and situations)
30 min.	Lunch break
60 min.	Station 3 – Aquatic Ecology
30 min.	Safety, Ethics and Regulations
30 min.	Essentials for Instructors; standards and policies; safety issues; the web site; ordering materials and reporting your course; chain of command and the volunteer network.
15 min.	Conclude with pins and certificates

Total time:

5-1/2 hours (includes lunch break)

Angler Education Instructor Training Workshop Evaluation

Please help us evaluate this workshop so that we can continue to improve it for future instructors. Use the scale provided, circling your response to the question. Please use the space below each question for comments.

1. Did the workshop provide you with knowledge and skills you need to teach youth to fish?

Not at all a little mostly to a great extent completely

2. Were the instructors well prepared and clear in their presentation?

Not at all a little mostly to a great extent completely

3. How would you rate the quality of the teaching materials and equipment that you used in the workshop?

Poor Fair Good Excellent

4. Was the workshop...

Too short Too long About the right length

5. Did the workshop meet your expectations?

Not at all A little Mostly To a great extent Completely

6. Do you have suggestions for future workshops or for other equipment or materials?

Fly Fishing Instructor Training Workshop Evaluation

Please help us evaluate this workshop so that we can continue to improve it for future instructors. Use the scale provided, circling your response to the question. Please use the space below each question for comments.

1. Did the workshop provide you with knowledge and skills you need to teach fly fishing to youth?

Not at all a little mostly to a great extent completely

2. Were the instructors well prepared and clear in their presentation?

Not at all a little mostly to a great extent completely

3. How would you rate the quality of the teaching materials and equipment that you used in the workshop?

Poor Fair Good Excellent

4. Was the workshop...

Too short Too long About the right length

5. Did the workshop meet your expectations?

Not at all A little Mostly To a great extent Completely

6. Do you have suggestions for future workshops or for other equipment or materials?

Appendix





Angler Education Internet Resources

Angler Education at: http://www.tpwd.state.tx.us/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 can only be accessed with a name and password (all lower case, no spaces):

Username is: instructor

Password is: gofish

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

This section is divided into 3 sub sections: Order and Reporting Forms; Teaching Aids and Ideas; and Presentations. A staff directory and additional information links of special interest to our volunteer instructors is available.

Additional web sites:

<http://www.futurefisherman.org/> (the e-store has good prices on equipment)

<http://mrrp.tamu.edu/index.htm> (the Monofilament Recovery and Recycling Program)

<http://www.futurefisherman.org/programs/pegrants.php> (information about PE grants)

<http://www.takemefishing.org/fishing/overview> (searchable site for a large variety of information)

<http://www.anglerslegacy.org> (pledge to share your knowledge and expertise with someone new)



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.

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 3 PFD – one 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!!!



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 Junior or 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 Jr. Angler Activity booklets) to give youth at these events. Orders must be placed a month prior to the event.

Document the event and your volunteer hours on the "Fishing or Aquatic Education Activity Event" form and mail the report to TPWD within 1 week of the event.

Equipment and materials, including fish printing supplies, rods and reels, and plastic fish 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



Backyard Bass



Create a Habitat



Knot tying



Measuring a Fish & Regulations



Fish Printing



SQUIGGLY RULES

By Steve Campbell

1. Everyone starts with one (1) *squiggly*. Select squiggly with a large safety pin (usually a worm) as the 1st *squiggly*. Pin squiggly immediately to clothing.
2. *Squiggles* are awarded for the following:
 - a. Every correct answer
 - b. Every creative solution/comment/voiced observation
 - c. Every clever answer/solution
 - d. Every act of kindness and/or support of fellow participants, TPWD, or its staff.
3. No squiggly may be refused and **ALL** *squiggles* awarded **MUST** be worn until the conclusion of the training.
4. **ALL** awarded *squiggles* **MUST** be tossed through the air from the *Awarder* to the *Awardee*. Merely handing a squiggly to an *Awardee* is considered poor form.
5. **NO** *squiggles* will be awarded to anyone that uses the word "**perch**" in reference to sunfish. In fact, *squiggles* should be **DEDUCTED** for abusing this particular term. (Rule also applies to the use of "**buzzard**" instead of vulture and "**poison/poisonous**" in regards to venom/venomous")
6. At the end of the training, squiggles will be counted and a Squiggly Champion will be named.

Special Note: If you can catch the participants in your workshops saying the "P" word for the fish pictured above.....then you can decide their punishment!

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.

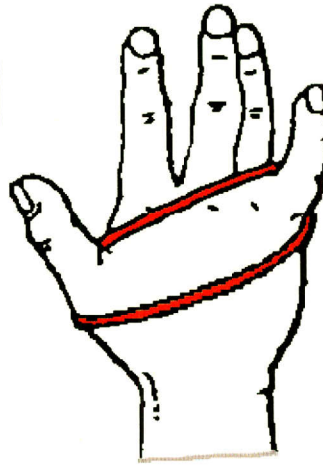
Objective: To teach empathy for wildlife by simulating an animal's entanglement in plastic litter.

Time: 15 minutes.

Materials Needed: One large rubber band for each child.

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 teeth or rubbing it against something. Hand child to pretend his or her



out rubber bands for everyone to try. Tell each hand and arm is a goose entangled in plastic.

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 untying 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.)

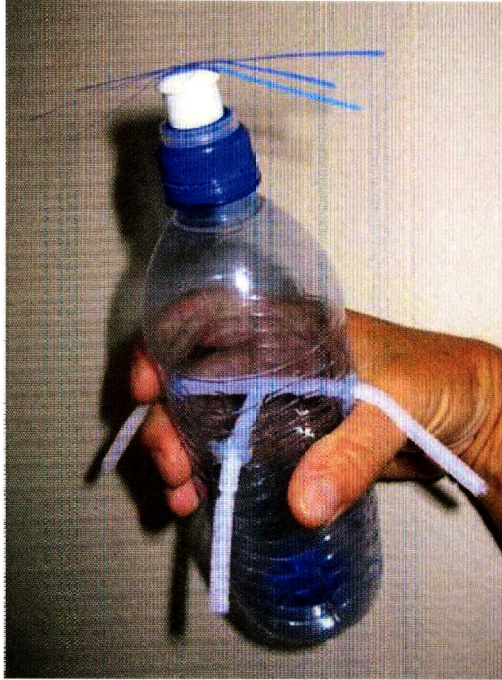
How could an animal get into a situation in which fishing line, plastic bags, strapping bands, six-pack rings or net would entangle it? (By swimming into plastic accidentally; by trying to eat a plastic bag or the food inside it. A bird might eat bait on fishing line, then become entangled or take the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



Source: <http://www.epa.gov/gmpo/edresources/bind.html>

Catfish Handling Teaching Aid

By David Neyses, Area Chief Volunteer



This catfish teaching aid was developed to help folks learn how simple it is to safely hold a catfish (for both the fish and the angler) while removing the hook.

1. Punch three small holes in a water bottle with a small diameter nail (see the photo).
2. Insert pipe cleaners through the holes and hot glue to secure where the three "fins" exited the bottle and where the two pipe cleaners touched inside the bottle - for additional stability.
3. Cut strips of paper and scotch tape to the end of the bottle to replicate the "whiskers" and attach or draw "eyes" and a "tail".

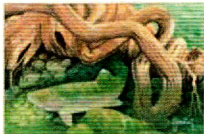
CYCLE OF SUCCESS IN SPORT FISH AND WILDLIFE RESTORATION PROGRAMS

Anglers, Boaters,
Hunters & Shooters



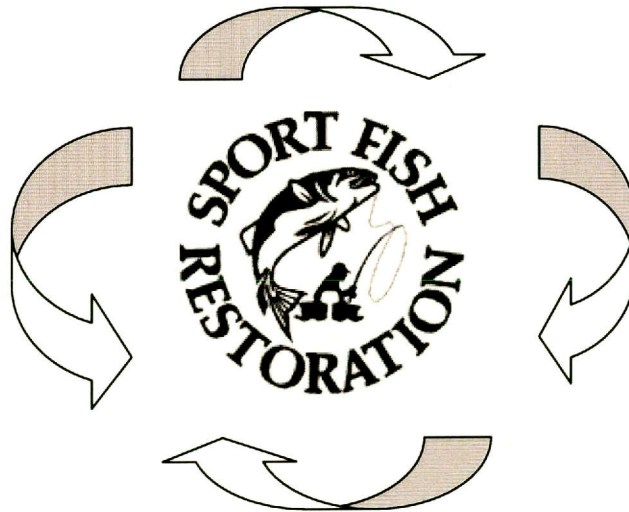
BENEFITS TO USERS:

- 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



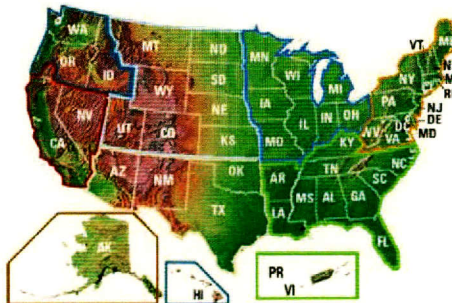
PURCHASES OF EQUIPMENT AND BOAT FUEL:

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

SPORT FISH & WILDLIFE RESTORATION TRUST FUNDS



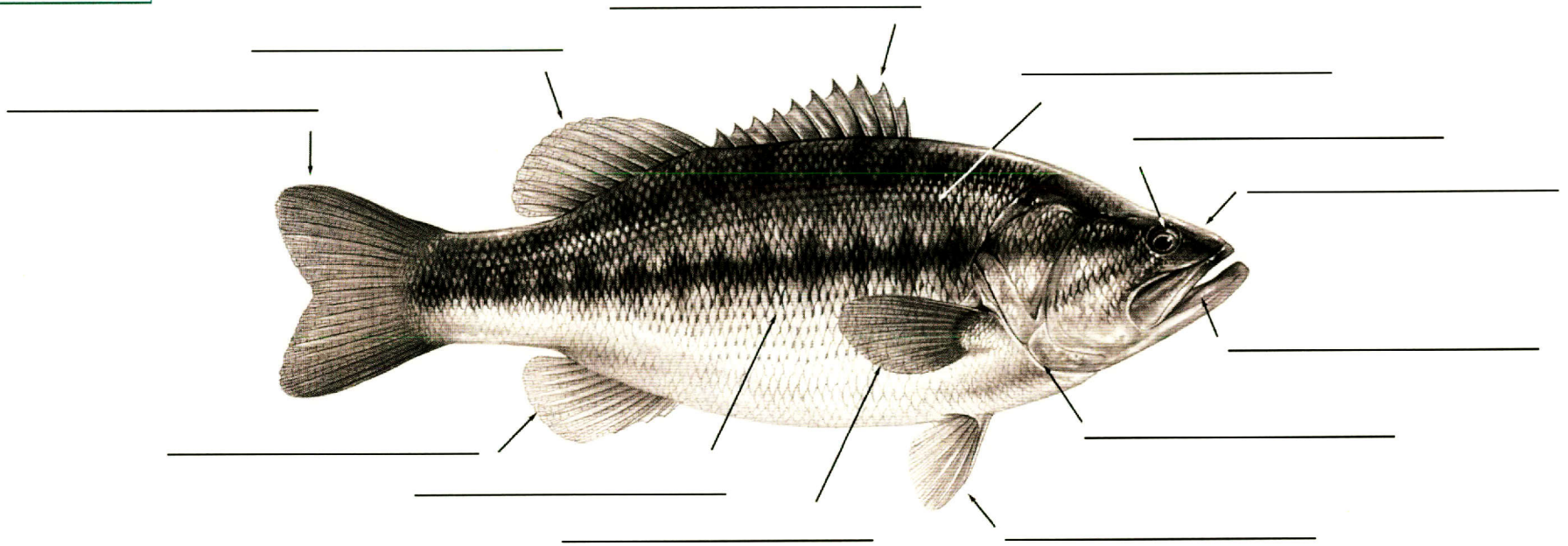
STATE FISH & WILDLIFE AGENCIES







FISH ANATOMY ~ FILL IN THE BLANKS



WORD LIST:

Anal fin

Caudal fin

Eye

Lateral Line

Mouth

Nares

Operculum (gill flap)

Pectoral fin

Pelvic fin

Scales

Soft dorsal fin

Spiny dorsal fin

Fish Anatomy

Gills- filter out oxygen for the fish

Opercles (Operculum)- the gill cover.

Mouth- Shapes of mouths can give clues about where fishes feed. Mouths turned upward indicated top water feeders. Bottom feeders will have mouths angled downward.

Nares (nostrils) - openings that aid in the sense of smell. Small flaps or ridges behind the anterior nares aid in guiding water into the olfactory organs.

Eyes- have fixed irises and no eyelids. Fish are “nearsighted” and can see clearly at short distances.

Lateral Line- not found on any other species of animal. This organ detects sound and responds to low frequency vibrations in the water. It is located on the outside of the fish’s body.

Scales- protect the fish and are often used to tell a fish’s age (by counting the growth rings).

Pectoral fins - correspond to an animal arm. They are used for locomotion, braking for sudden stops, staying in one place and for fine-tuning a fish’s position.

Anal fin - are usually short based and located behind the anus.

Spiny & soft dorsal fins- help stabilize and make quick changes in direction. They can also be used along with the caudal and anal fins for braking.

Caudal fin – or tail fins, give clues to the swimming habits, speed and maneuverability of a fish. For example, fishes that have a crescent-shaped caudal fin are generally the speediest of fishes and are capable of rapid, sustained motion. Forked tails indicate speed and these fish are constantly on the move. Broad tails indicate a fish that can turn quickly.

Pelvic Fins- correspond to animal legs and aid in positioning, braking and balance. In some fish they have special functions such as holding, grasping, or crawling.

"takemefishing"™

GET INFORMATION AND GET GOING AT
TAKEMEFISHING.ORG

WHEN TO FISH

Experienced anglers will tell you that there ARE "best" times to fish. These "best times" can be related to the amount of sunlight, to warming trends, to depth at which fish are found, to storm and weather patterns, to wind, and to tidal flows when saltwater fishing. Thus, **WHEN** to fish can also affect and be affected by **WHERE** to fish.

OVERVIEW

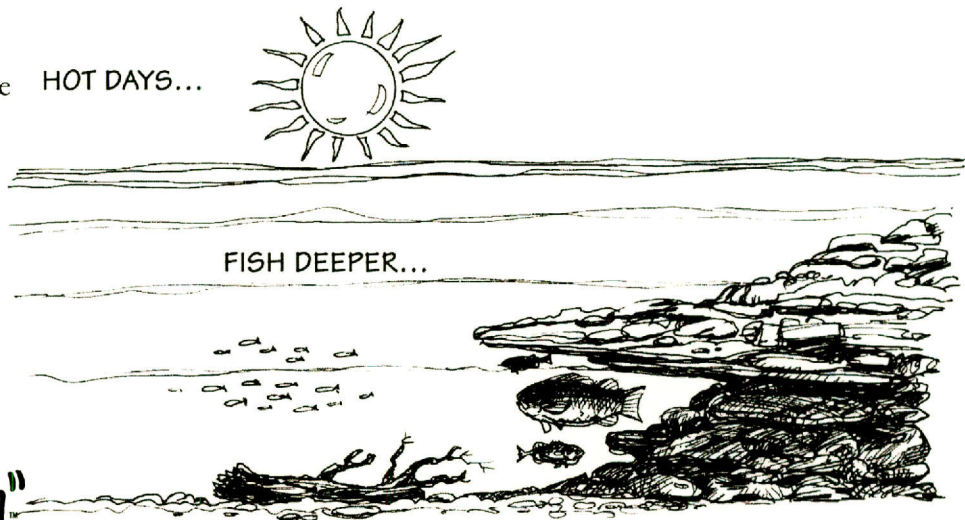
All fish are cold-blooded. Fish can't maintain their body temperature at a constant level as do humans and other warm-blooded animals. The temperature of the surroundings influences the fish's body temperature and bodily functions – including how much and when to eat. Lower water temperatures slow fish body movements and decrease food intake. Understanding these biological functions allows adjusting lures and baits with slower (cold water) or faster (warmer water) retrieves.

Different conditions are often related. Many freshwater fish such as bass are most active during the early morning and late evening hours. Fish find the reduced light levels during these times more comfortable than the bright sun of midday. Less turbulent waters (less wind) in lakes and ponds during those hours also allow fish to cruise the shallows searching for food on or near the surface.

TEMPERATURE

Morning sun warms the shallows, creating more comfortable water temperatures for fish to feed. Late morning is best when the sun has had more of a chance to warm the shallows. This is particularly true during early spring in shallows with dark or mud bottoms since dark areas absorb heat more rapidly than light sandy bottoms. Warm water temperatures make forage food more active and available to game fish on cool early-spring days.

On hot sunny days, fish move to cooler, deeper waters to stay comfortable. Heat affects not only when to fish but also how to fish. High heat conditions make shallow and top water lures and bait best only in the early morning and late afternoon when cooler temperatures and lower light levels allow fish to cruise the shallows for meals. In midday, hot water surface temperatures, decreased surface oxygen and occasional increasing winds cause fish to move deeper. In these conditions, deep fishing baits, rigs and lures are best.



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GET INFORMATION AND GET GOING AT
TAKEMEFISHING.ORG

Too many hot days during the summer can adversely affect fishing in shallow lakes, ponds, and rivers since the higher water temperatures can reduce oxygen in the water and cause fish to become sluggish.

VARIABLE WEATHER PATTERNS

Wind can play a large role in fishing success. Wind pushes bait to the far shore, with bait followed by game fish. If fishing from shore on a windy day, fish where you have to cast into the wind. If fishing from a boat, cast with the wind on a sheltered shore.

Storms and changing weather patterns affect fishing success since fish are keenly attuned to

changes in barometric conditions. With many fish, feeding increases during the hours immediately before a cold front, but slows during and after a storm or front hits. Fishing after a cold front is poor and continues to be poor for a day or two.

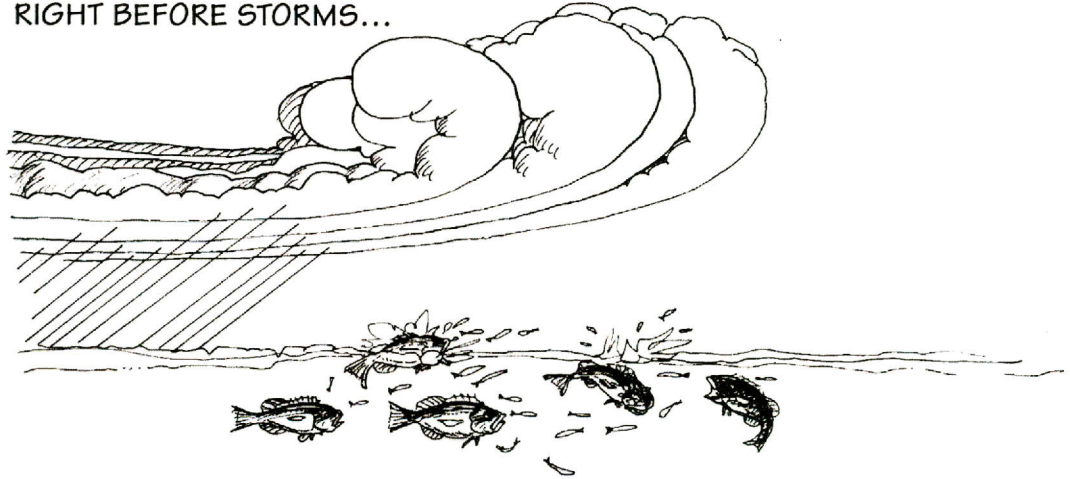
Warm fronts cause surface water temperatures to increase. Such fronts often put fish into a feeding mode. This can be particularly true in the winter, when a warming trend can cause otherwise sluggish fish to start feeding actively. Most of this feeding activity is on or near the warm surface.

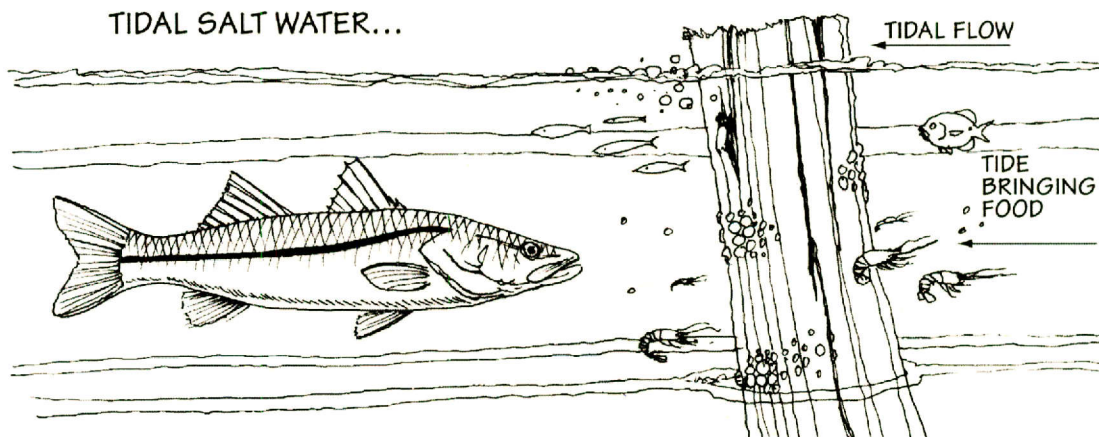
Cloudy days improve fishing since the clouds prevent light penetration. Overcast skies cause fish to cruise for food more than they would during bright days when they tend to hide and stay close to structure. On overcast cloudy days, fish are less likely to be on specific structure spots or areas and more likely to be scattered throughout a waterway.

Another good time to fish is during a light rain, especially a warm spring or summer rain. Rain can help you hide from the fish since the rain breaks up the view that the fish has through the water surface. This is true whether shore, wade or boat fishing. Rain also washes insects and bait into the water, with this extra food creating a feeding binge for fish. Warm rains quickly warm the water to cause these feeding periods.

Hard rain conditions are a poor time to fish since heavy rains can muddy the water, make it difficult for fish to find bait or lures, and also cause heavy runoff which can clog their gills. The increased water flow in rivers from any rain increases current flow and makes it difficult for fish to maintain a comfortable position in the river. High water levels can also create rapids, waves and unsafe fishing conditions. If there is any lightning or possibility of lightning, you must get off of the water in your boat or immediately away from the water if wading or fishing from the shore. Safety must come first in any fishing situation.

RIGHT BEFORE STORMS...





SALT WATER AND TIDES

In salt water, tides affect water level so that a shallow area that might hold fish and be a very good spot to fish during a high tide might be a bare mud bank during low tide conditions. Similarly, a slough – a slight depression in the bottom - that might be perfect for bottom feeding fish such as flounder during a low tide situation might be too deep and difficult to fish on a high tide. Running tides (rising or falling) are best since they cause bait to move and provoke active feeding among coastal fish.

Checking changing tides and the best times and areas to fish is also important when fishing in brackish water – coastal water that is a mix of salt and fresh, yet still affected by tides. Brackish water is found in most tidal creeks and rivers along all coasts and can affect both saltwater and some freshwater species.

Since tides and movements are so important in saltwater and brackish water fishing, check for daily tide information in your local newspaper or at your local fishing shop. Tides raise and lower the water level approximately two times per day and affect where fish are located and how they feed. The timing of a high or low tide changes daily and is also different for each coastal area. The best fishing is almost always on a rising or falling tide – not the dead low or dead high when there is little or no water movement.

Determining the best time to fish requires checking on many fishing factors and outdoor conditions. The key to fishing success is to learn about fish and how they live. Try different tactics in your fishing to make each day of fishing a great day. Visit takemefishing.org for additional tip sheets.





TPWD
Angler Education
Program
Fish Texas

This is to certify that

**has participated in a __-hour
TPWD Angler Education
Instructor Workshop**

WORKSHOP DATE: _____

LOCATION: _____

Trained by:

Angler Education Area Chief



Life's better outside.®

Karen Marks
Aquatic Education Manager





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

Instructor ID # and course information required for all orders

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.state.tx.us

Order Date: _____	
Lead Area Chief Name: _____	Instructor ID# : _____
Assistant Instructor Name: _____	Instructor ID# : _____
Ship To: Name: _____ Address 1: _____ Address 2: _____ City: _____, TX Zip: _____	Course Information: <input type="checkbox"/> Angler Ed Instr. <input type="checkbox"/> Fly Fishing Instr. <input type="checkbox"/> Area Chief Training Course Date: _____ Start Time: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM End Time: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM Post workshop on TPWD web site? <input type="checkbox"/> Yes <input type="checkbox"/> No Location (facility name): _____ City: _____ Course Contact Phone: (____) ____ - ____ Email: _____

Item Number	Description	Order Qty	Issued	TPWD warehouse use
	Angler Education Instructor Guide Notebook			
	Angler Education Instructor Training Roster & Report			
	Instructor Certificate (with SBEC Teacher Credit) (Fillable version also available online)			
OL 00324	Angler Education Program Brochure			
OL 00236	<i>Outdoor Annual</i>			
OL 00336	<i>Take Me Fishing: Basic Guide for the Beginning Angler</i>			
OL 00733	Laminated Fish ID Card			
OL 00631	Junior Angler Activity Booklet			
OL 00543	Freshwater Fish ID Pocket Guide			
OL 00526	Saltwater Fish ID Pocket Guide			
OL 00712	Junior Angler Certificate			
OL 00636	Basic Fishing Certificate			
OL 00722	Bluegill Fish Pin (for Jr/Basic Freshwater class)			
OL 00724	Redfish Fish Pin (for Jr/Basic Saltwater class)			
OL 00637	Advanced Angler Certificate			
OL 00725	Largemouth Bass Fish Pin (for Adv Angler Freshwater Class)			
OL 00726	Spotted Seatrout Pin (for Adv Angler Saltwater class)			
FLY FISHING CLASSES:				
	<i>Fly Fishing Instructor Insert</i>			
	<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	Class ID#	Carrier:	Filled by:	Date Shipped:





For TPWD Use Only: Class ID # _____
 Include on LBB Report Include on Fed Aid Report

ANGLER EDUCATION INSTRUCTOR TRAINING ROSTER

Course Type: Angler Instructor Fly Fishing Instructor Area Chief Training

Lead Instructor: _____ Instructor ID#: _____
 Lead Instructor Signature: _____ Lead Instructor Vol Hrs: _____ Date Signed: _____
 Class Date: _____ Class Location (Facility Name): _____ City: _____
 Facility Type: City/Community/County Park Church/Rel Bldg Community/Public Bldg College/Univ Museum
 Nature/Env Edu Ctr School/ISD Site Scout Facility/Youth Camp TPWD Site or Park Zoo Other

I, the undersigned, assume all responsibilities for any injuries that may happen to me while participating in the Angler Education activities during this workshop.

A P P	C B C		Name (Please Print)	Signature	Email	Gender M / F	Ethnicity (circle one) <small>AS-Asian; AI-American Indian/Alaska Native; B-Black/African Amer; Ha-Hawaiian/Pacific Islander; HI-Hispanic; O-Other; W-White</small>
		1					AS AI B Ha Hi O W
		2					AS AI B Ha Hi O W
		3					AS AI B Ha Hi O W
		4					AS AI B Ha Hi O W
		5					AS AI B Ha Hi O W
		6					AS AI B Ha Hi O W
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		13					AS AI B Ha Hi O W
		14					AS AI B Ha Hi O W
		15					AS AI B Ha Hi O W

REPORT SUMMARY (to be completed by Instructor)

Total Females: _____ Total Disabled: _____
 Total Males: _____
 Total : _____

FOR TPWD USE ONLY:

Report Month _____ Year (FY): _____

HABES db entry completed
 Angler Ed db entry completed
 Instructor packets mailed

VOLUNTEER SIGN-IN

Class Date: _____

Class Location (Facility Name): _____

City: _____

Assistant Instructor / Volunteer Name: (Please print)	Certified Angler Ed Instructor? (Instr # if applicable)	Signature (required)	Check if TPWD employee	Hours Worked (including prep, class and follow-up time)
Total Volunteer Hours:				





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