

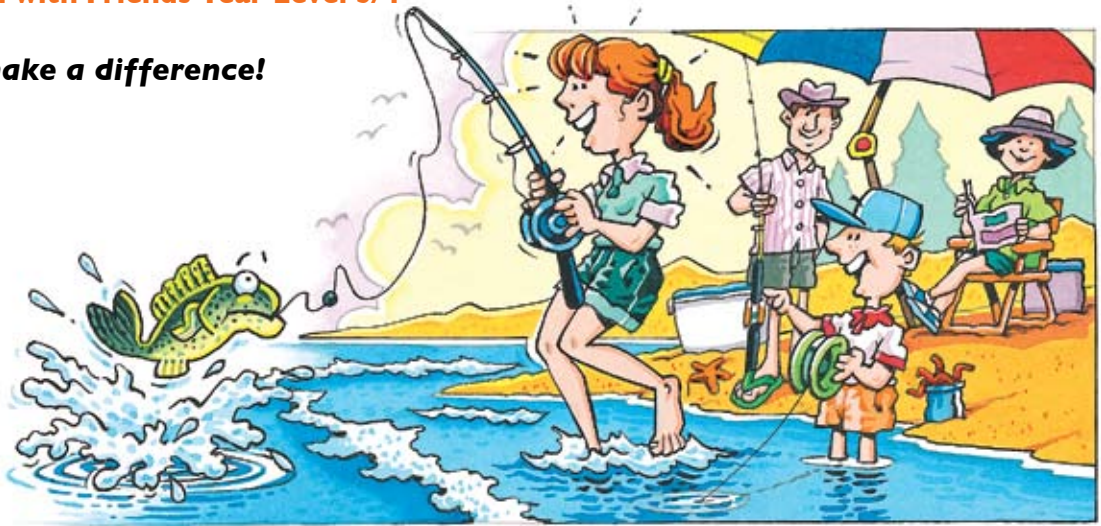


Code 2

**Fish with friends**

## Code 2 Fish with Friends Year Level 3/4

**You can make a difference!**



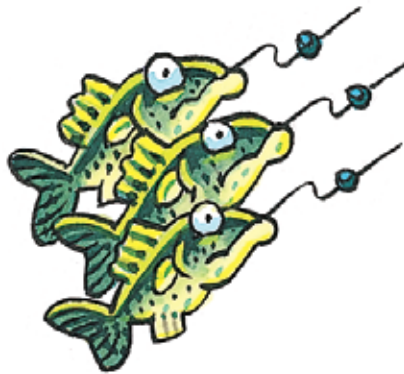
### Specific Learning Outcomes

By completing this code a Junior Fisher learns to:

- never fish alone. They always fish with a responsible friend known to their parents / guardian
- tell someone where they are going and when they will be home
- carry some form of identification and emergency phone numbers, such as their Junior Recreational Fishing Passport
- be aware of the possible environmental dangers when fishing
- not assume accidents only happen to other people
- share their knowledge of how to practise sensible fishing behaviour so there will always be fish for the future


These activities and skills support the following NSW Board of Studies Stage 2 syllabus outcomes:

HSIE	Science & Technology	PDHPE	English
ENS2.6	LTS2.3	SLS2.13 INS2.3 DMS2.1	TS2.2



**Good Junior Fishers always fish with friends.**



 View the background information from the *Get Hooked DVD*.

## Background notes

### Why fish with a friend?

A friend provides company and can share knowledge on safe and responsible fishing practices. A friend can also act as another pair of eyes, ears and hands. In case of an accident a friend may be also able to help you get out of trouble, or call for emergency assistance. Always fish with friends, it's more fun and safer.

### Who is a safe “fishing friend”?

Someone who is known and approved by your parents or legal guardians as a safe and responsible fishing friend. A good example of a safe fishing friend is an adult that knows about safe fishing practices and puts your safety first.

### Safety checklist before you leave for a fishing trip

- tell your parents or legal guardian **who you are fishing with**
- tell your parents or legal guardian **where you will be fishing**
- tell your parents or legal guardian **when you will be back home**
- paste identification and emergency details on the inside lid of your tackle box and carry your Junior Fishing Passport
- wear appropriate footwear to protect against slippery or sharp rocks or animals with sharp edges to their shell, ie mussels
- wear and take appropriate clothing, food and sunscreen for variable weather conditions
- take a first aid kit as part of your tackle box
- make sure that your fishing friend knows first aid techniques
- ask for local knowledge on the area if you are at an unfamiliar site (ie currents, snags and deep holes)
- pack and wear a lifejacket (PFD) if you are going to be fishing from a boat or a rock platform

## Dangers to be aware of when at the fishing spot

### 1. Changing weather conditions

Weather conditions can change rapidly. Be aware of rising winds and cloud banks and leave the site before you place yourself in a potentially hazardous situation.

### 2. Currents and rips<sup>3</sup>

A current is a moving body of water

- be aware of heavy weather conditions in your local region. Take special care of waters subject to flooding.
- never fish near drains

A rip is a strong current of water running out to sea.

You can identify a rip by observing some of the following features of rips:

- the water may be sandy in appearance
- the area may be flat compared to the rest of the beach
- there may be debris travelling out to sea

How do you get out of a rip?

- don't panic—tread water or float
- wave your arm for assistance
- swim sideways across the rip for 30–40 metres before returning to shore
- never swim against the rip, you'll get too tired

Tips when fishing

- wear life jacket or bouyancy vest when fishing from a boat or when fishing in dangerous conditions.
- never enter the water to retrieve lost tackle or snagged fish.
- if someone falls into the water do not jump in after them. Look for a device (such as an angel ring) that floats, which you can throw in to assist them. Immediately call emergency services.

<sup>3</sup>Sourced from 'Surf Safety Information Paper', Surf Lifesaving Victoria



### 3. Waves and incoming tides

Waves can easily knock you off your feet, you should follow these rules:

- never turn your back on a wave. Make sure there is at least one 'fishing friend' with their eye on the water at all times
- learn how to 'brace' your body if you suspect a wave is going to hit you. Plant feet at right angles to each other and lower your centre of gravity by lowering your body. Then tense your muscles, wait for the wave to pass, then carefully move backwards towards the shore, keeping an eye on the water for the next wave.

### 4. Unstable banks

Check your site for stability before setting up your gear, eg. overhanging ledges may become unstable.

### 5. Overhead power lines

Always look up when casting.

### 6. Animals

Certain aquatic animals may prove hazardous or potentially fatal if handled incorrectly. Be aware of the defence systems of the following animals:

- blue ring octopus
- sea anemones
- sea jellies
- cone shells
- fish with spines such as flathead, puffer fish, leatherjackets and bream
- stingrays
- sea snakes

## Never assume accidents only happen to other people

### Safe fish friends 'care for other angler's rights'

Be aware of being a good fisher and always:

1. Take a bag to stow rubbish, so it doesn't fly around the site when fishing.
2. Remove your bait, tackle, hooks and rubbish from a site when leaving.
3. Know what distance to stay away from another angler's fishing spot, this is a personal issue, but be aware of their need for privacy and space.
4. Request permission from the owner to enter private land to fish.



## Fishy activities

Activity will be motivated by way of the following oral tale. Substitute boy or girl's name as appropriate.

### 'The tale of Tom/Tara'

Introduce the concept of 'fish with friends' as safe fishing, with a basic type of introductory oral tale as follows:

Tom thought he knew everything about fishing. He had a dad who showed him all the different ways to bait a line, and a grandma who had taught him how to fly fish. He'd caught loads of fish in the past, and once he'd even landed a 20 pound Murray cod (or any fish that is prized in your region), all by himself. He reckoned his dad had told everyone about it.

Normally his dad went fishing with him, but today he had to rebuild a fallen down fence. "Maybe tomorrow son, go call your mate Jeff if you want to go today", but Jeff didn't answer his phone. He approached Grandma who was planting vegetables, "Maybe later this afternoon Tommy", but that was hours away. His dad always told him never to fish alone, so he thought maybe he'd walk past Roo's house on the way to fish by the creek bed (or pier, etc).

He decided to go alone. The sun was beating down and he decided it was just too hot to detour past Roo's.

\*Pause in story

### 🔊 **Discuss**

- How has Tom already created problems for himself?
- How could he have avoided these problems?

Continue story along the lines of: 'Nothing biting... Heard a slither in the grass... Slid down the bank... slippery rocks... fast current... submerged log... last seen, waving for help, help...'

### 'Tom's banner'

Props:

- 5 large blank banners
- Coloured textas

**Optional:** Coloured paper, scissors, glue-tubs  
 (🔍) Look at the poster of Tom, brainstorm what he should have done, and discuss also the type of fishing information you can learn from sharing with other fishers.

### ✍️ **Activity**

Using the brainstormed suggestions, create five banners supporting the Junior Fishing Code "It's more fun to fish with friends".

### **Suggested concepts for students to develop**

- By sharing information, you might learn where to fish, what bait to use, possible catch restrictions, and seasonal restrictions.
- You might also learn from or teach a friend, suitable rigs for the target fish or how to tie special knots.
- It is safer and more responsible to fish with friends; you may even be able to form a fishing group.
- It is exciting to share your fishing success with friends. Use your Passport to keep a log of your fishing trips. It may help you decide when and where to fish for success.

### **Paste banners around the picture of Tom**



See (🔍) for enlarged graphic of Tom.



### 'To fish or not to fish?'

#### Props:

- ☞ Several weather wheels
- Fishing site illustrations (Appendix 6).
- Key to weather wheel (Appendix 6).



#### Activity:

Divide the junior fishers into groups of four. Each group is given a photo of a fishing site and a weather wheel.

- Each member has a spin of the weather predictor wheel.
- According to the predicted weather and the photo of the destination received, the group is to discuss and list the positive and negative aspects of fishing that day according to where the arrow lands on the wheel.
- They are to make a group decision to fish or not to fish. If the trip needs to be cancelled, ask the group to decide if any other location would be safe to fish that day.
- If the trip was to go ahead, as you are rotating around the room, ask the group if they could think of any location that might not be safe on that day.



#### Key To Weather Wheel:

##### Fine and sunny.

Top temperature of 38 degrees. Strong winds predicted in coastal areas in the afternoon, gusting to 40kms. Waves to 2 metres.

##### Overcast.

Top temperature 12 degrees. No wind. Fog possible in the late afternoon.

##### Fine and sunny.

Top temperature of 23 degrees. Gentle breeze. Waves to 1/2 metre.

##### Fine at first.

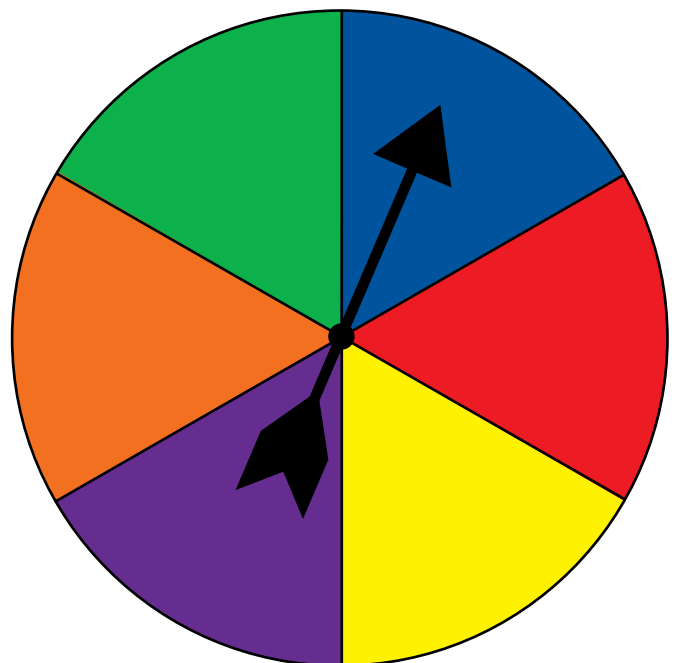
Top temperature of 27 degrees. Rain and thunderstorms ahead of a cool change. Strong wind warnings on all waters.

##### Inland rain.

Top temperature of 13 degrees. Easing to drizzle. Dry and overcast in coastal areas.

##### Heavy rain and hail.


Top temperature of 18 degrees. Storm clearing as front passes.




## Evaluation activity:

### 'A ball of string'<sup>4</sup>

#### Props:

 Several balls of string

 3 minute sand timer

Group discussion with a ball of string and sand timer (to encourage short answers)

#### Topics for discussion

- Why I would like to fish with friends?
- Why it is safe to fish with friends?
- When should you not go fishing?
- Who is a safe fishing friend?

## Activity

- Divide the group into four.
- Have the entire group sitting in a circle, then ask each small group to sit in the centre with the ball of string.
- Select a "keeper of the time" to turn the sand timer over each time the ball of string passes to a new speaker.
- Each group could choose a fish from a tackle box, which would list the topic they are to speak on. Allow the speaker group one minute when the whole large group is quiet, to think of what comment they are going to contribute to the fishing web.
- Each person in the group speaks in their turn and passes the ball to the next speaker
- From the variety of connections of the string, you can see how many speakers have become involved in the evaluation activity. The goal is to try to give all students an opportunity to speak and voice their opinions.



<sup>4</sup> Source: Graphic from p.16 The Student Leaders' Manual for The Elizabeth Campbell Peer Support Program for Secondary Schools



## Suggested follow-up class activities for teachers

### 'My successful fishing trip plan'<sup>5</sup>



#### Props:

- Paper and pencils/paint



#### Activity

- Create your own successful fishing trip by drawing up the following checklist
- Draw or paint a picture of what your fishing trip would look like around your checklist

Personalise your fishing plan by taking into account the following factors:

#### 1. Location

- Where is the best and safest site?
- How will I get to the site?
- Will there be easy access to this site? eg. cars, in case of emergency

#### 2. Weather

- What is the ideal wind and weather forecast for the day?
- Formulate a 'when to cancel the trip' checklist

#### 3. Fishing friends

- List 2-3 ideal fishing friends
- Are your fishing friends known to your parents?
- Formulate a list of interview questions. eg. do they know/have current First Aid certificate?

#### 4. Time plan

- How long will we go fishing, when will we leave and return home?
- Who will we tell where we are going and the times we will arrive at the site and be home by?

#### 5. Fishing needs

- Do I have a bag for my rubbish?
- What rods or handlines do I need to take?
- Do I have the right bait?
- What tackle and hooks do I need to carry in my tackle box?
- Have I got my Junior Fishing Passport?
- Do I have a current copy of my State or Territory's fishing regulations?
- Do I have my fish length ruler?
- Do I have pliers or a de-hooker to release unwanted, undersized or inedible fish?
- What will I put my catch in?

#### 6. Target Fish

- Which fish do I want to catch during my fishing trip?
- How many is enough to suit my immediate needs?
- Do I know if there are any legal restrictions regarding that fish? eg. size limits, bag limits, closed seasons.

### 'A special fishing friend'

#### Props: nil

👤 Invite a local angler/fisher to give an informal talk to the class regarding their knowledge of the area.

Topics for discussion could include:

- Where is the best spot to fish locally?
- Where would you never fish and why? (e.g. drains).
- What type of fish do you like to catch and why?
- What sort of bait do you use?
- Who do you like to go fishing with (hopefully, they won't say 'by themselves!')

<sup>5</sup> p12. Coasting. Activities for coastal excursions and beach holidays. Gould league.

