



Kokanee Karnival Youth Education Program

Spring Angling Clinic Curriculum

Introduction

This document is Part 5 of the Spring Angling Clinic curricula – Fishing Equipment and Stream Habitat – Station 4. Volunteers will need to set up this station in the morning. This part of the curriculum consists of the following parts:

- A. Set up
- B. Fishing Equipment
- C. Stream Habitat
- D. Fly Casting
- E. Clean up

A. Set Up

On the each Monday the volunteers need to set up the large tent on the patio outside Aspen Hall. This station requires two tables and two chairs. The volunteers need to get the Station banner and the station materials from the trailer. The banner should be tied it to the tent. It is also good to tie the tent to the railing to prevent wind from moving it. The fishing equipment should be set up on the two tables. The volunteers need to roll out the vinyl stream and weight it down with wood from the shed by Station 3. The bin with the fish should be placed on the table near the stream set up. The fly rods should be checked and prepared for casting. There are outlines of the topics to discuss in the tackle box used at this station.

Daily set up takes about 30 minutes. Monday set up requires an additional 15 to 20 minutes to erect the tent.

B. Fishing Equipment

When the students arrive at the station introduce the volunteers and tell them what they will be learning about at this station, fishing equipment, stream habitat and fly casting. Allow about 10 minutes for this portion of the station demonstration.

Ask the students if they know what the four kinds of fishing rods we use in Oregon are called? Spinning, spin casting, bait casting and fly rods. You will have these four rods to show them. Ask the students if they have been fishing and the type of fishing rod they used. Explain how each rod and reel works when casting. Explain how to cast and retrieve works. Ask if they know the difference between a fly rod and the other three rods? Fly rod the fly line adds the weight to cast and the others use a lure or split shot to provide weight for casting.

Ask the students if they know what the three kinds of fishing line are called? Monofilament line for all spinning and bait casting rods, braided line is usually on bait casting rods and fly line, you will have examples of each kind. Ask the students if they know what the test of a line means? Test is the weight or



pull that the line can take, 12 pound test means a breaking strength of 12 pounds if the line is not kinked or has a bad knot.

Ask the students if they know what we put on the hooks to catch fish? The answer are lures, flies and bait. You will have examples of bait to show them, powerbait, salmon eggs and worms.

Show the students the different kinds of lures. Tell them about spoons, spinners, plugs, soft plastics and flies. You will have examples of each kind. Tell them which lures float and which sink. Ask them to match the lures with the images on the printed sheets.

Ask the students if they know how to fish for trout. Use a rod to show the line, bobber, sinker/splitshot and hook/lure. Explain how to cast, wait and when the bobber moves to set the hook. This will help them get ready for the afternoon fishing.

C. Stream Habitat

Have the students move to the stream area. Allow about 5 to 8 minutes for this portion of the station demonstration. The instructor should talk about the stream pointing out the logs and rocks in the stream. Ask the students if they can tell the direction that the stream is flowing. Ask the students where they think the water is deep and shallow. Deep areas have darker blue color. Ask the students where they think the water is moving faster and slower. Slower areas are along the bank and downstream of obstructions. Give each student a fish from the equipment bin. Ask each student in turn to place the fish in the stream and ask why they placed the fish where they did.

Some students may place the fish facing downstream. Ask the group if this is corrects. Ask the students if they know why fish face upstream? They are more streamline facing the current and they can see food coming in the water. Some students may put the big fish in the shallow water area, again ask the group if this is correct.

D. Fly Casting

If time permits, the students are divided into smaller groups and each group goes to Aspen Pond with an instructor. Allow about 5 to 7 minutes for this part of the station demonstration. The fly rods have yarn on the end of the leader. The instructor demonstrates fly casting and then allows each student to take a few practice casts. The instructors should help students with their casting using encouragement.

E. Clean Up

Each night the volunteers need to clean up the station. All the fishing equipment should be packed, the stream rolled up and the tables and chairs brought into Aspen Hall. The tent should be secured and can remain up over night. If no events are scheduled at Aspen Hall, the tent can remain up over the weekend. On Friday and the last day, the tent needs to be taken down and put in the trailer. All the other station materials also need to be placed in the trailer. The wood used to anchor the stream should be returned to the wood shed.

Daily clean up takes about 30 minutes, while the final clean up requires and additional 30 minutes.