



Angler Skill-a-Thon

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Best Time: any time as a skills review session

Time Required: 5-10 minutes per review station.

Objectives

Participating young people and adults will:

1. Review and demonstrate angling skills
2. Review and demonstrate mental processes developed
3. Enhance understanding of ethics and angler responsibilities
4. Have fun while learning

Youth Development Objectives

Participating young people and adults will:

1. Enhance leadership skills
2. Practice problem solving skills
3. Expand communications skills
4. Progress in developing a personal code of ethics
5. Practice stress reduction skills

Evaluation Activities/Suggestions

Based on the outcome of the skill reviews, the leader will be able to evaluate learned angler skills. The level of accomplishment should equate to the members age and ability.

Roles for Teen and Junior Leaders

1. Assist in setting up the skill-a-thon layout
2. Administer skill-a-thon station activities
3. Evaluate participant performance in activities or events
4. Assist in tabulation of results
5. Lead in award or recognition emphasizing personal development

Potential Parent Involvement

1. See ARoles for Teen and Junior Leaders@ above
2. Arrange for or provide equipment or props used in the skill-a-thon stations
3. Arrange for or provide a workshop location
4. Arrange for or provide transportation
5. Arrange for or provide appropriate refreshments

6. Assist in development of skill-a-thon stations appropriate for the location and skill level of participants

Leader Tips

The oral and demonstration test may be administered at the end of each lesson period or may be given as a "Round Robin" overall skill review at the end of the year. Make the test fun and a demonstration of skill and knowledge in a "No-Fail" atmosphere rather than a stress producing event.

Lesson Outlines

Station #1

The leader/volunteers will check on the ability of members to complete the following skills: (very young members can be helped by older members/volunteers to achieve all station goals.)

1. Casting closed and open face rod/reel at a target.
2. Tying and naming two knots.
3. Tying rigging of fresh and salt water tackle for bait.
4. Identifying artificial baits for two types of fish.

Station #2

The leader checks on the ability of members to explain and demonstrate:

1. Proper catch and release procedures - physical methods demonstrated with a "pillow fish" to prevent damage to the fish.
2. Why catch and release procedures are important to fish survival as wild breeding stock.

Station #3

The leader checks on the ability of the members to find and interpret the catch rules for two fish in their region. State sportfishing regulation booklets are available from many nearby license agents.

1. Members cross reference the codes, catch limits, size restrictions and open seasons of two species of fish located in their region. They orally report their findings.

Station #4

The leader will orally ask members questions about water safety issues:

1. Members demonstrate the proper wearing and "cinching-up" of a life jacket.
2. Members demonstrate the non-contact method of rescue by throwing a ring buoy to a target spot 25 feet away and how to get help.
3. Members demonstrate the safe way to remove an embedded hook from a bar of soap.

Station #5

The leader asks members to identify structures and temperatures most likely to find fish.

1. Members identify the most likely structure fish will be hiding under from a picture or slide of a nearby pond or river. The importance of the thermocline should also be included.
2. Members identify the components of the fresh or salt water food chain and their importance to the survival of fish.
3. Members will identify and explain the function of a fish's body organs and parts.

Station #6

The leader asks member to explain the function of the Water Cycle and the importance of clean, non-polluted water.

1. Members identify some of the chemical and waste pollutants that degrade our surface and subsurface water supplies.
2. Members identify some of the other degrading factors of the water such as discarded monofilament line, styrofoam worm cups, etc.

Station #7

The leader will ask members to explain their personal commitment about "getting involved with fish."

1. Members reflect upon their feelings about what a good steward of the resources entails.

2. Members describe their own personal code of ethics.
3. Given a hypothetical situation relating to fishing, have members describe how they would respond to this dilemma.