

TU FIRST CAST MANUAL **(1st Edition)**



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CHAPTER 1. INTRODUCTION

What is the TU First Cast Manual?

The TU First Cast Manual is designed to give an overview of how to start (or expand) a successful youth education program in your chapter. It provides general program guidelines and advice, allowing you to tailor the structure to best fit your situation and goals. This Manual refers to the *First Cast Fly Fishing Education Curriculum* (referred hereafter as the *Curriculum*), written by Phil Genova, which divides fly fishing education topics into specific, teachable lessons. Another useful reference is the book *First Cast, Teaching Kids to Fly-Fish* (referred hereafter as *First Cast*). This book, also written by Phil Genova, is very detailed and serves as the basis for both the *Curriculum* and this Manual.

This Manual, written specifically for TU chapters, includes easily understood step-by-step directions on how to implement each essential part of the program. The procedures have been designed to fit into a variety of educational venues and a wide range of age groups. The targeted group depends on the goals of your chapter. Although the tone and much of the language is directed towards youth education, the skills and disciplines covered can be taught to all age levels with minor alterations. More detailed information on curriculum use is available on pages 3 and 4 in the *Curriculum*.

A properly implemented First Cast program is an unparalleled opportunity to excite and involve your current members and attract new members into your chapter. In addition, it is a great way to spread TU's message of coldwater conservation and help develop a new generation of resource stewards.

How do I get started?

Here are some first steps that you can take to get your First Cast program started:

1. Read this Manual. This overview will help you determine the direction you want to take your effort. Be sure to make notes and highlight relevant information.
2. Obtain and read the *Curriculum*, paying particular attention to the first six pages that deal with program rationale and suggested curriculum uses.
3. Obtain and read *First Cast* (Stackpole Books). Although this level of detail is not to everyone's taste, the book presents background information that is helpful in the overall understanding of the subject of youth fly fishing education. It is an excellent reference to use throughout your program.
4. Form an education committee to determine your chapter's "Level of Participation" (See Chapter 2) and your target age level.
5. Use the Check Lists for your chosen Level (See Chapter 2 and Appendices 1, 2 and 3).
6. Identify the Units and Lessons in the *Curriculum* that will be the most relevant to your chosen Level and best fits your goals.
7. Refer regularly to this Manual and *First Cast* for guidance in specific topics.

8. Most importantly: Plan for **SUCCESS** – choose your goals so everyone is comfortable and everyone succeeds!

No two TU chapter programs will be identical. In order for the TU fly fishing education effort to be applied effectively, however, all instructors should be “on the same page.” The many components of fly fishing education may be combined in an almost infinite variety. This can lead to real confusion when students are taught in one fashion at an introductory event and are then exposed to another method when participating in a followup program. Add individual instructor variation and content choice between venues, and frustration can easily occur.

This Manual and the *Curriculum* provide one proven method of fly fishing instruction. This structure can be easily adapted to any personal style or local conditions. By having your instructors read and follow a version of this system, program instruction at the chapter level will be consistent from year to year and instructor to instructor across all TU chapters.

Who is supporting this program?

The First Cast program is the result of a unique collaboration between the conservation and angling community (Trout Unlimited and the Recreational Boating and Fishing Foundation) and the sportfishing industry (Cortland Line Company). Each partner plays a significant role in making this one-of-a-kind program work.

With over 125,000 members, Trout Unlimited is the ideal source for dedicated grassroots volunteer expertise. In order for a nationwide effort such as this to work, there must be an organized framework in place. TU chapters are already very active in coldwater conservation. The new fly fishing education initiative is an opportunity for members to reach out and interact directly with the local community.

The Recreational Boating and Fishing Foundation (RBFF) was founded through funding from excise taxes paid by the boating and sportfishing industry. Its purpose is to help increase awareness and participation in boating and fishing and to create a “top of the mind” awareness of the importance of proper conservation practices, attitudes and behaviors. The RBFF is mounting an aggressive national campaign to achieve its goal.

For over 85 years Cortland Line Company has been a leader in the sportfishing industry. As the only major employee-owned company in the sportfishing industry, Cortland has maintained a reputation for quality, innovation and education. Cortland makes its line products on site in the New York State plant, and is in the unique position to design equipment that is tailored to the beginning student and can be provided at an affordable cost to the local chapters.

Although each partner has a different constituency, each organization has the common goals of developing more fly anglers and conserving coldwater resources.

Who will benefit?

This unprecedented effort is the result of many years of hard work and effort on the part of each member of the partnership. Successful implementation of this groundbreaking program will result in a number of very important opportunities for members of the conservation, education and sportfishing communities:

?? TU members will:

?? make a valuable, lasting contribution to the local community.

?? positively influence a young person's life.

?? gain education and mentoring experience.

?? Young people will:

?? receive an intimate introduction to the local watershed.

?? be exposed to many exciting educational and career opportunities.

?? gain a variety of important skills in many areas.

?? be introduced to a lifetime sport that leads to a life of resource stewardship.

?? TU will:

?? spread its message of coldwater conservation to new audience.

?? enhance its image both locally and nationally.

?? increase its membership in a younger and more diverse segment of the population.

?? *Trout and salmon will be the big winners* by gaining a cadre of new lifetime protectors and champions.

Why youth education?

Historically, anglers have formed the backbone of the Trout Unlimited membership. They have a passion for the outdoors and a commitment to protecting the special places that hold wild trout and salmon. As population expands and pressures increase on these habitats, trout and salmon need more advocates. Unfortunately, recruitment of new entrants into fly fishing is declining, so our active involvement has become even more vital to the sport and therefore the health of our resources. We must pass on this legacy to protect the waters and woods we love and have worked so hard to conserve.

The face of the United States is changing. We are becoming more urban and more culturally diverse. Young people are learning about nature and environmental stewardship from the seat in front of their computer screens, not the bank of a stream. They know more about the whales of the North Atlantic than the bugs in the muck behind their homes. We can no longer count on the next generation of anglers being taught the skills of fly fishing by their parents or grandparents.

Results from the National Report Card on Environmental Knowledge, Attitudes and Behaviors (conducted for the National Environmental Education and Training Foundation November 1997, Roper Starch Worldwide Inc.) show that two out of three (68%) Americans received a failing grade. Three important facts emerged from this study:

1. Only 23% of adult Americans know that runoff pollution is the leading source of water pollution in the U.S.
2. 95% of Americans want more environmental education available to children.
3. Outdoor sports enthusiasts scored significantly higher than non-outdoor sports enthusiasts in:
 - ?? general knowledge about the environment.
 - ?? volunteering for environmental groups.
 - ?? the frequency which they participated in pro-environmental activities.

In order to remain the nation's premier coldwater conservation organization, Trout Unlimited members must understand these changes and adapt to include an even larger segment of the U.S. population in its ranks. TU must seek out and encourage the ethnically diverse population that does not have sportfishing and environmental stewardship as a part of its culture.

Why fly fishing?

Fly fishing is an ideal vehicle for encouraging youth to participate in activities that involve direct contact with nature. In order to be a successful fly fisher, the young angler must develop an in-depth understanding of trout or salmon habitat. This leads to "ownership" of the resource and a stake in its future. Issues of environmental conservation, ethics and the life cycle are essential elements of each trip to the lake, stream or seashore.

Fly fishing also provides a healthy, creative and beneficial outlet for youthful enthusiasm. It is a positive social activity, exposing students to positive mentors and role models in the community. It can lead to participation in local environmental education and restoration initiatives, encouraging the young fly fishers to become productive and caring citizens.

On a practical level, the skills of fly fishing can be practiced and enjoyed no matter what the weather or season, inside or outside, on water or dry land. The skills of fly fishing can be easily fit into a logical structure that is flexible enough to be taught in a variety of venues and time periods.

Few sports offer a better range of indoor and outdoor activities and skills. Fly tying appeals to a wide range of students because it combines science (entomology and biology) and art. It develops fine motor skills, artistic creativity and environmental knowledge. Fly casting has no equal in developing a young person's muscle coordination and gross motor skills and will easily fit into any physical education program.

Along with learning the skills of fly fishing, teen students have the opportunity to build a variety of desired, positive behavioral traits. Students that actively participate and eventually teach in a youth fly fishing education program develop problem-solving abilities, self-esteem, teaching ability, interpersonal communication, enthusiasm for school-related activities and a conservation ethic.

The young fly fisher must be able to use a number of individual skills together with a thorough knowledge of the water being fished in order to be successful. This is problem-solving at it's

best! Along with this knowledge comes a deep respect for the resource, the first step in building a feeling of *place* in the world and a *stake* in the well-being of environment.

What resources do I need and how do I get them?

To develop a successful, long-term First Cast program, you will need four basic resources: instructors, equipment, a venue and students. Although this list may sound daunting, you will be surprised how available these resources are. Chapter 3 of this Manual goes into more detail about these topics, but this will be an introduction.

Instructor/Mentors. Your fellow TU chapter members are your most ready source of instructors. Their expertise and love of fly fishing is a wonderful resource that should be passed on to youth. Look for members that are willing to commit sufficient time to the First Cast program and will be mentors for the students. Remember that the most important qualities are commitment and enthusiasm; the best anglers are not necessarily the best teachers. Members who already have education or youth experience such as professional teachers or Boy Scout leaders would make especially effective First Cast instructors. Other local sportsmans' groups or community service groups (Rotary, Police Athletic League, etc.) are potential sources of instructors (and new TU members).

Equipment. TU National has entered an agreement with Cortland Line Company to provide low cost, quality kits that have been tailored for the First Cast program. Contact the Youth Program Coordinator at TU National for more details. Local fishing tackle retailers are another potential source of program equipment.

Venues. Most schools (public and private) will be extremely receptive to supporting your First Cast program. Faculty members can introduce this lifetime activity to the students in a formal (part of the course offerings) or informal (after-school or club) setting. They have a never-ending supply of participants, and can also handle much of the "organizational" aspects of the program including transportation, insurance and classrooms. Youth development organizations such and 4-H, Scouts or camps also see fly fishing education as an excellent opportunity for expanding programming.

Students. Many of the resources mentioned in the "Venues" section above will provide students for your First Cast program. Your primary difficulty will not be attracting students, but deciding how many students you can handle. Remember to set realistic program goals and stick to them. Don't let yourself or your instructors be overwhelmed by too many students.

An extensive youth outdoor education network is already in place throughout the U.S. Your job of organizing the First Cast program will be much easier if you plug directly into the existing network. TU members offer the invaluable expertise, enthusiasm and knowledge to make it work, your job is to make the First Cast program as easy as possible.

What can TU National do for me?

Curriculum. TU National can provide you with the *First Cast Fly Fishing Education Curriculum* to use as a base for your program. The *Curriculum* contains detailed lessons in all fly fishing skills (fresh and salt) as well as step-by-step recommendations for designing and implementing events, field trips and community projects. Whether you are starting your chapter's first youth education program or you have been running a program for years, the *Curriculum* is an example of one proven way to organize your program. All Units and Lessons in the *Curriculum* are linked directly to pages in the *First Cast* text book, also available from TU National, for easy reference.

Equipment. Through a partnership with Cortland Line Company, the TU National office can provide you with materials that have been specifically designed for use with the First Cast program. For example, the rods in the fly casting kits have been designed for beginning casters with smaller hands and the fly tying kits are packaged in a clear case for easy inventory by the instructor. These kits and all other materials are high quality, but are offered at extremely low prices in order to make them affordable to First Cast programs.

First Cast network. TU National will be the point of contact for an ever-expanding network of resources for First Cast organizers. The Youth Program Coordinator at TU National will be the point of contact for information such as contact names and numbers of First Cast organizers in chapters nation-wide. The Coordinator will also disseminate news and updates to all chapters, including upcoming instructor training opportunities.

Congratulations on starting (or continuing) your First Cast program! This is an exciting initiative that combines so many of Trout Unlimited's strengths. With a little investment of time and resources from you, your First Cast program will provide your chapter many benefits including increased participation and enthusiasm of current members, new youth members and a future generation of coldwater conservationists.

CHAPTER 2. HOW TO START YOUR FIRST CAST PROGRAM

Choosing a key person

A successful, sustained First Cast program requires an enthusiastic, organized leader. That key person usually chairs the First Cast or youth education committee and probably has already been chosen (maybe it is you!). When looking for a key person, or the successor to the current key person, enthusiasm, organization and dedication are the most important characteristics. Other desirable (but not required) characteristics would be youth education experience and a connection to local schools or youth organizations. The prospective key person should read this Manual, the *Curriculum* and *First Cast* prior to taking over the program.

The key person is responsible for:

- ?? the week-to-week organizational details of the program.
- ?? maintaining a high level of instructor participation and enthusiasm.
- ?? keeping track of the overall vision-- is the program is achieving (or on the way to achieving) the committee's original goals?

Of course you can't do all these things by yourself, so your next step is to form a First Cast committee to help you.

Forming a First Cast committee

When starting your chapter's First Cast program, one of the key person's first steps should be to form a First Cast or youth education committee. This committee will provide input and guidance on the goals and scope of your program. It also will be a potential source of dedicated instructors and future leaders of your chapter's First Cast program.

Typical candidates for such a committee include any chapter members with educational backgrounds, tackle shop owners and employees, fish and wildlife personnel and active local community leaders. It would be helpful if the committee members read this Manual and were familiar with the *Curriculum*. For additional information in setting up a committee, see pages 7, 45-48 in the *TU Leadership Manual*.

One danger of youth education programs is that they can become unfocused. When this happens, the program can get too large, too small or targeted at the wrong age group. To prevent this, the committee's first order of business is to discuss the goals of your chapter's First Cast program.

Setting specific program goals

A youth fly fishing education program has huge range of potential benefits. Some examples of these benefits are:

- ?? Through direct experience, young people gain an appreciation of the coldwater resource.
- ?? TU members develop a real pride and satisfaction in making a positive contribution to a young person's life and the future of the sport.
- ?? TU members get new angling buddies and develop a new, foolproof excuse to go out on the stream.
- ?? Chapters can introduce a wide variety of people to TU as well gain new members, young and old.
- ?? Young people learn a healthful and wholesome lifetime activity.
- ?? Parents are excited to have their kids participating in a productive alternative to less desirable activities.
- ?? TU gets recognition locally and nationally for grooming a new generation of coldwater conservationists.

These are all good reasons to start a First Cast program and are all worthy goals. Each individual program will achieve a different mix of these goals. For example, a one-day fly fishing clinic will introduce TU to the most number of people (benefit #4). However, a semester-long program done in a local high school will give a smaller number of students a better chance of learning a lifetime activity and the TU members will be better able to form bonds with the students (benefits #3 and 5). Your committee needs to choose your goals carefully, then plan a First Cast program that will best achieve those goals.

Choosing a “Level of Participation”

One of the most important decisions your committee makes is how extensive a program you want to create. Programs can be categorized into three “Levels of Participation.” The three Levels are described below:

Level 1. One-day event such as:

- ~~✍~~ stream restoration project
- ~~✍~~ casting or tying clinic
- ~~✍~~ family fishing day

Level 2. Informal, repeated program such as:

- ?? after-school club
- ?? weekend clinic

Level 3. Formal, long-term program such as:

- ?? part of an in-school curriculum
- ?? long-term partnership with youth group
- ?? part of an camp's program

The Levels move from least participation to most, least time to most time and arguably from easiest to most ambitious. With proper planning, one Level can lead to the next and your chapter can run programs at all Levels at once. *Starting a Level 3 program should be the ultimate goal of your committee.* Long-term programs form the strongest bond between instructors and

students. They are the most effective way to create life-long, committed anglers and conservationists. That said, make sure to set realistic, achievable goals and expectations. This will avoid discouraging yourself and your instructors. It is much better to start with Level 1 and Level 2 programs and work up to Level 3 instead of jumping into a longterm program that your chapter is not ready to support. Remember that “nothing succeeds like success.” Once you have completed successful one-day events and shorter programs, it will be easier to start a longterm program.

Appendices 1 through 3 are sample checklists that your committee can use to organize programs in each of the three Levels. Here are some factors to think about when completing those checklists:

Level One (see Appendix 1 of this Manual and Chapters 89 in *First Cast*)

Outcomes of a Level 1 event:

- ?? introduces the community to a new program and to the TU chapter.
- ?? gives instructors the opportunity to try out teaching skills in an informal manner.
- ?? serves as a “threshold experience” for many youngsters.
- ?? builds up a mailing list of interested students and possible members.
- ?? serves as a “kick off” and introduces individual youngsters to a long term program.
- ?? builds or strengthen ties with a support organization and within the community.
- ?? assists with fundraising and promotion of TU.

Examples of a Level 1 event:

- ?? stream clean-up.
- ?? stream inventory.
- ?? one-day exhibit or “guest appearance” in a school.
- ?? casting clinic or fly tying class at a community event (fair, school-related event, fly shops event, DNR event, sportsmen’s show, etc.).
- ?? leading a school field trip to hatchery.
- ?? family fishing day.
- ?? “learn to fish” day.

Assistants needed for a Level 1 event and possible sources:

- ?? for pre-event support, set up, and implementation (non-instructional)-- youth program leaders, friends from the community.
- ?? faculty member may sponsor the event in a school.
- ?? youth instructors -- teens from the community who are experienced fly fishers or participate in activities with sponsoring group or other community organizations.
- ?? event instructors -- TU members, members of local fishing club, DNR aquatic educators.
- ?? Note: When possible, recruit assistants that reflect the cultural, ethnic and gender makeup of the student group. Having instructors with a similar background will help students visualize themselves as anglers and conservationists.

Site considerations for a Level 1 event:

- ?? skill training will take place in classrooms, gymnasiums, community centers, athletic fields
- ?? field trips will take place in nearby lakes, streams, seashore, etc.

Proper equipment for a Level 1 event (dependent on type of event):

- ?? curriculum along with activity outlines and text developed specifically the program.
- ?? fishing tackle, safety items, etc. can be provided by the school, the sponsoring organization or the chapter.
- ?? aquatic sampling and water monitoring equipment.
- ?? funding of equipment can be taken care of by: school funds, local sportsman club funding, grants or fund raising effort by students.

Social support for a Level 1 event:

- ?? peer mentoring (kids teaching kids).
- ?? special awards.
- ?? publicity in local media.
- ?? links with other local clubs.

Other factors for holding a Level 1 event:

- ?? *Safety is always the number one concern.* Review safety issues and make proper plans before each event (see Safety under Special Considerations in each Lesson of the *Curriculum* and Chapter 8 in *First Cast*).
- ?? Proper liability insurance (check with supporting organization, see pages 3741 in *TU Leadership Manual*, see pages 265-266 in *First Cast*).
- ?? Publicity (see Chapter 3 of this Manual).
- ?? Provisions for: bad weather, injuries, comfort of participants, rest rooms, refreshments and volunteer recognition.

Level Two (see Appendix 2 of this Manual and Chapters 89 in *First Cast*)

Outcomes of a Level 2 program:

- ?? introduces the community to a new program and to the TU chapter.
- ?? gives instructors the opportunity to try teaching skills in an informal manner.
- ?? serves as a “threshold experience” and gives additional exposure to interested students.
- ?? forms a cadre of teen instructors and interested adults.
- ?? builds up a mailing list of interested students and possible members.
- ?? serves as a “kick off,” or trial period to introduce individual youngsters to a longterm program.
- ?? builds or strengthens ties with a support organization and within the community.
- ?? assists with fundraising and promotion of TU.

Examples of a Level 2 program:

- ?? conservation camp.
- ?? fly tying workshop.
- ?? fly fishing workshop.
- ?? school-linked “club” program.
- ?? activity within an organized youth group club format (e.g. Boy/Girl Scouts).

?? after-school informal classes with local organizations.

Assistants needed for a Level 2 program and possible sources:

?? school faculty or community leaders.

?? “teen mentors” could provide very important support and serve as the vital “first wave” of new mentors.

?? Note: When possible, recruit assistants that reflect the cultural, ethnic and gender makeup of the student group. Having mentors with a similar background will help students visualize themselves as anglers and conservationists.

Site considerations for a Level 2 program:

?? ask a wide range of contacts about potential sites: TU members, other clubs, schools, community centers, etc.

?? if fishing is involved, choose a site with:

- ready access.
- a population of “catchable” fish (don’t forget pan fish).

?? can be fresh or salt water.

?? if choosing an urban site, consider:

- accessibility by foot, bike or public transportation.
- water pollution issues.

Proper equipment for a Level 2 program (dependent on type of program):

?? curriculum along with activity outlines and text developed specifically the program.

?? fishing tackle, safety items, etc. can be provided by the school, the sponsoring organization or the chapter.

?? aquatic sampling and water monitoring equipment.

?? funding of equipment can be taken care of by: school funds, local sportsman club funding, grants or fund raising effort by students.

?? participants can use personal tackle during “nonclass” hours.

Social support for a Level 2 program:

?? peer mentoring (kids teaching kids).

?? special awards at events.

?? appearances at shows and special programs that are part of neighborhood activities.

?? publicity in local media.

?? links with other local clubs.

Other factors for holding a Level 2 program:

?? *Safety is always the number one concern.* Review safety issues and make proper plans before each event (see Safety under Special Considerations in each Lesson of the *Curriculum* and Chapter 8 in *First Cast*).

?? Proper liability insurance (check with supporting organization, see pages 3741 in *TU Leadership Manual*, see pages 265-266 in *First Cast*).

?? Publicity (see Chapter 3 of this Manual).

?? Provisions for: bad weather, injuries, comfort of participants, rest rooms, refreshments and volunteer recognition.

Level Three (see Appendix 3 of this Manual and Chapters 89 in *First Cast*)

Outcomes of a Level 3 program:

- ?? has the best chance of developing the students into life-long anglers and conservationists.
- ?? builds the strongest bonds between mentors and students.
- ?? introduces the community to a new program and to the TU chapter.
- ?? forms a cadre of teen instructors and interested adults.
- ?? builds or strengthens ties with a support organization and within the community.
- ?? assists with fundraising and promotion of TU

Examples of a Level 3 program:

- ?? series of coordinated workshops.
- ?? full curriculum in a school.
- ?? formal club within an organized youth group.

Assistants needed for a Level 3 program and possible sources:

- ?? leader of the partner organization.
- ?? school faculty member.
- ?? youth instructors -- teens from the community who are experienced fly fishers or participate in activities with sponsoring group or other community organizations.
- ?? Note: When possible, recruit assistants that reflect the cultural, ethnic and gender makeup of the student group. Having mentors with a similar background will help students visualize themselves as anglers and conservationists.

Site considerations for a Level 3 program:

- ?? ask a wide range of contacts about potential sites: TU members, other clubs, schools, community centers, etc.
- ?? if fishing is involved, choose a site with:
 - o ready access.
 - o a population of “catchable” fish (don’t forget pan fish).
- ?? can be fresh or salt water.
- ?? if choosing an urban site, consider:
 - o accessibility by foot, bike or public transportation.
 - o water pollution issues.

Proper equipment for a Level 3 program (dependent on type of program):

- ?? curriculum along with activity outlines and text developed specifically the program.
- ?? fishing tackle, safety items, etc. can be provided by the school, the sponsoring organization or the chapter.
- ?? aquatic sampling and water monitoring equipment.
- ?? funding of equipment can be taken care of by: school funds, local sportsman club funding, grants or fund raising effort by students.
- ?? participants can use personal tackle during “nonclass” hours.

Social support for a Level 3 program:

- ?? peer mentoring (kids teaching kids).
- ?? special awards at events.
- ?? appearances at shows and special programs that are part of neighborhood activities.
- ?? publicity in local media.
- ?? links with other local clubs.

Other factors for holding a Level 3 program:

- ?? *Safety is always the number one concern.* Review safety issues and make proper plans before each event (see Safety under Special Considerations in each Lesson of the *Curriculum* and Chapter 8 in *First Cast*).
- ?? Proper liability insurance (check with supporting organization, see pages 37-41 in *TU Leadership Manual*, see pages 265-266 in *First Cast*).
- ?? Publicity (see Chapter 3 of this Manual).
- ?? Provisions for: bad weather, injuries, comfort of participants, rest rooms, refreshments and volunteer recognition.

Where does your chapter fit in? Where do you want to begin? Where do you want your program to lead? Use the checklists in Appendices 1, 2 and 3 when you begin to think about these issues.

Choosing instructors

Most anglers are happy to share their skills and knowledge of fishing resources with young people. TU members are generally already dedicated to working to protect the coldwater resource, so it is a small and usually easy step for them to work with young people. Many already have some experience working with youth. When recruiting volunteer instructors consider the following issues.

There will usually be two types of volunteer instructors:

- ?? Part-time – These members help when called on or whenever they can. They are especially useful for Level 1, one-day events. Often parents of youngsters often fall into this category and can help in lots of ways (even if they don't fly fish).
- ?? Long term – These members are firmly dedicated to the kids and the program. They are willing to make a long term commitment to the effort and form the core of the youth fly fishing education group.

Whether recruiting part-time or long-term instructors, choose carefully. Don't just settle for anyone who expresses an interest; instructors must be:

- reliable, ethical, responsible and above reproach.
- concerned with the issues of **integrity** and **character** first.
- personable people who have a good record with the community.
- easy to reach and willing to spend the time it takes to build a good program.

Another good thing to keep in mind is that instructors should not be forced or shamed into helping. It is better to have a smaller program with fewer kids than a larger program with unenthusiastic or unreliable instructors.

Teaching experience and a solid knowledge of the sport is valuable, but not necessary. Good character and a willingness to learn is far more important. Strive to get a minimum length of time commitment and an idea of what the instructor expects to get out of the process. Be specific and set standards. This will give everyone some measure of expectations. Remember these instructors are the face of the TU chapter in the community.

Most youth organizations that you may partner with will require that each volunteer be put through a “screening process.” This may involve something as simple as a form that the volunteer fills out or can be a full procedure with an interview and background check. Organizations that deal with volunteers on a regular basis usually have standard methods of dealing with this process. It is advisable for the key person to be aware of this and check ahead of time to be sure proper procedure is followed.

In determining how many adult mentors are needed, always err on the side of quality. Be sure instructors are the finest available from your chapter and understand the responsibility. Be sure they read the *Curriculum* and the relevant parts of this Manual completely. Include some form of recognition for each volunteer and throw in as many “perks” as possible. It will bring everyone back for more! For more information, see pages 277-278 in *First Cast*.

Identifying partner organizations and additional resources

Herein lies the key to making the whole program run smoothly and grow. Many of the organizational problems that arise from starting a program can be eliminated if support from the appropriate group is enlisted. Combinations of like-minded but diverse groups can be a powerful combination for building an effective initiative. Partnerships may already be in place in communities. Look to these existing working arrangements for valuable assistance in beginning a program.

TU chapter members typically represent a wide range of interests and occupations. Most will have members who are affiliated with local schools or other potentially interested support organizations. These members are the key to accessing these groups. The Key Person should call upon these TU members to help begin a relationship.

Sources of organizational support include:

- ?? Public and Private Schools -- the primary source of organizational support can be found in the public school system and private schools (elementary, middle school, high school and college levels).
- ?? Youth Development Organizations – youth-oriented groups are ideal bases for beginning youth fly fishing activities (4-H, Scouts, YM/WCA, camps)

- ?? Sportfishing and Conservation Organizations -- many other national organizations have active local chapters and members who may be very interested in partnering with TU to work with young people.
- ?? Businesses -- local, regional and national members of the business community can be invaluable in supplying product and even cash support to a youth program.
- ?? Government Organizations (State and Federal Fish and Wildlife, Police Athletic League, Aquatic Resource Educators, Cooperative Extension, State or City Parks and Recreation) -- these organizations often have established youth programs and would be enthusiastic to include or support a fly fishing and conservation component.

CHAPTER 3. HOW TO IMPLEMENT A FLY FISHING EDUCATION PROGRAM

Curriculum

The *First Cast Fly Fishing Education Curriculum* and *First Cast, Teaching Kids to Fly Fish* text have been chosen as foundation of TU's national youth fly fishing education initiative. The *Curriculum* divides all fly fishing skills into a structure of units and lessons and includes advice on organizing classes and events. The *First Cast* text provides more detail and background discussion on fly fishing education. The system described in the two books is unique and has a number of advantages:

- ?? detailed lessons in all fly fishing skills (fresh and salt).
- ?? step-by-step recommendations for designing and implementing events, field trips and community projects.
- ?? flexibility to be used at elementary, middle school, high school, college and adult levels.
- ?? flexible and can be adapted to teach any type of standard fly fishing education in any region.
- ?? all Units and Lessons in the *Curriculum* are linked directly page by page to the *First Cast* text book for easy reference.
- ?? designed as a structure in which TU members and fly fishing instructors can easily include their personal preferences and use their individual strengths to the fullest.

When you read these books, you will see that they are structured to be flexible. Your chapter can tailor the First Cast program to match your target age group, your local conditions and the individual strengths and preferences of your instructors.

Measuring effectiveness

An important component of your First Cast program should be an attempt to measure effectiveness. Most educators agree that a fly fishing education program with a strong mentoring component such as a Level III First Cast program will increase a student's conservation knowledge and ethic. There is, however, very little hard data to support this claim. One important contribution of your First Cast program can be to measure the effectiveness of your program. One easy way of doing this is to take 10 minutes of time in your first lesson to have the students fill out a baseline survey (Appendix 4 is a sample survey) to see how much they already know and care about trout and salmon habitat. Then, after the students have completed your First Cast program, you should give them another, similar survey. By comparing the results of the initial survey with the follow-up survey, you can show how much knowledge your students gained during the course. Please share this information with other chapters and with the TU National Youth Coordinator. With a whole set of surveys across the country, we can best demonstrate the value of First Cast.

Equipment

Equipment is a crucial component and can make a difference in the success of your program. Your equipment requirements will be dictated by the size and objectives of your program, but a few general guidelines apply to most programs and situations.

General recommendations.

The following general recommendations apply when choosing equipment:

- ?? Choose quality – Do not automatically choose the lowest-cost (or free) option. Examine the equipment and make sure it is of adequate quality. As you probably know from experience, tying flies with a poor vise or casting with a cheap rod can be frustrating. Imagine how much worse it will be for your beginner students.
- ?? Choose appropriate equipment – Make sure that the equipment you choose can be easily used by beginners. For example, rods should have small grips for small hands and beginner fly tying material should include materials for basic patterns.
- ?? Strive for uniformity in equipment – In a well-organized program, equipment should be the same for all students. This facilitates repair, replacement, interchangeability and general ease of handling. It will also help the student if taught in different programs or by different instructors.

The educational equipment available from Cortland Line Company through TU National has been selected with these recommendations in mind. All items are affordable, dependable and easy-to-use.

Choosing specific equipment. Your required equipment will depend on the type of program you choose to implement. The instructors should provide input into this decision. Some general equipment categories include:

- ?? Fishing outfits.
 - ?? Freshwater: two piece, graphite, 8 to 8 ½ foot, 5/6 weight outfits (in certain conditions, larger outfits such as 6/7 may be considered); weight forward (WF) floating line; simple single-action reel (disk drag or click pawl)
 - ?? Saltwater: two piece, graphite, 9 foot, 7/8 weight outfits are recommended for beginners while older students (16 and up) and more severe conditions (higher winds or bigger surf) may require 9 weight outfits; weight forward (WF) floating line (Intermediate or Intermediate sink tip); simple single-action reel (disk drag or click pawl)
 - ?? for both types of fishing, rod/reel covers are recommended to protect the equipment during transport and storage. PVC cases are hard to store and carry; cloth covers are easiest.
 - ?? each student should have a fly box, hemostats, nipper, retractor, fly line cleaner and spool of tippet (see pages 106-108 in *First Cast*).

- ?? appropriate fly tying materials: thread (6/0 or heavier), hen hackle (wet flies), rooster hackle (dry flies), strung marabou, skein of chenille, yarn, tinsel and other material for local fly patterns (see pages 32-44 in *First Cast*)
- ?? Sampling equipment.
 - ?? freshwater ponds can usually be easily sampled with simple dip nets.
 - ?? streams and rivers may require long-handled, heavy framed nets.
 - ?? seines are usually required when sampling beaches in fresh or saltwater (be sure materials are appropriate for use in saltwater).
- ?? Safety glasses or sunglasses, one pair for each student (see pages 124, 231-232 in *First Cast*).
- ?? Waders. It is the instructor's decision if wading is to be done (see pages 213-218 and 207-208 in *First Cast*).
- ?? Rod-building material. If rod-building is in the course plan, it is good to get complete rod-building kits that contain all the parts to fully construct a rod (for example, those available through TU National). Most tools and special equipment needed to build a rod can be acquired or built easily by the students.

Your equipment decisions will be based on a number of factors including the age and ability of the class, your instructors' preferences and the program budget. When considering the cost of equipment, remember to choose quality: fewer quality outfits will cause less headaches than many poor outfits. Be cautious when accepting equipment donations from members or tackle shops. Make sure what you are getting is appropriate and of good quality. Remember to keep your outfits as uniform as possible within your program.

Handling Equipment. It is important for students to understand that they are responsible for their equipment while using it. Students can purchase tackle through the program or be assigned an outfit and fly tying tool kit by the instructor. Here are some general guidelines:

- ?? if possible, each student should have a set of equipment tools for fly tying.
- ?? fishing outfits should have lightweight covers that will allow the rod and reel to be enclosed with reel attached for easy handling.
- ?? maintenance should be the responsibility of the student and checked by the instructor or assistant.
- ?? for ease of instruction, handling, maintenance and programming, all tackle, fly tying tools and sampling equipment should be identical and interchangeable.

Loaner Equipment. When building a long-term fly fishing education effort, all students should have access to equipment during non-class hours. This will give the student an opportunity to practice skills and disciplines covered in class. The ideal situation is for students to have their own tackle and tying equipment, but if they don't, a loaner program of some sort is needed. The instructor/leader must decide if and how the equipment and materials should be made available to the students.

The loaner program can be as simple or elaborate as you wish. Here are some suggestions:

- ?? equipment should include books, rods, reels and fly tying tools that are familiar to the students and used in the program.

- ?? include safety glasses with each outfit.
- ?? waders, sunglasses, vests and hooks are high maintenance items, difficult to control and not recommended for loaner programs.
- ?? students should be responsible for their own leader material, flies, fly tying materials and accessories.
- ?? a fly fishing “kit” that includes line-cleaning supplies, tippet, nippers, hemostat, etc. can be loaned along with the outfit or purchased by the student from the loaner site at a nominal fee.
- ?? opportunity to use this equipment should be limited to students who are taking the class or enrolled in the program.
- ?? public and school libraries make great loaner sites.
- ?? fishing outfits and fly tying tool kits should be identified and numbered with permanent markers.
- ?? outfits should be stored and checked out in individual numbered cloth bags with reel attached to rods.
- ?? fly tying tool kits should be easy to carry, secure and the contents easy to check.
- ?? be sure the equipment is “signed out” and condition of tools is inspected when checked out and when checked back in (see Appendix 5).
- ?? include an instruction sheet and a “maintenance” sheet with a check list of items (see Appendix 5).
- ?? all flies are to be clipped off and equipment dried off before storing.

Care of Equipment. Whether the equipment is owned by the students or the program, the elements of proper care must be taught and enforced. Specifics vary with type of equipment used and local conditions, but some general rules can be followed (see pages 110-116, 180 in *First Cast*):

Do not:

- ?? leave rods lying on the ground; always keep rod upright, in full view and stable when not in use.
- ?? place reels in the dirt or sand when assembling or not in use.
- ?? store fly tying materials in same container with tools.
- ?? store outfits with flies attached.

Do:

- ?? carry assembled rods with tips to the rear and up, flies attached to area around rod handle.
- ?? rinse off outfits after use and store dry.
- ?? clean line before storage: pull line from reel into bucket or bowl and reel back in through cleaner pad or clean cloth.
- ?? store outfit disassembled, in cloth bag (reels can remain attached).
- ?? clean and dry all components completely with fresh water after each trip.
- ?? be sure all fly tying tools are stowed and inventoried in carrying case.

Class size and length

There are many factors that should be considered before beginning a fly fishing program class. Each program will be unique because of your chapter's goals, resources and situation. The following is a list of common questions along with answers and **general** suggestions that should be considered when planning a program:

How young can participants be?

?? You can start as early as first grade if you keep activities simple. Fly tying is a good start (pages 52-69 in *First Cast*) because casting may be difficult for younger children.

Is age the most important factor in class make-up?

?? No, skill level is more important. If possible, clubs or classes should be comprised of similar skills levels. If classes contain drastically different skill levels, one effective technique is to involve the more-skilled individuals in tutoring the less-skilled members.

How many students per class?

?? For Level 1 events, the size is dictated by number of tool kits, table space, number of chairs and number of instructors (or fishing outfits and open space if a casting clinic).

?? For Level 2 or Level 3 programs, available resources will dictate the size of your class. If you are going into a school or camp to teach, the size will be limited by the number of instructors (6 or fewer students per instructor) or equipment outfits. If you are running your own class and need to worry about transportation or space, a smaller club or class (under 10 at a time) is easier to handle.

How many instructors per class?

?? The number of instructors will depend on the type of class (lecture-type classes require fewer instructors than advanced skill lessons).

?? For some field trips or skill lessons, a 1:1 or 1:2 ratio is ideal, but usually not possible. In general, it is difficult to give adequate attention to students with more than a 1:6 ratio, especially for beginning fly tiers or fly casters.

?? In most classes, using "head instructor" and a few assistants is effective (include apprentice or teen instructors as much as possible).

How long should events, classes and workshops be?

?? Your program length will often be dictated by your venue (all day for a festival or clinic, set length for in-school or after-school class).

?? If setting your own parameters, see Appendix 6 and 7 for sample schedules. The length of your classes should be a combination of how long it takes to complete an individual skill and the students' attention span. In general, include a 10 minute break every 60 or 90 minutes.

Site choice

Plan ahead as far as possible for activities and makes sure that you do a site visit before the class to prevent difficulties or surprises. Use the following guide to help make successful decisions:

Fly casting sessions. If held outside, choose a large, open field or lawn with well-mown grass. Other options include an accessible pond, pool or lake. Do not use parking lots because asphalt damages fly line. If held inside, choose a large room with high ceilings. Be careful of choosing a gym, often the polished floors are too slick to load line onto the rod (see page 125 of *First Cast*).

Fly tying sessions. Choose a protected area to prevent wind from blowing materials around. Ensure your area has adequate lighting for close work, thin-topped tables (so vise clamps can fit) and comfortable chairs. A chalkboard, large writing pad or other visual aid will often be useful for your instructors (see pages 54-58 in *First Cast*).

Sampling sessions. Whether your site is on a stream, river, pond, lake or in the ocean, make sure your site is shallow, slow-running, clean and accessible. Watch out for slippery rocks, dangerous currents and steep or overgrown banks (see pages 256-258 in *First Cast*).

Fishing sessions. Use the same criteria as for a sampling session, but look for a site that has easily catchable fish (consider pan fish) and a low chance of snagging student lines (open banks and few deadfalls). For fresh water, see pages 215-218 and for saltwater see pages 196-203 in *First Cast*.

Fundraising

The main expense of starting a First Cast program is equipment. Ongoing expenses may include materials, transportation or site fees. One option of meeting these costs is to charge students for participation. Don't undercharge, these are unique services that you are providing that cost the chapter money and have a real value to folks who want to learn (see pages 282-292 in *First Cast*). Beyond student fees, you will probably need additional funding, particularly for equipment. When seeking partnerships, you will be much more successful if you go to an organization with an instructional program and equipment already provided.

General guidelines. The TU Leadership Manual (pages 13-16) is a good source of general information about fundraising. Searching for funding does not have to be a labor intensive, time-consuming ordeal. Here are a few basic guidelines to follow:

- ?? Have confidence in your program. When talking (or writing) to potential funding sources, you must believe *you have the best program in the world* for these kids and you'd like to offer the funding source an opportunity to help the kids, the community and the local coldwater resource. A mix of anecdotal (individual feel-good type stories) and empirical (hard data) statements is a good way to bolster your request.
- ?? Be prepared. Include a briefly stated, but detailed information summary stating the **exact** amount needed, the number of youngsters involved and who or what will be involved (see Appendix 8). Be brief and to the point, do not include extra "padding."
- ?? Specific pieces of equipment are often easier to obtain funding for general operating expenses or "start up" funds.
- ?? In fundraising (as in many things), it is who you know. Research all funding sources to find members and "friends" of the chapter, fly fishers and others who can give you the

inside track. These people will be your champions for the program when funding decisions are made.

School partnerships. Once the idea of a youth fly fishing education program is accepted in a school, funding is the next hurdle. In many schools, non-traditional educational programs such as fly fishing can be difficult to fund through traditional means (taxes, school budgets, etc.).

Before searching within the school for funding, have an organized simple proposal ready that will state the **exact** amount needed and the number of youngsters who will be involved (see Appendix 8).

Most schools will have a “slush” fund that covers expenses of after-school programs and special events. Faculty members will usually be aware or can find out about discretionary or special project money. Try a variety of avenues within the school first. Once programs are a proven success, it may be easier to access traditional funding.

Raising money from the community. If your chapter is going to provide all financial support, the traditional TU banquet or fundraising event is a tried and true method of acquiring funds. Another option is to approach community businesses. Here are some suggestions:

- ?? Local retail businesses such as car dealerships, supermarkets, etc. can be a surprisingly ready source of funding. Offer to put their name in the program in some way.
- ?? Banks and non-retail businesses usually have a community fund that you may be eligible for. Research whether any officers or upper managers are TU members or known anglers.
- ?? Small local foundations often have money for local initiatives. Find them and contact them for funding guidelines.

Once again, before asking for funding, have an organized simple proposal ready that will state the **exact** amount needed and the number of youngsters who will be involved. Many local funding sources have their own applications, but preparing a generic proposal puts you ahead of the game.

Fishing Industry. Occasionally funding can be found within the fishing industry, either from retailers, manufacturers or trade organizations. This is usually a small amount (a few thousand dollars at most) and given for a specific reason to a specific (usually local) group.

It is often effective to approach local fly shops for small material donations such as fly tying equipment, hooks, etc. Fly shops are normally enthusiastic to support this type of program because it is a source of future customers for them. Another partnership possibility is to hold a class in the fly shop showing students the range of materials available.

When requesting support from a fly shop or other industry partner, follow these guidelines:

- ?? Submit a written request on letterhead.
- ?? Find out who is responsible for donations and submit the request to a single person.
- ?? Be brief. These people do not have a lot of time, so include only the necessary information.

- ?? Be specific. State **exactly** what you want; don't ask for "any old stuff you have hanging around."
- ?? Follow up a written request with a phone call in a week or two.
- ?? After receiving any donation, make sure to write a "thank you." This is especially effective if written by the students.

State and federal funding. There is a lot of money available for "Aquatic Resource Education," "Conservation Education" and even "Recreational Opportunities." The trick is to find it, apply for it and get it! This can take a great deal of research and follow-through, but it may be worth it.

Once again, individuals who are experienced in fundraising are your greatest resource. Explore your state department of natural resources, US Fish and Wildlife and related agency web sites. **Do not be afraid to ask.** Many sources of funding go unspent simply because no one applies for them.

Large grants. Foundations are set up to give money away. By law they **must** give a certain amount away each year. There is no reason why your program should not take advantage of this.

It is best to find someone who knows the grant-writing game. An experienced grant writer will want some help and will probably ask you to find a few foundations you feel may be worth approaching. Here are a few tips to help you begin your search:

- ?? Start locally. Ask the chamber of commerce, your library or local human resources personnel for a list of regional foundations.
- ?? Search the internet for foundations. The "Foundation Center" (www.fdncenter.org) is an excellent starting point.

After you have made your list, contact the foundations and request the Yearly Report and Guidelines. Once you receive these look for:

- ?? Region(s) and specific area(s) of interest. Usually these are clearly stated, so don't waste your time if you do not meet the criteria.
- ?? Previous grants. This will be an excellent indication if you qualify.
- ?? Board of Directors, Trustees and Advisors. Look for members who will be favorable to your cause (TU members, anglers, etc.).

When submitting a grant or request for application, **follow the guidelines to the letter.**

Fundraising follow-up

If you receive funding from a business or organization, make sure to thank them for their support. Include information regarding the tax deductible nature of the donation in the thank you if appropriate. Pictures of the students or handwritten notes from the students are especially effective methods of thanking sponsors.

If you receive funding from a grant, make sure to follow the reporting requirements to the letter. Most grants require periodic or completion reports.

Safety

No fishing or educational experience is worth putting any child or adult at serious risk. Planning and preparation are the keys to making a program safe and effective. Take adequate precautions before and during each class, including a site visit if necessary. Remember that you are not only protecting your students from harm while they are with your instructors, but you are also building a foundation of knowledge that should lead to lifelong safety habits (see pages 218-234 in *First Cast*).

First aid training

Each member of the chapter who will be regularly involved in working with the students in the field and the classroom should be encouraged (or even required) to take the Red Cross First Aid Course. It is an inexpensive and convenient way to become familiar with the basic skills needed to cope with a variety of circumstances. The Red Cross runs regular one-day certification training. Contractors may be hired to do large groups privately.

Read the Red Cross First Aid Manual occasionally and brush up on the care required for the most common problems you'll run into: cuts and abrasions, twisted ankles, puncture wounds, etc. Bring the manual and a first aid kit along on all trips. Refresher courses are recommended for instructors every three years.

Liability

TU National offers a limited liability policy to chapters for certain events and activities. General information is available on pages 37-41 of the TU Leadership Manual. It is the chapter's responsibility to be sure proper liability insurance is in place before beginning a First Cast program.

If your First Cast program is being run with a community organization or a school, it is wise to speak with the administrator or coordinator to establish liability parameters, become aware of the coverage available (if any), the special considerations and the recommended precautions. Personal or homeowners insurance may also cover many situations. Check with your insurance carrier.

No matter how you are covered, always take prudent action to avoid negligence and plan for proper risk management (see pages 255-256 in *First Cast*, also see pages 37-41 in *TU Leadership Manual*).

Publicity

Good public relations and marketing is an integral part of any community initiative. A publicity strategy can be as simple as a phone call or press release to your local newspaper or as complicated as a full-blown national campaign. Like fundraising, publicity does not have to be difficult or time-consuming. Here are a few general guidelines to follow:

- ?? Contact your local newspaper outdoor writer. They are always looking for announcements of local interest and kids' programs usually rate a picture or headline.
- ?? Have a press release ready to send ahead and have copies on-site. The release should be brief, to the point and contain: who, what, where and when. See Appendix 9 for a sample press release.
- ?? Have someone from the chapter who is a decent photographer take lots of photos (color prints, black and white prints and slides). Try to make them tell a story, particularly about conservation efforts, and not be just "kid and dead fish" (see pages 108-110 in *First Cast*).
- ?? Keep a photo record and written record of the program. It will ease your job for future fundraising, publicity and record-keeping.
- ?? Carry a few Photo Release Forms (see Appendix 10) along to record the models' name and to get consent to use the photos.

For more information on how to publicize your program and events see pages 282-292 in *First Cast* and pages 59-63 in the *TU Leadership Manual*.

CHAPTER 4. INCLUDING COLDWATER CONSERVATION TOPICS

Developing future coldwater conservationists

The ultimate goal of the TU First Cast Fly Fishing Education initiative is to develop new coldwater stewards. It is the intent of the program to introduce youth to fly fishing and therefore give them knowledge, experience and a sense of stewardship of their local coldwater resources. This sense of stewardship will develop naturally as the students learn more about trout and salmon and their habitat. You can, however, help this process by making conservation an integral part of the curriculum.

There are a number of ways of including conservation issues in your First Cast program. Here are three of the easiest and most effective ways of passing on TU's conservation message:

- ?? Discuss conservation issues during the individual lessons. Most of the lessons in the *Curriculum* lend themselves to introducing conservation topics. Suggestions of specific topics have been included in the *Curriculum*.
- ?? Explain/showcase your chapter's restoration projects. Most youth are not aware of active steps that TU takes to improve trout and salmon habitat. This is an excellent opportunity to spread the word.
- ?? Include restoration workdays or field trips in your First Cast program. Giving students hands-on experience with a restoration project can serve as a threshold experience for a future conservationist.

A successful graduate of your First Cast program will not just be an angler, but will also be a champion for trout and salmon habitat.

Adding conservation topics to the *Curriculum*

Many of the lessons in the *Curriculum* lend themselves well to introducing conservation topics. In particular, the fly tying lessons are a perfect way to talk about trout food sources, food webs and stream ecology in general. Also, the "Reading the Water" lesson is a great way to talk about stream restoration projects. Because the *Curriculum* was written for use across the country, these conservation topics are general suggestions and do not contain specific information. When planning your lesson, you will be most effective if you use your chapter's and your instructors' experience and expertise. Using specific examples and information based on your local conditions will be much more effective than talking about abstract concepts or species that are not found in your area. Beyond your chapter members, there are many other sources of conservation information. The TU National office has a number of publications that could be useful. Another great source of information are your state or local Department of Natural Resources or Fishing and Boating personnel. Contact names and numbers can always be found on the web. Another source of conservation information and activities that is specifically focused on anglers is your state's Aquatic Resources Education Association representative. Contact information can be found at www.areanet.org or by calling the Youth Program Coordinator at TU National.

Including restoration projects in your program

The best way to instill a conservation ethic in your First Cast program participants is to have them participate in a restoration project. This can be done in any program, whether it is Level 1, 2 or 3.

Level 1. If you think it is appropriate, a one-day Level 1 event can include a description, visit or participation in a restoration project. Your chapter's goals and resources will determine the focus of a Level 1 event. Here are some examples:

- ?? Fishing clinic. In addition to fishing, have a restoration project happening nearby so kids can watch (or even participate if possible).
- ?? School visit. One of your members could visit a school to describe (with visual aids) what your chapter is doing. Have a simple stream cleanup or walk planned at a future date and invite the class to participate.
- ?? Booth or clinic at a festival. As with the school visit above, have your members describe a past restoration project and have information available about an upcoming project.

Level 2 or 3. The longer-term Level 2 or 3 programs provide an even better opportunity to give youth hands-on restoration experience. Here are some examples:

- ?? Stream renovation project. This can be as simple as having your First Cast students attend a previously scheduled workday or as sophisticated as having your students plan and complete a new project. Renovation projects are particularly effective if they are done on the same body of water where the students have fished (eg. a bank reconfiguration now holds trout where none were there before). Again, don't overextend yourself, remember that one-time workdays can lead gradually to more ambitious ventures.
- ?? Water monitoring. Especially if partnered with a school class, water monitoring can be an extremely effective way of getting kids to feel a sense of stewardship for a local stream or lake. The repeated nature of a systematic monitoring program lends itself well to a long-term program. Include a beginning event, follow-up monitoring for a specific period and a conclusion event to present the data. Again, this is particularly effective when the monitoring is conducted on a stream that the kids have fished. More information and products relating to water quality testing and monitoring are available from the Earth Force Green catalog (www.earthforce.org/catalog).

APPENDIX 1

Simple Check List for a Level One Event

Event Description

(examples: casting or tying clinic, school visit, field trip, family fishing day)

What: _____

Partner Organization: _____

Where: _____

When: _____

Units in Curriculum to be Used: _____

(e.g. Fly Casting Clinic- Unit 5) _____

Event Purpose

- ? introduce the First Cast program
- ? promote your TU chapter
- ? give instructors the opportunity to hone teaching skills
- ? serve as a “threshold experience” for youth
- ? build up a mailing list of interested students and possible members
- ? serve as a “kick off” and introduce individual youngsters to a long term program
- ? build or strengthen ties with a support organization and within the community

- ? _____

- ? _____

Event Participants

Students

Age range: _____

Expected number: _____

Person in charge: _____

Instructors

Number needed: _____

Names: _____

Assistants

Number needed: _____

Names: _____

Equipment needed

Quantity

Type

Duties to assign

Task

Assigned person

Site reservation _____

Publicity _____

Awards _____

Check safety issues _____

Check insurance issues _____

Collect/organize equipment _____

Organize transportation _____

Foul weather plan _____

APPENDIX 2

Simple Check List for a Level Two Event

Event Description

(examples: conservation camp, after school club, weekend workshop, series of clinics)

What: _____

Partner Organization: _____

Where: _____

When: _____

Units in Curriculum to be Used: _____

(e.g. Fly Casting Clinic- Unit 5)

Event Purpose

- ? introduce the First Cast program
- ? promote your TU chapter
- ? give instructors the opportunity to hone teaching skills
- ? serve as a “threshold experience” for youth
- ? build up a mailing list of interested students and possible members
- ? serve as a “kick off” and introduce individual youngsters to a long term program
- ? build or strengthen ties with a support organization and within the community

- ? _____

- ? _____

Event Participants

Students

Age range: _____

Expected number: _____

Person in charge: _____

Instructors

Number needed: _____

Names: _____

Assistants

Number needed: _____

Names: _____

Equipment needed

Quantity

Type

Duties to assign

Task

Assigned person

Site reservation _____

Publicity _____

Awards _____

Check safety issues _____

Check insurance issues _____

Collect/organize equipment _____

Organize transportation _____

Foul weather plan _____

APPENDIX 3

Simple Check List for a Level Three Event

Event Description

(examples: in-school curriculum, season-long youth camp, long-term Scout program)

What: _____

Partner Organization: _____

Where: _____

When: _____

Units in Curriculum to be Used: _____

(e.g. Fly Casting Clinic- Unit 5)

Event Purpose

- ? introduce the First Cast program
- ? promote your TU chapter
- ? give instructors the opportunity to hone teaching skills
- ? cultivate a life-long angler
- ? build up a mailing list of interested students and possible members
- ? develop a life-long conservationist
- ? build or strengthen ties with a support organization and within the community

? _____

? _____

Event Participants

Students

Age range: _____

Expected number: _____

Person in charge: _____

Instructors

Number needed: _____

Names: _____

Assistants

Number needed: _____

Names: _____

Equipment needed

Quantity

Type

Duties to assign

Task

Assigned person

Site reservation _____

Publicity _____

Awards _____

Check safety issues _____

Check insurance issues _____

Collect/organize equipment _____

Organize transportation _____

Foul weather plan _____

APPENDIX 4

INITIAL PARTICIPANT SURVEY

?? Have you ever fly fished before?

____ No ~~↗~~ skip to Question 4.

____ Yes ~~↗~~ go to Question 2 below.

?? How many years have you fly fished?

____ Less than one year ____ One to two years ____ Three years or more

?? Who taught you to fly fish? _____
(self-taught, taught by friend, taught by relative, etc.)

?? What are three of your other favorite hobbies or sports?

?? Did you know that there were fishing opportunities near your home?

?? Had you heard of Trout Unlimited prior to this program?

____ No ~~↗~~ skip to Question 8.

____ Yes ~~↗~~ go to Question 7 below.

?? Are you a Student TU member?

____ No ____ Yes

?? If you can, name three threats to trout habitat.

?? If you can, name three specific actions you or your family can do to help trout.

?? Have you ever done any of the actions listed in Question 9?

___ No

___ Yes ~~☒~~ If "Yes", which actions? _____

?? Have you ever done an environmental restoration project before?

___ No ___ Yes

?? Name three older people who are important influences in your life. Please give relationship, not name (eg. coach, grandmother, teacher, etc.).

**APPENDIX 5
EQUIPMENT CHECKOUT SHEET**

EQUIPMENT DESCRIPTION (EQUIP. #): _____

LOAN DATE: _____

RETURN DATE: _____

RULES:

- ?? all students must fill out and sign the APPLICATION FOR BORROWING FLY FISHING EQUIPMENT before removing any equipment from the loaner site
- ?? all students must supply their own: waders, sunglasses, vests, hooks, leader material, flies, fly tying materials and accessories
- ?? a fly fishing “kit” that includes line cleaning supplies, tippet, nippers, hemostat, fly box and retractor is available for purchase from the loaner site
- ?? opportunity to use this equipment is limited to students who are taking the fly fishing class or are enrolled in an associated program
- ?? outfits should be stored in and checked out in individual numbered cloth bags with reel attached
- ?? fly tying tool kits should be complete when picked up and returned (does not include hooks, cement or materials!)
- ?? include an instruction sheet and a “maintenance” sheet with a check list of items from
- ?? all flies are to be clipped off and equipment dried off before returning

Do Not:

- ?? leave rods lying on the ground, always keep rod upright, in full view and stable when not in use
- ?? place reels in the dirt or sand when assembling or not in use
- ?? return fly tying materials in same container with tools
- ?? return outfits with flies attached

Do:

- ?? carry assembled rods with tips to the rear and up, flies attached to area around rod handle
- ?? rinse off outfits after use and store dry
- ?? clean line before storage: pull line from reel into bucket or bowl and reel back in through clean cloth
- ?? store outfit in cloth bag
- ?? be sure all fly tying tools are put away in carrying case and accounted for

I HAVE READ THE “STUDENT RESPONSIBILITY CHECK LIST” AND I PROMISE TO FOLLOW ALL SUGGESTED CARE AND SAFETY PROCEDURES AND TO RETURN THE EQUIPMENT IN GOOD ORDER ON THE CORRECT CHECK IN DATE. ALL EQUIPMENT IS NOW MY RESPONSIBILITY AND I PROMISE TO REPLACE ANY ITEMS BROKEN OR LOST WHILE IN MY CARE.

STUDENTS NAME (PRINT): _____

STUDENT ADDRESS: _____

STUDENT PHONE: _____

CLASS THAT I ATTEND: _____

INSTRUCTOR NAME: _____

STUDENT SIGNATURE: _____ DATE: _____

APPENDIX 6

Sample Class Schedules

THE PROGRAMMING

Sessions can include instruction in: fly tying, fly casting, knot tying, presentation, problem solving, basic entomology, stream reading or ecology. Suggested instructional procedure is based on the methods described in *First Cast, Teaching Kids to Fly Fish* and the Units and Lessons of the *First Cast Fly Fishing Education Curriculum*.

The *First Cast Fly Fishing Education Curriculum* has been designed to be flexible so that it can be used in a number of venues. Classes can be customized to fit the location, desired curriculum and subject coverage, age of group, budget, time of year, number of students, instructor skill level, etc.

To use the curriculum and text as an outline, guide and support for the classes:

1. choose the skills that you wish to teach (e.g. fly casting).
2. examine the Curriculum Contents for the most suitable Unit and Lesson (Unit 5 Fly Casting).
3. read the corresponding chapter in *First Cast* (Chapter 5 Fly Casting).
4. review other chapters that may have useful additional information.
5. make a simple plan using the suggested schedule below or create your own.
6. be sure to time all the activities.

Full Day Class:

Ideal stand-alone activity, or as an addition to a camp or other recreational program. This timeline shows skills only, some fishing in p.m. may be possible.

Time Schedule: 9 am till 3 pm

- ?? 8 am to 9 am- instructors prepare site
- ?? 9 am- Registration (as students arrive and are served breakfast?)
- ?? 9 am to noon- Fly Tying and/or Fly Casting Instruction
- ?? Noon to 1pm- lunch
- ?? 1 pm to 3 pm- Fly Tying and/or Fly Casting Instruction
- ?? 3 pm to 3:30 pm- instructors clean up site

Weekly Class:

One session per week, typically done over a two to four week period. Students should be of similar ages or skill levels. One day per week programs can be either fly tying or fly fishing, but are usually a combination of both. Classes start with an introduction to the sport of fly fishing and then continue with instruction in tying a variety of different flies. Fly tying classes are especially welcome when the weather may be unpredictable or cold. It is good to have the fly tying tools and materials available for students to use during free hours throughout the week.

A typical schedule for a four-week fly fishing class series (one two-hour session per week):

- ?? First Week- Introduction to fly fishing (one hour). Hands-on fly tying- wet flies (one hour)
- ?? Second Week- Fly casting and knot tying instruction (maybe some fishing and more advanced fly tying)

- ?? Third Week- Fly casting, fishing and more advanced fly tying
- ?? Fourth Week- Fly casting, fishing and more advanced fly tying

Daily Class:

Fly fishing or fly tying can easily be incorporated into a daily class schedule. A typical week-long class schedule would consist of a one or two hour class per day. Students should be of similar age or skills level.

A typical fly tying class schedule would be:

- ?? Monday- Introduction to fly fishing (one hour). Hands-on fly tying (one hour). Aquatic sampling may also be done here.
- ?? Tuesday- Fly tying instruction continued- wet flies
- ?? Wednesday- Fly tying instruction continued- nymphs
- ?? Thursday- Fly tying instruction continued- dry flies
- ?? Friday- Fly tying instruction continued- streamers

A typical fly fishing class schedule would be:

- ?? Monday- Introduction to fly fishing (fly tying and/or aquatic sampling may be included here)
- ?? Tuesday- Knot tying and related activities
- ?? Wednesday- Introduction to fly casting
- ?? Thursday- Continued fly casting and/or fly fishing
- ?? Friday- Fly fishing

Semester of Classes:

Using the schedules above as a model, build a semester of classes around the Units and Lessons in the Curriculum. Plan to have fly tying first leading into to casting and then fishing. Rod building is also an excellent activity. Full instructions and complete rod-building kits are available through TU National.

A trained teacher can easily structure the information in the curriculum and text into a full semester of work that corresponds with the standard design of the school courses.

APPENDIX 7

Sample Workshop Schedules

THE PROGRAMMING:

All workshops should be customized to fit the location, desired curriculum, subject matter, age group, budget, time of year, number of students and most any special need. Fly fishing education events can be tailored to elementary, junior high, high school, college, adult or senior citizen aged students.

Sessions can include instruction in: fly tying, fly casting, knot tying, presentation, problem solving, basic entomology, stream reading or ecology. Suggested instructional procedure is based on the methods described in *First Cast, Teaching Kids to Fly Fish* and the Units and Lessons of the *First Cast Fly Fishing Education Curriculum*. The *Curriculum* has been designed to be flexible so that it can be used in a number of venues.

To use the curriculum and text as an outline, guide and support for the classes:

1. choose the skills that you wish to teach (e.g. fly casting)
2. examine the *Curriculum* Contents for the most suitable Unit and Lesson (e.g. Unit 5, Lesson 1-- Fly Casting)
3. read the corresponding chapter in *First Cast* (Chapter 5-- Fly Casting)
4. review other chapters that may have useful additional information
5. make a simple plan using the suggested schedule below or create your own
6. be sure to time all the activities

WORKSHOPS:

Schedules given here are only examples of how time can be divided to cover a large amount of information in an effective manner. The actual skills taught and areas covered are up to the individual instructor and workshop organizer (e.g. you may wish to include fishing for the end of the one day workshop- just plan that in accordingly to allow for enough time to cover the other related topics).

One Day Workshop: this is an example of a typical one day event that can stand alone or be part of an on-going session in an educational situation or camp-based activity.

Time Schedule: 8 am to 4 pm

?? 8 am to 9 am- Set-up. Registration and introduction to the program and the instructors.

Participants will be divided into two groups: A and B

Group A

?? 9 am till 10:30 am- Sample local waters

?? 10:30 am till noon- Fly Tying

Group B

?? 9 am till 10 am- Introduction to the sport of fly fishing

?? 10 am till noon- Fly Casting

Noon till 1 pm- Lunch

Group A

?? 1 pm till 2 pm-Introduction to the sport of fly fishing

?? 2 pm till 4 pm- Fly Casting and clean-up

Group B

?? 1 pm till 2:30 pm- Sample local waters

?? 2:30 till 4 pm- Fly Tying and clean-up

Two Day Workshop- this is an example of a typical two-day event that can stand alone or be part of an on-going session in an educational situation or camp-based activity.

Time Schedule: Day One (8 am to 4 pm)

?? 8 am to 9 am- Set-up, registration and introduction to the program and the instructors.

Participants will be divided into two groups: A and B

Group A

?? 9 am till 10:30 am- Sample local waters

?? 10:30 am till noon- Fly Tying

Group B

?? 9 am till 10 am- Introduction to the sport of fly fishing

?? 10 am till noon- Fly Casting

Noon till 1 pm- Lunch

Group A

?? 1 pm till 2 pm- Introduction to the sport of fly fishing

?? 2 pm till 4 pm- Fly Casting and clean-up

Group B

?? 1 pm till 2:30 pm- Sample local waters

?? 2:30 till 4 pm- Fly Tying and clean-up

If the workshop is held at a camp or a residential facility, instructors, equipment and materials should be made available for impromptu evening learning session.

Time Schedule: Day Two (8 am to 4 pm)

Groups A and B

?? 8 am till 9:00 am- Introduction to fish local species their habits and how to catch them

?? 9:00 am till 10:00 am- Knot Tying

?? 11:00 am till lunch: Prepare equipment for afternoon fishing

Noon till 1 pm- Lunch

Groups A and B

?? 1 pm on: Fly Presentation and Fishing

ADDITIONAL ISSUES FOR WORKSHOPS:

?? Proper liability insurance to cover your activities.

Proper safety considerations should be followed at all times.

APPENDIX 8
SAMPLE GRANT APPLICATION

TROUT UNLIMITED NATIONAL YOUTH FLY FISHING EDUCATION PROGRAM

Youth Development Through Fly Fishing and Environmental Education

Proposal for Funding Support

Submitted to: County Youth Bureau

Date: January 1, 2001

Submitted by: Trout Unlimited Chapter

Address: 100 Willow Avenue, Ithaca, N.Y. 14850-3555

Contacts: Youth Program Manager, Joe Brooks

Telephone: 607-272-2222 **Fax:** 607-272-8888 **email:** jbrooks@hotmail.com

Program title: Trout Unlimited- Youth Fly Fishing Education

Reason for Application: Program Equipment and Materials

Total Funding Requested: \$ 2927.00

Contents:

Cover Page

Proposal Narrative

Budget

Attachments:

1. Testimonials
2. Selected articles from media
3. Schedule of educational events, projects and classes
4. *First Cast* curriculum sample
5. Partners: local, state, regional and national
6. Excerpts from Trout Unlimited Youth Fly Fishing Education Program Manual
7. TU Fly Fishing Educational Equipment Catalog
8. 501 (3) (c) documentation

Introduction

Fly fishing is the ideal venue for encouraging youngsters to participate in activities that involve direct contact with nature. Issues of life and death, pollution, ethics, self-esteem, self-confidence, water quality, and environmental stewardship are essential elements of each trip to the lake, stream or seashore (see Attachment 1).

A popular misconception is, that fly fishing is accessible only to the rich elite. Our program successfully mixes children and adults from diverse backgrounds, cultures and economic levels. Together they enjoy an activity that binds them directly with the resource and interests them in relevant environmental issues. Fly fishing is a powerful tool for mutual understanding.

Traditionally fly fishing has been passed along through the time honored mentor/apprentice method. The family and neighborhood structure that encouraged and nurtured a youngster along the path to becoming a caring lifelong angler and steward of the resource has broken down. Without this strong community and family support a youngster may not get the opportunity to have a truly meaningful experience in the natural world.

Population Served

The Trout Unlimited National Youth Fly Fishing Education Program has earned a national reputation as the finest youth fly fishing education program available anywhere (see Attachment 2). Locally we offer the community a variety of classes and camps that focus on delivering a quality experience to all who participate.

Over 200 youngsters locally will be directly involved in events and long term fly fishing and environmental education classes and projects in the County over the next school year. An additional 100-200 more will be served in special classes and events over the summer. The students will range in age from 9 to 19, will come from all neighborhoods throughout the county, will represent a variety of skill levels and participate in both in one time events and eventually become involved in long term fly fishing education programs that will be offered through the public schools.

We wish to turn no child away from the opportunity to broaden their horizons and learn this healthy and productive life-time sport and the many lessons it teaches. Programming and equipment costs are high and it is very difficult to insure that each youngster can be included.

Programming

An expansion of our youth fly fishing education program is essential at this time to accommodate increased numbers of youth interested in making a positive change in their life. Through the TU Youth Fly Fishing Education Program interested youngsters are able to participate in a wide range of exciting, skill building activities and experiences. Teens develop teaching and interpersonal skills and explore career opportunities in business, environmental education or research.

For pre-teens and teens, long-term involvement begins with an introduction to the program and the sport of fly fishing at the class or event level and continues through a series of Participation Levels. High interest level youngsters will move from initial attendance at a class, to becoming more active as an apprentice instructor and then becoming a full instructor who is mentor to an apprentice (see Attachment 3).

All programming and educational activities are based on the nationally recognized *First Cast* Youth Fly Fishing Education Curriculum and the text *First Cast- Teaching Kids to Fly Fish* (see Attachment 4).

We look for these initial, intermediate and long term outcomes as signs that a positive impact has been made on the students who participate:

- ?? *Initial (pre-teen/teen)-* team building behavior, personal skills and positive interaction with local environment
- ?? *Intermediate (teen- during first year involvement)-* teaching competence, positive interaction with local environment, interest in community service, comfort working with diverse populations, self-confidence, interpersonal and public speaking skills
- ?? *Long Term (teen/beyond- after first year involvement)-* knowledge of career and education goals, enhanced feeling of self-worth, commitment to community service and dedication to environmental stewardship.

Financing Equipment and Educational Materials

Providing equipment and materials for a youngster participating in fly fishing, fly tying, water sampling and related activities can be a costly endeavor. Many of our young participants lack the financial means to fully outfit themselves. The members of the educational committee of the County TU Chapter have put together a strong foundation of support within the community. This In-Kind(time and dollars) and material support is essential to the success of the overall program. We must however, purchase the basic equipment that is needed. Trout Unlimited National offers an easy to access source for quality equipment that has been designed specifically for youth fly fishing education and is available to local chapters at a very reasonable cost.

Estimate of matching contributions

<u>Description</u>	<u>Value</u>
Member donations of fly tying and fishing materials	600.00
Local fly fishing shop- materials donation	250.00
Local fly fishing shop and sporting goods store- discounts (additional equipment)	500.00
Local lumber yard- building materials (class and field projects)	1000.00
Adult volunteer instructors:	
10 volunteers at 50 hours each = 500 hours (at \$10 per hour)	5000.00
Adult volunteers assistants:	
10 volunteers at 20 hours each = 200 hours (at \$10 per hour)	2000.00
Total Matching Contributions =	\$9350.00

Equipment costs

Instructional materials are needed to outfit a minimum of 12 students at a time. An additional 12 sets of equipment is being purchased to fill a “loaner” site that will provide youngsters who do not have proper equipment at home access to fly outfits and fly tying tools during non-class hours. A total of 24 full outfits (fly rod, reel, line and case and fly tying tool kit package-- see Attachment 7) is needed.

<u>Quan.</u>	<u>Description</u>	<u>Unit Cost</u>	<u>Total</u>
4	TU Student Fly Fishing Packages (6 Fly Outfits, 6 Fly Tying Tool Kits)	594.00	2376.00
24	<i>Concise Book of Fly Tying</i>	7.95	190.80
10	<i>First Cast- Teaching Kids to Fly Fish</i>	19.95	199.50
2	<i>First Cast Fly Fishing Education Curriculum</i>	19.95	39.90
	Miscellaneous materials not available through TU National		100.00
	Shipping and handling		160.00
	Total Equipment Cost =		\$3066.20

Summary

The TU Youth Fly Fishing Education Program has been recommended for funding assistance and includes active support from a variety of partners including colleges, businesses, conservation organizations and youth groups (see Attachment 5). Data gathered and successful training techniques developed will be made available to programs across the state and the US for use in a variety of youth development activities.

With over 125,000 members nationally, Trout Unlimited is the ideal source for dedicated grassroots volunteer expertise. In order for a national effort such as this to work, there must be an organized framework in place locally. TU chapters are already very active in cold water conservation, the new fly fishing education initiative is an opportunity for members to reach out and interact directly with the local community (see Attachment 6).

The County Chapter of Trout Unlimited is requesting one time funding of \$2927.00 from the County Youth Bureau to purchase the proper fly fishing and related equipment and materials. This equipment is vital in our effort to expand the already implemented youth fly fishing education program and accommodate increased numbers of youth interested in making a positive change in their life and the health of the local coldwater resource.

APPENDIX 9

SAMPLE PRESS RELEASE

***Press Release: Trout Unlimited Youth Clean Up Local Stream**

Event Description: Youth from the Local Valley Chapter of Trout Unlimited will be conducting a stream cleanup of the North Fork of Trout Stream next Saturday, July 10. The youth are the members of a fly fishing class that has been meeting once a week since February to learn about fly fishing and trout habitat. None of the students had fly fished prior to the program, and They have...

This event is an example of First Cast, Trout Unlimited's nation-wide youth education initiative. First Cast aims to teach conservation concepts through fly fishing because some of our most ardent conservationists are also avid anglers.

Trout Unlimited is the world's largest trout and salmon conservation organization. Its mission is to conserve, protect and restore North America's coldwater fisheries and their watersheds. With over 125,000 members and 450 local chapters throughout the United States, TU has been working to improve coldwater habitat for more than 40 years.

Location: The cleanup will be held upstream of the Route 1 Bridge north of Springfield. *(include driving directions)*

Time: The cleanup will start at noon and last until 4 pm. The students will have an opportunity to fish after 4 pm.

Contact information:

Joe Brooks
Youth Education Chair
Local Valley Chapter
Phone:
Fax:
Email:
