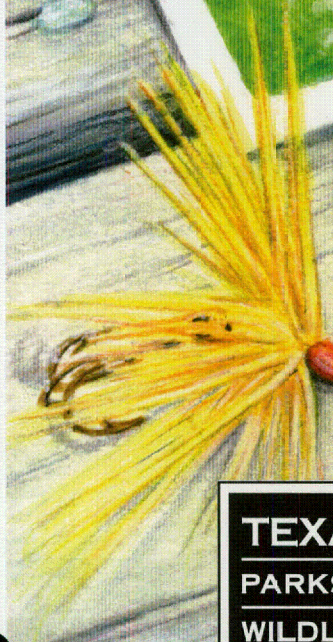


# Angler Education Area Chief TRAINING GUIDE

2015



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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 and certify additional AED instructors. AED Area Chiefs must have completed Angler Instructor training or 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 the AED Manager or AED Specialist in your region.
4. Be nominated by your AED Specialist.
5. Attend a special training workshop held once a year, or participate in a mentored training with an approval from the AED Manager. 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 or co-teach at least 1 AED Instructor training per year.
3. Communicate regularly with TPWD Aquatic Education Specialists.
4. Participate when possible in local fishing or aquatic events.
5. Submit class and event reports in a timely manner and follow federal aid guidelines.
6. Help AED staff in the important work of evaluating our program.
7. Attend an annual meeting of AED Area Chiefs or make arrangements with the AED Manager to be updated on the Aquatic Education program.
8. Report problems you may encounter when working with other AED instructors or when working at events in the capacity of Area Chief.
9. 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.
10. Report to your Aquatic Education Specialist or to the Aquatic Education Manager any injuries that occur to you or another volunteer when you are teaching or participating in an Angler Education activity.



## How are AED Area Chiefs supported by TPWD?

- TPWD will provide equipment where available to support the AED activities of each Area Chief.
- TPWD will provide a name badge and volunteer shirt to active AED Area Chiefs.
- TPWD will provide opportunities for Area Chiefs to attend advanced training workshops and an annual AED Area Chief meeting to stay up-to-date on AED initiatives, program changes, and ideas for improving the program.
- 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.
- Area Chiefs will also be able to advertise their training and events on the TPWD 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 a resident Area Chief Trainer who can sustain the AED program by teaching other adults. Area Chiefs can train a local cadre of adults who will support 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 are recognized by TPWD and will have a chance to help AED staff improve the program as needed.

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## HOW TO CONDUCT AN ANGLER EDUCATION INSTRUCTOR TRAINING WORKSHOP

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

- A. 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 “students.” 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?), arranging 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 (regular, fly fishing or reg/ff combo)
  - c. Facility name, address, city & zip code
  - d. Lead Instructor's name, email and phone #
- 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 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 (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 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 **sign-up** online ([www.tpwd.texas.gov/volunteer](http://www.tpwd.texas.gov/volunteer)) for the *Angler Education Instructor Training* Opportunity and **create an online volunteer profile** and **authorize** their Criminal Background Check (CBC).

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 have 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 both the online and paper instructor applications, supply order forms and 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. Print a few blanks to have on hand for unexpected participants or mis-spelled names, etc.

Note: The Instructor Certificates include 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, arranging 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 either:

1. Encourage them to sign-up online using their smart phone, or on a computer/iPad that you provide (must have internet connection).
  2. Or, have them complete a paper application and CBC form (from the Instructor notebook).
- 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.)

Icebreaker suggestions: Project WILD Aquatic activity, “Are You Me?” or Fish picture and species name match-up; Name that fish--(pin fish picture on person’s back, ask 3 questions to ID the fish).

4. Program introductions should 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.
  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](#)” in Appendix). 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

1. Instructor Kit contents and available student materials
2. Knot-tying
3. Basic Tackle Assembly
4. Casting Skills
5. Fishing Skills
6. Fish ID and Habitats
7. Safety for Fish, People and the Environment
8. Regulations
9. Ethics & Stewardship
10. Fishing with Kids and Fishing Opportunities
11. Organizational Structure and Forms

For Fly Fishing Instructor workshops – cover above sections A, H - K, in addition to the relevant skills outlined in the Fly Fishing Instructor 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

## B. Knot tying:

- ✓ Demonstrate how to tie the Palomar knot and the Improved Clinch knot using rope and eye bolts or other simulated hooks. 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 and 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. You can use an aquarium 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 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 (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; 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.

#### 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 their 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) Discuss wind, current, or tidal flow on where the bait ends up 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 what makes 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 what makes good habitat go bad.
- ✓ 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, 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.
- ✓ Present the “Go Fish” game (Angler Instructor Guide, Chapter III). Optional to play, but highly suggested (adults really like the game!)
- ✓ (Optional) If available, use 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 its 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
- | Habitat mat and model fish 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)
- | “When to fish” handout (see appendix or Take Me Fishing website [http://www.takemefishing.org/assets/downloads/when\\_to\\_fish.pdf](http://www.takemefishing.org/assets/downloads/when_to_fish.pdf))

## 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.
- ✓ Discuss proper fish handling: mention 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 repellent.
- ✓ 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.
- ✓ (Optional) Conduct the Safety First Activity (memory game)

### Resources:

- | Safety First Activity, Angler Instructor Guide, Chapter V.
- | Fish handling flash cards from Angler Ed kit; Basic Guide for the Beginning Angler.
- | Catfish (water bottle) model (see Appendix)
- | Safety & Regulation/DeBait cards from the Angler Ed Instructor kit.

## 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?*)
- ✓ Explain the purpose of Fishing License Sales and the user-pay user-benefit system, age requirement (17 or older), license fees (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. However, harvest regulations still apply. It does not apply to 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.*

- ✓ Show how to properly measure a fish.
- ✓ Explain how to use the Outdoor Annual 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
  - Invasive Species (immediately remove intestines; Clean, Drain & Dry campaign)
- ✓ 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 available online). (Optional - Play the game.)

**Resources:**

- Outdoor Annuals
- Fish ruler and rubber fish in Angler Ed kit
- Safety & Regulation cards from the Angler Ed kit
- Angler Jeopardy Game (Electronic version available online)
- Invasive species wallet cards (available free of charge)

**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.
  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. 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.
- ✓ 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.
- ✓ 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:

- 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. 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.
- ✓ Promote TPWD’s “Go Fish! Learn-to-fish at Texas State Parks” programs at select parks, and where to find them.
- ✓ Explain how to check for fish stocking locations and online fishing 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:

- Free Fishing in State Parks brochures
- Neighborhood Fishin’ Program brochures
- Go Fish! Learn-to-fish at Texas State Parks buck slips

**K. Organizational Structure and Forms**

- ✓ Review and ask the participants to read carefully the instructor standards, policies, and volunteer insurance coverage in the Angler Ed Instructor Guide, chapter VII.



- ✓ Review TPWD staff contacts and chain of command. Make sure participants know who their regional AED contact is and how to contact them.
- ✓ Review the supply order form and catalog, stressing that instructors should order only one fish pin and certificate per student at each level being taught. At the Basic level, the fish ID pocket guides should be ordered and used as a class set (due to expense). 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.

- ✓ Review availability and use of loaner equipment where available (Angler Ed Instructor kits, Backyard Bass kits, Tackle Loaner equipment).
- ✓ Review the online and optional paper reporting forms required by TPWD.

[www.tpwd.texas.gov/volunteer](http://www.tpwd.texas.gov/volunteer)

**Emphasize the importance of having each volunteer report their hours online OR sign for his/her time on the paper report form. *Effective Jan 2015, hours must itemized by day (no lump sum hours for multiple day events).*** Explain that TPWD receives a \$16/hour match for their volunteer hours from the Federal Aid grant that funds the program.

Also explain the importance of turning in their reports to document the participation in their classes and events – this data is also reported annually to the U.S. Federal Agency that provides the grant funding for the Angler Education program. (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. (The online system has a 45 day window for reporting – anything reported after this time frame, will have to be submitted via email, mail or fax.) [www.tpwd.texas.gov/volunteer](http://www.tpwd.texas.gov/volunteer)

- ✓ Explain how to access *Angler Education Website - Instructor Resources web page*, <http://tpwd.texas.gov/education/angler-education/> The User ID and password for this web page is the same for everyone and is case sensitive:

**User: instructor Password: gofish**

- ✓ Discuss communication tools – Reel Lines Newsletter and Facebook page.
- ✓ 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. Use words of encouragement freely because they are always well received. Criticism and sarcasm can have very negative results for both adults and youth.
- 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.

## VIII. Finishing the Workshop (Paperwork and Essentials)

- A. Ask those who did not create an online profile to complete a paper instructor application (don't forget the back) and criminal background check (CBC) forms.
  - Explain why 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 that 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 accompanying CBCs which must include the applicant's date of birth and driver's license number. (Note: provide sealable envelopes to those concerned about sharing identity info.)
- B. 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).
- C. Offer to help the instructors teach their first class or event when possible. Suggest that instructors work together to teach to make it easier and fun.
- D. Explain that TPWD headquarters will process their applications and criminal background checks and that they will receive a confirmation email within 4-6 weeks. If they want to teach a class before that time, they should contact the AED Manager.
- E. Review the participant's goals (things they hoped to learn) from the beginning of the workshop. Briefly cover any topics that were not discussed.

F. Issue an Instructor Certificate and Instructor lapel pin 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 short workshop evaluation-see page 19. You may find their feedback helpful when you plan for your next class. The evaluation is for your reference and does not need to be sent to TPWD.

(Optional) Distribute Door Prizes.

(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 Workshop

- A. Report online the instructor workshop and your volunteer hours. 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 along with any Instructor Applications, and Criminal Background Check (CBC) consent forms to TPWD – Headquarters. Otherwise we have no idea who attended your workshop.
- C. Celebrate your successes and discuss any problems you may have had with 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.)



## 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.

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 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.

- ✓ 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 ED INSTRUCTOR WORKSHOP AGENDA

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<b>Time:</b>	<b>Topic:</b>
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
<b>Total Time:</b>	<b>4 hours (does not include time for breaks, meals, or actual fishing.)</b>

---

## SAMPLE FLY FISHING INSTRUCTOR WORKSHOP AGENDA

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<b>Time:</b>	<b>Topic:</b>
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
<b>Total Time:</b>	<b>5 ½ hours (does not include time for breaks, meals, or actual fishing.)</b>

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## ANGLER ED INSTRUCTOR TRAINING WORKSHOP EVALUATION

Life's better outside.®

Please help us evaluate this workshop so that we can continue to improve it for future instructors. Please use the back for any additional comments.

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

Not at all    Mostly    To a great extent    Completely

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

Not at all    Mostly    To a great extent    Completely

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

Not at all    Mostly    To a great extent    Completely

**4. How would you rate the quality of the teaching materials and equipment that were used in the workshop? (We welcome new ideas – please feel free to share any suggestions on the back)**

Poor    Fair    Good    Excellent

**5. Did the workshop demonstrate the importance of using hands on activities with students by having you actually practice them?**

Not at all    Mostly    To a great extent    Completely

**6. The length of the workshop was**

Too short    Too long    About the right length

**7. Was the importance of completing and returning reports explained?**

Not at all    Mostly    To a great extent    Completely

**8. What did you like best about this workshop?**

**9. What did you like the least about this workshop?**

**10. What suggestions do you have for improving the workshop or for providing other equipment or materials that would make teaching fishing easier or more fun?**





# Appendix



## 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; 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.
Go Fish! State Park Event	These Learn to Fish Events are led by paid contractors at specified state parks. See the TPWD calendar for the current list of events.
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> .

# ANGLER EDUCATION INTERNET RESOURCES

TPWD Volunteer web site: [www.tpwd.texas.gov/volunteer](http://www.tpwd.texas.gov/volunteer)

Angler Education web site:

site: [http://www.tpwd.texas.gov/learning/angler\\_education/](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 can only be accessed with a user name and password – however the user name and password is the same for everyone. Please note that the user name and password are all lower case, no spaces.

Username: **instructor**

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](http://www.texasaquaticscience.org)

See Chapter 13 - Fishing for Conservation

US FWS Wildlife and Sport Fish Restoration 75<sup>th</sup> Anniversary Video,

Video, [https://www.youtube.com/watch?v=kJo8U9S6N\\_c](https://www.youtube.com/watch?v=kJo8U9S6N_c)

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

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

Leave No Trace, <https://lnt.org/> information and resources



## 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!!!



## **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)

## THE ART OF SQUIGGLIES by Steve Campbell

### MATERIALS:

Soft plastics / "Squiggles" (various types and colors)  
Bucket or sink  
Joy® or Dawn® dishwashing liquid soap  
Safety pins  
Knit delicates bag with zipper (optional, if using a laundry washing machine)

### PREPARATION:

1. Wash the squiggles in cold water with dishwashing soap to remove the lubricant.
2. Allow squiggles to air dry overnight.
3. Pick up a worm, pierce it through the head with the safety pin and then close the latch. Drop the new squiggly into a bag and pick up the next plastic, repeat the process until completion.



Caution: Food should not be consumed during this process, unless you are partial to the flavor of the lubricant that coats the baits. Another point to be made here is conditioning. The repetitive motion of unlatching and latching safety pins can make the tips of your fingers tender and sore. Start out light and work up to larger numbers.

### THE ART OF SQUIGGLYNESS

Everyone starts with a single squiggly. They get that for simply showing up.

Additional squiggles are awarded for correct answers, creative solutions and acts of kindness. And a squiggly cannot be refused and is to be pinned on the shirt/blouse immediately. Participants should be warned against leaving squiggles lying around, or they may disappear if a squiggly thief is in-house.

When squiggles are given out, they cannot and must not be simply handed to the recipient. Instead, they are to be tossed through the air to the awardee. I am, however, compelled to express a cautionary note here. Before you toss a squiggly, make sure the participant is maintaining direct eye contact with you. One can certainly see the downside to potentially blinding students and volunteers with an ill-conceived squiggly launch.



At the conclusion of the class, I ask the participants to count their squiggles to determine their Squiggly Factor. Clearly, the one with the most squiggles attached to his or her chest is declared the Squiggly Champion of the Day and is awarded a small prize

### SQUIGGLY EXTENSIONS

If I'm in a very playful mood, I sometimes dare my students to wear their squiggles to work. The hoped for outcome is that coworkers would then ask about the squiggles and that it might encourage others to participate in Angler Ed workshops. If I'm feeling a bit wicked, I sometimes double-dog-dare them to wear their squiggles to work. And as all TRUE Texans know, a double-dog-dare CANNOT be refused. They are just too powerful and have to be used with extreme caution.

For more background information about how the Art of Squiggles was born, see the full-length story in the Reel Lines Newsletter, January 2004 page 6.

Hi-ho Squiggly, away!

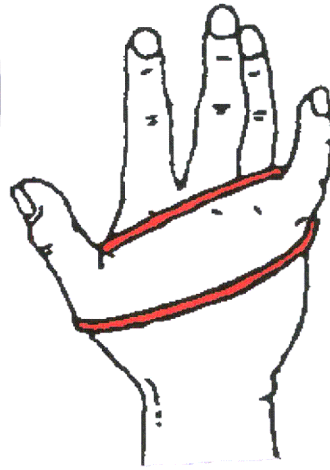
# Getting Out of a Bind

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.)





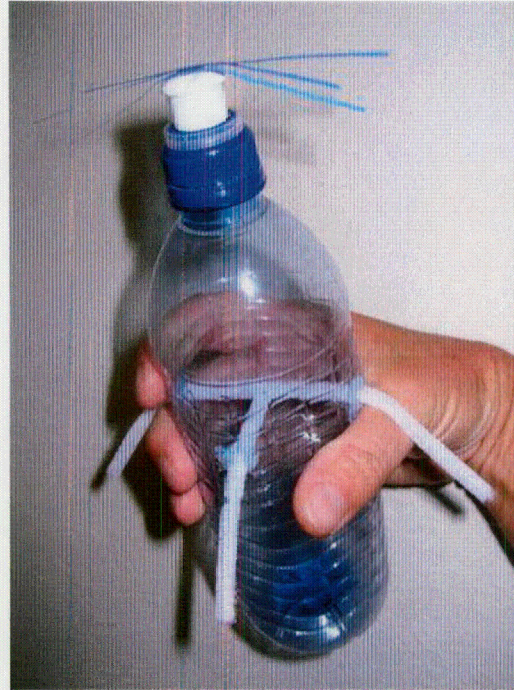
# TO BE FINNED OR NOT TO BE FINNED

By David Neyses, TPWD Angler Education Area Chief

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.

To make the model:

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. Narrowly cut strips of paper were scotch taped to the end of the bottle to replicate the "whiskers" and get a little laugh.



Optional:

- add googly or wiggle eyes (found at craft stores)
- add a caudal fin (using craft foam sheets)
- attached fishing line to the "mouth" or bottle cap

# 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



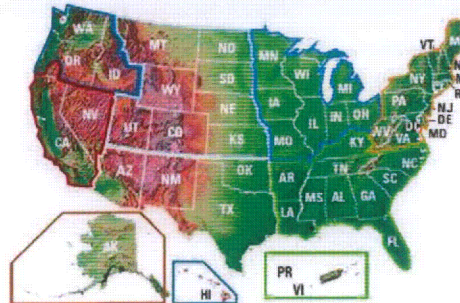
## PURCHASES OF EQUIPMENT AND BOAT FUEL:

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

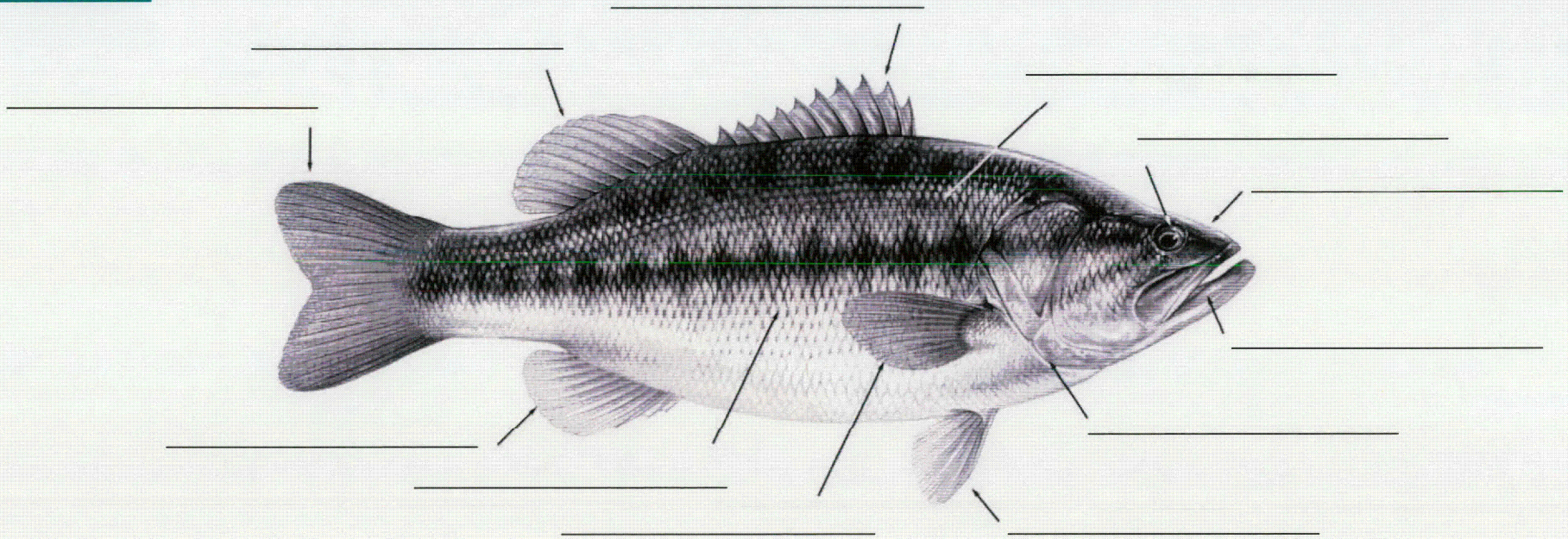
## SPORT FISH & WILDLIFE RESTORATION TRUST FUNDS



## 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.

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## 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

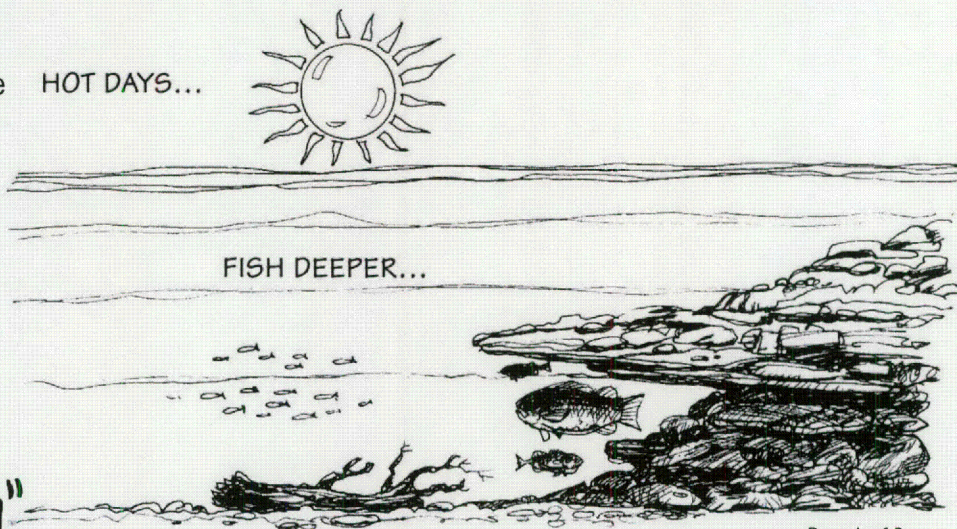
All fish are cold-blooded. Fish can't maintain their body temperature at a constant level as do humans and other warm-blooded animals. The temperature of the surroundings influences the fish's body temperature and bodily functions – including how much and when to eat. Lower water temperatures slow fish 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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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

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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.

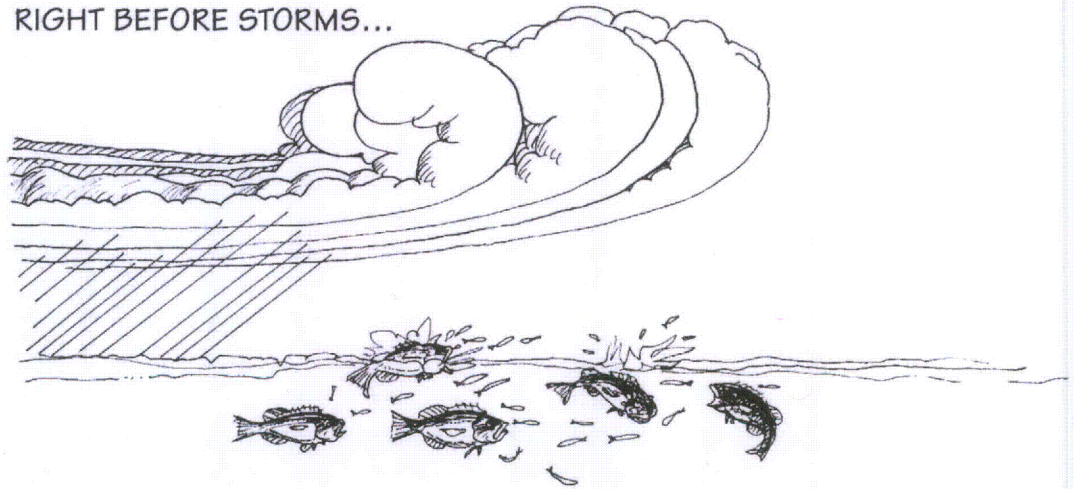
Warm fronts cause surface water temperatures to increase. Such fronts often put fish into a feeding mode. This can be particularly true in the winter, when a warming trend can cause otherwise sluggish fish to start feeding actively. Most of this feeding activity is on or near the warm surface.

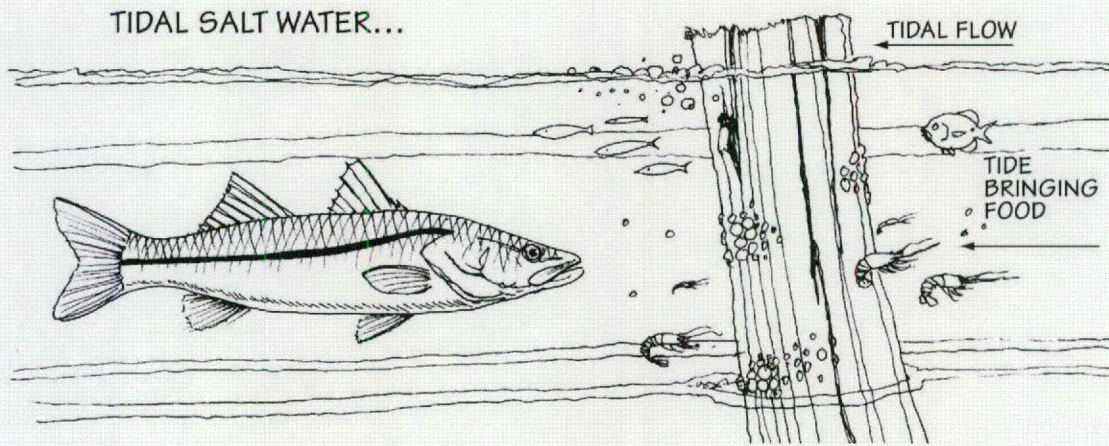
Cloudy days improve fishing since the clouds prevent light penetration. Overcast skies cause fish to cruise for food more than they would during bright days when they tend to hide and stay close to structure. On overcast cloudy days, fish are less likely to be on specific structure spots or areas and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

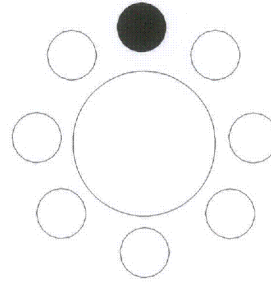
Determining the best time to fish requires checking on many fishing factors and outdoor conditions. The key to fishing success is to learn about fish and how they live. Try different tactics in your fishing to make each day of fishing a great day. Visit [takemefishing.org](http://takemefishing.org) for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

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GET INFORMATION AND GET GOING AT  
TAKEMEFISHING.ORG

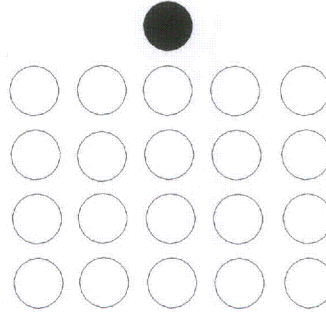
## Analyzing Room Arrangement

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."



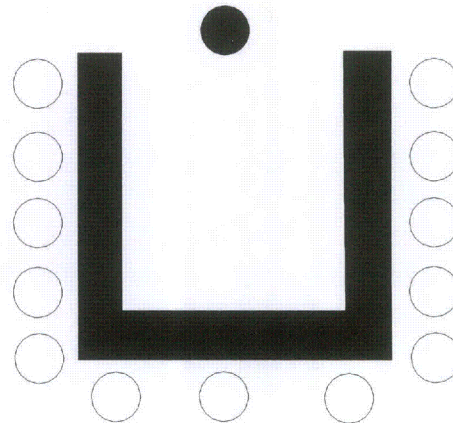
**A**

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.



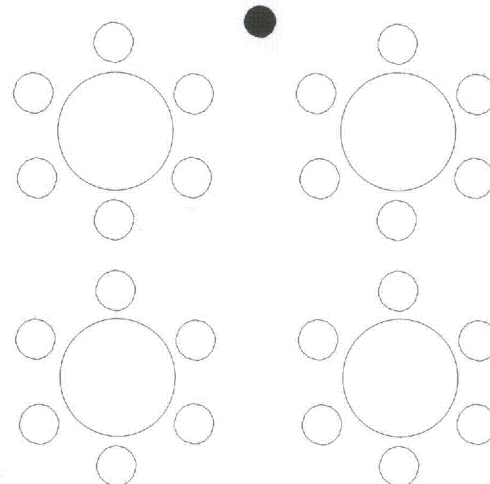
**B**

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.



## 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 11<sup>th</sup>** 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.

### BEFORE THE WORKSHOP

**If you are already a registered TPWD Volunteer** (example: Sea Center, TFFC, Master Naturalist), please let me know and disregard the following information.

**If you are not a registered TPWD Volunteer with TPWD**, please go to the TPWD Volunteer website, [www.tpwd.texas.gov/volunteer](http://www.tpwd.texas.gov/volunteer) and complete these steps:

1. Scroll down past the log in area to **Find an Opportunity**
2. Find **Search by Keyword** and type in "Angler Education Instructor" and click on blue **Search** button
3. Click on **Click here for details or to sign up** link
4. Click on the blue **Sign-up** button
5. Click on the blue **Apply to become a volunteer button**
6. Complete the five step registration process by answering all questions\* and click on the blue **Continue** button until the process is completed

\*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.

#### **Attention Teachers!**

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

If you need help creating your profile, please contact me. If you do not have internet access, you may complete the application and criminal background check forms at the workshop.

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 2-4 weeks.)

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

**Area Chief Name**

**Email**





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



\_\_\_\_\_  
Karen Marks  
Aquatic Education Manager

Life's better outside.®





# 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](mailto:education@tpwd.texas.gov)

Order Date: \_\_\_\_\_ Preferred Delivery Date: \_\_\_\_\_

Lead Area Chief Name: \_\_\_\_\_ Email address: \_\_\_\_\_ Phone: \_\_\_\_\_

Assistant Instructor Name: \_\_\_\_\_ Email address: \_\_\_\_\_ Phone: \_\_\_\_\_

**Ship To:**  
Name: \_\_\_\_\_  
Address 1: \_\_\_\_\_  
Address 2: \_\_\_\_\_  
City: \_\_\_\_\_, TX  
Zip: \_\_\_\_\_

**Workshop Information:**  
 Angler Ed Instr.     Fly Fishing Instr.     AED/FF Instr Combo  
 Workshop Date: \_\_\_\_\_  
 Start Time: \_\_\_\_\_  AM  PM    End Time: \_\_\_\_\_  AM  PM  
 Post workshop on TPWD web site?  Yes  No  
 Location (facility name): \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_                          County: \_\_\_\_\_  
 Workshop Contact Phone: (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  
 Workshop Contact Email: \_\_\_\_\_

Item 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)			
TPWD Angler Education Instructor Pin			
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)			
<b>FLY FISHING INSTRUCTOR WORKSHOPS (above items plus...):</b>			
<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			
<b>For TPWD Use Only</b>	Faxed to warehouse:	Class ID:	Carrier: Filled by: Date Shipped:





# ANGLER EDUCATION INSTRUCTOR TRAINING ROSTER

Course Type:  Angler Instructor  Fly Fishing Instructor

**For TPWD Only:**  
 Include on LBB Report  
 Include on Fed Aid Report

Lead Instructor: \_\_\_\_\_ Lead Instructor e-mail address : \_\_\_\_\_  
 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

Paper App	CBC form	Online App	Participant Name (Please Print)	Phone number	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>
				( )			AS AI B Ha Hi O W
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**REPORT SUMMARY**  
 Step 1: report figures online, [www.tpwd.texas.gov/volunteer](http://www.tpwd.texas.gov/volunteer)  
 Step 2: submit workshop roster, volunteer sign-in sheet, and any applications/cbc forms to TPWD – HQ  
 Total Females: \_\_\_\_\_ Total Males: \_\_\_\_\_ Total: \_\_\_\_\_

**FOR TPWD USE ONLY:**  
 Samaritan logbook entered; Approval Date: \_\_\_\_\_  
 Certification date and trainer's name updated  
 CBC's completed  
 Welcome letter and card sent

# VOLUNTEER SIGN-IN

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>	Check if TPWD Staff	Check if reporting hours online	Date <small>(1 day per line)</small>	Hours Worked <small>(including prep, class and follow- up time)</small>	For TPWD Use Only: Hours entered and approved
<b>Total Volunteer Hours:</b>							

Mail roster, volunteer sign-in sheet, and any participant applications and cbc forms to:

TPWD Aquatic Education  
4200 Smith School Road  
Austin, TX 78744

512-389-8183

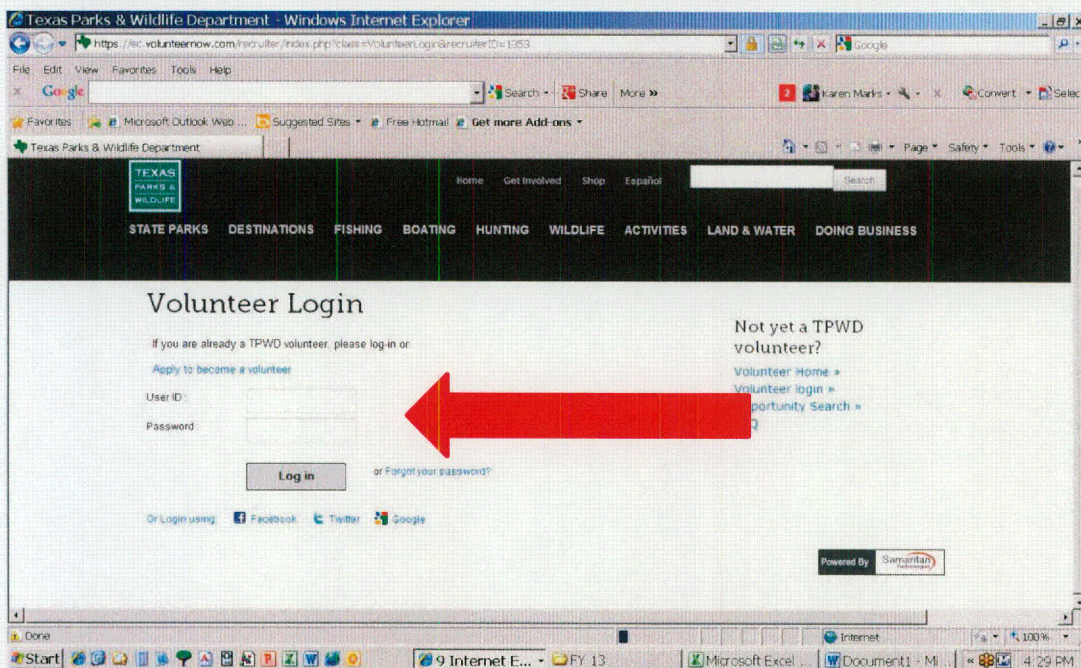
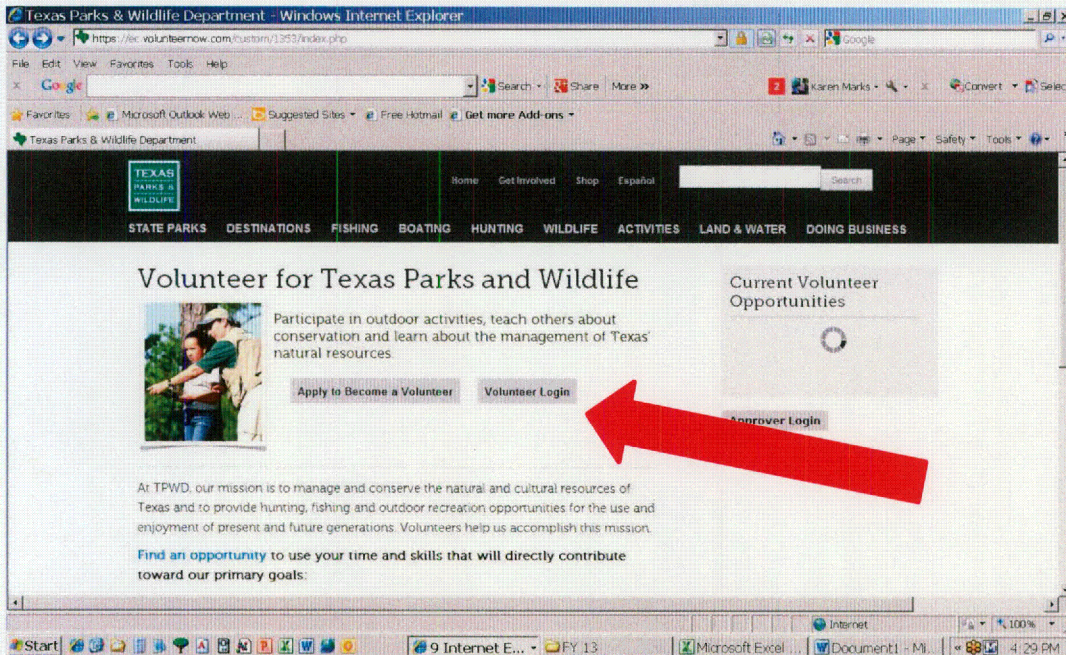


# HOW TO REPORT AND ENTER YOUR ANGLER EDUCATION VOLUNTEER HOURS ONLINE – IT'S EASY AS 1, 2, 3.

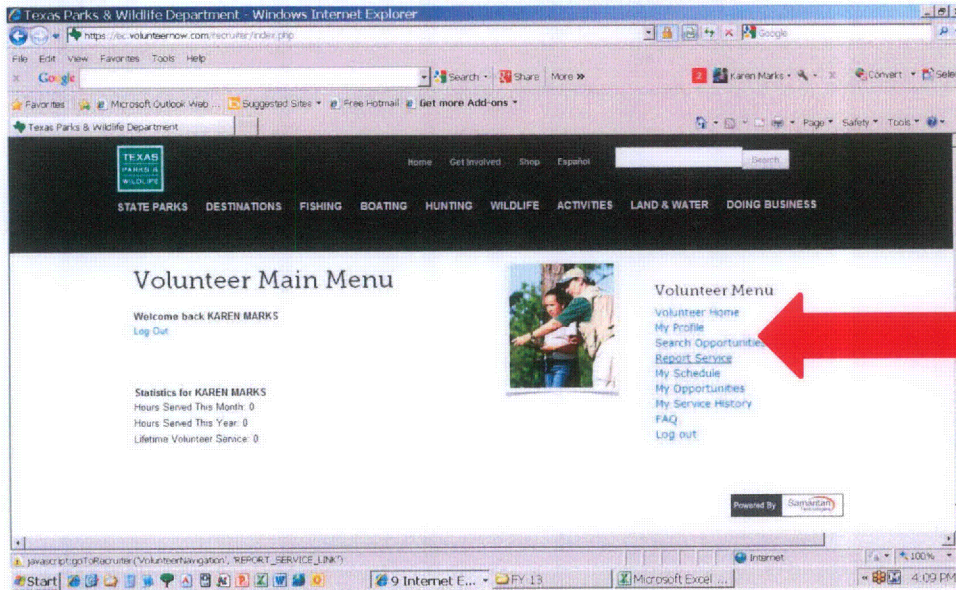
Go to [www.tpwd.texas.gov/volunteer](http://www.tpwd.texas.gov/volunteer)

## Step 1:

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



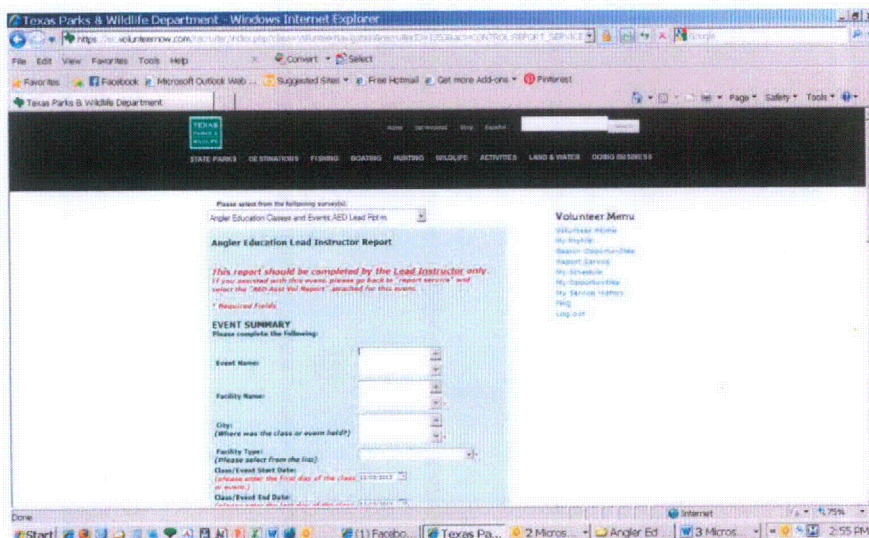
## Step 2: Click on Report Service (right side), then select the event name from the drop down menu.



If you submitted a supply order or signed up online to help out at a specific event, an event listing/opportunity will show in the drop-down box (ex: *Basic Angler-Mendez school-12Nov2013*), click on this event. Otherwise you can select the generic event named “*Angler Education Classes and Events*”.

Once you have selected the event/opportunity -- two reports will appear. One for the Lead Instructor and one for the Assistant Instructor. Select the report that corresponds to *your role for this event*.

1. LEAD instructor--will report the number of participants and their volunteer hours, (along with date, class type, facility name, city). [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.]
2. ASSISTANT instructors *only* report their volunteer hours (along with date, class type, facility name, city)



## Step 3:

For the LEAD Instructor Report, as you can see this form is a little longer than the assistant report. The Lead Instructor will enter:

- ✓ The event start date
- ✓ The event end date
- ✓ The event name (ex: *Boy Scout Fishing Derby*)
- ✓ The facility name (ex: Camacho Community Center)
- ✓ The city where the event was held
- ✓ Select Yes or No for the "Are you an employee or contractor for this event"
- ✓ Number of hours you served. If reporting hours for multiple days, hours must be listed by date in the notes field. (example: Jan 3 – 2 hrs prep, Jan 4 – 6 hrs workshop, Jan 5 – 1 hour wrap-up)
- ✓ How many assistants helped you and a list of their names
- ✓ The number of adult male and females
- ✓ The adult ethnicities (if known)
- ✓ The number of youth male and females
- ✓ The youth ethnicities (if known)

Then click **OK**

For the ASSISTANT Instructor Report, complete the following data fields:

- ✓ Enter a start date
- ✓ Enter an end date
- ✓ Enter the event name (ex: *Boy Scout Fishing Derby*)
- ✓ Enter the facility name (ex: Camacho Community Rec Center)
- ✓ Enter the city where the event was held
- ✓ Select Yes or No for the "Are you an employee or contractor for this event"
- ✓ Number of hours you served. If reporting hours for multiple days, hours must be listed by date in the notes field. (example: Jan 3 – 2 hrs prep, Jan 4 – 6 hrs workshop, Jan 5 – 1 hour wrap-up)

Then click **OK**

## 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.' 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.

Why do some reports have a "-s" or a "-m"?

This is an internal report function. S = single report; M = multiple report. TPWD HQ staff will determine which report will be assigned to you and the event/opportunity.

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 helped with or previously reported on. In the future the above internal reporting function "-s" or "-m" will help to reduce this list.

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.

Key:

Lead Volunteer Task

Asst. Volunteer Task

TPWD Staff Task

## Volunteer Instructor

### Procedures for Angler Education Classes or Events

#### Before a class or outreach event

##### I need supplies and/or equipment for my class or event:

Submit a supply order form to the Austin HQ office via email, fax or mail with:

1. the class info (date, time, location)
2. the supply quantities

Reserve loaner equipment with Regional TPWD Aquatic Education staff

##### I do not need to order supplies, borrow equipment or recruit volunteers:

No Action Required

##### I want to recruit PARTICIPANTS to come to the event:

Notify your regional TPWD staff.

##### I want to recruit VOLUNTEERS to help at the event:

Indicate in an email or note with the supply order how many volunteers and any applicable volunteer shift times.

##### I do NOT want to recruit volunteers:

No further action required

Post the event on the TPWD Calendar of Events (Plone)

Web site address:  
[www.tpwd.texas.gov](http://www.tpwd.texas.gov)

1. Create the Opportunity in Samaritan – use the Calendar to create the “date and time”, and any applicable shifts. Assign volunteers to the Op.
2. Move the Opportunity to the “Published” folder so that the volunteers can “see it”
3. Send out an email blast to volunteers in the region
4. A few days prior to the event, check Samaritan for a list of volunteers and send the roster to the lead volunteer

No further action required

# Volunteer Instructor Procedures for Angler Education Classes or Events

## At and After the class or outreach event

### Use the standard Angler Ed reporting forms:

1. Count/track number of participants (adult males, adult females; youth males, youth females; and ethnicities)
2. Have all volunteers sign-in on the volunteer roster and indicate hours worked or if they will report online; signatures required for all volunteers. If event is multiple days, use one roster per day.
3. Keep a copy for your files.

### TO REPORT ONLINE

#### Lead Volunteer (one per event):

1. Sign-in to Samaritan, click on "Report service"
2. Select the designated Class/Event or select the blanket opportunity, "Angler Education Classes and Events" opportunity with the "AED Lead Rpt"
3. Complete all fields including the event name, facility name, event date(s), # of participants, your volunteer hours, and # of assistant volunteers that helped at the event (not their hours)

*\* Please submit a paper roster with the volunteer's signature and hours worked for:*

- *Non-certified volunteers*
- *Certified volunteers who are unable to report online.*

**TO REPORT ON PAPER:  
LEAD VOLUNTEER  
SUBMITS PAPER REPORT  
VIA EMAIL, FAX OR REG. MAIL  
TO TPWD**

### TO REPORT ONLINE

#### For Assistant Volunteers:

1. Sign-in to Samaritan, click on "Report Service"
2. Select find the designated Class/Event or select the blanket "Angler Education Classes and Events" opportunity with the "AED Asst Rpt"
3. Complete all fields, including the event name, facility name, event date and your volunteer hours. (NOTE: Participant #s will be reported by the lead volunteer for the event.)

*\*If you do not want to report online, please sign the volunteer roster at the event.*

### TPWD AUSTIN HQ STAFF:

1. **REVIEWS & APPROVES ONLINE**

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



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