

Fishing Regulations and Sportsmanship

Following regulations and practicing good sportsmanship makes fishing fun for everyone!



By becoming familiar with this year's fishing regulations,
_____ has earned the title of
Honorary Minnesota Fishing Regulations Patrol

I pledge to:

- Follow all Minnesota fishing regulations
- Help others follow fishing regulations
- Turn in Poachers by calling the TIP line: (800)-652-9093

Student Signature

Instructor Signature

Although you may not yet need to purchase a fishing license, you must follow fishing regulations. They change each year, so review them regularly.

HAPPY FISHING!

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Chapter 4 • Lesson 1

Fishing Regulations and Sportsmanship

Minnesota Academic Standards

- Lesson *introduces* this Benchmark.
- Lesson *partially* addresses this Benchmark.
- Lesson *fully* addresses this Benchmark. in

Language Arts

Grades 3, 4, 5

I. Reading and Literature B. Vocabulary Expansion:

Benchmark 1—The student will acquire, understand, and use new vocabulary through explicit instruction and independent reading. ●

II. Writing D. Research:

Benchmark 1—The student will use grade-level-appropriate reference materials to obtain information from dictionaries, glossaries, encyclopedias, and the Internet. ●

Grade 3

I. Reading and Literature C. Comprehension:

Benchmark 1—The student will read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. ●

Benchmark 3—The student will generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. ●

II. Writing C. Spelling, Grammar, and Usage:

Benchmark 1—The student will compose complete sentences when writing. ● (Assumed)

Benchmark 5—The student will apply grammar conventions correctly in writing, including: ●

- a. nouns
- b. verbs
- c. adjectives
- d. pronouns

Benchmark 6—The student will apply punctuation conventions correctly in writing, including: ●

- a. periods, question marks, exclamation points
- b. capitalization of proper nouns
- c. abbreviations
- d. sentence beginnings
- e. commas in a series

III. Speaking, Listening, and Viewing**A. Speaking and Listening:**

Benchmark 1—The student will participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. ●

Benchmark 2—The student will demonstrate active listening and comprehension. ●

Benchmark 4—The student will give oral presentations to different audiences for different purposes. ● (one audience)

Benchmark 6—The student will perform expressive oral readings of prose, poetry, or drama. ●

Grade 4

I. Reading and Literature C. Comprehension:

Benchmark 1—The student will read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. ●

Benchmark 3—The student will generate and answer literal, inferential, interpretive and evaluative questions about what is read to demonstrate understanding. ●

II. Writing B. Elements of Composition:

Benchmark 1—The student will write topic sentences. ●

Benchmark 4—The student will create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression. ●

Benchmark 5—The student will use verbalization (discussions, interviews, brainstorming) to prepare for writing. ●

III. Speaking, Listening, and Viewing**A. Speaking and Listening:**

Benchmark 1—The student will participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. ●

Benchmark 2—The student will demonstrate active listening and comprehension. ●

Benchmark 3—The student will give oral presentations to different audiences for different purposes. ● (one audience)

Benchmark 5—The student will perform expressive oral readings of prose, poetry, or drama. ●

Grade 5

I. Reading and Literature C. Comprehension:

Benchmark 1—The student will read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. 🗎

Benchmark 7—The student will generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. 🗎

II. Writing C. Spelling, Grammar and Usage:

Benchmark 1—The student will compose complete sentences when writing. 🗎 (Assumed)

Benchmark 4—The student will apply grammar conventions correctly in writing, including: 🗎

- a. verb tense
- b. prepositional phrases
- c. adverbs
- d. subject and verb agreement with simple subjects
- e. possessive pronouns and plural possessives.

Benchmark 5—The student will apply punctuation conventions correctly in writing, including: 🗎

- a. apostrophes
- b. capitalization of proper nouns
- c. abbreviations
- d. sentence beginnings
- e. commas
- f. quotation marks

III. Speaking, Listening, and Viewing***A. Speaking and Listening:***

Benchmark 1—The student will participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 🗎

Benchmark 2—The student will demonstrate active listening and comprehension. 🗎

Benchmark 4—The student will give oral presentations to various audiences for different purposes. 🗎 (one audience)

Benchmark 6—The student will perform expressive oral readings of prose, poetry or drama. 🗎

History and Social Studies

Grade K–3

VI. Economics B. Producers and Consumers:

Benchmark 1—Students will distinguish between producers and consumers and between goods and services. 🗎

VII. Government and Citizenship A. Civic Values, Skills, Rights and Responsibilities:

Standard: The student will describe civic values, rights, and responsibilities in a republic.

Benchmark 1—Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life. 🗎

VII. Government and Citizenship***B. Beliefs and Principles of United States Democracy:***

Standard: The student will understand the role of government, rules, and law and why we have them.

Benchmark 1—Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules. 🗎

Benchmark 2—Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws. 🗎

VII. Government and Citizenship***D. Governmental Institutions and Processes of the United States:***

Benchmark 1—Students will describe examples of specific services provided by government.

🗎 (Public forums for local decision-making, Department of Natural Resources to manage and protect natural resources.)

Grade 4–8

V. Geography D. Interconnections:

Standard: The student will give examples that demonstrate how people are connected to each other and the environment.

Benchmark 2—Students will analyze how the physical environment influences human activities. 🗎

VI. Economics B. Economic Choices:

Benchmark 2—Students will apply a decision-making process to make informed choices. 🗎

VII. Government and Citizenship***A. Civic Values, Skills, Rights and Responsibilities:***

Standard: The student will understand the importance of participation in civic life and demonstrate effective civic skills.

Benchmark 2—Students will explain some of the responsibilities citizens have in a democracy. 🗳️

VII. Government and Citizenship

A. Civic Values, Skills, Rights and Responsibilities:

Standard: The student will understand the importance of participation in civic life and demonstrate effective civic skills.

Benchmark 2—Students will explain the meaning of civic life and how all members of a community can be engaged. 🗳️

Benchmark 3—Students will identify and research community problems and recommend solutions. 🗳️

VII. Government and Citizenship

A. Civic Values, Skills, Rights and Responsibilities:

Standard: The student will explain the importance of law in the American Constitutional system.

Benchmark 1—Students will explain how law limits both the government and the governed, protects individual rights, and promotes the general welfare. 🗳️

VII. Government and Citizenship

B. Beliefs and Principles of United States Democracy:

Standard: The student will explain the importance of law in the American Constitutional system.

Benchmark 1—Students will explain how law limits both the government and the governed, protects individual rights, and promotes the general welfare. 🗳️

Science

Grade 3

IV. Life Science C. Interdependence of Life:

Benchmark 2—The student will know that changes in a habitat can be beneficial or harmful to an organism. 🗳️

Grade 4

III. Earth and Space Science

A. Earth Structure and Processes:

Benchmark 1—The student will identify and investigate environmental issues and possible solutions. 🗳️

Minnesota Environmental Literacy Scope and Sequence

Benchmarks

- Social and natural systems are made of parts. (PreK–2)
- Social and natural systems may not continue to function if some of their parts are missing. (PreK–2)
- When the parts of social and natural systems are put together, they can do things they couldn't do by themselves. (PreK–2)
- In social and natural systems that consist of many parts, the parts usually influence one another. (3–5)
- Social and natural systems may not function as well if parts are missing, damaged, mismatched, or misconnected. (3–5)

For the full Minnesota Environmental Literacy Scope and Sequence, see:

http://www.seek.state.mn.us/eemn_c.cfm

Chapter 4 • Lesson 1

Fishing Regulations and Sportsmanship

Grade Level: 3–5**Activity Duration:** 50 minutes**Group Size:** any**Subject Areas:** Language Arts, Social Studies, Science**Academic Skills:** communication, gathering, listening, presentation skills, reading, researching, role-playing,**Setting:** indoor or outdoor gathering area**Vocabulary:** culling, conservation officer, daily limit, invasive species, one-over limit, open season, poaching, possession limits, regulations, sportsmanship**Internet Search Words:** catch-and-release fishing, turn in poachers; on Minnesota DNR website: conservation officer, fishing regulations, natural resources careers, turn in poachers

Instructor's Background Information

Regulations

Fishing is one way that people enjoy Minnesota's many beautiful lakes and streams and the plants and animals that inhabit them. From boat fishing, to shore fishing, to ice fishing, we're fortunate to enjoy this sport in many waters throughout the year. To ensure that anglers will enjoy our lakes and streams for years to come, anglers must fish responsibly and respectfully. One of the simplest ways for anglers to show respect for our lakes, streams, and fish is to follow the "rules of the river" or the "laws of the lake," the Minnesota Fishing Regulations.

State fishing **regulations** are fishing laws designed to maintain healthy fish populations. They're also used in response to varying economic, social, and cultural demands on the state's fisheries. The Minnesota Department of Natural Resources is responsible for managing, conserving, and regulating state resources, including fish and aquatic resources. Every year, the DNR publishes *Minnesota Fishing Regulations*, a booklet summarizing state fishing regulations. Because it's just a summary, the regulations booklet contains only a portion of the statutes and rules regulating fishing. It's the angler's responsibility to know—and to follow—all regulations applying to fishing and aquatic natural resources. These can be found by searching "fishing regulations" in Statutes and Rules under the Minnesota State Legislature website. <http://www.leg.state.mn.us>

Anglers aged 16 and over are required to carry a fishing license, but all anglers—including children—must follow the regulations. Fishing

Summary

Students participate in a scavenger hunt for answers to questions derived from the Minnesota fishing regulations booklet. They explore how fishing regulations are laws that help maintain healthy fish populations and aquatic natural resources. Personal responsibility and choices made by citizens involving unwritten rules of sportsmanship also play a role in managing our state's resources. Students act out a short skit in response to a situation card that poses a fishing dilemma. They use the regulations booklet to defend or explain their choices and actions, then decide whether their decision was based on regulations or good sportsmanship.

Student Objectives

The students will:

- 1 Discover answers to questions about the current year's fishing regulations and discuss these issues as a group.
- 2 Write or ask questions about fishing regulations and offer answers.
- 3 Choose from a list of possible responses to fishing-related dilemmas and participate in a skit or discussion that explains or defends the chosen action.
- 4 Understand the difference between regulations and sportsmanship and describe why both help conserve resources, protect fish populations, promote healthy ecosystems, and ensure people's enjoyment of fishing.

Materials

- Current Minnesota fishing regulations booklets, one per student (available at any DNR office, from the DNR website at www.dnr.state.mn.us, or wherever fishing licenses are sold; new regulations booklets are printed annually)
- **Sample Scavenger Hunt Questions and Answers**
- **Angler Situation Cards**, one set for students and one set (containing answers) for instructor
- **Fishing Regulations Patrol Cards**, one per student

licenses (and trout stamps, for those who fish for trout) are required to fish legally. The income generated by license sales helps fund DNR efforts to manage and conserve the resources anglers enjoy. By fishing, anglers support the conservation of our state's fisheries and aquatic habitats.

Seasons and Limits

The regulation booklet contains important information on seasons and limits. **Open season** is the time of the year during which anglers may fish for a certain species (or type) of fish. It is legal to fish for that particular species only during its open season. Catch-and-release fishing for any species is not allowed when its designated season is closed. If a fish is accidentally caught out of season, it must be returned to the water immediately. Open seasons generally help to protect fish while they're reproducing (spawning). However, not all species of fish have a designated fishing season—some, such as crappies, bluegills, and perch, may be caught and kept all year long.

The booklet also provides information on **daily** and **possession limits**. A **daily limit** is the number of a particular species that you may take from any water in one day. A possession limit is the total number of a certain species, or combination of species, that an angler may possess at any given time, both on or off the water. Fish are in possession if they're on hand, in cold storage, in transport, or elsewhere the angler has placed them. For example, if an angler is fishing on a lake for which the northern pike limit is three, and that angler already has one northern pike in the freezer, that angler cannot keep more than two northern pike caught on that fishing trip. Otherwise, the angler will have more than three fish in possession. Minnesota's daily limits are primarily the same as possession limits. An exception is yellow perch, for which the limits are 20 daily and 40 in possession. In this case, if an angler catches 20 yellow perch one day and puts them in his freezer, that angler may catch and keep 20 additional the next day.

A limit prevents the commercialization of sport fishing and distributes the catch among anglers. In addition to possession limits, **one-over limits** are posted for some fish under possession. For example, an angler may keep three northern pike in one day, but no more than one northern pike more than 30 inches long may be taken each day. The one-over limit allows for the harvest of a trophy fish that an angler might catch once in a lifetime.

Once an angler has reached their possession limit, no **culling** (sorting and removing) of that species is allowed. For instance, if an angler already has six walleye in a live well (the water-filled fish storage area of a boat), and then catches a walleye bigger than one in the live well, it's illegal to replace the smaller fish in the live well with the larger fish. This is because the sooner a fish is released back into the water after it's caught, the better chance its chances for survival. A fish that has been on a stringer, or in a live well, is more stressed and less likely to survive if released.

Another section of the regulations booklet covers treaty, experimental, and special regulations. Some water bodies are closely studied and managed by the DNR on an individual basis, or are located within ceded territory (lands obtained by the U.S. from Indian bands). Treaty, special, and experimental regulations override the general regulations that apply to other lakes and streams throughout the state. Special regulations may apply to possession limits, size limits, and transport of fish. It's important for anglers to find out if any special regulations apply to the lake they're planning to fish.

Commercial harvest and tournament fishing are also regulated by the Minnesota DNR.

Invasive Species

Preventing the spread of nonnative, or **invasive, species** is discussed in the regulations booklet. It's illegal to transport certain invasive species, or to transport water from invasive species-infested lakes, because invasive species can be inadvertently transported in that water. Native species are organisms that normally live and thrive in a particular environment, such as Minnesota waters. An invasive species is one that migrated to the area, or was deliberately or accidentally introduced to the area from a distant location. Invasive species can pose a threat to Minnesota waters, native plants and animals, and ultimately, to fishing. To prevent the spread of invasive aquatic species, all anglers and other users of the water should be sure to remove plants and animals from boats, trailers, and equipment before leaving the water body. All water from the boat, motor, and live well must be drained before leaving the water body. Boats, fishing gear, and other wet equipment should be rinsed with hot (at least 140°F) tap water, or dried for at least five days before re-use in a different water body. If anglers plan to fish a number of lakes in one day, they must make sure that any equipment that has been used in waters containing invasive species—including boats, bait buckets, and even fishing poles—is not subsequently used in non-infested waters. A list of infested waters is posted on the Minnesota DNR website. Anglers should also discard unwanted bait in the trash—never on land or in water.

Other Information in the Minnesota Fishing Regulations Booklet

The fishing regulations booklet also provides helpful information on fish identification, state record fish, and boating safety. All the booklet topics help anglers learn more about Minnesota's fisheries resources. Following regulations helps secure the future of fishing.

Consequences of Disregarding Regulations

Although most anglers use our natural resources responsibly, some do break the law, either deliberately or through ignorance. A person caught breaking a fishing law may be required to surrender their fish and fishing equipment (including their boat if the violation involved the use of the boat), their fishing license for a period of time, pay a fine based



STOP AQUATIC HITCHHIKERS!

Prevent the transport of nuisance species.
Clean all recreational equipment.



To reach the Minnesota DNR Turn in Poachers (TIP) Hotline, dial 1-800-652-9093.

on the severity of the crime, or a combination of all these consequences. Even if a person isn't caught, they're cheating themselves as well as the other people who use the resource. The lawbreaking angler endangers the sustainability of the very natural resources enjoyed while fishing.

The Enforcement Division of the Minnesota Department of Natural Resources is responsible for enforcing natural resource regulations. DNR **conservation officers** (licensed peace officers trained in conservation regulations) enforce all regulations, including fishing regulations. Conservation officers also respond to tips from citizens who witness natural resource violations. By reporting witnessed incidences of **poaching**—the harvest of more fish or game than the law allows—citizens can help conservation officers protect and conserve aquatic natural resources. Citizens can report suspected poachers through a Minnesota-based program called **TIP (Turn In Poachers)**, a private, nonprofit organization of conservationists concerned about poaching problems. TIP provides all reward monies for this program. The DNR cooperates with the TIP program, whose purpose is to encourage the public to report natural resource violations. The information and the identity of the person reporting is kept confidential. The TIP phone number is (800) 652-9093.

Angling Sportsmanship

Although fishing regulations are written rules that apply to sport fishing activities, good sportsmanship can be described as the unwritten code of conduct that governs fishing behaviors. Good **sportsmanship** is based on common courtesy and a sense of stewardship of natural resources. It derives from, and results in, respect for oneself, for others, and for the environment.

Good sportsmanship *excludes* behavior that interferes with the fishing enjoyment of others, such as throwing rocks near where someone is fishing, fishing too close to another angler, playing loud music, or driving a boat or jet ski near another angler's fishing location. Good sportsmanship *includes* harvesting only enough fish for your immediate needs, practicing proper catch-and-release methods, leaving your fishing site cleaner than you found it, and treating the environment and living organisms with respect. An angler practicing good sportsmanship respects others and practices good stewardship of the fish and water resources.

Even though there are no written codes of personal conduct to follow when fishing, it's essential that all of us take responsibility for teaching and following the written regulations as well as the unwritten code of sportsmanship as we fish. Modeling good sportsmanship while fishing with others is essential—it ensures that these unwritten rules of conduct are passed along to future generations. Even though there are many *anglers* in Minnesota, the choices of the *individual* angler impact everyone's future fishing activities.



Procedure

Preparation

- 1 Prepare scavenger hunt questions. Examples are given on the **Sample Scavenger Hunt Questions and Answers Sheet**. You may wish to prepare some of your questions using some local fisheries or water issues.
- 2 See **Angler Situation Cards**. Make two sets of these cards: one for students, and one for the instructor. Put only the situation on the set of student cards. Put both the situation and the answer on the instructor's cards. You may also prepare some situation cards of your own that include local fisheries or water issues. Cards can be laminated or covered with clear contact paper.
- 3 Prepare **Fishing Regulations Patrol Cards** for students.
- 4 Familiarize yourself with the Minnesota fishing regulations booklet.



Activity

Warm-up

- 1 This activity will help students learn how to become more responsible citizens. Ask students if they know why we have fishing regulations. Laws and regulations don't regulate all fishing conduct. Some conduct just makes good sense, such as not crowding another party already in a fishing spot, or picking up others' discarded fishing line and bait containers. Everyone has the right to enjoy an outdoor experience like fishing. If someone takes more fish than allowed, poses threats to fish by deliberately polluting the water, or keeps fish caught out of season, that person is violating fishing regulations. These violations affect us all, because Minnesota's waters and fish are natural resources belonging to the public. Unsportsmanlike behaviors also interfere with others' rights to enjoy fish and water resources. With the privilege of enjoying these resources comes the responsibility of respecting them, and showing consideration for others.
- 2 Tell students that each person is responsible for knowing and understanding fishing regulations and fishing sportsmanship.

Lesson

Part 1: Fishing Regulations

- 1 Give each student or pair of students a current Minnesota fishing regulations booklet. Tell them that we're fortunate to live in Minnesota, with its many lakes and rivers. Minnesota has more than 5,400 fishable lakes and 15,000 miles of fishable streams and rivers. Ask students if they have ever been fishing. What kinds of fish did they catch?
- 2 Ask students if they know what the word *regulation* means. Explain that fishing regulations are the laws of fishing. Although they won't need a fishing license until they're 16, they must still know and follow the regulations when they go fishing. Emphasize that good



anglers follow the rules because they feel a sense of responsibility for taking care of our aquatic resources, not just because it's the law. Are there times when it might be difficult to follow fishing regulations? What are some benefits of following fishing regulations?

- 3 Ask students to open their Minnesota fishing regulations booklets to the Table of Contents and review the layout of the regulations booklet. Allow students to leaf through the booklet to become familiar with the location of various topics. Practice finding information in the booklet together. For example, find the page that discusses fishing seasons. Ask students to identify the dates of the walleye open season. Then discuss the purpose of fishing seasons.
- 4 Tell students that they'll be doing a scavenger hunt through the regulations booklet. You will ask them a number of questions, and then each student or group will have the opportunity to—as quickly as possible—look up the answers in the booklet. When an answer is found, the student should quickly raise their hand. The page number and the answer should then be read aloud to the class. Use these questions to discuss the answers with the group:
 - What is the purpose of that regulation?
 - Are there times when it might be difficult to follow that regulation?
 - What are the consequences of not following that regulation? (For the environment? For the lawbreaker? For fish? For other anglers?)
 - In what situation would it be important to know this regulation?
- 5 Explain to students that regulations do not cover every situation where you might have to make a decision about your behavior while fishing. Ask your students to define sportsmanship. Can they think of a fishing situation that might be related to sportsmanship instead of regulations?
- 6 Ask students to find a partner and create three to five of their own scavenger hunt questions. The answer and corresponding page number should accompany each question. These may be turned in as an assignment, or can be used to do another scavenger hunt. Follow agreed-upon grammar, punctuation standards, and expectations for writing.

Part 2: Angling Regulations or Sportsmanship

- 1 Divide students into groups of three or four. Give each group an **Angler Situation Card**.
- 2 One student should read the situation and the potential best responses aloud. The group should discuss each option and decide how to best respond to the situation. They should also decide whether the situation involves a regulation, an example of fishing sportsmanship, or both. If it's a regulation, students should use their Minnesota fishing regulations booklets to support their decision. Emphasize that students should communicate their opinions and

listen carefully to others' opinions. Encourage students to offer alternative responses to the situations, too. They should also discuss the consequences of each possible response.

- 3 Once an answer is agreed upon, give the groups ten minutes to prepare a skit based on their situation. The skit should incorporate their response to the given situation.
- 4 When the groups have prepared their skits, bring the class together and have each group present their skit to the rest of the class. Ask the class to decide if the situation involves consideration of regulations, sportsmanship, or both. Do any existing fishing regulations support this decision? Discuss the responses and situations as a class.

Wrap-up

- 1 Ask students to share their thoughts on the importance of fishing regulations. What consequences could result from allowing everyone to catch and keep as many fish as they could? As a class, discuss whether students feel most people are sportsmanlike and law-abiding when they use the environment. Why might some people not follow fishing regulations or make unsportsmanlike judgments? Ask them what they can do to encourage others to follow the fishing regulations and to make good judgments as they enjoy our natural resources.
- 2 Ask students why we describe fishing as a privilege that all Minnesotans enjoy. What does this mean for everyone that goes fishing? (All of us must take care of fish and water resources so everyone else has a chance to enjoy them.) Name other sporting activities where rules or regulations and sportsmanship are important.
- 3 Distribute **Fishing Regulations Patrol Cards** to students at the end of the exercise. Remind them that, although they aren't required to purchase a fishing license until they're 16, they are responsible for knowing the annual fishing regulations if they go fishing. Congratulate your class on becoming more familiar with fishing regulations and sportsmanship!

Assessment Options

- 1 Assess the questions students create for the scavenger hunt.
- 2 For each group's skit, assess whether the group defended its response to the dilemma presented in the situation card and whether they correctly judged the situation as involving regulations, sportsmanship, or both.
- 3 Assessment options include the Checklist and Rubric on the following pages.



Checklists are tools for students and instructors. Checklists involve students in managing their own learning. They help students understand and set learning goals before the lesson begins, and help them monitor their progress during the lesson, ensuring that they meet learning goals and objectives by the end of the lesson. Students can also use checklists to discover areas that may need improvement. Checklists help instructors monitor each student's progress throughout the lesson, facilitating appropriate adjustment of instruction to ensure learning by the end of the lesson. The instructor may wish to have students add several of their own learning goals to the checklist to personalize it, and to accommodate varied learning needs and styles.

Grade

17–19 points = A

Excellent. Work is above expectations.

14–16 points = B

Good. Work meets expectations.

12–14 points = C

Work is generally good. Some areas are better developed than others.

8–11 points = D

Work does not meet expectations; it's not clear that student understands objectives.

0–7 points = F

Work is unacceptable.

Fishing Regulations and Sportsmanship Checklist

Possible Points	Points Earned	Points Earned	
	Student	Instructor	
3	_____	_____	Student will become familiar with <i>Minnesota Fishing Regulations</i> and its Table of Contents.
3	_____	_____	Student will create five scavenger hunt questions about Minnesota fishing regulations problems with a partner.
3	_____	_____	Student will be able to say where answers to the fishing regulations questions are found in the Minnesota fishing regulations booklet.
2	_____	_____	Student will work with group members to read regulations or sportsmanship situation cards and decide on which action to take.
2	_____	_____	Student will cooperatively work with group members to plan and present a skit describing how the group decides to respond to the situation.
2	_____	_____	Student can define <i>regulation</i> .
2	_____	_____	Student can define <i>sportsmanship</i> .
2	_____	_____	Student will know how to look up answers to questions about fishing regulations in <i>Minnesota Fishing Regulations</i> .
Total Points			
19	_____	_____	Score _____ (Calculate score by dividing total points by number of criteria.)

Fishing Regulations and Sportsmanship Scoring Rubric

Skit Criteria	4 Excellent	3 Good	2 Fair	1 Poor	0 Unacceptable
Fishing regulations scavenger hunt questions	Created four or five scavenger hunt questions with a partner and provided accurate answers as to where answers appear in <i>Minnesota Fishing Regulations</i> .	Created three scavenger hunt questions with a partner and provided accurate answers as to where answers appear in <i>Minnesota Fishing Regulations</i> .	Created two scavenger hunt questions with a partner and provided answers as to where answers appear in <i>Minnesota Fishing Regulations</i> .	Created one scavenger hunt question with a partner and provided inaccurate answer as to where answers appeared in <i>Minnesota Fishing Regulations</i> .	Didn't create scavenger hunt questions with a partner and provided no answers as to where answers appear in <i>Minnesota Fishing Regulations</i> .
Situation cards	Defended choice of action by using examples from the regulation booklet. Student noted legal/ethical violations as well as positive behavior they observed. Response to situation card well-defended and logically-reasoned.	Defended their action. Used regulation booklet at least once. Noted either positive or negative behavior they observed.	Defended action, but failed to use the regulation booklet.	Didn't defend action. Didn't observe behavior.	Didn't participate in skit preparation or presentation.
Skit presentation	Participated in developing well-prepared skit with roles dispersed evenly among group members. Students used loud, clear voices during role-playing. Easily understood.	Skit was prepared. Every group member had a role; some students had larger roles than others. Skit easily understood.	Skit was prepared and presented, but was disorganized, and dominated by a few group members.	Skit was extremely short and/or disorganized, and difficult to understand. Cooperation among group members wasn't exhibited.	Didn't cooperate or participate in skit preparation or presentation.

Score _____ (Calculate score by dividing total points by number of criteria.)

Diving Deeper

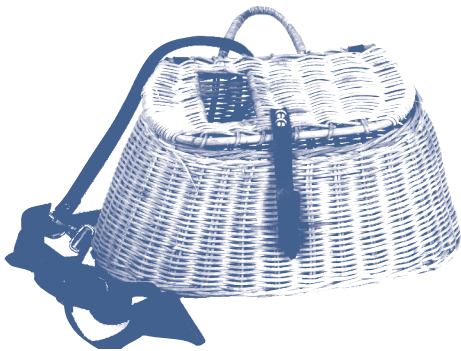
Extensions

- 1 Play Two Truths and A Lie. Using the regulations booklet, make cards with two true statements and one false statement. Have a student choose a card and read the three statements aloud. Ask the group to use the regulations booklet to find out which statement is false.
- 2 Invite a conservation officer to class to discuss fishing regulations and how they're enforced.

For the Small Fry

K-2 Option

- 1 Discuss and demonstrate catch-and-release fishing. Using paper pictures of a fish, felt squares, and scissors, have students make a felt fish. Show students how to correctly hold their felt fish and how to release it unharmed. You can also demonstrate how to treat and release a fish that has swallowed a hook—by cutting the line and releasing the fish rather than trying to remove the hook, which will dissolve inside the fish. (For more information, order the *Catch and Release* brochure from the Minnesota DNR Information Center by calling: 1-888-646-6367.)
- 2 Invite a conservation officer to class to discuss the purpose of fishing regulations and how they're enforced.



Sample Scavenger Hunt Question and Answer Sheet

(Some answers may vary each year as regulations change.)

1. Licenses

At what age do you need a fishing license to fish in Minnesota? How much does it cost?

16 years old; \$18 (*This price, from the 2007 regulations, may change.*)

Discussion Questions If you're under 16 and not required to have a fishing license, do you still need to follow the regulations? What happens to the money we pay for our fishing licenses?

Yes. Any angler, regardless of age, must follow fishing regulations. Income generated by fishing licenses funds DNR projects that help manage and preserve the very resources anglers enjoy. By fishing, anglers are supporting the conservation of Minnesota's fisheries. Strong support of the fishing regulations and income from licenses allow the DNR to continue research and other work ensuring healthy habitat and fish populations today and in the future.

2. Seasons

When is the season for walleye? May 12 to February 24 (*These dates from the 2007 fishing regulations change annually.*)

When is the season for paddlefish? There is no paddlefish season in Minnesota.

Discussion Question Why do we have seasons?

Fishing seasons limit the times of year that people can legally catch fish. Seasons are usually set to protect fish species while they're reproducing (spawning). Seasons help ensure that fish have the opportunity to lay eggs and replenish the population.

3. Limits

What is the limit for sunfish and bluegill? 20 fish.

Discussion Question Why do we have limits?

Possession limits protect fish populations from being over-harvested. Limiting the number of fish that anglers can harvest helps ensure that enough fish remain to reproduce, and that other anglers have a chance to catch fish.

4. Daily vs. Possession Limit

For which fish species in Minnesota is the daily limit different than the possession limit? Yellow perch.

Discussion Question What is the difference between a daily limit and a possession limit?

For most fish species, daily limits and possession limits are identical. A daily limit is the number of fish you can harvest per day. A possession limit is the number of fish you can have in your possession at any given time—on a stringer, in the freezer, or both. For example, consider a lake in which the northern pike daily possession limit is three fish. If an angler already has one northern pike in the freezer, they cannot keep more than two northern pike caught on that lake that day; otherwise, the angler will have a total of more than three fish in possession.

5. Experimental and Special Regulations

I am fishing at Melissa Lake in Becker County and I catch a 30-inch northern pike. Can I take it home? No.

Discussion Questions Why are some waters under special regulations? Why are there sometimes size or slot limits?

Some water bodies are closely managed by the DNR on an individual basis, or located within ceded territory

(lands within an Indian reservation that have been sold by a tribe or obtained by the U.S.). Perhaps these lakes experience heavy fishing pressure or a decline in a fish species that the DNR is trying to recover. These special regulations override the general regulations that apply to other lakes and streams throughout the state. Special limits, such as size or possession, are intended, in some cases, to restrict the harvest of fish that are the most productive spawners. A special limit may also be set to encourage the growth of fish of certain sizes or ages. Maintaining a productive and healthy future fish population is central to such limits.

6. Border Waters

I'm fishing in Big Stone Lake in Big Stone County. My friend says I can use two lines. Is that true? Yes.

Discussion Question Why are there special regulations for border waters?

Border waters are defined as those along the Minnesota border. Minnesota waters border Wisconsin, Iowa, North Dakota, South Dakota, and Canada, each of which has different fishing regulations. To avoid conflicting regulations on these bodies of water, special regulations are in place, and all states and countries must follow them. This helps conservation officers enforce regulations and helps prevent over-harvesting of fish by anglers on either side of the border.

7. Fish Identification

How do you tell the difference between a northern pike and a muskellunge? Northern pike have five or fewer pores on the underside of the jaw. Muskellunge have six or more pores. The body markings of northern pike are light spots on a dark background. Muskies have dark markings on a light background.

Discussion Question Why do we need to be able to identify the fish that we catch?

Identifying the species of fish that you catch is not only fun (and an important part of the fish stories told to friends and family!), but also necessary to ensure that you're following the law. You need to know what kind of fish you've caught to comply with possession and daily limits, or to comply with special regulations such as size limits.

8. Harmful Invasive Species

Can I dump the leftover minnows I bought and used as bait into the lake when I am done fishing? No.
What about leftover earthworms? Can they go in the lake or on the shore? No.

Discussion Questions Why do we need to be careful with our bait? What are invasive species? Why are they a problem?

Native species are organisms that normally live and thrive in a particular environment such as Minnesota waters. An invasive species is defined as one that has migrated to an area, or was deliberately or accidentally introduced from a distant location. One example is Eurasian water milfoil, an aquatic plant native to Eurasia rather than the United States. Invasive species pose a threat to Minnesota waters, native plants and animals, and ultimately, to fishing. Because invasive species usually have no natural predators in their new environments, they can grow and reproduce rapidly. They crowd out native species, use up food supplies, or cause physical harm. Some types of fishing bait are not native to Minnesota, including earthworms. These and other live bait should never be released alive into a lake or shore. Instead, they should be placed in trash receptacles. To prevent the spread of aquatic invasive species, be sure to remove plants and animals from your boat, trailer, or equipment before leaving the water body. All water from the boat, motor, and live well needs to be drained before you leave the water body. Boats, fishing gear, and other equipment that gets wet should be rinsed with hot tap water (at least 140°F), or dried for at least five days before returning to the water.

9. Fish Management in Minnesota

How many fishable lakes are there in Minnesota? How many miles of fishable streams are there?

5,400 fishable lakes and 15,000 fishable streams.

Discussion Question Why are some Minnesota waters not good for fishing?

Some lakes and streams in Minnesota aren't productive fishing areas. For example, some lakes are very shallow and unable to support many fish, if any. Fish in such lakes may die over the winter due to lack of oxygen. These lakes may not be able to support fish, but they're still important waters to protect. Other creatures, such as ducks, frogs, and insects, call these waters home.

10. State Fish Records**What is the largest Minnesota state record fish?**

As of January 2007, the record was a 94-pound, 4-ounce lake sturgeon was caught on September 5, 1994 in the Kettle River.

Discussion Question: Is it important to catch the biggest fish?

No. The biggest fish are not necessarily the best fish, especially for eating. Older fish have had more time to accumulate certain toxins in their bodies, such as mercury or PCBs, than younger, smaller fish. As a result the Department of Health typically advises that people eat fewer meals of larger-sized fish. Also, larger fish are productive spawners who play an important role in maintaining a healthy fish population. When we harvest these large fish, we remove a great source of future fish. Catching small fish is just as fun as catching large fish! Small fish are often more feisty and more active when caught.

Angler Situation Cards

SITUATION 1

You're fishing on the shore. Another group of anglers is getting ready to move on, leaving behind pop cans, fishing line, bait packages, and other trash. What would you do?

1. Politely ask them to pick up their litter and offer to help.
2. Wait for them to leave. Then pick up the litter for them.
3. Remember what they look like and report them to a police officer.
4. Let them see you picking up their trash while they're still there.
5. Do nothing.

SITUATION 2

You're fishing at an isolated lake and you've caught and kept four walleyes during your first day at the lake. On the second day, the fishing is so great that you catch two walleye in the first hour. Both of these fish are bigger than the previous day's fish. Minnesota fishing regulations allow you to possess six walleye. What would you do?

1. Keep fishing, but look around frequently for conservation officers.
2. Throw away the small fish from yesterday, and keep fishing.
3. Eat the fish you caught today for lunch.
4. Try to catch species other than walleye.
5. Quit fishing and go rock climbing.

SITUATION 3

You and your friends are riding personal watercrafts. You see another friend fishing on a pier, near other anglers whom you do not know. Your friends want to speed by the anglers to rock the dock with waves. What would you do?

1. Do what your friends want, to go along with the crowd.
2. Tell your friends that riding too close to anglers will scare the fish away and that that wouldn't be a nice thing to do.
3. Encourage your friends to ride in another part of the lake.

Angler Situation Cards

SITUATION 4

You and a friend are steelhead fishing along Lake Superior's North Shore. The fishing has been quiet, and neither one of you has caught a fish all morning. Just before lunch, your friend lands a six-pound steelhead that she accidentally hooked by the belly. What would you do?

1. Tell your friend to release the fish.
2. Look around to see if anyone else has seen you—then put the fish in your ice chest.
3. Eat the fish for lunch.

SITUATION 5

It is June and you're fishing with your uncle and your friend at Lake Nokomis. Your uncle puts two lines in the water, saying, "You'll catch more fish more quickly this way." You and your friend each have just one line in the water. What would you do?

1. Add another line of your own to the water.
2. Tell your uncle it's against the law to have more than one line in the water.
3. Take your line out of the water and announce that you're leaving.
4. Look around for other people, put another line in the water, and move several feet away, pretending it's not your line.

SITUATION 6

You're fishing for largemouth bass. Your luck is tremendous, and the first fish you land is a three-pound largemouth bass. You decide to keep this fish. Within ten minutes, you catch another three-pound largemouth bass. What would you do?

1. Keep the fish and mount it—after all, how many good days do you get?
2. Keep it and keep angling, but if you catch a bigger fish, release it.
3. Take a photo and then release this and other "trophy" fish of the day so that you don't over-harvest the lake.

Angler Situation Cards

SITUATION 7

You're fishing and catch a carp (an underutilized, or "rough fish" species). This isn't one of the fish that you were fishing for that day. What would you do?

1. Throw it up on the shore.
2. Release it into the lake.
3. Decide to take it home.
4. Throw it in the garbage

SITUATION 8

You and your friend are fishing from a boat. Your friend catches a small sunfish. He tells you he wants to see how far he can throw this sunfish when he releases it into the water. What would you do?

1. Watch to see how far the fish can be thrown, encouraging your friend to throw hard.
2. Inform him that throwing can hurt the fish, and that the proper way to release the fish is to gently put it back into the water.
3. Say nothing and keep fishing.

SITUATION 9

Your mom told you to take your dog down to the lake to swim off the dock. When you get to the lake, you notice several people are fishing near the dock. What would you do?

1. Throw sticks for your dog from the dock as your mother asked you to do. Who cares about the anglers?
2. Move a short distance down shore from the anglers and throw the sticks.
3. Decide to take the dog swimming later, after the anglers have left.

INSTRUCTOR COPY*Situation Card Answer Sheet***Situation 1**

Answers will vary. Littering is against Minnesota law. It's also considered poor sportsmanship.

Situation 2

According to Minnesota fishing regulations, anglers can no longer keep more than your possession limit or daily limit of fish. It's also illegal to "stringer sort," meaning the release of fish already on a stringer or in a live well and replacement with another fish.

Situation 3

It wouldn't be good sportsmanship behavior to drive a personal watercraft or boat too close to anglers—this would disturb their fishing.

Situation 4

This fish was "foul-hooked" (hooked or snagged in any place other than the mouth). Minnesota fishing regulations prohibit keeping fish caught in this manner. The regulations protect fish from intentional snagging.

Situation 5

Minnesota regulations dictate that, during the summer on inland lakes, anglers are only allowed to fish with one line. While ice fishing, an angler may use two lines—unless fishing at a designated trout lake.

Situation 6

Minnesota regulations permit you to keep this fish, unless the lake you're fishing has special regulations prohibiting it. But it would show good sportsmanship to release it, so you don't contribute to the over-harvest of trophy-sized fish.

Situation 7

As long as it's a legal fish species to harvest, you may take it home. Minnesota regulations say that any fish that will not be utilized must be returned to the water alive. A person cannot wantonly waste a fish by leaving it (or any usable portion of it) on the ice in winter, leave it on the bank, or intentionally kill it and put it back into the water—unless authorized to do so.

Situation 8

Practicing proper catch-and-release methods to help the fish survive would show good sportsmanship. Throwing the fish from the boat would most likely cause internal injuries that will eventually kill the fish.

Situation 9

Good sportsmanship calls for not disturbing the anglers. In this case, it would be best to take the dog swimming after the anglers leave.

Fishing Regulations Patrol Cards



By becoming familiar with this year's fishing regulations,

_____ has earned the title of

Honorary Minnesota Fishing Regulations Patrol

I pledge to:

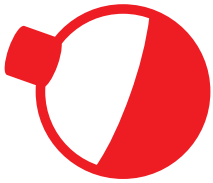
- Follow all Minnesota fishing regulations
- Help others follow fishing regulations
- Turn in Poachers by calling the TIP line: (800)-652-9093

_____ Student Signature

_____ Instructor Signature

Although you may not yet need to purchase a fishing license, you must follow fishing regulations. They change each year, so review them regularly.

HAPPY FISHING!



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