



Florida Fish and Wildlife Conservation Commission

School Fishing Club Program

Instructor's Manual



WELCOME TO THE FWC SCHOOL FISHING CLUB PROGRAM!

The Florida Fish and Wildlife Conservation Commission (FWC) has developed the School Fishing Club Program for school students who are interested in learning how to become effective ethical anglers in fresh and saltwater. The goal is to teach students about ethical angling, conservation, Florida fisheries habitats, basic fishing gear and general fishing concepts to help create confident and responsible anglers. This manual provides suggestions for getting started, core fishing lessons and activities, and additional activities for motivated young anglers who aim to advance their skills. Various educational resources are also included, as well as required documents that must be completed to participate in this program. **Your school fishing club must submit all documents, including registration forms, pre-tests, and post-tests, on time as well as complete a conservation project by the end of the school year.**

What You Need to Do

By the end of October (under normal circumstances for Fall-Spring Program) -

- **Recruit club members:** Your school website is a great resource! Post a link to the club's page with the sponsor's contact information, as well as details about the club such as its purpose, meeting schedule, how to join the club and the cost, if any. Providing dates, times and locations of meetings and events online is critical for maintaining your club. Consider sharing information with your school's online calendar and/or hosting a booth at your school's orientation to promote your club.
- **Submit the "Forms for Students to Complete at Start" on pages 32-36:**
 - All students in the club must complete a **PRE-SURVEY** at the beginning of the year, which will be used to evaluate the effectiveness of the curriculum and activities. The *pre-survey should be given before any lessons* or activities are completed. They may either be printed and completed by hand, then mailed or emailed (scanned) to FWC, or students can complete them online at <https://www.surveymonkey.com/r/SFC-Pre-23-24>.
- **Complete at least one conservation project:** The club must complete one each year; see pages 4 and 41 for more information.

By the end of the school year -

- **Submit the "Forms for Students to Complete at End" on pages 38-41:**
 - All students in the club must complete **POST-SURVEY** at the end of the year, which will be used to evaluate the effectiveness of the curriculum and activities. The *post-survey should be given once all lessons or activities are completed*. They may either be printed and completed by hand, then emailed (scanned) to FWC, or students can complete them online. The post survey link will be sent out by email later in the spring.
- **Teach the core curriculum:** It is important that your club completes all core curriculum activities, as they are central to achieving program goals. Additional lessons may be covered once all core activities are completed. The **K-12 Florida Standards** that may be met are listed for each activity or lesson. The K-12 Florida Standards are statements about what students are expected to know or do as a result of what they learn in class in order to ensure that all school classes have the same expectations for students.

FWC Contact Information

- **Email:** R3Fishing@myFWC.com
- **Phone:** 850-617-6012 (FWC Fisheries)
- **Mail Address:** Florida Fish and Wildlife Conservation Commission
Attn: School Fishing Club Program
620 South Meridian Street, Tallahassee, FL 32399

TABLE OF CONTENTS

Section	Page
General Information	4
- Fish Florida Equipment Program	4
- Conservation Project	4
- Sponsors	5
- Mentors	5
- Fishing License Information	5
- Fishing Trips	6
- Freshwater Fisheries Management	7
- Marine Fisheries Management	7
- FWC Fishing Programs	7
<i>Catch a Florida Memory</i>	7
<i>TrophyCatch</i>	8
- Social Media and Other Resources	8
- Core Curriculum Teaching Resources	9
- FYCCN Regional Coordinators	10
- School Fishing Club Partners	11
- Hobie Eyewear Team Program	12
Core Curriculum Lessons	13
- Fisheries Conservation Lessons	13
<i>Lesson 1: Sport Fish Restoration</i>	13
<i>Lesson 2: Ethical Angling</i>	15
<i>Lesson 3: Fish Handling and Release</i>	16
<i>Lesson 4: Fishing Regulations</i>	18
<i>Lesson 5: Monofilament Recycling</i>	22
- Fish Habitat Lessons	23
<i>Lesson 6: Florida's Fisheries Habitats</i>	23
<i>Lesson 7: Tides, Currents and Habitats</i>	25
- Fishing Equipment Lessons	26
<i>Lesson 8: Knot Tying</i>	26
<i>Lesson 9: Bait and Tackle</i>	27
<i>Lesson 10: Fishing Gear and Maintenance</i>	29
Additional Lessons	27
Regulations Scavenger Hunt Answer Key	31
Forms for Students to Complete at Start	32
Student Photo Release	37
Forms for Students to Complete at End	38
Forms for Conservation Project Competition	42

GENERAL INFORMATION

Fish Florida Equipment Program

If the club is interested in **obtaining rods and reels**, Fish Florida (a non-profit organization that provides support to groups teaching people, especially children, about Florida fish, aquatic habitats, and resource stewardship), may provide an equipment grant.

The club is responsible for applying through Fish Florida for the Fishing Equipment Program. FWC can provide a letter of recommendation if needed. Visit <http://www.fishfloridatag.org/programs/fishing-equipment-program/> for more information.

Fish Florida's Fishing Equipment Program Dates:

Start Date of Your Program	Application Due Date	Notice of Decision	Equipment Ships After
January 1 – March 1	October 1	November 1	December 1
April 1 – June 30	January 1	February 1	March 1
July 1 – September 30	April 1	May 1	June 1
October 1 – December 31	July 1	August 1	September 1

Conservation Project

To participate in the FWC School Fishing Club Program, your club is required to complete at least one conservation project activity each school year. The FWC has partnered with Pure Fishing, supporting our conservation campaign by focusing the required conservation project activity on aquatic conservation in a competition-style format between the school fishing clubs. This format awards points per club participation in a pre-determined list of activities. The clubs will be competing in a three-tier prize structure with a Grand Prize, Second Place Prize and Third Place Prize. **The club with the highest number of activity points by the due date will receive the Grand Prize** (for up to 20 club members), with the runner-up and third place club receiving the Second Place Prize (for up to 20 club members) and Third Place Prize (for up to 20 club members). The prizes will be awarded **by our program partners**, and the specific rewards will be announced throughout the school year—but you don't want to miss out on these great prizes!

Each club's coach will send a report of the club's completed activities to FWC Communications/R3 Coordinator, Brandon Stys, via email at R3Fishing@MyFWC.com on the provided **template located on page 45**. The points will be approved and tallied by the program's administrators to determine a winner by early April. Should there be a tie, a tie-breaker challenge will be issued for the two competing clubs to complete to determine their placement in the prizing tiers.

In order to be eligible for any of the prizes offered in the three-tier prize structure, the students must be registered as a part of the School Fishing Club Program by completing their required pre-survey, along with ensuring that the FWC receives them (either by email or mailed paper copy) by the due date.

Important Dates:

- Student Pre-Surveys: December 1, 2023
- Conservation Project Outline: December 1, 2023
- Conservation Projects: April 5, 2024
- Student Post-Surveys: April 12, 2024

Sponsors

Your club is encouraged to seek sponsors. A great place to start is local bait and tackle shops and other local businesses, such as restaurants and sporting goods stores. Request to speak with a manager or business owner to discuss financial or product-based sponsorship opportunities. Sponsors are a great resource in helping your club expand, as they can help provide various resources such as funding, bait for fishing trips, additional equipment, or venues to host events.

- **Student Angler Federation (SAF)** provides assistance in helping coordinate potential partnerships. Learn more at www.highschoolfishing.org.
- **Fishing League Worldwide (FLW)** can assist your club in providing insurance for club participants. FLW can also help your club set-up individual events and tournaments. Learn more at www.flwfishing.com or (270) 252-1000.
- **iAngler Tournament** can assist you by logging all your club activities and setting up unique club tournaments to help your club's progression throughout the program. Learn more at www.ianglertournament.com.



Mentors

Seek out local guides, the Coastal Conservation Association (CCA) chapter members, the Future Fisherman Foundation, and West Marine staff for advice on fishing in your location. Once contacted, West Marine will provide you with a direct contact to a School Fishing Club program representative from a store near you. West Marine staff presence at your events can also be requested through your local program representative. Guides and experienced anglers are an invaluable source of information! Ask them where to fish (and why that location is a hot spot), and for advice on effective bait and tackle, as well as types of successful fishing techniques for your area. If you are searching for volunteers, reach out to local fishing clubs and youth organizations to request assistance.

- **Coastal Conservation Association of Florida:** www.CCAFlorida.org; info@ccaflorida.org; (407) 854-7002
- **West Marine:** www.westmarine.com; wmCustomerService@westmarine.com; (800) 262-8464



Fishing License Information

Participants who are 16 years of age and older are required to have a fishing license in Florida when engaged in fishing activities. This includes attempting to take fish by casting a line, assisting in fishing by baiting hooks, and catch-and-release fishing. For those students 15 years of age or younger who are not yet required to hold a license, there is an option to purchase a license early, which will then be valid through the license-holder's 17th birthday.

The revenue from fishing license sales contributes to state programs through the FWC and impacts monies received through the federal **Sport Fish Restoration program (SFR)**. When you purchase fishing-related items such as motorboat fuels and rods and reels, a portion of funds generated from that purchase goes toward SFR via the Department of Interior and U.S. Fish and Wildlife Service. Based on the unique number of licensed anglers and the land and water area of the state, each state receives an allotment of SFR funds which are then used for recreational fishing and boating access projects. The project objectives vary each year, but often include researching freshwater and marine fisheries populations and sport fish genetics, enhancing fish management areas, building artificial reefs, developing angler and boater outreach, producing aquatic resource education resources, building boat ramps, and improving boating access.

Buy Your License:

- Fish|Hunt Florida App
- GoOutdoorsFlorida.com
- Sporting Goods Stores
- Bait and Tackle Shops
- Local Tax Collector's Office
- 888-FISH-FLORIDA

Fishing Trips

Fishing trips are encouraged! Take club members to local ponds, lakes, streams, estuaries, piers, and beaches so the students can practice their ethical angling skills. Although the FWC will not be involved with this portion of the program, you are welcome to reach out to local guides, CCA chapters or other fishing mentors for advice. Always remember to follow Florida fishing and boating regulations and ensure that anyone 16 years and older has an appropriate fishing license.

As the club leader, you will need a few essentials: bait (natural or artificial), fishing line, barbless circle hooks, weights, pliers, a dehooking tool, a knotless rubber landing net, a first aid kit, sunglasses, sunscreen, hats and coolers for water and food. As a leader, you should always be as safe as possible and be prepared for injuries that could occur, such as jellyfish stings and members hooking themselves (see *Fishing Lines* pages 30-32).

Once the trip is over, remind students about proper cleaning and storage of rods and reels.

- Rinse all gear with freshwater, including rods and reels. If the reel was dropped in the dirt or sand be extra careful—those grains can break the reel.
- Loosen the drag so the tip of the rod is not bent when the rod and reel is being stored. This action also allows the drag washers to remain uncompressed during storage.
- Store rods either in rod holders or laying on a flat surface. Resting them against a wall will cause the tip to bend and remain bent.

See *Fishing Lines* page 29 for information on cleaning and filleting your catch.

Boating Pre-departure Preparation:

If you were born on or after January 1, 1988, and you are operating a boat with an engine of 10 horsepower or more in Florida, you are required to take an approved boating safety course and get a Florida Boating Safety ID Card. When preparing to take a boat out fishing, you should ensure that you have properly functioning equipment, both legally required, and any other equipment that can help keep you safe. Developing a pre-departure routine to make sure you are prepared to get out on the water can drastically improve your fishing experience.

Pre-departure Safety Checklist:

1. Safety Equipment:
 - a. Life Jackets – In working condition, USCG-approved, and appropriately sized for everyone on board.
 - b. Sound Producing Device – A whistle or horn capable of being heard for at least half a mile.
 - c. Navigation Lighting (if required) – Even if you do not plan a trip at night, the vessel must contain these lights in case of inclement weather.
 - d. Visual Distress Signals (if required) – Your vessel must have the required number on board (flares, or other USCG-approved signals).
 - e. Fire Extinguishers (if required) – Your vessel must contain working fire extinguishers.
2. Float Plan:
 - a. Inform a friend or family member of your trip, with details including departure time, location, and time of return.
 - b. Emergency Locator Beacon (ELB): This type of equipment, such as an EPIRB or a Personal Locator Beacon, will dispatch rescuers to your location in the event of an emergency.
 - c. Check Weather: Check the weather forecast for the area you will be fishing in to ensure that you will not experience harsh weather conditions.

FWC Freshwater Fisheries Management

The FWC's Division of Freshwater Fisheries Management (DFFM) ensures the best freshwater fishing opportunities in Florida's lakes, rivers, and streams through stocking desirable sportfish, producing annual fishing regulations, enhancing habitats, and maintaining fish management areas. DFFM coordinates with stakeholders and federal, state, and local entities to protect and conserve freshwater resources and maintain fishing quality. Fisheries management information and strong aquatic stewardship, ethics and ecology messages are communicated through publications, electronic media, youth fishing camps, seminars, and events.

Freshwater Hatcheries:

The FWC has two freshwater hatchery locations: the Richloam Hatchery at the Florida Bass Conservation Center in Sumter County and the Blackwater Hatchery in Santa Rosa County. These two facilities stock more than five million fish annually. Species stocked include bluegill, redear sunfish, sunshine bass hybrids, striped bass, channel catfish, crappie, and largemouth bass. These facilities stock Florida's freshwater areas to manage the resource and provide great fishing experiences. The freshwater hatcheries also have visitor centers, as well as provide tours and onsite learning opportunities to the public. Visit www.myfwc.com/fishing/freshwater/stocking/ for more information.

FWC Marine Fisheries Management

The FWC's Division of Marine Fisheries Management (DMFM) develops regulatory and management recommendations for consideration by FWC Commissioners designed to ensure the long-term conservation of Florida's valuable marine fisheries resources. Division staff serve as a liaison to a number of federal agencies on marine issues and represent the state on the Gulf of Mexico Fishery Management Council and South Atlantic Fishery Management Council.

Division activities include recreational and commercial marine fisheries outreach and education programs; facilitating artificial reef development and deployment; preparation of fishery strategic plans; issuance of special activities licenses; conducting wholesale fish dealer audits; and assisting trap-retrieval efforts. Fisheries management information and strong aquatic stewardship, ethics and ecology messages are communicated through publications, electronic media, youth fishing camps, seminars, and events.

FWC Programs for Participants

All fish must be caught in accordance with Florida recreational fishing regulations, found at www.MyFWC.com/Fishing.

Catch a Florida Memory:

Catch a Florida Memory (CAFM) includes three saltwater angler recognition programs that allow participants to earn prizes, recognition, and bragging rights all while supporting marine fisheries conservation. Benefits of participating include encouraging anglers to target a diversity of species which helps reduce fishing pressure on the most sought-after catches, expanding fishing experiences for seasoned anglers, cultivating an interest in saltwater fishing for those new to the sport, and strengthening marine fisheries conservation ethics. Learn more at www.CatchaFloridaMemory.com.



- **Saltwater Fish Life List** – Track your progress at catching 71 different saltwater fish!
- **Saltwater Grand Slams** – Rewards anglers for catching three specified fish in 24 hours.
- **Saltwater Reel Big Fish** – Celebrate your extraordinary catch for one of 30 different species.

Fishing for Conservation is Rewarding!

TrophyCatch:

TrophyCatch transforms and activates the angling community into becoming “**Champions of Conservation**” by having anglers’ photo-document and submit pictures of their largemouth bass catches that weigh eight pounds or heavier to www.TrophyCatch.com . This catch-and-release program rewards anglers for their catches by placing them into a prizing category based on the weight of the fish. Prizes are awarded from sponsors such as Bass Pro Shops, Rapala and Spiderwire, among others. Prizes are awarded to the angler after catches are verified for authenticity by FWC biologists. Registering (for free!) for TrophyCatch also awards the registrant one entry into the annual drawing for a Phoenix bass boat powered by Mercury and anchored by Power-Pole—and you don’t have to catch a fish to win the boat!



The benefits of participating in TrophyCatch include collecting valid citizen-science information about trophy bass to help the FWC better enhance, conserve and promote trophy bass fishing; encouraging catch-and-release of the biggest, oldest, most valuable bass; generating excitement about Florida freshwater fishing opportunities; encouraging anglers to purchase fishing licenses and fish more often, resulting in benefits to anglers, fishing-related businesses, local communities and the fisheries; generating more support and funding for conservation; and sharing information about fishing opportunities and destinations to make fishing more enjoyable. Learn more at www.TrophyCatch.com.

Social Media and Other Resources

The FWC offers many resources to acquire and share information on fishing. Use various social media platforms to share your club’s events, communicate with other anglers, share your fishing success stories, and promote ethical angling!

Websites:

- **FWC website** – www.MyFWC.com
- **FWC Publications** – www.MyFWC.com/Fishing/Saltwater/Publications
- **Catch a Florida Memory** – www.CatchaFloridaMemory.com
- **TrophyCatch** – www.TrophyCatch.com

Instagram:

- **MyFWC** – www.Instagram.com/MyFWC
- **Freshwater Fisheries** – www.Instagram.com/FishReelFlorida

Facebook:

- **MyFWC** – www.Facebook.com/MyFWC
- **Catch a Florida Memory** – www.Facebook.com/CatchaFLMemory
- **Trophy Catch** – www.Facebook.com/TrophyCatchFlorida

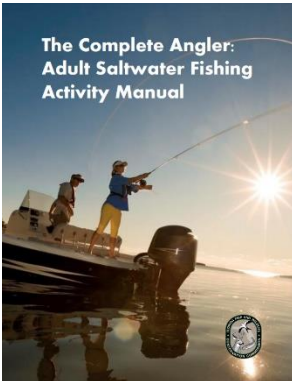
YouTube:

- **Fishing How-to Videos** – www.MyFWC.com/SaltwaterFishing
- **FWC’s YouTube Channel** – www.youtube.com/user/MyFWCvideos

CORE CURRICULUM – TEACHING RESOURCES

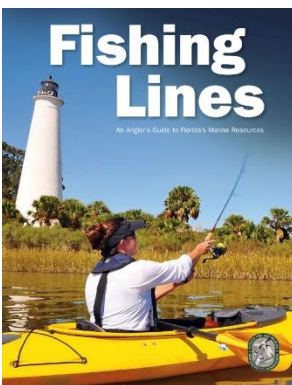


Gone Fishing: Watch video, answer questions, or play games on this interactive platform designed by FWC's Division of Marine Fisheries in partnership with Pabbly. Learn about fishing rules and regulations, fish handling, reef restoration, fish dissection, and fisheries habitats!



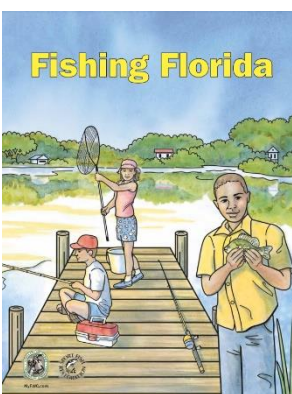
The Complete Angler (digital only): <https://myfwc.com/media/19884/fwc-adult-saltwater-fishing-activity-manual.pdf>

information on how to structure these one-day, shore-based events designed to introduce adults to saltwater fishing and educate participants on how to be responsible, ethical stewards of Florida's marine resources. A variety of subjects are covered in the manual, including inshore fishing, cast netting, knot tying, fisheries conservation and more.



Fishing Lines: <https://myfwc.com/media/1361/fishinglines2016.pdf>

This guide is intended as an educational tool. Information about Florida's aquatic resources is provided so that you can get the most out of Florida's vast recreational fishing opportunities and learn about the importance of conserving the amazing array of fish and wildlife that call Florida home. This publication includes articles about fishing, important habitats, catch-and-release techniques, outreach and education programs, fisheries management and more.



Fishing Florida: <https://myfwc.com/media/14473/fishingflorida1.pdf>

This workbook is designed to increase public awareness about the need for clean water and healthy habitat, the common freshwater and saltwater fish in Florida, their body parts, how and where they live and angling safety and ethics. Completing this book will make you understand better that protecting our natural resources is up to all of us.

Freshwater Regulations: <https://myfwc.com/media/20984/fwregulations.pdf>

Saltwater Regulations: <https://www.eregulations.com/assets/docs/guides/23FLSW.pdf>

FYCCN REGIONAL COORDINATORS

The Florida Youth Conservation Centers Network (FYCCN) proudly partners with hundreds of community centers, museums, zoos, clubs, parks, nature centers, non-profits, and other public and private organizations around the state. We do this to help Florida’s families find great facilities nearby that have quality outdoor recreation programs and education, all with the goal of “Creating the Next Generation That Cares” about our state’s amazing natural resources. Becoming a partner with FYCCN is free and offers program expansion resources in our focus areas, which are fishing, boating, shooting sports, and wildlife discovery. For more information on FYCCN, you can visit fyccn.org/becoming-a-partner/.

FYCCN Regions and Coordinators

Northwest – Sterling.Randolph
Sterling.Randolph@MyFWC.com

North Central – Ben Hines
Ben.Hines@MyFWC.com

Northeast – Stacey Lamborn
Stacey.Lamborn@MyFWC.com

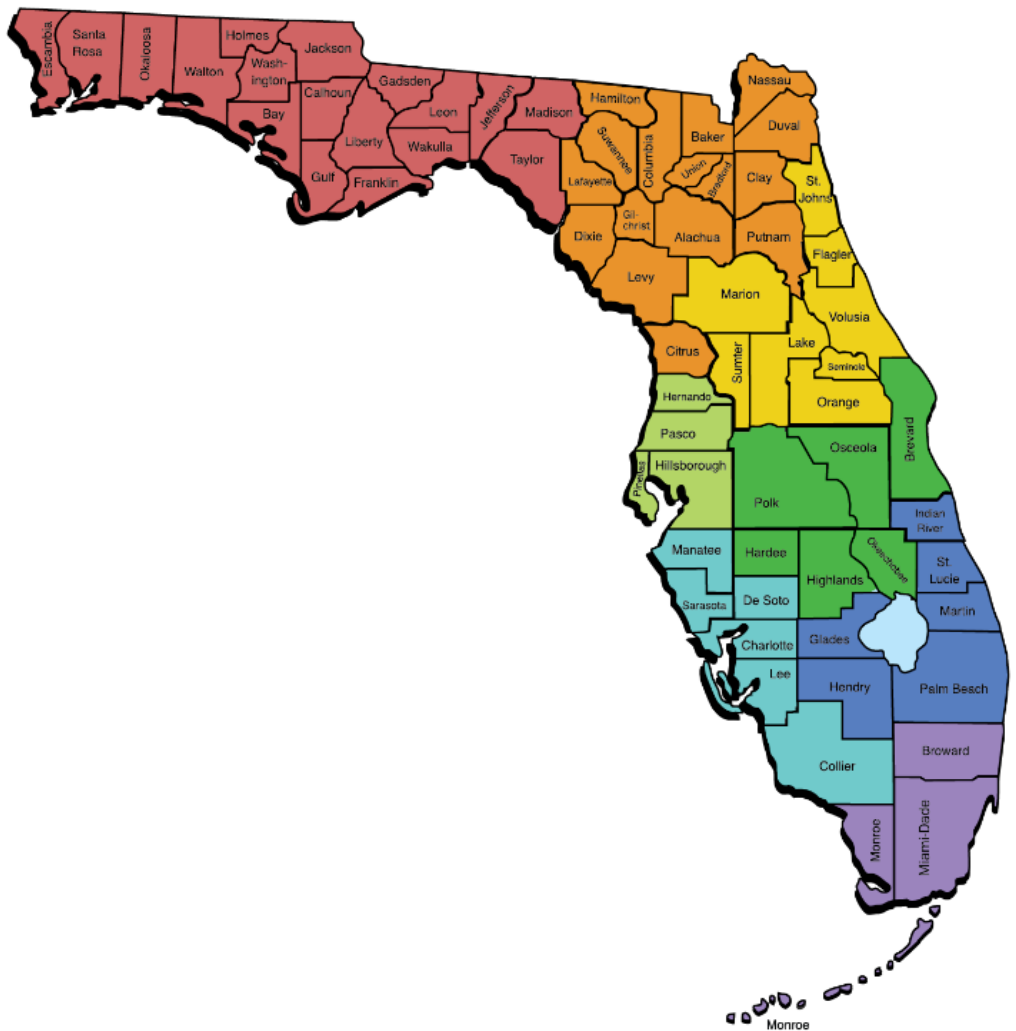
West Central – Jake FitzRoy
Jake.FitzRoy@MyFWC.com

East Central – Keaton Fish
Keaton.Fish@MyFWC.com

Southwest – Sam Adams
Samantha.Adams@MyFWC.com

Southeast – Beau Yeiser
Beau.Yeiser@MyFWC.com

South Region – Leo Villar
Leo.Villar@MyFWC.com



SCHOOL FISHING CLUB PARTNERS



The FWC receives financial assistance from the Department of the Interior, U.S. Fish and Wildlife Service. The DOI prohibits discrimination on the basis of race, color, national origin, age, sex or disability. If you believe you have been discriminated against in any program, activity or facility or need more information, contact: FWC, Office of Human Resources, 620 S Meridian St., Tallahassee, FL 32399, 850-488-6411, or: Office of Diversity, Inclusion & Civil Rights, Dept. of the Interior, 1849 C St., NW, Washington, D.C. 20240.

HOBIE EYEWEAR TEAM PROGRAM



Level 1

20 -49 Total Units
Discount Off MSRP
45%

Level 2

50 -74 Total Units
Discount Off MSRP
50%

Level 3

75+ Total Units
Discount Off MSRP
55%

Terms & Conditions

ALL ORDERS ARE PRE-PAID BY CREDIT CARD



Please contact sales@hobieeyewear.com with questions or further information regarding the 2023 sales program. 400 Oser Ave, Suite 1650, Hauppauge NY 11788 | T: 866-EYEKING or 516-576-9100 | Website: HobieEyewear.com Eyeking LLC. All rights reserved.



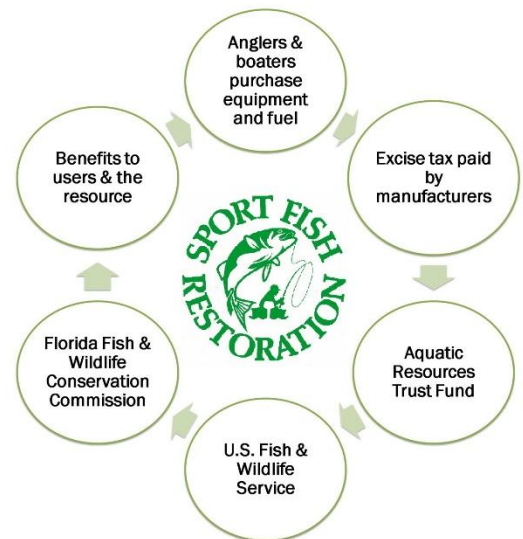
CORE CURRICULUM – FISHERIES CONSERVATION LESSONS

Lesson 1: Sport Fish Restoration

Fishing Lines Guide pages 2-3

The Complete Angler pages 1-8

- 1) Welcome to the club! Play an ice breaker to get things started (see page 9).
- 2) **Getting Started:**
 - Registration forms will need to be returned by the next meeting and promptly mailed or emailed (scanned) to the FWC. See page 2 for the FWC contact information to direct the paperwork and any questions.
 - Pre-tests should be taken today: (see link above) or print and send to the FWC.
 - Provide students with a calendar for the year so they know the club's meeting dates and times.
 - Fishing licenses may be required for some students – see page 5 for more information.
 - To fish, anyone age 16 or older must purchase a fishing license and carry it with them when fishing or download the **FWC Fish|Hunt Florida App** to display their license.
 - Purchasing a license helps fund research, law enforcement, boating access improvements and more.
- 3) **The FWC's goal** is for club members to become independent, effective, and ethical anglers by working through the School Fishing Club Program. The Divisions of Marine Fisheries Management and Freshwater Fisheries Management worked together to create this inclusive curriculum.
 - **FWC's Mission:** Managing fish and wildlife resources for their long-term well-being and the benefit of people.
 - FWC's Division of Marine Fisheries Management
 - Mission: To ensure the long-term conservation of Florida's valuable marine fisheries resources.
 - 500+ species of saltwater fish in Florida.
 - FWC's Division of Freshwater Fisheries Management
 - Mission: To manage, enhance and conserve Florida's freshwater aquatic life for public benefit.
 - 200+ species of freshwater fish in Florida.
- 4) FWC's School Fishing Club Program is funded through the **Federal Aid in Sport Fish Restoration Program (SFR):**
 - One of the most successful conservation efforts in U.S. history.
 - Provides funding to benefit fisheries resources while enhancing recreational fishing opportunities.
 - Funding is derived from taxes on motorboat and small-engine fuels, as well as excise taxes and import duties on fishing equipment purchased by anglers.
 - SFR is managed by the U.S. Fish and Wildlife Service, which redistributes the funds to states based on the number of residents licensed recreational anglers, as well as the land and water area of the state.
 - When you purchase a fishing license, fishing equipment or fuel for your boat, you are contributing to fisheries conservation. With your help, Florida receives about \$13 million annually for fisheries projects.
 - SFR provides funds for fisheries research, artificial reefs, outreach, education, informational publications, boating access improvements and fisheries stock enhancement.



Lesson 1 Activity: Fishy Ice Breaker

Activity Overview: A meet-and-greet style fish identification activity for members to get to know each other.

Objective: Provide students with an opportunity to interact with their fellow club members while providing information about commonly found local fish species.

Materials:

- Images of local fish species (can use internet)
- Marker/pen
- Scissors
- Printer
- Current copies of the *Florida Saltwater Recreational Fishing Regulations* and *Florida Freshwater Fishing Regulations* – can be found on www.MyFWC.com.

Preparation:

1. The club leader should compile a list of commonly found local fish species and print out an image for each fish.
2. Write a series of questions on the white board.
 - a. Examples: What is your name? Have you ever gone fishing? Where? How many times? What is your favorite fish and why?
3. Cut the fish in half, creating a “head end” and a “tail end.”
4. Mix up the fish pictures and hand out half a picture to each member.
5. Have them walk around until they find the matching image of the other half of the fish.
6. Have them answer the questions on the board of each fish image to get to know each other.
7. Have each pair open the freshwater or saltwater fishing regulations guide to determine the name of the fish and the local regulations about their fish. Have each pair share this information with the group.

K-12 Florida Standards:

- | | |
|-------------------|-------------------|
| ▪ LAFS.K12.SL.1.1 | ▪ MAFS.K12.MP.6.1 |
| ▪ LAFS.K12.R.1.1 | ▪ LAFS.K12.L.3.6 |
| ▪ LAFS.K12.SL.1.2 | ▪ LAFS.K12.R.3.7 |
| ▪ MAFS.K12.MP.5.1 | |

Lesson 1 Activity: Goal Setting

Activity Overview: Establish an overarching goal for the club and allow members to determine what their personal goals are for joining.

Objectives: Have members take ownership of their fishing education and provide a method to hold anglers responsible for achieving their goals.

Materials:

- Poster
- Markers

Procedure:

1. Have the club determine a club-wide goal for the year and record that in the middle of the poster.
2. Allow members to come up with personal goals and record them on the poster.
3. Either hang this poster in your club’s meeting space or bring it to future meetings to hold students accountable for achieving their goals.

Lesson 2: Ethical Angling

Fishing Lines Guide pages 15-17

The Complete Angler page 37

Angling Ethics – Our lifestyle affects sustainability of natural resources. By following a few suggestions, you can help conserve our fisheries and their habitats. Discuss the items below with club members.

- Value and respect the aquatic environment and all living things.
- **Practice proper fish handling techniques:**
 - Handle the fish with wet hands to protect their slime coat, which protects the fish from disease.
 - Hold fish horizontally when possible to support organs.
 - Do not grab fish by the gill cover or place fingers in the eyes or gills.
- Never dump pollutants (ex: gas, oil).
- Dispose of trash properly and recycle in appropriate containers when possible.
- Don't litter.
- Stay up to date on your fishing license and carry it with you while fishing.
- Do not transport exotic plants and animals to other areas; be sure to clean your boat well.
- Follow all boating and fishing regulations.
- Don't trespass onto private property.
- Match tackle to species you are targeting.
- Only keep fish that you will eat.
- Carefully handle and release fish that you do not keep.
 - Fisheries are a renewable resource; by protecting them you are helping to keep our fisheries viable.
 - Renewable resource - A resource which can be used repeatedly and replaced naturally.

Lesson 2 Activity: Conservation

Activity Overview: Students gain a comprehensive understanding of conservation for both freshwater and marine fisheries. It allows students to use everyday resources to research conservation, design solutions to everyday problems and practice their artistic abilities.

Materials:

- Posters
- Markers
- Internet

Objective: Promote conservation and creative solution to environmental problems.

Procedure:

1. Go over ethical angling topics from the above lesson. Use this opportunity to discuss the different topics, such as why individual angler's actions are important and how your members can make a difference.
2. Create groups of 2-4 students and assign each group a conservation message, listed above ("angling ethics").
3. Have students create posters (hardcopy or virtual) that illustrate or explain their ethical angling topic.
4. Have the students present the posters to each other and/or share them on the club's social media pages.

K-12 Florida Standards:

- | | | |
|-------------------|------------------|-------------------|
| ▪ MAFS.K12.MP.5 | ▪ LAFS.K12.R.1.1 | ▪ LAFS.K12.SL.1.2 |
| ▪ MAFS.K12.MP.6.1 | ▪ LAFS.K12.R.2.4 | ▪ LAFS.K12.SL.1.1 |
| ▪ LAFS.K12.L.3.6 | ▪ LAFS.K2.R.1.1 | ▪ LAFS.K12.R.3.7 |

Lesson 3: Fish Handling and Release

Fishing Lines Guide pages 10-15

The Complete Angler pages 37-43

In 2016, Florida's recreational anglers caught roughly 213 million marine fish, 125 million of which were released.

The successful release of a fish allows it to return to the population and ensure a sustainable fishery for generations to come. Follow some of the tips and tricks below to release a fish successfully.

- **Proper Handling:** Hold fish horizontally and not by their tail, jaw, gill cover or eyes.
 - Supporting the weight of the fish will help prevent internal damage.
 - It is okay to grab the jaws of fish that don't have teeth (to get a quick picture, for example) as long as you can keep the fish horizontal by supporting its weight with your other hand on its belly.
 - A lip-gripping tool can help control the hold of several types of fish.
- **Safe Release:** Fish should be placed gently back in the water and released alive.
- **Reviving Techniques:** If your fish floats or appears lethargic when released, hold it in the water and slowly move it forward or in a "figure 8" motion; this motion will allow water to flow over the gills and will hopefully revive the fish. Do NOT jerk the fish back and forth!
 - **Video:** FWC Saltwater Fishing YouTube Channel – [Catch and Release Fishing](#)

As catch-and-release has become such a vital component of fishing in Florida, tools to help anglers successfully release fish unharmed have become commonplace in many bait and tackle shops. Some of these tools are outlined below.

- **Barbless Circle Hooks:** These are circle hooks (as opposed to J-hooks) that have had either their barb removed or bent down with pliers.
 - Decrease likelihood of mortality (fish death).
 - Most of the time, they hook fish in the lip rather than in the throat or gut.
- **Dehooking Tools:** Remove hooks safely and quickly without excessive handling of the fish.
 - **Video:** FWC Saltwater Fishing YouTube Channel – [How to Use a Dehooking Tool](#)
 - **Why use dehooking tools?**
 - Dehooking tools can prevent anglers from having to touch a fish. This is extremely beneficial for anglers who have caught potentially dangerous fish such as catfish or stingrays.
 - **Does anyone know why fish are slimy?**
 - The slime coat is a protective layer that prevents infections caused by external parasites, bacteria, and fungus, and helps heal irritations and lacerations on the fish's body. When handling fish, you can remove the slime coat unintentionally by touching it with dry hands. Handling fish with wet hands helps keep the fish's slime coat intact.
- **Rubber-Coated, Knotless Landing Net:** Can be used to land a fish; they are knotless and coated in rubber, which helps protect the fish's slime coat and is less likely to become tangled with the fishing lure.

Food for Thought:

- Discuss how choosing proper tackle affects the chances that a fish will survive upon release.
 - Heavier tackle will allow anglers to land their fish quickly, preventing exhaustion of the fish.
- Discuss how to handle and successfully release a deep-water fish suffering from barotrauma.
 - Covered in detail in *Fishing Lines Guide* page 14.

Lesson 3 Activity: Dehooking Tools

Activity Overview: This hands-on activity allows members to practice proper fish release methods for both fresh and saltwater fish.

Objective: Establish proper fishing handling and catch-and-release techniques to help ensure healthy fisheries.

Materials:

- PowerPoint presentation – pictures should include proper and improper handling and release techniques.
- Dehooking tools – 2 types
- Rubber fish
- Fishing line – one 4-foot piece
- Circle hook

Procedure:

1. Attach the circle hook to one end of the fishing line using any one of a variety of fishing knots.
2. Discuss proper catch and release techniques, utilizing a dehooking tools for demonstrations if available. Step-by-step instructions for dehooking can be found in *The Complete Angler* page 39.
3. Allow the students to practice using the different dehooking devices by placing the hook into the hole of the rubber fish and having students should remove the hook from the fish without touching it.
4. Go through the PowerPoint, allow students to discuss what is right and/or wrong in each image.

K-12 Florida Standards:

- | | | |
|-------------------|------------------|-------------------|
| ▪ MAFS.K12.MP.5 | ▪ LAFS.K12.R.1.1 | ▪ LAFS.K12.SL.1.2 |
| ▪ MAFS.K12.MP.6.1 | ▪ LAFS.K12.R.2.4 | ▪ LAFS.K12.SL.1.1 |
| ▪ LAFS.K12.L.3.6 | ▪ LAFS.K2.R.1.1 | ▪ LAFS.K12.R.3.7 |

Lesson 4: Regulations

Florida Recreational Fishing Regulations

Fishing Lines Guide page 17

The Complete Angler pages 9 and 38

Regulations: rules that can be used to govern. The FWC has fishing and hunting regulations that are updated frequently.

Who sets the fishing regulations?

- Regulations are set by FWC fisheries managers based on scientific data and public input to help maintain fish populations for the future.

How does the FWC come up with the regulations?

- Regulations are constantly changing – FWC employees are always working to create regulations that mutually benefit the people, Florida’s fisheries, and habitats.
- If there appears to be a problem or concern, the FWC will take research, public comments and stakeholder concerns into consideration and meet with the FWC Commissioners to discuss the potential of starting the process to change a regulation.
 - Environmental parameters must be considered while creating policy.
 - Regulations are meant to keep our fisheries sustainable for future generations.
 - Renewable Resource: A resource which can be used repeatedly and replaced naturally.
 - Renewable Resource Limit: If more than the limit is taken, then the population may become a non-renewable resource.
 - Non-renewable Resource: A resource that cannot be readily replaced by natural means.
 - Regulations and the science behind policymaking utilizes various vocabulary terms, listed below.
 - Population: A group of animals living in a specific area.
 - Age Structure: The number of individuals of a certain age within a population.
 - Density: A measurement of population per unit area.
 - Pattern of Distribution: Shows the spatial relationship between members of a population within a habitat.

The FWC can utilize several different regulatory methods to protect Florida’s fisheries.

- Size Limits:
 - **Minimum Size Limit** – Some fish must reach a certain size before being harvested so they can have the opportunity to breed.
 - **Maximum Size Limit** – Some fish cannot be harvested once they reach a certain size because they are an important breeder and have a large reproductive capacity, which is important to the population.
 - **Slot Limit** – Some fish must fall within a certain length range to be harvested, to allow small fish to become capable of reproducing and to protect the large breeders (ex: redfish, spotted seatrout, snook).
- Bag or Catch Limits: A limit on the number of fish that can be harvested, to help sustain the fish population.
- Closed Seasons: There are a few reasons that the FWC would close a season, for example:
 - **Overfished** – When more fish are being removed from the population for it to remain sustainable, the FWC can close the season for any period to allow the population to recover. Sometimes fisheries become overfished when regulations are not set correctly, or current regulations are not being followed.
 - **Aggregate Spawning** – Certain species of fish partake in aggregate spawning, meaning that potentially hundreds or thousands of fish will come together to spawn in a group. During aggregate spawning seasons, certain fisheries close to prevent large numbers of fish from being harvested while aggregating.

When anglers follow the rules and regulations, they are allowing fish populations to continue to repopulate and remain sustainable, thus providing fish for generations to come!

Lesson 4 Activity: Regulations Scavenger Hunt

Activity Overview: The FWC updates their regulations frequently. If anglers fail to comply with the current rules and regulations they can face legal punishment.

Objectives: Allows students to gain an understanding of how to effectively use the FWC's fishing regulations while reiterating the importance of fisheries regulations.

Procedure:

1. Discuss fishing regulations – How they are made? What are the different types? What are their benefits?
2. Have an open discussion on why following fishing regulations is vital.
3. Hand out current regulations and the scavenger hunt worksheet and allow students to find the answers.
4. Discuss the answers as a group and challenge students by asking why the FWC might have certain regulations.

K-12 Florida Standards:

- | | | |
|-------------------|------------------|-------------------|
| ▪ MAFS.K12.MP.5 | ▪ LAFS.K12.R.1.1 | ▪ LAFS.K12.SL.1.2 |
| ▪ MAFS.K12.MP.6.1 | ▪ LAFS.K12.R.2.4 | ▪ LAFS.K12.SL.1.1 |
| ▪ LAFS.K12.L.3.6 | ▪ LAFS.K2.R.1.1 | ▪ LAFS.K12.R.3.7 |

Lesson 4 Activity: Unregulated Fisheries

Activity Overview: This activity allows students to see the effects of unregulated fisheries. Each student will be an angler whose livelihood depends on catching fish.

Objective: Provide students with “real-life” evidence for the importance on fishery management.

Procedure:

1. Create groups of 3-4 students. Each group will have their own reef/fishing area (plate) with 30 fish (popcorn) and each student will receive a boat (cup) and a fishing rod (straw).
2. Students can fish during a “fishing season” (20 seconds in this activity) and each student must catch at least 2 fish to sustain themselves. To catch a fish, students will place the straw in their mouth and their hands behind their backs, then they will have to suck a piece of popcorn from the reef (plate) to their boat (cup).
3. After each fishing season, have the students record their catch (the popcorn that ended up in the cup) and their bycatch (popcorn that landed between the plate and the cup). Students that did not catch two fish are eliminated.
4. Once a fishing season is over, you may add one fish per every two fish left on the plate to show reproduction.
5. For the third round, give one student in each group a spoon to transport more fish into their boat.
6. Once an entire group gets eliminated, let them invade other reefs (other groups' plates).
7. Talk to students about the rate that they could deplete the stocks before and after the spoon was added, and then before and after groups started invading other groups' reefs.

K-12 Florida Standards:

- | | | |
|-------------------|------------------|-------------------|
| ▪ MAFS.K12.MP.5 | ▪ LAFS.K12.R.1.1 | ▪ LAFS.K12.SL.1.2 |
| ▪ MAFS.K12.MP.6.1 | ▪ LAFS.K12.R.2.4 | ▪ LAFS.K12.SL.1.1 |
| ▪ LAFS.K12.L.3.6 | ▪ LAFS.K2.R.1.1 | ▪ LAFS.K12.R.3.7 |

Materials:

- Current copies of the *Florida Saltwater Recreational Fishing Regulations* and *Florida Freshwater Fishing Regulations* – can be found on www.MyFWC.com.
- Printed FWC Regulation Scavenger Hunt pages
- Writing utensils

Materials:

- 2-3 bags of popcorn, popped
- 1 cup per student
- 1 paper plate per group
- 1 straw per group
- 1 plastic spoon per group



Florida Freshwater and Saltwater Recreational Fishing Regulations

Scavenger Hunt

Use the *Florida Saltwater Recreational Fishing Regulations* and the *Florida Freshwater Fishing Regulations* booklets to help you find the following:

1. What does the term “regulations” mean? _____
 2. What is the slot limit for a red drum (redfish)? _____ to _____ inches.
 3. What are three shark species that do not have a minimum size limit?

 4. What are three fish that are prohibited from spearfishing? _____
 5. What does the blue triangle symbol mean on the recreational saltwater fishing regulations chart?

 6. How many species make up the CAFM Saltwater Fish Life List? _____
 7. Commissioner Joshua Kellam is from which city? _____
 8. When did scallop season open in Pasco County? _____
 9. Name one county in the Northeast red drum management zone: _____
 10. What’s the daily recreational bag limit for spotted seatrout in the Northwest management zone? _____
 11. What is the minimum required weight of a largemouth bass to be submitted for TrophyCatch? _____
 12. Where are the five FWC regional offices located? _____
 13. Who created the Federal Aid in Sport Fish Restoration (SFR) program? _____
 14. How many months is a Florida recreational fishing license valid? _____
 15. What is the required age to possess a Florida recreational fishing license? _____
 16. What is an angler’s bag limits for these species of fish during a single day of fishing (not within any of the locations listed in the special bag and length limits section)?
Black Bass: _____; Panfish: _____; Crappie: _____; Striped bass, White bass, Sunshine bass: _____
 17. What are the methods for taking freshwater game fish; is there a limit on number of rods an angler can use? _____
 18. List the two nongame nonnative species of catfish: _____
 19. What is the Florida largemouth bass state record weight? _____
 20. What is the only waterbody in Florida that contains species of black bass, striped bass, crappie, bream, and catfish? _____
- ***BONUS:** What’s the daily bag limit of gag, red and black grouper for captain/crew of for-hire vessels? _____
- ***BONUS:** What’s the only legal method of removal when collecting freshwater mussels? _____

FISHING REGULATIONS SCAVENGER HUNT ANSWER KEY

1. Rules that can be used to govern; FWC has fishing and hunting regulations that are updated frequently to help sustain natural resources.
2. 18 to 27 inches.
3. Answer options: Atlantic sharpnose, bonnethead, blacknose, finetooth, blacktip, smooth dogfish.
4. Answer options: Billfish species, bonefish, crabs, Caribbean spiny lobster, permit, pompano, red drum, sharks, snook, spotted seatrout, tarpon, tripletail, weakfish.
5. Must remain in whole condition.
6. 71.
7. Palm Beach Gardens, FL.
8. July 20, 2018.
9. Answer options: Nassau, Duval, St. Johns, Flagler.
10. 5 per harvester per day.
11. 8 pounds.
12. Panama City, Lake City, Ocala, Lakeland, West Palm Beach.
13. Congressmen Dingle and Johnson.
14. 12 months.
15. A Florida fishing license is required for residents 16 to 64 years of age.
16. Black bass—5; Panfish—50; Crappie—25; Striped bass, white bass, sunshine bass—20.
17. Game fish may only be taken with pole-and-line or rod-and-reel. There is no limit on number of rods an angler can use.
18. Flathead, Blue.
19. 17.27 pounds.
20. Lake Talquin.

Bonus: 0.

Bonus: Hand-picking only.

Lesson 5: Monofilament Recovery and Recycling Program

Fishing Lines Guide page 16

Improperly discarded monofilament fishing line can cause devastating problems for freshwater and marine life, and the environment. Fish, birds, marine mammals, sea turtles and other wildlife can become injured or die from entanglements or ingesting the line.

- Effects of Freshwater and Marine Debris (such as fishing line):
 - Habitat destruction
 - Wildlife entanglement
 - Ghost fishing
 - Ingestion by wildlife
 - Exotic/invasive species transport

Luckily, monofilament is recyclable! There are a series of Monofilament Recovery and Recycling Program (MRRP) bins throughout the state of Florida. Anglers can discard their fishing line in the bins to help ensure the safety of wildlife.

- Fishing line is collected from the bins and shipped to Berkley fishing company in Iowa where it is melted down and made into tackle boxes, spools for lines, fish habitats and toys.
 - Braided line and leaders cannot be recycled.
 - Find your local bins by visiting www.mrrp.myfwc.com.
- If you throw fishing line away in the trash, you should first cut it into 6-inch pieces to prevent it from reentering the environment and causing entanglement.

Lesson 5 Activity: Building a Personal Monofilament Recycling Bin

Activity Overview: This activity provides an opportunity for students to create their own monofilament recycling bin that is small enough to be carried along on any fishing day.

Objectives: By creating their own monofilament recycling bin, students will be reminded about the importance of fisheries and habitat conservation, while becoming positive role models for other anglers.

Procedure:

1. Discuss the dangers of freshwater and marine debris and how it can be correlated to habitat destruction.
2. Discuss why recycling monofilament is beneficial and why it should not be thrown in the trash or water.
3. Step-by-step instructions to build personal monofilament bins can be found at www.mrrp.myfwc.com/get-involved/.
4. Challenge students to carry their monofilament bins for the remainder of the year. The group can mail all their recyclable monofilament in at the end of the school year!

K-12 Florida Standards:

- | | | |
|-------------------|------------------|-------------------|
| ▪ MAFS.K12.MP.5 | ▪ LAFS.K12.R.1.1 | ▪ LAFS.K12.SL.1.2 |
| ▪ MAFS.K12.MP.6.1 | ▪ LAFS.K12.R.2.4 | ▪ LAFS.K12.SL.1.1 |
| ▪ LAFS.K12.L.3.6 | ▪ LAFS.K2.R.1.1 | ▪ LAFS.K12.R.3.7 |

CORE CURRICULUM – FISH HABITAT LESSONS

Lesson 6: Florida's Fisheries Habitats

Fishing Lines Guide pages 6-9

The Complete Angler pages 44-51

Habitat: The place where an animal lives that contains sufficient food, water, shelter, and space. **No habitat = no fish!**

When anglers are determining where they would like to go fishing, they should consider the following factors:

- Do I want to fish in saltwater or freshwater?
- What type of fish am I interested in targeting?
- What type of habitat does this type of fish live in?

All habitats are composed of abiotic (non-living) and biotic (living) factors that create a great home for fish. Not only do these factors dictate whether a certain species of fish will live in an area, but these factors should also guide anglers when determining what type of bait and tackle to utilize.

- Abiotic Factors
 - **Water Salinity:**
 - How salty the water is; each fish species has a range of salinities it can tolerate.
 - Saltier water will make tackle more buoyant.
 - **Water Depth:**
 - Some fish tend to live near the surface, while others live around reefs deep in the ocean.
 - If anglers are fishing near the surface, they might need bobbers or popping corks versus heavy sinkers when bottom fishing.
 - **Water Turbidity:**
 - Cloudiness of the water, which affects light penetration; fish have differing light requirements.
 - There is different colored fishing line (monofilament or braid) for different types of light.
 - **Water Temperature:**
 - Some fish can only survive within a specific temperature range.
 - If fish are appearing exhausted during summer months, then try heavier tackle to land the fish faster and prevent exhaustion.
- Biotic Factors
 - **Vegetation**
 - **Predator/Prey Composition**
 - **Carrying Capacity:** The number of organisms that a region can support.
 - **Population Size:** The actual number of individuals in a population.

Below are popular marine and freshwater habitats that recreational anglers frequently target.

Marine Habitats – There are over 4,000 miles of saltwater habitats and over 8,000 miles of tidal shoreline in Florida.

- **Beach and Surf:**
Typically has good water quality and plenty of nutrients from sea grass washed up on the shore.
- **Estuaries:**
Where freshwater meets and mixes with the sea; one of the most productive ecosystems in nature.
- **Salt Marsh:**
Grassy coastal wetlands rich in marine life; occur in the zone between low and high tides.

- **Oyster Bar:**
A raised area in a salt marsh that contains oysters, which provide food and habitat for many species.
- **Seagrass Flats:**
Grass-like flowering plants that live completely submerged; provide food, habitat, and nursery areas.
- **Mangroves:**
Trees that grow in intertidal salty environments; provide nesting sites and shelter for animals.
- **Open Ocean:**
Provides a wide range of temperatures that are considered comfortable for most offshore species.
- **Reefs:**
Coral reefs are living organisms that provide a home for a myriad of fish species living in reef structures. Artificial reefs are built with concrete and steel materials and provide shelter for various species.

Freshwater Habitats – There are over 11,000 miles of freshwater habitats in Florida.

- **Ponds and Lakes:**
A large amount of standing water with land on all sides. Some lakes are man-made, others are natural due to sinkholes, erosion, or other causes. Florida has more lakes than most states.
- **Rivers:**
A flowing watercourse that typically moves water from a source(s) toward another waterbody such as a stream or the ocean (Gulf of Mexico or Atlantic Ocean in Florida). River’s meander and are usually only straight if modified by humans. Many imperiled or listed fish species occur in rivers, such as the state threatened blackmouth shiner, and the federally listed Gulf sturgeon.
- **Springs:**
A natural opening where groundwater flows from an aquifer below the earth’s surface. Springs can be important sources of clean drinking water for humans and their constant temperature makes them great overwintering spots for manatees, particularly in north-central Florida.
- **Reservoirs:**
Storage areas for water and can include impoundments and artificial lakes and are often made by damming rivers. Reservoirs can provide a freshwater source for consumption (drinking), agriculture and industry.

Lesson 6 Activity: Understanding Habitat Types

Activity Overview: In this activity anglers will use various resources to find new habitat or fishing locations that they would like to try.

Materials:

- Internet access

Objective: Teach students how to find fishing locations as they become more independent anglers.

Procedure:

1. Discuss the different types of freshwater and marine habitats and where to find them.
2. Discuss the best place to find fish based on habitat. Look where tides and currents are interacting with habitats.
3. Separate the members into groups of 2-4, then assign each group a habitat type and have them find a local (or as close as possible) location that matches that habitat type.
 - *This is a great opportunity for anglers to utilize fishing forums, blogs, and local guides.*
4. Have the groups present their location and why they think it would be a successful fishing spot.
5. **Add-On Activity:** Students can go fishing at their described location and report back about their experience. If you can’t run fishing trips, encourage students to visit the spots and see if they can find fish habitats.

K-12 Florida Standards:

- | | |
|-------------------|-------------------|
| ▪ LAFS.K12.L.3.6 | ▪ LAFS.K12.SL.1.1 |
| ▪ LAFS.K12.SL.1.2 | ▪ LAFS.K12.R.3.7 |

Lesson 7: Tides, Currents and Habitats

Fishing Lines Guide pages 6-9 (excellent lesson for a guest speaker – local CCA member, charter guide or fishing club)

How currents and tides interact with habitats is a crucial component of angling.

- **Tide:** The alternate rising and falling of the sea, usually twice in each lunar day in a particular place due to differing gravitational forces of the moon and the sun.
- **Current:** The steady flow of water in a prevailing direction.

How to Use Tides to Your Advantage:

Fishing is typically good when tides are changing; fish will follow their food source as it moves with the tide.

- **High Tide:** When the tide is at the highest level. Fish will be in the shallower waters.
- **Low Tide:** When the tide is at the lowest level.
 - Fish will be in deeper waters; look for areas where bait might get trapped during low tide, such as holes.
 - Look for paths that bait is forced to take when the tide goes out; ambush predators frequent these areas.
- **Slack Tide:** Occurs during the time between switching tides; the water will not be moving.
 - Look for deep holes and structures; fish will wait for bait to leave these areas and then ambush them.

How to Use Structure to Your Advantage: **Structure attracts fish** because it can provide them with food sources and act as a protective area. Fish will position themselves around the structure in accordance with the tides.

Fishing Different Habitats: *YouTube videos on fishing are a great resource for learning how to fish certain areas.*

- **Beach and Surf:** Fish are often trapped in troughs between sandbars or reefs and the beach. Cast a bottom-surf rig toward troughs for a chance to catch fish as they swim outward from the troughs.
- **Salt Marsh:** When fishing salt marshes, look for spots that have bottom structure like shells, oysters, or rocks. Look and listen for signs of fish, such as birds diving, bait leaping and fish jumping or creating wakes.
- **Oyster Bar:** Attract a wide variety of crustaceans and bait fish (ex: sardines, shrimp, small crabs). Red drum, spotted seatrout, black drum, sheepshead, flounder and snook are frequently visit oyster bars. Fish will be on the side that the current is running toward, where bait (ex: shrimp, crabs) are being pushed.
- **Seagrass Flats:** Spotted seatrout, grunt and drum species can be caught when drifting over seagrass beds. When boating near seagrass, carefully pole through shallow areas to avoid causing prop scars.
- **Mangroves:** Sight fishing for snook, tarpon and red drum is popular in south Florida's mangrove habitats. Cast a bait into areas along mangrove shorelines where birds are feeding, or branches are overhanging.
- **Open Ocean:** Look for visible signs of fish, such as birds diving into the water and fishing jumping at the surface. Fish are attracted to debris that collects along current edges and in areas where currents mix.
- **Reefs:** Several species can be caught over or near reefs, including grouper, snapper, mackerel, and jacks. Drop a slip-sinker or fish-finder rig with a circle hook close to the bottom while drifting over the reef.
- **Ponds and Lakes:** Anglers can catch bluegill, redear sunfish, black crappie, largemouth bass, spotted gar, and bowfin, depending on the individual fishery.
- **Rivers:** Commonly feature bluegill, redear sunfish, black crappie, largemouth bass, spotted gar, and bowfin.
- **Springs:** In addition to the more common fish species found throughout the state, springs provide thermal refuge (stable, cool temperatures during hot summer months) for fish species that migrate into freshwater such as striped bass and American shad.
- **Reservoirs:** Commonly feature bluegill, redear sunfish, black crappie, largemouth bass, and spotted gar.

Lesson 7 Activity: Tide Charts and Fishing During Tides

- Use tide charts for students to figure out when would be the best time to go fishing.
- Discuss the pros and cons of fishing during low tide, high tide, and slack tide.

CORE CURRICULUM – FISHING EQUIPMENT LESSONS

Lesson 8: Knot Tying

Fishing Lines Guide pages 21-23

The Complete Angler pages 21; 52-54

Before jumping into knot tying, you should discuss the different types of fishing line available.

- 1) **Monofilament:** Fishing line made from a single strand of nylon.
 - Pros: Holds knots well and is inexpensive.
 - Cons: Can stretch out and deteriorate.
 - When to Use: For live-bait fishing and trolling.
- 2) **Fluorocarbon:** A denser fishing line made from a single strand of polyvinylidene fluoride.
 - Pros: Very clear, difficult to stretch.
 - Cons: Stiff to tie and can be expensive.
 - When to Use: In clear water or as leader material.
- 3) **Braid:** Woven strands of polyethylene.
 - Pros: Very strong, casts far, no stretch.
 - Cons: Must use certain knots, very visible, expensive.
 - When to Use: Fishing near structure or on the bottom with lures that spin.
- 4) **Leader:** Heavier line that attaches your main line to fishing lures and tackle.

Pound Test: The amount of weight your line can withstand before breaking.

Color: Choose the fishing line color according to the type of water you will be fishing in, since you want the line to appear as invisible as possible to the fish.

- **Clear Water:** Use clear fluorocarbon
- **Muddy Water:** Use yellow monofilament or braided line
- **Green-tinted Water:** Use green monofilament

Lesson 8 Activity: Knot Tying

Activity Overview: This activity will provide the students the hands-on opportunity to learn popular fishing knots for freshwater and saltwater.

Objective: Teach members popular knots and help them become independent anglers.

Materials:

- Large hooks – 1 per student
- 4-inch piece of rope – 1 per student
- Videos: FWC Saltwater Fishing YouTube Channel
 - [How to Tie an Improved Clinch Knot](#)
 - [How to Tie a Uni Knot and Double Uni Knot](#)

Procedure:

1. Watch the YouTube tutorials on how to tie the various knots or look at *Fishing Lines Guide* pages 21-23.
2. Give each student a hook and rope and let everyone practice their knots.
3. Give members the opportunity to teach the group if they have a knot they would like to share.

K-12 Florida Standards:

- LAFS.K12.L.3.6

Lesson 9: Bait and Tackle

Fishing Lines Guide pages 24-28

The Complete Angler pages 23-35

Bait:

When you are getting ready to go fishing you need to think about a few things, such as where you will be fishing and what type of fish you want to catch. These factors will impact what type of bait and tackle will be successful. You should pick something that mimics (or is) what your fish likes to eat.

- **Artificial Lures:** Imitate the colors, shapes, sounds or scents of baitfish.
 - Pros: More control over the presentation of your lure.
 - Examples: Spinners, jigs, poppers, flies, spoons, plugs, soft body lures on jig heads.
- **Natural Baits:** Usually preferred by fish but can be difficult to catch and maintain.
 - Pros: You can catch your own bait and you are using something that you know fish will eat.
 - Saltwater Examples: Pinfish, shrimp, crab, mullet, lady fish.
 - Freshwater Examples: Worms, minnows, insects, bait leeches, clams, mussels.

Tackle:

Explain that anglers use different kinds of fishing rigs depending on the type of fish being targeted.

- **Fishing Rig:** A way of attaching fishing lines, hooks, sinkers, bobbers, swivels, lures, beads, and other tackle.
 - Tying rigs in different ways can help anglers target different types of fish living in different habitats.
- **Weights:** Used to get your line to the bottom, thus fishing for bottom-fish or fish that feed near the bottom.
- **Bobbers/Corks:** Used when targeting fish off the bottom or fish that eat prey that swim in the water column.
- **Leader/Braided Line:** Used when fishing in habitats that might cut through monofilament easily (oyster beds).

Lesson 9 Activity: Artificial Lures

Activity Overview: Different fish are attracted to different baits. When planning a day of fishing, it is important to think about the type of fish you are planning to target. Some fish are attracted to popping sounds because it sounds like fish are feeding, while other fish are attracted to bright colors. Anglers should pick a lure based on the type of fish they are targeting.

Objective: Provide anglers with the information necessary to become independent anglers.

Materials:

- 3 empty clear, plastic containers
- Assortment of artificial lures
- Internet

Procedure:

1. Have groups of 2-4 students research a fish that they would be interested in targeting. They can focus on what fishing forums and blogs highlight about the fish, what baits and lures are recommended, and the habitats where the fish are found.
2. Fill the water bottles with distinct types of water – fresh water, salt water and muddy water.
3. Place the different artificial lures in the different water bottles; this will allow the students to see why the lures are painted or shaped in certain ways.
4. Explain the value of different colors and attraction mechanisms of lures (such as skirts, sound makers, sparkles).

K -12 Florida Standards:

- LAFS.K12.L.3.6
- LAFS.K12.SL.1.2

Lesson 9 Activity: Soft Body on a Jig Head

The Complete Angler page 33

Activity Overview: A jig head is an effective, light-weight tool that is versatile and precise. The jig head will play the role of the head and eye of your soft body lure.

Objective: To teach the student anglers how to place the soft body on the jig head.

Materials: Soft body and a jig head, one of each per student.

Procedure: Pass out a jig head and soft body to each student. Discuss how to place the soft body on the jig head.

Lesson 9 Activity: Tying Fishing Rigs

The Complete Angler pages 34-35

Activity Overview: This is a good opportunity for students to practice knot tying and general gear knowledge.

Objective: To teach the student anglers how to tie knots and assemble rigs that they would use to fish in different habitat types.

Materials: Hooks, fishing leader, weights, swivels, corks and/or bobbers.

Procedure: Assign small groups to a habitat type and have them create a corresponding rig. Allow students to use *The Complete Angler* or access the internet for inspiration.

Lesson 9 Activity: Setting the Hook

Activity Overview: Setting the hook allows for an angler to firmly embed the hook in a fish's mouth.

Objective: To teach the student anglers how to set the hook.

Materials: Rod and reel rigged with a casting plug.

Procedure:

1. One student (A) has the rod and reel, and another student (B) will stand on the line.
2. Student B stands with one foot on the casting plug and the other foot on the fishing line in front of the plug.
3. Student A moves several steps away while holding the rod and reel with the bail open or the thumb button engaged, and faces student B.
4. Student A holds the rod at the "10 o'clock" position after manually flipping down the bail on the spinning reel or engaging the handle on the spin casting rod and reel.
5. Pretend that a fish has taken the bait; student A should lower the rod while reeling up the slack in the line.
6. When the rod reaches an "8 o'clock" position, student A quickly snaps the rod tip back toward them using primarily their wrists and forearms (while keeping their elbows near their body).
7. Student A should keep the rod slightly bent as they reel in the fish; the line should remain taut, and the rod tip up so that the angler can control the fish and prevent the fish from spitting the hook (slack line should only occur if the fish jumps).
8. Repeat the activity with all students.

Lesson 10: Fishing Gear and Maintenance

Fishing Lines Guide pages 19-20; 24-25

The Complete Angler pages 11-20; 23-30

Discuss the items that the anglers should pack for a day of fishing. Go through the items and ask why each is needed.

- **Rods and Reels:** Used to catch a fish on hook and line.
 - Have students assemble rods and reels.
 - Work as a group to name the various parts of a rod and reel.
- **Hooks:** Barbless circle hooks tend to hook fish in the lip rather than being swallowed and gut-hooking the fish.
 - J-hooks tend to hook fish in the throat or gut.
- **Weights:** Bring your line and bait to the bottom.
- **Bobber:** Keeps your line off the bottom and indicates when a fishing is biting the bait.
- **Popping Cork:** Creates sounds and commotion that attract fish.
 - How to Use: As you reel in, jerk the cork once or twice, followed by a quick pause and continue reeling.
 - The sound created by the popping cork simulates the sounds of fish feeding or quick-moving bait.
- **Line Cutter:** Used to cut fishing line.
 - Remind students to recycle fishing line (monofilament or fluorocarbon; other types of fishing line can be cut into 6-inch lengths and placed in a trash receptacle).
 - Students should always carry their mini monofilament recycling bin when fishing.
- **Dehooking Tool:** Used to remove the hook from a fish.
 - Help remove hooks quickly so fish can be released faster.
 - Many are designed so anglers do not have to touch the fish, protecting the fish's important slime coat.
- **Knotless, Rubber-Coated Landing Net:** Used to help land a fish.
 - They protect a fish's slime coat and are less likely to become tangled up with fishing lures.
- **Measuring Tape:** Used to measure the length of a fish.
 - Many regulations include size limits (ex: minimum length limits, maximum length limits and slot limits).
 - Large fish may be important breeders or have high levels of mercury (dangerous to consume).
 - Fish that are too small may not have had the opportunity to breed yet.
 - Discuss why it is important to follow regulations.
 - If too many fish are harvested or fish are harvested before they have had a chance to reproduce, the population may not remain sustainable.
- **Regulations and Fish Identification:**
 - Always pack a copy of the latest fishing regulations and a fish identification guide such as *Fishing Lines*.
 - Regulations are also available via smartphone apps, such as Fish|Hunt Florida and Fish Rules, on www.MyFWC.com, and by calling the FWC Division of Marine Fisheries Management at (850) 487-0554 or the FWC Division of Freshwater Fisheries Management at (850) 488-0331.
- **Other Items:** Remind the members to bring sunscreen, bug spray, water, snacks, and fishing licenses on trips.
 - See *Fishing Lines Guide* page 19 for an extensive Saltwater Fishing Checklist.

Rod and Reel Maintenance

- Lightly rinse with fresh water and wipe down with a towel. Lightly oil or grease the moving parts.
- Store dry rods and reels with the drag released. Store them vertically or horizontally with two contact points to prevent the rod from bending. Do not lean rods and reels against the wall.

Lesson 10 Activity: Tackle Box Relay

Activity Overview: This activity provides students with the opportunity to demonstrate their knowledge on the fishing gear that is required to be an ethical angler.

Objective: Educate members on the fishing gear required for a successful day of conservation-based angling.

Materials:

*Need two of each item to place in two tackle boxes.

(See **Fishing Lines Guide page 19** for more suggestions)

- 2 tackle boxes
- Fishing license
- First aid kit
- Fish ID
- Dehooking Tool
- Line cutters
- Egg sinkers
- Pliers
- Leader
- Monofilament
- Lip grip
- An assortment of artificial tackle
- Personal MRRP bin

Procedure:

1. This activity is designed as a relay race.
2. Place two empty tackle boxes on one side of the room and a create a pile of essential and nonessential fishing materials on the other side of the room.
3. Divide your club into two teams and assign each team an empty tackle box.
4. Have students race one at a time to see which team can correctly fill their tackle box first! Students can only run one item at a time. It is up to the educator to decide which items are essential and nonessential fishing supplies.
5. Discuss with the students why each fishing item would be essential or nonessential.

K-12 Florida Standards:

- LAFS.K12.L.3.6
- LAFS.K12.SL.1.2

Lesson 10 Activity: Learning About Rods and Reels

Fishing Lines Guide page 20

The Complete Angler pages 11-19

Objective: Provide anglers with the knowledge to select fishing materials that best fit their fishing style.

Activity Overview: This activity will allow members to gain a comprehensive understanding of rods and reels, which will further enhance their understanding of the diversity that sport fishing has to offer.

Materials:

- Computer
- Projector
- PowerPoint with pictures of different rods and reels, along with types of fish they may catch.

Procedure:

1. Show the students a PowerPoint with images of different rods and reels.
2. Let everyone guess what each of the different types of rods and reels might be used for (situation, species).
3. After everyone guesses, flip to the next slide that has fish and habitat examples for each type of rod and reel.
4. Have an open discussion on why the club has or uses certain types of rods and reel.

K-12 Florida Standards:

- MAFS.K12.MP.5
- MAFS.K12.MP.6.1
- LAFS.K12.L.3.6
- LAFS.K12.SL.1.2
- LAFS.K12.SL.1.1
- LAFS.K12.R.3.7

ADDITIONAL LESSONS

Hooked a Pelican?

The Complete Angler pages 64-65

- The FWC encourages anglers to not cut the line! Instead – Reel, Remove and Release!

Cast Netting

The Complete Angler pages 55-56

- A **cast net** is a net that can be thrown out and immediately retrieved to catch bait fish.
- Anglers cast netting are required to follow all current regulations. Several species are allowed for harvest.
- **Video:** FWC Saltwater Fishing YouTube Channel – [How to Throw a Cast Net](#)

Filleting a Fish

Fishing Lines Guide page 29 and *The Complete Angler* pages 61-63

- Only keeping legal-sized fish that will be eaten is a great way to maintain fisheries. Learn how to fillet a fish.

Fish Morphology and Dissection

The Complete Angler pages 57-59

- Performing a dissection with the students is a great way to cover the morphology and internal anatomy of fish.
- Fish for dissection can be caught and kept legally or purchased from fish markets and educational websites.
- Dissection worksheets and videos are abundantly available on the internet.
- **Materials:** Scalpels, goggles, gloves, dissection boards, scissors, and fish to dissect.

Fishing Line Visibility

Fishing Lines Guide page 21 and *The Complete Angler* page 21

- Students can see how line color and habitat type affects the visibility of different fishing line.
- **Materials:** Empty water bottles, fishing line in a variety of types and colors.
 1. Take three water bottles and fill one with tap water, one with muddy water and one with brackish water.
 2. Place 3-inch pieces of different fishing line colors and types in each bottle.
 3. Allow members to pass their bottles around; let them determine the best color line for each water type.
 4. Discuss why fishing line color matters; the color of your fishing line should be difficult for a fish to see.

Make Your Own Lure

A variety of resources can be found on the internet for how to make your own fishing lure.

Different Fishing Techniques

Commercial Fishing is fishing for profit or subsistence. **Recreational Fishing** is fishing for pleasure or competition. Ex:

- | | | | |
|-----------------|----------------|----------------|---------------|
| ○ Hook and Line | ○ Trolling | ○ Seining | ○ Bowfishing |
| ○ Cane Pole | ○ Trapping | ○ Trot Lines | ○ Hand-lining |
| ○ Spearfishing | ○ Cast Netting | ○ Kite Fishing | ○ Jugging |

FORMS FOR STUDENTS TO COMPLETE AT START



Florida Fish and Wildlife Conservation Commission (FWC)

School Fishing Club Program Student Pre-Survey

The Florida Fish and Wildlife Conservation Commission (FWC) would like to know **how the School Fishing Club Program impacts you**. Please complete one form for each student. Students will not be allowed to participate without the completed form. FWC will use this information to keep track of and communicate with students in the School Fishing Club Program. Students can also complete this form online, see link on page 2. Answers will be kept confidential. If you have any questions, please contact the FWC School Fishing Club Program at R3Fishing@MyFWC.com or 850-617-6012. Thank you!

First Name: _____ **Last Name:** _____

Age: _____ **Date of Birth:** ____ / ____ / ____ **Email:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone Number: _____ **Customer ID Number** (found on fishing license): _____

School Name (do not abbreviate): _____

Gender: Male Female Prefer not to answer

Race/Ethnicity that Best Describes You (check all that apply):

- | | | |
|--------------------------------|---|---|
| <input type="checkbox"/> White | <input type="checkbox"/> Black | <input type="checkbox"/> Hispanic |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Native American | <input type="checkbox"/> Pacific Islander |
| <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to answer | |

Grade:

- | | |
|--|--|
| <input type="checkbox"/> Freshman (9 th) | <input type="checkbox"/> Sophomore (10 th) |
| <input type="checkbox"/> Junior (11 th) | <input type="checkbox"/> Senior (12 th) |

Fishing Participation

1. Do you possess a valid fishing or hunting license? (Check all that apply)

- Saltwater Freshwater Hunting None

2. Which type of water have you fished in since you began fishing? (Check all that apply)

- Freshwater Saltwater I have never gone fishing before

3. Please *check the box* that represents your current skill level for each type of fishing skill below.

Type of Fishing Skill	Very Weak Skills	Weak Skills	Average Skills	Strong Skills	Very Strong Skills
Taking care of fishing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying marine and freshwater habitats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Casting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly handling and releasing fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the correct bait or lure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knot tying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following current fishing regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a dehooking tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boating safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. During which of the following years did you go fishing at least once? (Check any that apply)

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

5. In the past 12 months, how many days did you go fishing? (Circle one number)

0 1 2 3 4 5 6 7 8 9 10 11 12 13+

6. What is your current interest in fishing? (Check one)

Very Weak Interest	Weak Interest	Somewhat Interested	Strong Interest	Very Strong Interest
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How much do you want to go fishing in the next year? (Check one)

None	A Little	A Few Times	Several Times	A Lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fishing Knowledge and Confidence

8. Please tell us the extent to which you agree or disagree with the following:

	Disagree completely	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree completely
I plan to teach my friends/family about fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to fish on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident about going fishing by myself with little or no help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Without this program, I would not have learned how to fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends are supportive of my interest in fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family is supportive of my interest in fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need more support in order to continue fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to go fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can get to fishing spots on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider myself an angler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people would describe me as an angler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family enjoys fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of my friends enjoy fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How much of a barrier are the following to you continuing to fish?

	Not a barrier at all	Minor barrier	Major Barrier
Having money to purchase fishing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having time to fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having transportation to go fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing where to fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having people to fish with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing how to target specific fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conservation Behaviors

10. Please check a box for each item below to show how important each is to you.

Importance of:	Not at all Important	Slightly Important	Somewhat Important	Moderately Important	Very Important
Conservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a dehooking tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimizing removal of fish slime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping to protect fish habitat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling and releasing fish responsibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to fisheries management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using circle hooks with natural bait	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How does the Sport Fish Restoration program help conserve fisheries resources? (Check all that apply)

- Provides aquatic education and angler outreach programs
- Funds fisheries research projects
- Supports the development of artificial reefs
- None of the above
- I am unsure of Sport Fish Restoration contributes to conservation

12. How do you contribute to the Sport Fish Restoration program? (Check all that apply)

- Purchasing a fishing license
- Buying fishing equipment
- Buying motorboat fuel
- None of the above
- I am unsure of what actions contribute

Additional Feedback (please share any comments you have on the FWC School Fishing Club Program)

STUDENT PHOTO RELEASE FORM



Florida Fish and Wildlife Conservation Commission (FWC)

School Fishing Club Program Student Registration and Pre-Survey: 2021-22

The Florida Fish and Wildlife Conservation Commission (FWC) would like to know **how the School Fishing Club Program impacts you**. Please complete one form for each student.

First Name: _____ **Last Name:** _____

Date of Birth: ____ / ____ / ____ **Email:** _____

Address: _____

School Name (do not abbreviate): _____

Photo Release

I hereby grant FWC, FWC's assigns, and the media nonexclusive, irrevocable permission to use, edit, alter, copy, exhibit, publish, and/or distribute my or the angler's submitted photographs, videos, or likeness for purposes of publicizing FWC programs or for any other lawful purpose without payment or any other consideration, and give permission for the FWC to perform a records check regarding wildlife violations.

Name of Parent/Guardian

Signature of Parent/Guardian

Today's Date

FORMS FOR STUDENTS TO COMPLETE AT END



Florida Fish and Wildlife Conservation Commission (FWC) School Fishing Club Program Student Post-Survey

The Florida Fish and Wildlife Conservation Commission (FWC) would like to know **how the School Fishing Club Program impacts you**. Please take a few minutes to fill out this questionnaire. Students can also complete this form online, see link on page 2. Answers will be kept confidential.

First Name: _____ Last Name: _____ Date of Birth: ____ / ____ / ____

School Name: _____ Today's Date: ____ / ____ / ____

Grade:

- Freshman (9th) Sophomore (10th)
 Junior (11th) Senior (12th)

Fishing Participation

1. Do you possess a valid fishing or hunting license? (Check all that apply)

- Saltwater Freshwater Hunting None

2. Which type of water have you fished in since you began fishing? (Check all that apply)

- Freshwater Saltwater I have never gone fishing before

3. In the past 12 months, how many days did you go fishing? (Circle one number)

0 1 2 3 4 5 6 7 8 9 10 11 12 13+

4. What is your current interest in fishing? (Check one)

Very Weak Interest	Weak Interest	Somewhat Interested	Strong Interest	Very Strong Interest
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How much do you want to go fishing in the next year? (check one)

None	A Little	A Few Times	Several Times	A Lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please check the box that represents your current skill level for each type of fishing skill below.

Type of Fishing Skill	Very Weak Skills	Weak Skills	Average Skills	Strong Skills	Very Strong Skills
Taking care of fishing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying marine and freshwater habitats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Casting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly handling and releasing fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the correct bait or lure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knot tying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following current fishing regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a dehooking tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boating safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fishing Knowledge and Confidence

7. Please tell us the extent to which you agree or disagree with the following:

	Disagree completely	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree completely
I plan to teach my friends/family about fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to fish on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident about going fishing by myself with little or no help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Without this program, I would not have learned how to fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends are supportive of my interest in fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family is supportive of my interest in fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need more support in order to continue fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to go fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can get to fishing spots on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider myself an angler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people would describe me as an angler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family enjoys fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of my friends enjoy fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How much of a barrier are the following to you continuing to fish?

	Not a barrier at all	Minor barrier	Major Barrier
Having money to purchase fishing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having time to fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having transportation to go fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing where to fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having people to fish with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing how to target specific fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conservation Behaviors

9. Please check a box for each item below to show how important each is to you.

Importance of:	Not at all Important	Slightly Important	Somewhat Important	Moderately Important	Very Important
Conservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a dehooking tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimizing removal of fish slime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping to protect fish habitat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling and releasing fish responsibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to fisheries management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using circle hooks with natural bait	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How does the Sport Fish Restoration program help conserve fisheries resources? (Check all that apply)

- Provides aquatic education and angler outreach programs
- Funds fisheries research projects
- Supports the development of artificial reefs
- None of the above
- I am unsure of how Sport Fish Restoration contributes to conservation

11. How do you contribute to the Sport Fish Restoration program? (Check all that apply)

- Purchasing a fishing license
- Buying fishing equipment
- Buying motorboat fuel
- None of the above
- I am unsure of what actions contribute



CONSERVATION PROJECT COMPETITION POINT VERIFICATION FORM

The below information should be filled out by the team's coach and sent to R3Fishing@myfwc.com by the due date listed above (page X) to be tallied for the prize categories. Winners will be announced when the points are tallied.

If your team members have completed an activity that is not listed below, but that you think may qualify as a conservation project activity, please email R3Fishing@myfwc.com to discuss the activity's qualifications and potential point award.

Project Information:

The FWC Conservation Project awards points for club participation in a pre-determined list of aquatic conservation centered activities (page 42). The clubs will compete in a three-tier prize structure with a Grand Prize, Second Place Prize, and Third Place Prize. The club with the highest number of activity points by the due date will receive the Grand Prize, with the runner-up and third place club receiving the Second Place Prize, and Third Place Prize.

The clubs' sponsor must send their report of completed projects and activities to FWC's R3 Coordinator, Brandon Stys, via email (R3Fishing@myfwc.com) in this template format (see page 45) or fill out the Online Form by the due date to be eligible for competition prizing. The points will be approved and tallied by an evaluation team to determine a winner. All schools **MUST** submit their pre- and post-surveys to be eligible for the competition. Should there be a tie, a tie-breaker challenge will be issued for the two competing clubs to complete to determine their placement in the prizing tiers.

**Prizing will be awarded to each winning school, for a maximum of 20 participants.*

Approved Activities:

Aquatic Clean-Up

- Organize and host a community aquatic clean-up day (you will be expected to advertise in your community for participation outside your club members): **80 points per clean-up; 1 point per participant, maximum of 100 points, may include non-club members, (must send proof of advertising and attendance; sign-in sheet).**
- Participate in a local waterway or beach clean-up (such as CCA Trash Tour Stops, International Coastal Cleanup events, local clean-up events, or your school fishing club outing): **5 points per student angler, maximum of 100 points.**

Monofilament Recycling

- Build your own monofilament recycling bin with instructions at mrrp.myfwc.com/. Email Marine@MyFWC.com to register your bin and request bin stickers. Maintain your bin regularly, visiting the site at least once every two weeks. Collect line and remove any hooks and debris. Email berkley@purefishing.com to request a shipping box for monofilament recycling and provide a valid address: **50 points per bin built and maintained, maximum of 3 bins.**

Kids' Fishing Clinic

- Organize and host a Kids' Fishing Clinic (you will be expected to advertise in your community for participation outside your club members; FWC can provide a protocol and guidance): **100 points per event.**

Additional Activities

- Club creates and completes their own project related to reducing single-use plastics (Must be another project not listed): **90 points.**
- Club creates and completes their own project related to preserving the health and quality of aquatic habitats (Must be another project not listed): **50 points.**
- **Club Photos:** Submit at least 5 photos of your club activities: tournaments, clean-up, meetings, etc.: **25 points.**
- **Junk Raft:** Conduct a school screening of the movie Junk Raft; junkraft.org: **40 points for hosting plus 1 point per student attendee; max of 65 points (must send proof of attendance; sign-in sheet)**
- **Social Media:** Promote your fishing club and its events, using the hashtag #FWCSFC, or local clean-up efforts hosted by conversation organizations on social media (such as the Florida Keys National Marine Sanctuary, Florida state parks, refuge areas, and other county, state, and federal areas): **5 points per promotion; maximum of 50 points** (send proof of promotion, such as a screenshot of the social media post, with this form)
- **Conservation Pledge:** Sign the FWC and ASA's Pitch It Pledge (pledgetopitchit.org/ and pages 41-42 of this manual): **1 point per pledge, max of 25 points.**



PITCH-IT-PLEDGE SIGN-UP SHEET



The Pitch It campaign was first started by Keep America Fishing in response to a legislative proposal in Maine to ban all non-biodegradable soft plastic lures.

It was soon expanded to a nationwide anti-litter campaign in which anglers were asked to “Sign the Pledge to Pitch It” to properly dispose of their worn-out soft plastic baits by recycling them or, where recycling wasn’t available, throwing them in the trash rather than in the water.

The program expanded to educate the public on how to retain soft plastic lures while they are being fished. These new and innovative techniques to retain lures, combined with proper disposal once a lure has been used, will help keep our waterways clean and clear and our fisheries healthy. Anglers from coast to coast will share their tips and tricks for keeping waterways clean and free of litter – especially used and worn-out soft plastic lures.

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____



PITCH-IT-PLEDGE SIGN-UP SHEET



Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Conservation Project Activity Sheet

Please completely fill out the below information and email it to R3Fishing@myfwc.com by April 22nd, 2022, to be tallied for the prize categories. Coaches may send these sheets throughout the year, as activities are completed by the student anglers. Attach any accompanying documents to your email.

Club or Team's High School: _____

Coach or Team Representative's Name: _____

Activities:

1. **Activity title:** _____

Note the Approved Activity this most closely meets: _____

Describe activity: _____

How many participants in activity? _____

How many points should your club/team receive for this activity? _____

Notes/Additional Info: _____

2. **Activity title:** _____

Note the Approved Activity this most closely meets: _____

Describe activity: _____

How many participants in activity? _____

How many points should your club/team receive for this activity? _____

Notes/Additional Info: _____

3. **Activity title:** _____

Note the Approved Activity this most closely meets: _____

Describe activity: _____

How many participants in activity? _____

How many points should your club/team receive for this activity? _____

Notes/Additional Info: _____

4. **Activity title:** _____

Note the Approved Activity this most closely meets: _____

Describe activity: _____

How many participants in activity? _____

How many points should your club/team receive for this activity? _____

Notes/Additional Info: _____

I, _____, am the coach/team representative of this student angling team and verify that the above activities were completed in the manner that I described above. I acknowledge and understand the listed terms of the promotion and give my word that the above conservation activities were completed by the student anglers.

Coach/Team Representative Signature