



# Kokanee Karnival Youth Education Program

## Spring Angling Clinic Curriculum

### Introduction

This document is Part 3 of the Spring Angling Clinic curricula – Water Safety and Casting – Station 2. Volunteers will set up this station in the morning. This part of the curriculum consists of the following parts:

- A. Set Up
- B. Initial Discussion
- C. Water Safety
  - a. Hypothermia
  - b. Boating safety, Reach, Throw, Row and Go
  - c. Stream and wading safety
- D. Casting Instructions – include safety while casting.
- E. Practice Casting
- F. Clean Up

### A. Set Up

The volunteers will need to set up the small blue canopy on the first day. This station is set up in front of the wood storage area. This gives the instructors a platform to stand on.

A table is needed either from the trailer or from inside Aspen Hall. No chairs are needed for this station. The volunteers also need to get the water safety materials, practice casting rods and practice casting materials from the trailer. The volunteers need to get two buckets of ice water set up, ice is in the ice maker in the Aspen Hall kitchen and the water can be obtained in the sink. It is important to have the water really cold so use plenty of ice (2/3<sup>rd</sup> ice). The volunteers need to unpack the rods and verify that all of them are working. The volunteers should get a thick branch and a bushy branch from the tree area if they plan to do the optional exercise. Hang the two towels from the canopy. Hang the station banner from the canopy. Set up of this station takes about 30 minutes on the first day and about 15 minutes on other days.

After the Hooks and Ladders game, the volunteers should place the backyard bass in the Hooks and Ladders area. This is now the practice casting area.

This station has two exercises, the first relates to water safety and the second to practice casting. It is important for the instructors to keep monitor the time. It is easy to take too much time on the water safety portion and this will not allow sufficient time for practice casting. Many students have not been fishing before and they need the casting practice for the afternoon fishing. Remember the students will have 20



minutes or less at each station. Instructors should watch their time. The time keeper will sound the duck call when time is up and the students should rotate to the next station.

## **B. Initial Discussion**

When the students arrive at the station they will stand in front of the table. Introduce the volunteers to the students. Tell the students what they will be learning at this station.

## **C. Water Safety**

Allow about 8 to 10 minutes for the water safety portion of the demonstration at this station. Remember these students learned about water safety as a part of the Angler Education program in the classroom. When discussing topics at this station it is good to relate it to what they learned in the classroom.

### Hypothermia.

First set the stage with some temperature questions. Ask the students if they know the temperature water freezes. Ask if they know their body temperature. Ask if they know how cold the water in a Central Oregon lake or river is during the spring and in the summer.

Ask the students if they know what it is called if you are in the water and start to get real cold (hypothermia). Tell them how water takes heat out of the body much faster than air. Ask if they know what happens if they get hypothermia. Their body gets stiff, the water seems to hurt and they will pass out and probably drown.

Now tell the students we have a hypothermia exercise. Have the students gather around the two buckets. Make sure they have one arm exposed. Have the students make a fist and then clench and unclench their fist. Ask them if it is easy to do. Tell them when they put their hand in the water it will be cold and they should clench and unclench their fist in the water. One instructor can jokingly ask the other if 10 minutes will be enough time for them to have their hands in the water. Usually 30 second or so is enough for the students to have the impacts of cold water. Work with the students to have them clench and unclench their fists in the water. When done, have the students dry their hands on the towels hanging from the tent. The students yell a lot when doing this exercise.

Ask if it hurt to make the fist and if it got harder to make the fist when in the water. Explain that hypothermia makes this happen to their whole body. This is why if they fall into cold water they can get too stiff to save themselves. Tell the students this is why they should be careful in boats or along streams to avoid accidents like falling into the water.

### Boating Safety

Hold up the personal flotation device (pfd) and ask them if they know what it is. Ask them who *must* wear a pfd in a boat. All kids 12 years old or younger. Ask them if they are in a boat and someone catches a fish should they all go to that side of the boat to see it. When they say no ask why.

Have one instructor pretend that they fell into the water. Ask the students if you should jump in and try to save them. Most will say no. Ask them why.



Remind them they learned about Reach, Throw, Row and Go in the Angler Education class.

Demonstrate how you can **reach** with the paddle. Have one student hold the end and pull the paddle to show how you can get someone to the boat.

Next tell them that if the person is too far to reach that they should **throw** something to the person in the water. You can show them with the rope. Again toss it to a student and show how to pull someone to the boat. Show them the seat cushion floatation device. Toss it to a student and ask them to put it on. Some will put their arms through the straps and hold it to their chest. Others may try to put it on like a backpack. Remind them if the cushion is on their back their face will be in the water. If the student does try the backpack method, show them how to use the cushion correctly.

Next ask what should the students do if the person in the water is too far to throw something to. Tell them this is when they can use the paddle to **row** to get closer.

Ask the students if all this does not work, what should they do. This is when they should **go** for help. Tell them that this may be hard to do, to leave someone to get help but this may be the only way to help the person in the water before hypothermia occurs.

Reinforce this exercise by reminding them of the Reach, Throw, Row and Go rules for boat safety.

#### Stream and wading safety Option

Ask the students if they fall into a river should they put their head down and start to swim. Tell them if they lead with their heads that they may hit a rock and get hurt. Ask if they know how they should position themselves in the current. Tell them feet first and nose and toes up. Ask if they know why their feet should be first. Tell them they can steer with their arms in the current to get to shore.

An option in this exercise is to have a thick tree branch and a bush branch. If time is short this can be eliminated. Ask the students if they should try to grab the thick branch to pull themselves to shore. Demonstrate this with a student. Then ask if they should grab the bush to pull themselves to shore. Explain how the bush is too thin and will probably break or that they could get trapped in the bush.

#### Hook Removal Option

This exercise is also an option. While it can be fun for the students, care must be taken to reinforce the fact that this is only to be done in an emergency.

Show the instructor the hook with the barb and ask if they know what (the barb) is. Then show them the barbless hook with the red paint. The instructors can joke that they forgot to clean the blood off from the last class. Pick a student to be the volunteer. One instructor can identify the fleshy part of the student's palm and the other can pretend to get ready to put the hook in. The instructor places an orange in the student's palm and put the hook in the orange. The instructor then shows how to use the cord to remove the hook.



If you do this option, remind the students this is the last resort. If they get a hook in their skin the first thing they should do is go tell their parents or adult. This is so the adult can remove the hook or take them to a doctor.

**Significant vocabulary:**

Hypothermia

Personal floatation device

Reach, throw, row and go

**D. Casting Instructions**

Allow the remainder of the station time for casting. This is an important exercise to show the students how to use the spin casting rods and to explain casting safety. Tell the students the practice rods are the same as the rods they will be using in the afternoon. Remind the students these practice rods do not have a hook but the rods they will be using in the afternoon will have a hook. Ask the students if they have used a fishing rod. This will give the instructors an indication of the students who may need additional help when practice casting.

Tell them no running with the rod because the hook can bounce around and hook them or someone else. Tell them you know they will be excited to fish but they must not run with the rod. Show the students how to hold the rod with the tip up when walking. Do not walk with the rod tip in front of them.

One volunteer should show the students how the spin casting rod is used. This is when the instructors can show the students why they should not cast side arm. The instructor can sweep the rod and gently touch a student or volunteer with the rod tip. Tell the students if there was a hook on the line the hook would probably get stuck in the person. Tell them they should cast overhand and show them again how to do it. Tell them if they are casting they must look behind them to make sure there is no one standing there. When the rod is brought back over their head, a hook could get stuck in the person behind them. Tell the students if they are walking along the pond that they should tell the person fishing when they are passing behind them. This way the person fishing will not cast. Have assistant instructors reinforce Safety reminders as needed

The instructor can then demonstrate casting. Show them how the plug at the end of the line can “hook” the backyard bass. A few demonstration casts are usually enough.

It is important to reinforce these rules.

Ask if they should cast sidearm

Ask what should they do when casting

Ask what should they do when walking behind someone who is fishing.

**E. Practice Casting**

Have the student get a practice rod one at a time and lead them to the casting area. Have them line up along the side of the casting area and start their practice casting. This is when the instructors can see who



needs additional help. When the students catch a backyard bass, take it off the line for them. An instructor can gather the caught bass and put them back in the casting area but beware of flying plugs because the students will keep casting.

When the time is up, have the students reel in their lines and walk with the rods to the station tent. You will probably have to remind students not to walk with the tip down or pointing forward and not to run.

## **F. Clean up**

When the students are leaving for the day, the instructors need to clean up this station. All the station materials and the table must be brought into Aspen Hall for storage overnight. The canopy can stay but it must be secured so it does not blow away. This daily clean up takes about 15 minutes.

On the final day, the station materials must be returned to the trailer. The canopy is taken down and put in the trailer for storage. Final day clean up takes about 30 minutes.