

R3 TOOLKIT

A GUIDE TO RECRUITMENT,
RETENTION AND REACTIVATION

AUGUST 2016



SHARE THE
PASSION



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This toolkit contains both original content and previously published information.

It highlights research findings, study results and other information originally developed by individuals and organizations involved in hunter and angler recruitment, retention and reactivation. This work is now called **R3**.

By design, this toolkit is relatively brief. It makes no attempt to reference all of the pioneering **R3** work that has taken place or is under way. Its primary aim is to concisely convey the trends that affect hunting and angling participation, help people understand where opportunities exist and provide basic tools to effectively deliver and evaluate **R3** efforts.

Organizations and individuals whose work is referenced in this tool kit include:

National Shooting Sports Foundation

Recreational Boating and Fishing Foundation

National Wild Turkey Federation

Minnesota State Demographic Center

Responsive Management

U.S. Fish and Wildlife Service

Matt Dunfee, Wildlife Management Institute

Southwick Associates

Bob Byrne Consulting

Minnesota Department of Natural Resources Commissioner's Council on Hunting and Angling Recruitment and Retention

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The toolkit is an outcome of the 2013 Minnesota Department of Natural Resources' Commissioner's Council on Hunting and Angling Recruitment and Retention. The council was created by the DNR and Minnesota Outdoor Heritage Alliance in an effort to raise awareness, interest and action in preserving Minnesota's hunting, fishing and trapping heritage.

The council was charged by Commissioner Tom Landwehr to "discuss and better mutually understand how best to recruit future generations of hunters and anglers, as well as retain those who already participate in these sports." The group was further charged to "establish a long-range vision for how we can all design and deliver more effective public and private sector recruitment and retention programs."

LET'S BE BETTER TOGETHER

"None of us are as smart as all of us."

Minnesota Governor Mark Dayton often uses that quote, and I wholeheartedly agree.

That's the reason we all need to work together on hunting and angling recruitment, retention and reactivation.

Years ago it was easy to spark a person's interest in hunting and fishing. Today, it's different. So different, in fact, that fish and wildlife agencies and organizations throughout the nation are aggressively working on recruitment, retention and reactivation. These efforts have become so common they even have a new name—**R3**—which is shorthand for the three "Rs" in this growing field of hunter and angler outreach.

R3 is important work. It's important because hunting and fishing are pathways for understanding nature, supporting sound natural resource management and becoming a conservation advocate. Moreover, expenditures from hunters and anglers contribute to the economic health of local and state economies, plus fund state and national fish and wildlife management.

Therefore, it is in our best interest to understand how people become hunters and anglers, what motivates them to continue and why they return to these activities after temporarily stopping.

Thankfully, a growing body of research exists in these areas. If we study it, understand it and apply it we can do much together to preserve Minnesota's hunting and fishing heritage.

Let's make it happen,



Tom Landwehr
Commissioner, Minnesota Department of Natural Resources



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NATIONAL OVERVIEW: A STRONG HERITAGE

Hunters and anglers have been part of America's heritage since its founding.

Today, about 14.8 million people age 16 or older purchase a hunting license and about 28.5 million people age 16 or older buy a fishing license, according to national license sales data.

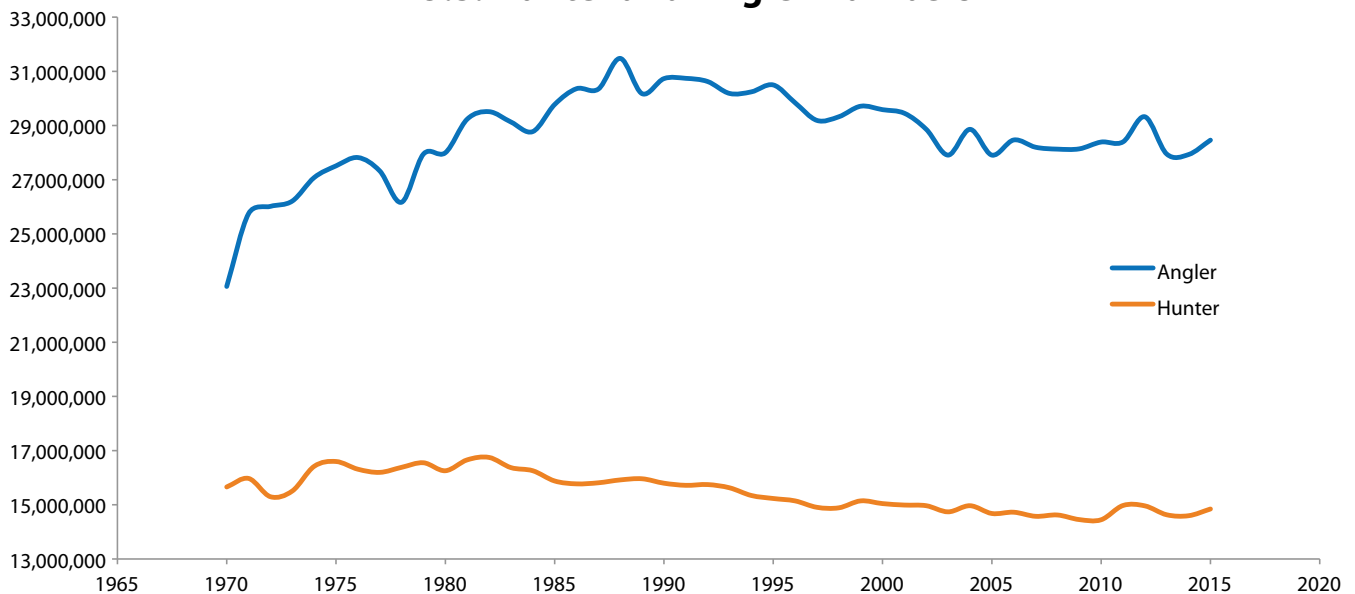
These numbers are down from historic peaks. Still, they represent a strong and vibrant hunting and fishing community that support 680,000 United States jobs, according to the U.S. Fish and Wildlife Service.



National hunting license sales peaked in 1982 at 16.7 million. Fishing license sales peaked in 1988 at 31.5 million. Long-term, hunting and fishing license sales have been in decline. However, the number of paid hunting and fishing license holders has been on the rise recently. National hunting and fishing license sales were higher in 2015 than they were in 2014 and 2013, according to U.S. Fish and Wildlife Service paid license holder data.

The federal government's annual tally of paid license holders is a consistent and reliable way to measure hunter and angler numbers. It does, however, underestimate them. That's because many hunters and anglers do not purchase a license every year. Hence, the pool of hunters and anglers is larger than one, single-year snapshot of license sales.

U.S. Hunter and Angler Numbers



Source: U.S. Fish and Wildlife Service paid license holders

This chart shows that licensed hunter and angler numbers peaked in the 1980s.

Because of this fact it is common to see and hear substantially higher hunter and angler numbers. Such tallies are often based on surveys that count people who identify themselves as a hunter or angler but do not possess a license, adults who have a free hunting or fishing license due to their advanced age or other condition, estimates of youth participants, youth who receive free licenses, and other licensing variables.

Hunting and angling information also can be confusing because “participation” and “paid license holder” numbers are not the same. Participation rates measure the number of license holders within a given population. Paid license holders are simply that: the number of people who possess a license in a given year.

This difference means that even when paid license holder numbers remain unchanged from year to year the participation rate declines because the United States population continues to grow. America’s population was 151 million in 1950. It grew to 281 million in 2000. Today it is about 323 million. Tomorrow—the year 2050—it is projected to reach 439 million.

Such dramatic population growth—essentially a tripling from 1950 to 2050—illustrates why participations rates will likely continue to decline even if license sales increase.



Tom Thullen

MINNESOTA: PARTICIPATION RATE DECLINING

Minnesota has one of America's strongest hunting and fishing traditions. This is evident in the fact Minnesota has not experienced a significant decline in hunter and anglers. In fact, the numbers of individual sportsmen and sportswomen licensed to hunt and fish have been remarkably stable for many years. For the past decade Minnesota has had about 1.1 million resident anglers and 550,000 resident hunters.

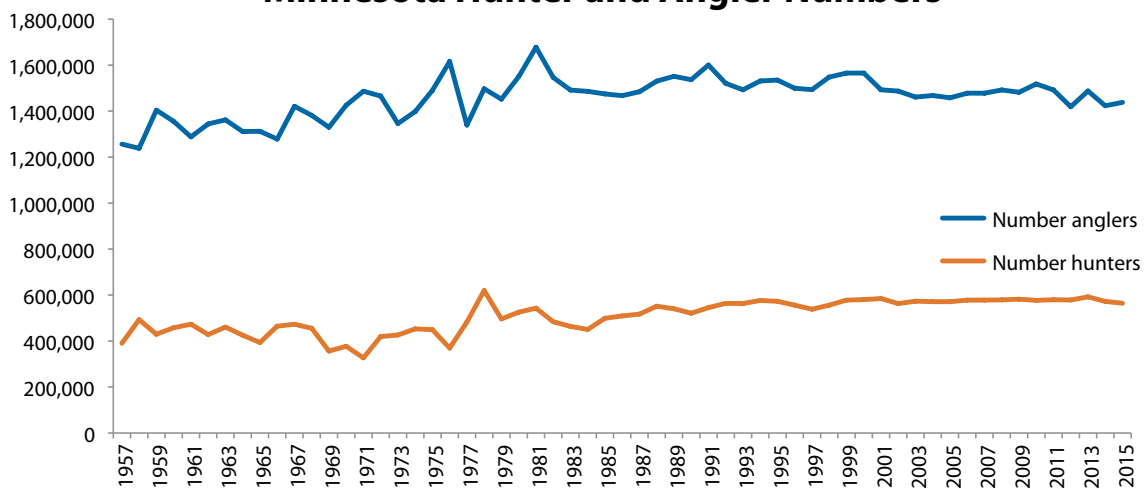
Minnesotans so love to hunt and fish that the state's hunting and fishing participation rates are roughly double the national averages. Only Alaska has a higher angling participation rate. Minnesota ranks ninth in total hunter numbers, according to the *2011 National Survey of Fishing, Hunting and Wildlife-Associated Recreation*.

Still, Minnesota has not been immune to the long-term trend of decreasing hunting and fishing participation. During certain years in the 1950s, 1970s and 1980s more than 40 percent of Minnesotans age 16 or older had a fishing license. Today, it's about 26 percent. Similarly, from the late 1960s to the mid-1980s about 16 percent of Minnesotans age 16 or older purchased a hunting license. Today, it's about 11 percent.

This means Minnesota is doing better than states where hunter and angler numbers are declining but it also means Minnesota's participation rate is



Minnesota Hunter and Angler Numbers



Source: U.S. Fish and Wildlife Service paid license holders

This chart illustrates that hunter and angler numbers have been stable in Minnesota for many years.

declining because hunter and angler numbers are not increasing as the state's population increases.

This concern extends beyond the Minnesota DNR, which depends on license sales to fund basic fish and wildlife management, conservation officers and more. The concern also exists within the broader outdoor community because hunters and anglers are the heart and soul of many organizations that do important conservation work.

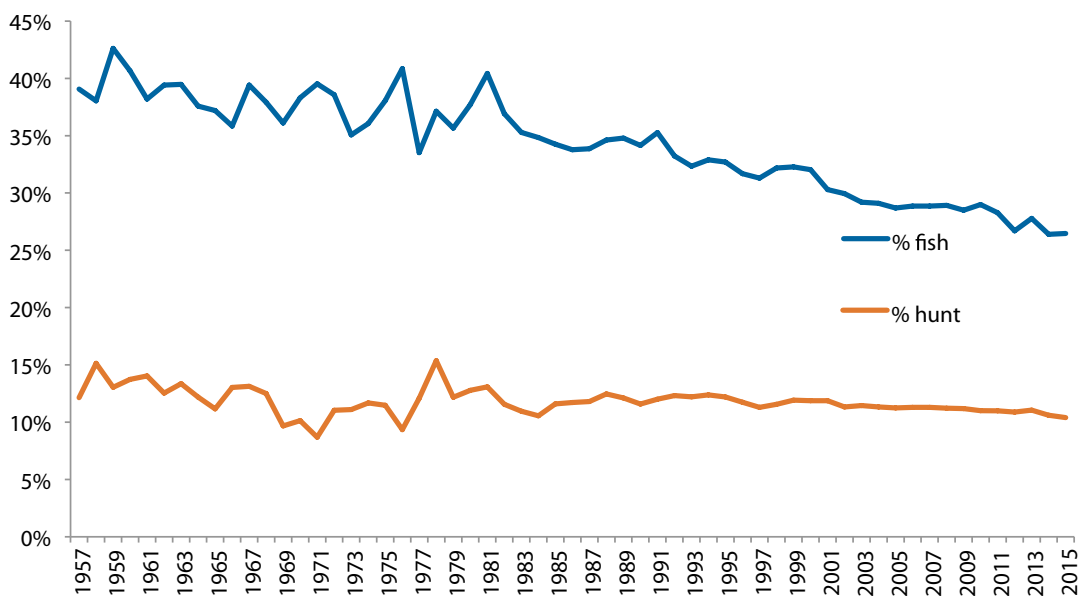
Beyond their volunteerism, membership dues and other fiscal and physical contributions to the outdoors, hunters and anglers are a strong voice in shaping state legislation and policy. Several amendments to the state constitution—the Legacy Amendment, the hunting and fishing heritage preservation amendment, and amendments to create and allocate Environmental Trust Fund revenue—all were initiated or strongly supported by hunters and anglers. As such, the quantity and quality of Minnesota's natural resources have been greatly enhanced by hunters and anglers.

Hunters and anglers are also an important element in state and national economies. In 2011, for example, total hunting and fishing expenditures by Minnesota residents within and out of Minnesota were estimated by the U.S. Fish and Wildlife Service at \$3.3 billion per year. That level of spending supported nearly 48,000 Minnesota jobs.



Mitch Kezar/Windigoimages.com

Percent of Minnesotans with Hunting and Fishing Licenses



Source: U.S. Census data and U.S. Fish and Wildlife Service

This chart illustrates that angling participation has declined more rapidly than hunting participation.

A DEEPER LOOK AT MINNESOTA'S SITUATION

Declines in Minnesota fishing and hunting participation since 2000 are primarily due to a decline among adults in their 20s, 30s and early 40s. Participation changes have been less dramatic for the youngest of the young adults and older adults. However, relatively soon older adults—largely the baby boomer generation—will exit hunting and fishing in big numbers as their interest and physical ability wanes.

The DNR is collaborating with the Minnesota State Demographic Center on a study to accurately pinpoint the timing and extent of this upcoming drop off. The findings will be available in early 2017. A similar analysis by the State of Wisconsin concluded that male firearms deer hunter numbers will decline by 27 percent in less than 20 years, in part, because older adults will quit hunting and younger adults will not participate at the level of previous generations.

The decline in young adult hunting and fishing participation is doubly problematic because hunter and anglers are most often the children of hunters and anglers or relatives who hunt and fish. Therefore, as young adults drop out of hunting and fishing the likelihood increases their children will not become hunters and anglers. Today's young adults are the demographic that will have the most influence on the future hunting and fishing in the decades to come. Their importance will be discussed later in the *Who do we need to reach?* section.

Today's young adults are the demographic that will have the most influence on the future hunting and fishing in the decades to come.



Photo Courtesy of Take Me Fishing

Females are a growing part of Minnesota's hunting community

Today, females account for nearly 70,000 of Minnesota's 550,000 hunters, or roughly 13 percent. That compares with 51,000 in 2000 and 55,000 in 2010.

Similarly, females account for about 400,000 of the state's 1.1 million resident anglers, or roughly 35 percent. Female fishing participation has long been higher than hunting participation. Female fishing participation has been relatively stable in recent years.

Though target shooting is not hunting, it is worth noting that female participation in target shooting is on the upswing. Young females are the fast-growing segment of firearm target shooters, according to the National Shooting Sports Foundation. Female target archers declined slightly in the latest Archery Trade Association survey but continue to represent about one out of every five archers. Shooting sports are valuable to **R3** as they sometimes serve as a feeder activity for learning and honing skills used in hunting.

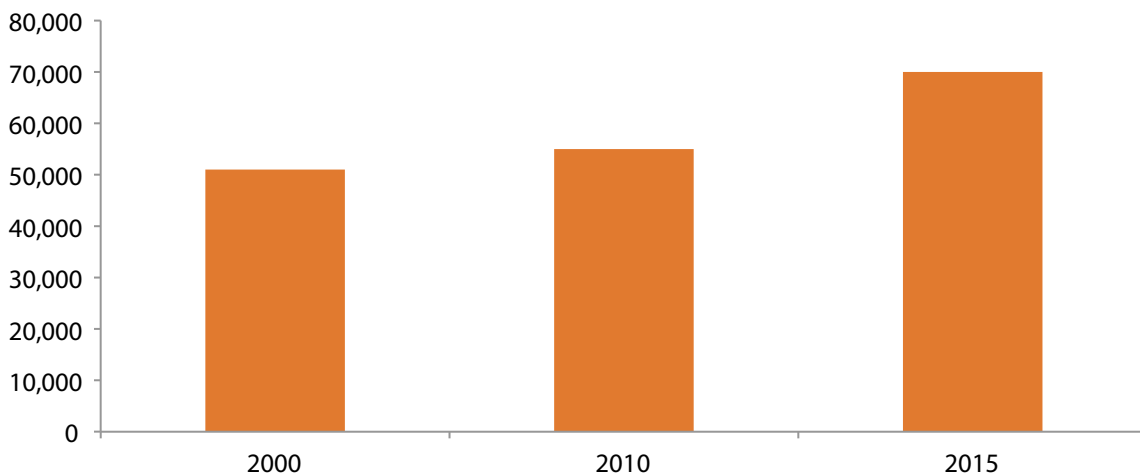
The increase in female hunters appears to be driven by multiple sources rather than a single event.

Common explanations include more skill-based workshops designed especially for women, retailers designing and marketing more clothing and other items especially for women, growing interest in harvesting free-range food, the influence of *The Hunger Games* and other movies and television shows that feature female archers, target shooters or hunters. Also, a growing number of women also want to spend more time in nature with family and friends.



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Number of Minnesota Female Hunters



Source: MN DNR

The number of females who hunt is rising in Minnesota.

Geography influences hunting and fishing participation

Geography is a factor in hunting and fishing participation. Minnesota's greatest hunting and fishing participation declines have occurred in the Minneapolis-St. Paul metropolitan area and counties immediately to the north. In fact, declines in these areas are about three times higher than in northern Minnesota.

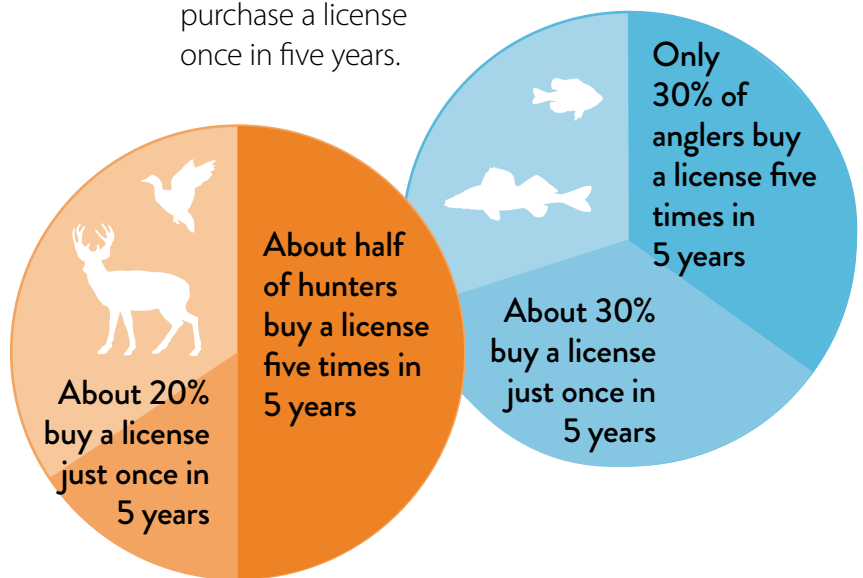
The state's highest hunting and fishing participation rates are in the northern two-thirds of the state.



Many Minnesota hunters and anglers don't regularly hunt and fish

Minnesota hunters and anglers buy a license every year, correct? Wrong.

Analysis of resident license-buying patterns indicates only 30 percent of Minnesota anglers buy a fishing license five out of five years. This is roughly the same percentage as those who buy a fishing license just once every five years. Hunters are more loyal. About half of Minnesota's resident hunters buy a hunting license five out of five years. About 20 percent of hunters purchase a license once in five years.



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MINNESOTA: A NATIONAL **R3** LEADER

The Minnesota DNR long has been a national leader in hunter and angler recruitment and retention.

The DNR began delivering the youth-focused MinnAqua aquatic education and fishing skills program in 1990. The Fishing in the Neighborhood (FiN) Program followed in 2001. This program stocks catchable size fish in urban ponds and other small bodies of water in the neighborhoods where most Minnesotans live, and where participation declines are the steepest. FiN also provides nature and fishing skills education.

The DNR was among the first states in the nation to offer a Becoming an Outdoors Woman program. Minnesota's BOW program, which began in 1995, reaches more women than any other BOW program in the country. The DNR was also an early

Perhaps the largest contributing factor to stable hunting and fishing numbers is the state's abundance of high quality hunting and fishing opportunities.

leader in implementing scientific evaluation of direct mail "renew your license" marketing efforts, thereby ensuring that return on investment could be accurately measured.

During the past decade and a half the DNR has initiated many other **R3** efforts (see list that follows).



Tom Thullen

These and other actions have likely had a positive effect on hunter and angler recruitment and retention. However, the bedrock of recruitment and retention is an effective fish and wildlife management system that provides hunters and anglers with realistic expectations of success.

Few states can match Minnesota's variety of fish and game, and quality of experiences. Minnesota's stable hunting and angling numbers are the product of species surveys, species and habitat management, conservation regulations and more, plus **R3**.

Examples of Minnesota DNR R3 efforts

Hired a hunting recruitment and retention coordinator.

Hired a National Archery in the Schools Program coordinator.

Hired an angling and hunting mentor coordinator.

Created a Fish and Wildlife Division Outreach Section to centralize outdoor skills, education, license sales marketing and communication efforts.

Enacted youth hunts and youth hunting seasons.

Eliminated or reduced hunting and fishing license fees for youth.

Created new hunting and fishing license options designed to reflect today's interests.

Implemented direct mail and social marketing campaigns to recruit retain and reactivate hunters and anglers.

Formed a partnership with Explore Minnesota Tourism to more broadly promote Minnesota hunting and fishing opportunities.

Formed partnerships to promote hunting and fishing sales with the Minnesota Twins, Minnesota Wild, St. Paul Saints and other entities whose audiences have an affinity for outdoor activities.

Formed a partnership with KARE 11 called *Share Your Catch*, which highlights the state's diverse interest in fishing by showcasing the catches of a people from nearly all segments of society.

Implemented Archery in the Parks programming.

Implemented "I Can Fish" education and loaner pole programs in Minnesota state parks.

Amended fishing regulations so that visitors in most state parks can fish without a license as part of an effort to encourage people to learn skills there and then buy a license for fishing elsewhere.

Created several grants programs that provide matching funds to organizations doing hunting recruitment and retention work. This included a \$200,000 grants program to provide start-up and operational funds for organizations that want introduce youth and adults to hunting and fishing and a \$2.1 million shooting range grants program to upgrade and expand public trap shooting opportunities.

Reduced the draw weight requirement for archery hunting so that youth, women and others could more readily participate.

Implemented an archery range grants program.

Developed an Apprentice Hunter Validation Program so that those interested in hunting can do so under a limited exemption from firearms safety training while under the supervision of a trained hunter.

Created a hunter Walk-In Access program that enables hunters to utilize certain private lands.

Enabled firearms safety students to take their course work and test online.

Amended Minnesota state park hunting rules language so that adults could participate in special "learn to hunt" park hunts.

Developed a "learn to hunt" program that targets young urbanites.

Added family programming to courses offered through the Becoming An Outdoors Woman program.

Introduced a new archery hunting series for women that begins with target shooting and concludes with a guided hunt.

Created Internet content that makes it easy for hunters (Recreation Compass) and anglers (FishMN) to find places to and fish and obtain other helpful information.

Developed *MinnAqua Fishing: Get in the Habitat!*, an extensive and nationally honored fishing and aquatic education curriculum for use by schools and other organizations.

Convened a 2012 Commissioner's Council on Hunting and Angling Recruitment and Retention in cooperation with the Minnesota Outdoor Heritage Association.

Convened a 2016 hunting and angling recruitment, retention and reactivation summit.

Conservation and recreation organizations contribute to state success

The dedicated efforts of conservation, recreation and other organizations have contributed to Minnesota's stable hunting and fishing numbers.

More than 400 different types of hunting, angling and shooting sports outreach efforts are delivered annually by environmental learning centers, city and county parks, faith-based organizations, community education programs, 4-H and others. Most programs target youth, some target adults and some are family-oriented. Others assist those with disabilities. All are testament to a broad and dedicated interest in sustaining Minnesota's hunting and fishing heritage.

Specific examples include the Minnesota Waterfowl Association, which annually conducts a Woodie camp, advanced Woodie camp and young waterfowlers program. The Minnesota Deer Hunters Association offers similar programming through its introductory to advanced Forkhorn camps. The National Wild Turkey Federation provides opportunities to disabled hunters of all ages through its Wheelin' Sportsman mentored hunt program. Pheasants and Quail Forever provides various opportunities as well.

On the angling side, Trout Unlimited offers four different opportunities, including a summer camp and trout in the classroom program. Fishing for Life offers a wide variety of camp opportunities for youth and adults. Similarly, Women Anglers of Minnesota provide youth and adult learning opportunities. The list goes on, including the Ruffed Grouse Society's newly developed mentor development program that targets adults with children.

The State Legislature has also had a hand in **R3** by enacting laws that citizens seek and have the potential to influence participation. The Legislature, for example, passed a law in 2013 that allows archery deer hunters age 60 and older to use a crossbow as part of an effort to sustain participation by older hunters who may no longer have the upper body strength to hunt with a vertical bow.

The recruitment and retention work of hundreds of organizations and thousands of volunteers seems to be paying off. However, due to the difficulty of tracking program participants and insufficient evaluation, it is challenging to discern the actual impact of all these efforts. This reality (immense amounts of energy flowing into Minnesota recruitment and retention yet few yardsticks to measure actual achievement) was among the many reasons the Commissioner's Council on Hunting and Angling Recruitment and Retention was formed.



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An immense amount of energy is flowing into Minnesota recruitment and retention.

COMMISSIONER'S COUNCIL: A HARD LOOK AT MINNESOTA

The Minnesota Outdoor Heritage Alliance (MOHA) initiated a meeting with DNR Commissioner Tom Landwehr and other agency staff in 2012 to identify ways it could help with hunter and angler recruitment and retention. MOHA is an umbrella organization for more than 50 Minnesota-based hunting, fishing and conservation organizations. An outcome of the meeting was creating the Commissioner's Council on Hunting and Angling Recruitment and Retention.

More than 20 different organizations were offered the opportunity to be part of this pioneering council. The council met five times between February and June of 2013. Its purpose was to "discuss and better mutually understand how best to recruit future generations of hunters and anglers, as well as retain those who already participate in these sports." The group was further charged to "establish a long-range vision for how we can all design and deliver more effective public and private sector recruitment and retention programs."

Organizations that made significant contributions were Minnesota Ducks Unlimited, Minnesota Deer Hunters Association, Trout Unlimited, National Wild Turkey Federation, Minnesota Muskie Alliance, Pheasants Forever, 4-H Shooting Sports and Wildlife Program, Minnesota Cooperative Fish and Wildlife Research Unit, Three Rivers Park District and Lindner Media Productions.

The council determined Minnesota must:

1. Sustain our hunting and fishing heritage, which is a Minnesota core value.

2. Adapt to an unprecedented generational challenge.

3. Adapt to a Minnesota population that is more racially and ethnically diverse.

4. Adapt recruitment and retention programs and policies to the realities of participation barriers.

5. Understand and support the social processes that recruit and retain hunters and anglers.

6. Apply additional rigor to recruitment and retention program metrics and evaluation.

Other council findings include:

- Organizations involved in **R3** need to understand that recruitment and retention is a long-term process rather than a single event.
- Providing a trial experience is by far the most popular **R3** activity.
- There is little or no evaluation of Minnesota **R3** programs.
- There is little effort to connect participants from one organization's event to a "next step" event offered by another organization.
- **R3** efforts must address five general categories that limit participation (see chart below):

Council recommendations:

For recruitment:

- 1) developing and supporting after school sporting clubs;
- 2) learn to hunt and fish workshops for young adults;
- 3) family-oriented skills samplers; and
- 4) targeted marketing campaigns.

For retention:

- 1) a web-based clearinghouse of hunting, fishing and outdoors skills information;
- 2) campaigns to encourage younger hunters and anglers to take out older hunters and anglers; and
- 3) creating a family license that incorporates hunting, fishing, state park admittance and other privileges.

Five Categories That Can Limit Participation

Behavioral – A person simply is not interested in hunting and fishing.

Organizational – A person is not receiving information that could spark an awareness or interest in hunting and fishing.

Economic – A person does not have the discretionary funds to buy equipment necessary for hunting or fishing, or prefers to spend these funds elsewhere.

Physical – A person finds hunting and fishing too physically demanding, or does not participate because handicapped-accessible opportunities are unavailable.

Access – A person cannot find or believes he or she will not find a good place to hunt or fish.

RESEARCH: WHAT WE NOW KNOW

Not long ago **R3**—now known as recruitment, retention and reactivation—were unfamiliar terms in the hunting and fishing community.

Today, it is different. **R3** is an increasingly important part of state and national hunter and angler outreach. Moreover, thanks to numerous research studies and surveys more is known about **R3** than ever before.

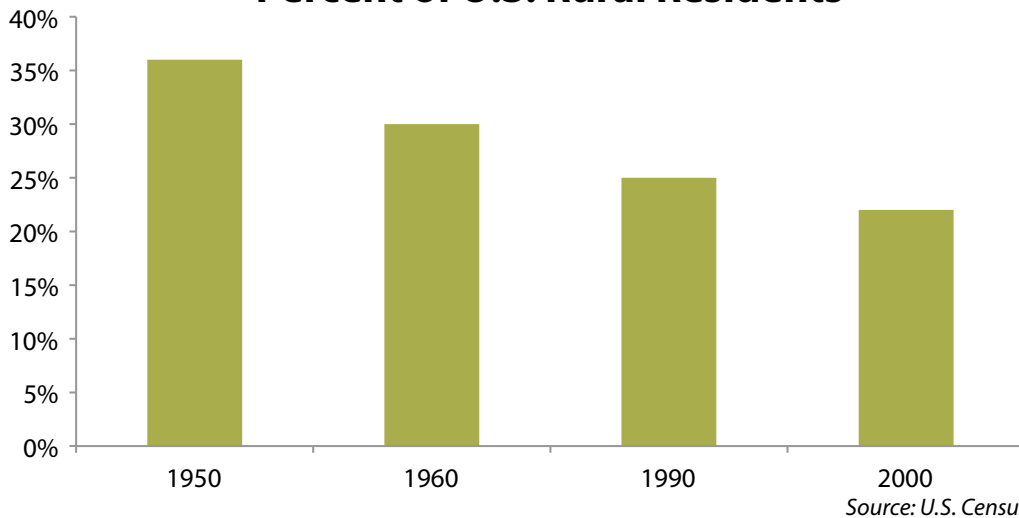
What follows are findings from a variety of sources, including the Minnesota DNR's *"Observations on Minnesota's changing resident angler and hunter populations using licensing information from 1969 to 2013,"* the National Shooting Sports Foundation, the Recreational Boating and Fishing Foundation, the National Wild Turkey Federation, Southwick Associates and others.

- **People are busy:** Work and family obligations are major reasons why people do not hunt or fish, or hunt and fish less frequently than they once did. These explanations are expressed as "being too busy" or "not enough time."
- **It can be hard work:** Spreading decoys, launching boats, hoofing through field and forest can be hard work. It's why age and health factors are also major reasons for declining participation. The American population is aging, and the older Americans who comprise a large portion of the license-buying public are reaching the age in which they have less interest in hunting and fishing and the physical ability to participate in it.



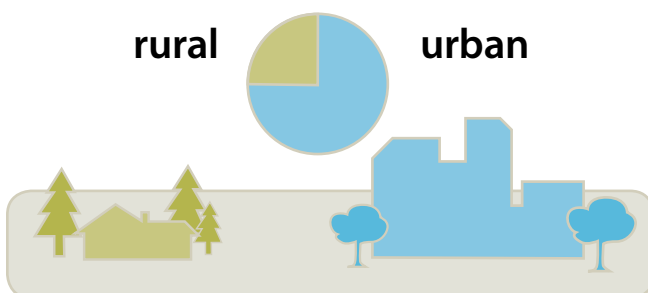
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Percent of U.S. Rural Residents



This chart shows how rural residents, who participate in hunting and fishing at higher levels than urban residents, are declining as a percentage of the national population.

- **Lack of interest:** This is another leading factor because many people simply don't want to hunt or fish. These decisions are sometimes linked to animal cruelty or personal safety concerns. Such decisions also reflect the fact that people have many other ways to enjoy their leisure time. According to the Bureau of Labor Standards, watching television remains America's number one leisure time activity with socializing and computer-related activities following, respectively.
- **Fewer rural residents:** A declining rural population is reducing participation. Rural residents hunt and fish at higher participation rates than non-rural residents but their numbers are declining. According to U.S. Census data, 36 percent of the United States population lived in rural areas in 1950. That percentage dropped to 30 percent in 1960, 25 percent in 1990, and 22 percent in 2000.
- **More urban residents:** A rising urban population is decreasing participation. Urban residents hunt and fish less than rural residents. Urban residents participate less because:
 - 1) they have fewer neighbors who hunt and fish, thereby resulting in less social support for hunting and fishing;
 - 2) there are many other alternative activities; and
 - 3) the costs and travel time involved with hunting and fishing tend to be higher.
- **Real or perceived lack of opportunity:** Nationally, lack of nearby quality hunting and fishing sites is a commonly identified factor in declining participation. Lack of access is likely less of an issue in Minnesota due to its millions of acres of public hunting land, 5,400 fishing lakes and thousands of miles of rivers and streams. Still, access is an issue. Many destinations are further away than people prefer to travel. Also, many private lands, especially those close to urban areas, are now posted to no hunting, leased to other hunters or otherwise unavailable due to changes in ownership or land development.





- **Die-hard anglers are a small group:** Out of the national pool of roughly 33 million people who fish each year, only 4 percent of the licensed anglers purchase a fishing license every year (10 out of 10 years). The largest portion of anglers (49 percent) purchases a license only one out of 10 years.
- **Participation fluctuates greatly year-to-year:** Nationally, close to half of all licensed anglers (46 percent) do not renew their licenses in any given year.
- **Age of introduction has mattered:** Typically, avid anglers began fishing at a young age. A national survey found that more than half of anglers who fish year after year started when they were five years old or younger.
- **Female anglers lapse more often than men:** The number of female anglers has increased in recent years but female anglers drop out of fishing at a 13 percent higher rate than men.

More than half of anglers who fish year after year say they first started fishing when they were five years old or younger.

- **Younger anglers lapse more often than older anglers:** Currently, those in the 18-24 age bracket have the highest lapse rate. Those in the 55-64 age bracket have the lowest lapse rate.
- **Urban residents lapse more often:** Currently, the churn rate among residents of urban communities, who make up about 10 percent of the angling population, is about 13 percent higher than those anglers living in rural communities and about 7 percent higher than those living in suburban communities.
- **Recreational togetherness has strong appeal:** The top three reasons people fish are to spend time with family and friends, to relax, and for sport recreation. For new recruits, the opportunity for relaxation is a strong driver. Avid anglers tend to fish for excitement.

- **Achievement is a top motivator for Minnesota anglers:**

The Minnesota DNR funded research in the mid-2000s to understand what motivates anglers in the Twin Cities area. The top five factors were:

- 1) achievement (independence, confidence, skill development, etc.);
- 2) appreciation (rest, relaxation, nature enjoyment, etc.);
- 3) personal values (spirituality, cultural roots, etc.);
- 4) affiliation (time with friends, family and new acquaintances); and
- 5) health (reduce stress and improved physical fitness).

- **Fathers have played a big role in hunting:**

Hunting is particularly associated with spending time with fathers or father-like figures. In fact, most hunters—men and women—were introduced to hunting by their father or another other male relative.

These research findings are a snapshot in time. Lapse rates, for example, may have been different in the past and may be different in the future. Age of introduction has heavily influenced participation in the past but may matter less in the future. Much can change. Much remains unknown.

What is known is that many factors that drive participation declines—urbanization, a decline in rural residents, an aging population, etc.—are beyond the control of agencies and organizations committed to **R3**. Therefore, the challenge is identifying where a difference can be made and how to make that difference.

Achievement is a top motivator for Minnesota anglers.



WHO DO WE NEED TO REACH?

To date, most recruitment and retention activities have been directed at children.

There were many reasons for this. Indeed, surveys have shown that those who hunt and fish when they are young are more apt to hunt and fish when they are older, and hunt and fish more frequently than those who did not learn when they were young.

For this and other reasons outreach to youth is incredibly important. However, some **R3** experts are beginning to believe it may make more sense to reach children through their parents or other adults rather than targeting them directly.

Adults: the logic behind aiming older

Some **R3** experts believe this approach is simply an adaptation to practical realities. Adults have decision-making authority that children don't. Adults have greater financial resources than children. Adults have transportation opportunities that children don't. In short, they are a lot more able to go hunting and fishing than children. Moreover, many adults want to learn how to hunt and fish so they can harvest healthy food and enjoy a nature-based lifestyle. The final and most important reason to target adults is simply this: if an adult hunts and fishes it increases the likelihood their children will, too.

Currently, little scientific data exists to support the assertion that "aiming older" will yield higher recruitment results. Still, those who work in **R3** believe this approach has merit based on what they have witnessed and anecdotal information. **R3** experts have also noticed that youth-targeted events primarily attract the children of existing hunters and anglers. As such, these efforts are not necessarily reaching non-hunting families.

Millennials are the most populous age segment in American history.

In many ways, aiming older means zeroing-in on the millennial generation, those born roughly from 1980 to 2000. These individuals—older teens to those in their mid-30s—are the nation's youngest license buyers. Collectively, they are the most populous age segment in American history. These 80 million individuals represent untapped potential to grow the hunting and fishing community.

However, many have chosen not to be part of this community. For example, only one in 20 millennials is a hunter, according to the U.S. Fish and Wildlife Service 2011 national recreation survey. That is a mere 5 percent participation rate. That is about half of the national participation rate, which is based on hunters of all ages.

Possible millennial **R3** strategies include appealing to their interest in harvesting their own wild food, promoting hunting and fishing as an easy nearby social/family activity rather than a demanding and far-flung individual activity, having veteran hunters and anglers mentor new hunters and anglers, and reaching out to women with women-only hands-on learning programs.

Females: they seek family outdoor time

Nationally, female gun ownership is on the rise, female interest in archery is strong and, according to the Recreational Boating and Fishing Foundation, females represent about 40 percent of first-time anglers.

As an audience, females are a large and influential market. A recent Archery Trade Association survey indicated that “more family involvement” is the primary reason women are taking up archery. A 2014 survey by the National Shooting Sports Foundation determined “soaring” female gun ownership was driven largely by personal and home security purposes with hunting as an additional motivator.

As an **R3** audience, females have significant potential, in part, because retailers are doing a better job designing the apparel and other items women want. This is a departure from the “shrink it and pink it” retailing of the past. Today, manufacturers are creating new customer-driven products rather than feminizing existing products. Adult females are also a key audience because they heavily influence how family leisure and recreation time is spent.



Minnesotans: we are becoming a more diverse state

Over the last 50 years, Minnesota, like the nation, has been increasing in racial and ethnic diversity. This increase in diversity is due to both increases in U.S.-born populations of color and recent increases in the number of foreign-born populations in Minnesota. Minnesota will continue to become a more diverse state.

At least since the 1950s, when fishing and hunting participation tracking began, participation rates of females and people of color have been below the national average. Women and people of color face unique barriers that limit outdoor recreation, including differing value systems and social norms, unequal access to resources, and discrimination. It is also important to note that participation varies regionally, among communities, and within communities.

Outdoor recreation provides benefits to all people, from the physical health and mental health rewards of being in nature to the social benefits of family and group recreation. Given these benefits, it is important that recruitment and retention programs provide an inclusive, welcoming environment to all Minnesotans.



Youth: an important and challenging audience

While there are significant reasons to encourage adult recruitment and retention, the need to recruit youth will always remain. They are the future.

Children are a challenging audience due to increasing options and demands on their time. As society moves toward more structured activities and higher expectations for youth there is less time for children to freely wander the fields, streams, woods and lakes in their neighborhoods.

Add to this fact that a high majority of kids are growing up in urban and suburban areas with limited access to nature, parental fear of strangers and other dangers, the draw of increasing technology options, and we've gotten to the point where children only spend 30 minutes a week outside in unstructured activity, according to Richard Louv, author of the 2005 book *Last Child in the Woods*.

Hope is not lost, however, as more attention to these issues has brought increased recognition of the disconnection of youth from nature. Hunting and fishing remain one of the most effective ways to draw kids into a closer relationship with nature.

Existing hunters and anglers: the lowest hanging fruit

In many ways, Minnesota's existing hunters and anglers are also an important audience. Retention efforts that keep them interested and active are highly valuable.

Among the many ways the Minnesota DNR is working on retaining on hunters and anglers is by reducing the "churn rate," the term used to describe frequency of license purchase. A high churn rate means many individual hunters or anglers are not buying a license on a frequent basis. A low churn rate means most individual hunters and anglers are buying a license every year.

Reducing the churn rate has strategic implications because once a license buyer "lapses" he or she is less likely to buy a license in the future.

The Minnesota DNR is working to reduce churn rates through a variety of direct and social media marketing activities. These efforts have targeted those who recently stopped buying a license as well as those who, based on certain predictive data, are likely to stop buying a license. The DNR also uses its electronic license sales vendor to send emails to certain license holders. The DNR's email license purchasing campaigns have generated modest but statistically significant positive results. Like the DNR, virtually all organizations are taking actions to retain members and supporters.



Tom Thullen

Those who hunt and fish for a variety of species rather than a single species are less likely to drop out of hunting and fishing. Therefore, there is value in efforts that support and encourage a variety of hunting and fishing options.

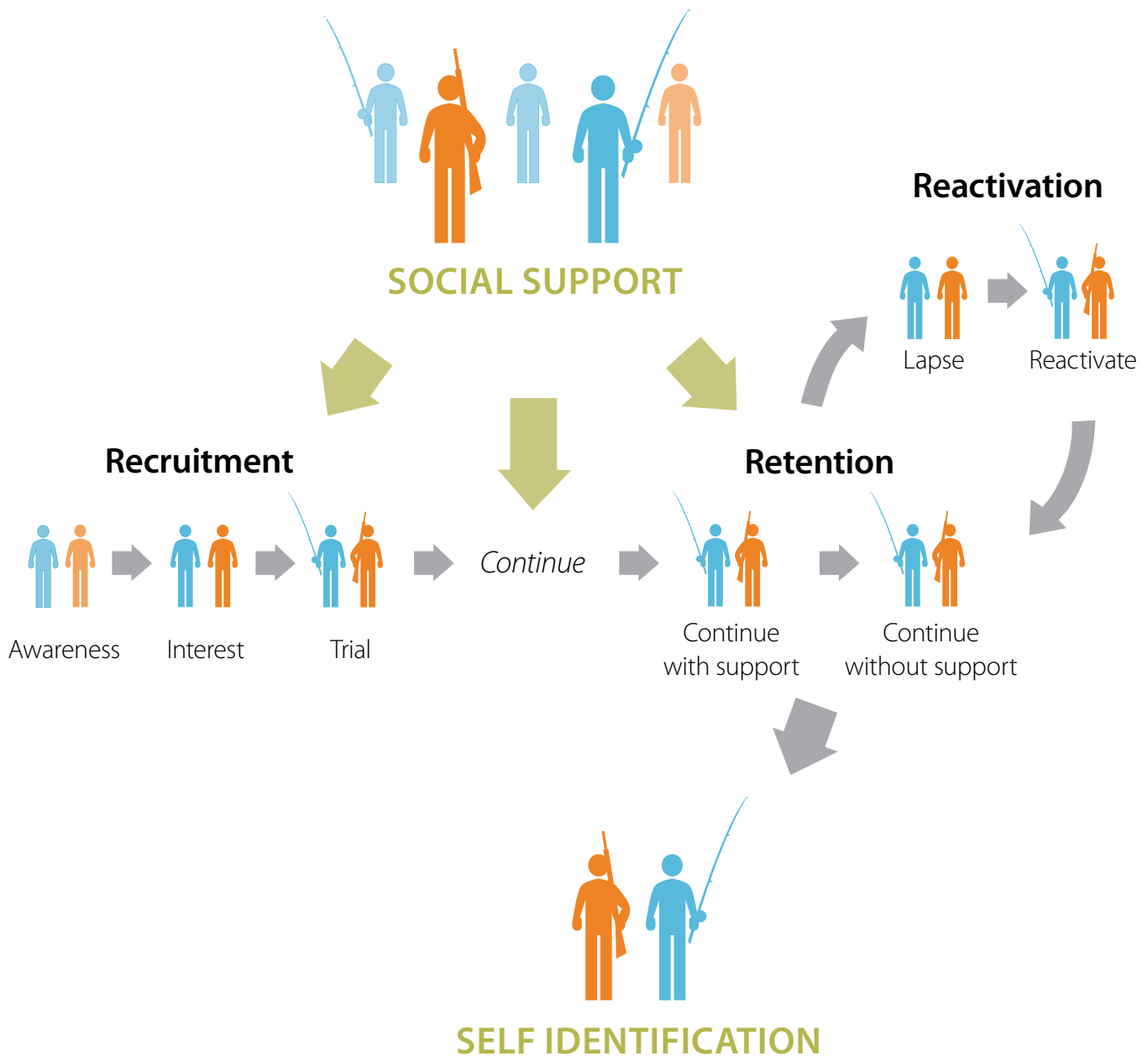
ELEMENTS OF A GREAT **R3** PROGRAM

Many factors influence **R3** program effectiveness. However, the most important single factor is recognizing that **R3** is a process rather than a lone event or program.

Perhaps nothing better illustrates how people become hunters and anglers than this Minnesota DNR depiction of the Outdoor Recreation Adoption Model (ORAM). The graphic shows the stages people move through on their way to becoming hunters and anglers. It reinforces the fact that successful recruitment and retention involves time and multiple experiences.

Outdoor Recreation Adoption Model

This model depicts the process of becoming and continuing to be a hunter or angler.



The ORAM model was adapted and refined by Matt Dunfee of the Wildlife Management Institute and Bob Byrne of Bob Byrne Consulting. It is based on previous research by Daniel Decker, Phil Seng and others.

Starting from the left, the outdoor recreation adoption model shows how people interested in hunting and fishing move through a process that includes becoming aware of an opportunity, taking an interest in them and then participating in a trial experience or several trial experiences. Then, if the person makes a decision to continue they can do so with support (friends, family, mentor or outdoor organization) and eventually they reach a point where they can continue on their own.

Those who stop hunting and fishing—so-called “lapsed” hunters and anglers—can sometimes be reactivated through marketing and other outreach.

Examples of the various stages are:

Awareness stage – Typically these people have no hunting or fishing skills but think, “I could do that!” and believe they have something in common with hunters or anglers.

Interest stage – Typically these people have no hunting or fishing skills but think, “I really need to try this” and can see themselves doing these activities.

Trial stage – Typically these people have learned a basic skills and think, “I could get good at this with practice!” and can see themselves being accepted as part of a hunting or fishing group.

Continuation with support stage – Typically these people have refined their skills and think, “I could use a little more help but I can do this!” and begin to think of themselves as a hunter or angler.

Continuation without support stage – Typically these people are competent to continue independently. They think, “I can do this and even help others do this!” and have a newfound interest in protecting their identity as a hunter or angler.

Reactivation stage – Typically these people have the ability to hunt or fish but don’t. Some still consider themselves a hunter or angler. Others don’t. Some may hunt and fish again with the right incentive. Others won’t.

One of the benefits of the ORAM model is that it helps organizations identify where their activities can make contributions to support the process.

Another major benefit is that it visually reinforces that recruitment and retention is a process, and a long one at that. Typically, a single activity or event doesn’t necessarily lead to recruitment. A single event can be the spark that ignites a life-long interest in hunting or fishing—and there is huge value in that—but that spark usually needs to be fanned repeated times before someone becomes a person who hunts and fishes on their own.

For program planning purposes, recruitment programs were identified as those falling within the first three stages (awareness, interest and trial). Retention programs were identified as those falling within the last two stages (continuation with support and continuation without support). Reactivation programs, such as a reverse mentoring program, represent the final stage.

Great programs recognize their ORAM location and provide follow-up connections

R3 planners, organizers and implementers need to be aware where their efforts fit among the various ORAM stages, and whenever possible incorporate program extensions. Such extensions are defined pathways that connect one program to another across the **R3** process to help participants enhance and continue their development as hunters and anglers. It is unrealistic to believe that a person will be recruited into hunting or angling from participating in a single event.

Great programs measure changes in skill and knowledge not just participant numbers

Great **R3** programs identify target audiences, set goals, define learning objectives, and measure participant achievement with pre- and post-assessment tools. Assessments that measure skill, knowledge, attitudes, behaviors and other forms of growth prior to and after a program allow staff to determine if goals and objectives are met. Without assessment about all that can be measured is participant numbers.

Measuring program and activity outcomes (i.e., moving a person's skills and knowledge to the next stage in the **R3** process) is far more important than merely measuring a program/activity output (number of people who participated in a program).

Great programs adapt from listening and learning

Great **R3** programs evolve over time based on program assessment and participant feedback. This is adaptive management. It's what needs to happen to improve outcomes. Adaptive management is a multi-step process that involves:

- 1) conceptualizing desired outcomes;
- 2) monitoring to determine if outcomes are being achieved;
- 3) analysis of monitoring data;
- 4) implementing adaptations based on newfound knowledge;
- 5) documenting these findings and sharing them with others; and
- 6) repeating the previous steps as part of on-going process. Adaptive management is not random trial in error. Instead, it is a structure that accepts a certain amount of risk in exchange for greater understanding.



It is unrealistic to believe that a person will be recruited into hunting or angling from participating in a single event.



Mitch Kezar Windigoimages.com

Additional characteristics of effective R3 programs

Beyond the guidance listed above, much information exists on effective recruitment and retention programming. The Recreational Boating and Fishing Foundation published best practices for fishing education programs early in the 2000s. The National Shooting Sports Foundation and others developed best practices for hunting and shooting recruitment and retention programs. The National Shooting Sports Foundation and Responsive Management teamed up on a book titled, *The Future of Hunting and the Shooting Sports—Research-based Recruitment and Retention Strategies*. Similarly, the Aquatic Resources Education Association has published a helpful paper titled *Highlights of Angler Recruitment, Retention and Reactivation Literature*. Many other helpful guides exist for delivering effective programs.

Responsive Management and the National Wild Turkey Federation went so far as to collaborate on a nationwide study of hunting, shooting and fishing recruitment and retention programs. This 2011 effort examined the effectiveness of nearly 40 national and state programs. This effort aimed to help all involved in **R3** become better at what they do.

Below are key research findings from that research:

- **Encourage the “natural path” of recruitment and retention:** The natural path entails an introduction at an early age among family members by way of simple activities tailored for beginners and a later immersion into the culture of hunting or fishing.
- **Focus on involvement of families and the recruitment of adults through youth:** Ample research suggests that the desire to spend time with family and friends is a key motivating factor among those who hunt, shoot and fish.

- **Provide a safe and controlled environment:** The importance of a safe and controlled setting cannot be over-stated. Newcomers to hunting and shooting need safety reassurances. So too do parents who enroll their children in hunting, shooting and fishing programs.
- **Provide a positive social atmosphere:** Males and females regard the desire to have fun as a key motivating factor for their involvement in hunting and fishing. Both youth and adults alike desire programs that are fun and enjoyable, and a social atmosphere (particularly one that encourages interaction and follow-up after program events) will make participants more likely to return to the program and recommend it to friends.
- **Match instructor and participant backgrounds and demographics:** Participants are most comfortable learning from and emulating the actions of those they consider to be like themselves. Programs that match participant and instructor backgrounds and demographics encourage not only feelings of trust and security but also an overall sense of identification.

- **Contextualize activities as a way to encourage crossover appeal:** Hunting, fishing and target shooting programs that include camping, ethics, biology, ecology, survival techniques and such appeal strongly to younger audiences interested in trying a number of new things.
- **Provide the next step:** Programs should provide “next step” information on how to become proficient and increasingly experienced. Multiple experiences are key to successful recruitment and retention.
- **Identify markets first and programs second:** Programs should identify markets first then design and deliver program content designed to fit each market. This is the opposite of what typically occurs, which is to design a program that is marketed to a general audience.
- **Commit to periodic evaluation:** Regular evaluations are necessary to measure program progress and effectiveness. Evaluation shouldn’t be an afterthought. It should be part of initial planning that includes a needs assessment and clearly defined goals and objectives.
- **Train instructors:** Participants want to learn from a capable, trained expert. Program leaders should develop and deliver instructor training. Recruitment and retention programs are only as good as their instructors, mentors and volunteers.



Photo courtesy of National Shooting Sports Foundation

Males and females regard the desire to have fun as a key motivating factor for their involvement in hunting and fishing.

Innovation will be the key to future success

It is worth noting these research findings are based on existing recruitment and retention programs. However, equally important is creating effective programs that may be completely different from what exists.

In Minnesota, for example, a decade ago few would have believed that high schools would rally around a gun-based sport. Yet today 319 schools and more than 10,000 students compete in the Minnesota State High School Clay Target League. Trap and skeet shooting is now one of the state's top five

high school sports. Moreover, 11 other states have created high school trap shooting leagues thanks, in part, to financial aid from Cabela's.

Minnesota's high school trap shooting league is not a hunter recruitment and retention program. It does, however, provide social and skill-building support for those who have an interest in hitting flying targets, and is an example of how something that seemed entirely unlikely has become a statewide success that is gaining national traction.



Photo courtesy of Darcie French

PRACTICAL TIPS FOR MANAGING VOLUNTEERS

Volunteers play a huge role in **R3**.

For that reason many organizations have handbooks that outline volunteer policies, expectations and other helpful information. If your organization has such a handbook, that's terrific. If not, you may want to create one. A volunteer handbook may have the additional benefit of limiting liability in the event of a legal action.

Whether your organization is large or small, what follows is practical advice for managing volunteers—people who are priceless yet receive no monetary compensation.

Welcome them warmly: Volunteers have made a conscious decision to help you. That's huge. Make them feel appreciated. Be very welcoming. You would want that; your volunteers do too.

Share your vision: Clearly explain your organization's vision. Volunteers need to know your organizational goals and objectives. This can be done in a variety of ways, ranging from formal group presentations to informal one-to-one conversations.



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Clarify expectations: Volunteer jobs vary. Some are different than others. So, provide clear written directions for each job responsibility so volunteers understand their function. Directions can take the form of a job description or bullet points of key responsibilities. Take time to clarify other important expectations, too: dress code, conduct while volunteering, etc.

Scale the work: Don't overwhelm volunteers with too much responsibility, especially volunteers new to your organization. Assign larger and more critical tasks to experienced volunteers. Divide up tasks if they become too large. Schedule breaks. Make sure volunteers know you have their backs if the task becomes too large, difficult or unmanageable.

Be organized: Respect your volunteers. Don't waste their time. Lack of planning, preparation and organization are common reasons why people stop volunteering.

Celebrate progress: Volunteers want to make a difference, and they usually do. Take time to celebrate their achievements, even the small ones. Small successes are the stepping stones to even bigger successes.

Create a positive environment: Volunteers want to do valuable work and have a good time doing it. Create that environment. Honor commitments. Be respectful. Give thoughtful feedback. Be open to thoughtful feedback. Respond quickly. Help volunteers become even better than they are. Do take steps to ensure negative individuals don't poison a positive environment. Project a sense of warmth and caring in your conversations and emails. These and other similar actions will create an environment that sustains and attracts volunteers.

Have an emergency plan: Plan for the unexpected, especially a medical emergency. Make sure all involved know what to do and who to call in the event of an unanticipated situation.

Create an environment that sustains and attracts volunteers.



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Recognize and reward volunteers: This is essential. Minimally, it means extending appreciation through one-on-one conversations, emails, newsletters or other forums. Typically, it means recognizing volunteers with awards that honor length of service, depth of commitment or some other benchmark. As much as possible, treat each volunteer as the unique person he or she is. Also, do know that some volunteers are not interested in another plaque, trinket or standard token of appreciation. Therefore, sometimes it makes sense to simply ask how a person wants to be rewarded, and then follow their wishes.

Adapt to feedback: Volunteers come and go. Learn from them. Do this through written or oral exit interviews. Find out what they liked and disliked about their volunteer experience. Discover why they decided to stop volunteering. Share what you learn with others on your leadership team so they can make positive changes for the future.

ADDITIONAL RESOURCES

Best Practices Workbook for Boating, Fishing and Aquatic Resources Stewardship, published by the Recreational Boating and Fishing Foundation.

Best Practices Workbook for Hunting, Shooting and Recruitment and Retention, published by the National Shooting Sports Foundation.

National Hunting and Shooting Sports Action Plan (March 2016 draft), published by the Wildlife Management Institute and the Council to Advance Hunting and the Shooting Sports.

Highlights of Angler Recruitment, Retention and Reactivation Literature, prepared for the Aquatic Resources Education Association by Bob Byre Consulting.

2011 National Survey of Fishing, Hunting and Wildlife-associated Recreation, published by the U.S. Fish and Wildlife Service.

Recommendations of the Commissioner's Council on Hunting and Angling Recruitment and Retention, published by the Minnesota Department of Natural Resources.

Fishing and Hunting Recruitment and Retention in the U.S. from 1990 to 2010, published by the U.S. Fish and Wildlife Service.

Highlights of Key Hunting Recruitment and Retention Research, published by Responsive Management.

The Future of Hunting and Shooting Sports—Research-based Recruitment and Retention Strategies, published by Responsive Management.

Learning to Hunt—Hosting a Hunting-based Outdoor Skills Event in Your Community, by Mary Kay Salwey of the Wisconsin Department of Natural Resources.

Understanding the Impact of Peer Influence on Youth Participation in Hunting and Target Shooting, published by the National Shooting Sports Foundation.

Exploring Recent Increases in Hunting and Fishing Participation, produced by the American Sportfishing Association, Responsive Management, Oregon Department of Fish and Wildlife and Southwick Associates.

Fishing in the Neighborhood: Understanding Motivations and Constraints for Angling Among Minneapolis–St. Paul Metro Residents, published by the Minnesota Cooperative Fish and Wildlife Research Unit and Minnesota DNR.

The Future of Hunting an Age-period-cohort Analysis of Deer Hunter Decline, written by Richelle Winkler of Michigan Technical University and Keith Warnke of the Wisconsin Department of Natural Resources.

R3 PROGRAM EXAMPLES

The following pages contain examples of programs that support specific stages of the Outdoor Recreation Adoption Model process.

They are provided to help you plan, publicize, deliver and evaluate your programs.

Feel free to adapt or copy as you like. The outlines, questionnaires and other materials are included for that very purpose.

The five examples are:

Trial stage – Adult Onset Hunter Learn to Hunt Deer Program

Continuation with support stage – Upland Bird Day

Continuation with support/reactivation stage – Fly-fishing Reverse Mentoring Program

Awareness, interest and limited trial stage – Introduction to Fishing Clinic

Trial and continuation with support stage – Fishing Daughters Club

ADULT ONSET HUNTER (AOH) LEARN TO HUNT DEER PROGRAM



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Outdoor Recreation Adoption Model Stage: Trial

Target audience: Adults with little or no previous hunting experience

Goal: To move individual participants from a point of low skills, knowledge, and ethics about deer hunting to a point where they have greater skills, knowledge, and ethics and are better prepared to become a hunter if they so choose.

Suggested number of participants: 10-15

Program length: 40 hours over 5 days

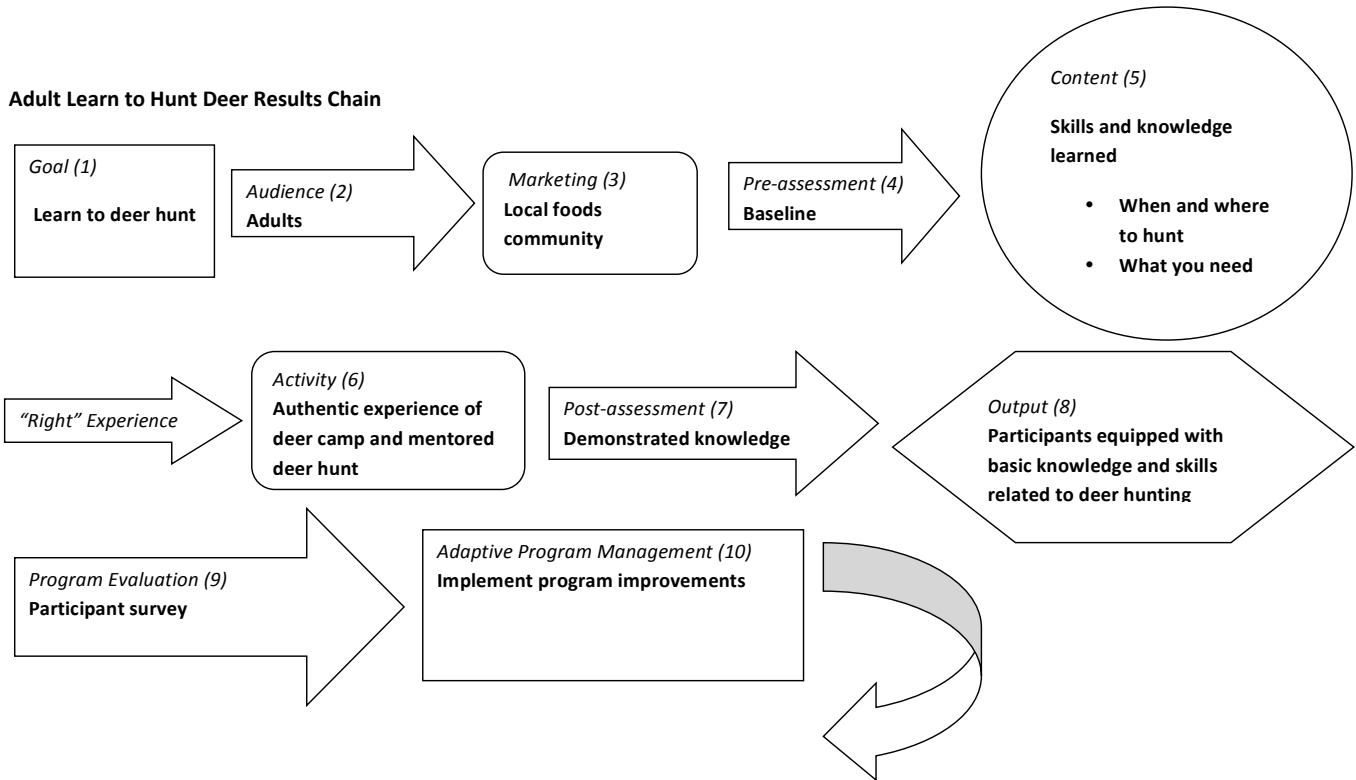
Volunteer needs: 10-15 for a 1:1 volunteer hunting coach/mentor to student ratio

Site needs: Classroom, shooting range, deer camp/deer hunt site

Course fee: \$100

Connections: MN DNR/NWTF Adult Mentoring Program

Adult Learn to Hunt Deer Results Chain



- 1) Goal:** To move participants from a point of little or no skills, knowledge and ethics related to deer hunting to a point where they have greater skills, knowledge and ethics and better prepared to become a hunter.
- 2) Audience:** Adults with little or no hunting experience motivated to learn to hunt for food.
- 3) Marketing:** Local community newspapers if possible in foods section, local food coop newsletters and websites, social media, etc. Use hunting for food as marketing “hook.”
- 4) Pre-assessment:** establish baseline knowledge about subjects to be covered in activity. (See pre-assessment tool.)
- 5) Content:** Learning objectives of program sessions. (See Outline.)
- 6) Activity:** Basic “how to” deer hunting knowledge and skills learned through lecture, demonstration and hands-on experiential learning.

- 7) Post-assessment:** determine growth in skills, knowledge, and interest in deer hunting. (See post-assessment tool.)
- 8) Outputs:** Documentation of assessment results and observation of demonstrated skills that show participants have increased knowledge, skills, and interest in deer hunting and are better prepared to become a hunter.
- 9) Program evaluation:** Track participants license buying habits using Electronic License System. Consider periodic participant surveys to gain insight into why some students continue hunting while others drop out.
- 10) Adaptive Program Management:** Use findings from program assessment to adapt program to better meet the needs of the participants and achieve program goals.

Media contact: Jay Johnson, hunter recruitment and retention supervisor, 651-259-5191, jay.johnson@state.mn.us.

Adult learn-to-hunt program furthers Minnesota’s hunting heritage

Continuing Minnesota’s hunting heritage is the aim of an all-inclusive, multi-session learn-to-hunt program for adults who are new to hunting, according to the Minnesota Department of Natural Resources.

“Training adults could prove to be one of the quickest and most cost effective ways to generate a new hunter,” said Jay Johnson, hunter recruitment and retention coordinator for the DNR. “Unlike most youth, they have the decision-making authority necessary to hunt, can buy equipment, have their own transportation, and most importantly are coming to us wanting to learn to hunt.”

The 2015 adult Learn to Hunt Whitetail Deer program will kick off with an information session from 6-8 p.m. Thursday, Sept. 3, at Seward Co-op in Minneapolis. Following the information session, registration will open for the program that stretches into the fall. The program is for adults ages 18 years or older who have either never hunted or have only hunted once before. Registration will be limited to 10 people, and a lottery will determine participants if more than 10 register.

“There is a growing population of adults who want to learn to hunt to procure their own food,” Johnson said. “They want to live local and care about the source and quality of their food. They’re connected to each other through the food co-op, slow food and farmer’s market avenues.”

Ultimately, teaching new-to-hunting adults how to hunt will likely have a ripple effect. Children who grow up in families where the parents hunt are more likely to hunt themselves.

“If we can create new adult hunters, whether they are parents or future parents, we can potentially influence the transfer of Minnesota’s hunting heritage to the next generation,” Johnson said.

For more information on the DNR’s Hunter Recruitment and Retention Program and DNR programs for new hunters, see www.mndnr.gov/harr/index.html

Minnesota Department of Natural Resources

Adult Learn to Hunt Whitetail Deer for Food

WHEN: Session I September 26, 2015
Session II October 10, 2015
Session III October 24, 2015
Session IV October 31-November 1, 2015

WHERE: Session I (Carlos Avery WMA/Forest Lake Sportsmen's Club)
Session II (Carlos Avery WMA/Forest Lake Sportsmen's Club)
Session III St. Croix State Park Scouting/Orientation Day, Hinckley
Session IV St. Croix State Park Deer Hunt/Deer Camp, Hinckley

WHO: Adults **NEW** to hunting (**NEW** means either **never hunted or hunted once in lifetime**)

WHAT:

Session I History of whitetail deer hunting in MN and the role of hunters in deer management and conservation, whitetail deer biology and habitat needs, hunter education and licensing requirements, how to purchase a deer license, how to locate a place to hunt, how to read deer sign and pick a potential hunting location, use of online tools to assist in scouting, local conservation organizations and their importance in providing a social support network for hunters, safe firearms handling, firearms familiarity and marksmanship training

Session II Understanding necessary deer hunting equipment and clothing, putting together a survival kit, tree stand safety, safe firearms handling, firearms familiarity and marksmanship training, sighting in your firearm

Sessions III & IV Application of learned skills and knowledge under the supervision of a mentor while deer hunting, scouting, selecting a location to hunt, making a safe and ethical shot, field dressing and in the field game care, butchering, camp cooking

COST:

\$100.00 Cost includes: All instruction and refreshments at sessions, shooting range fees, and lodging at St. Croix State Park. Students will have additional costs including but not limited to firearms safety certification, hunting licenses, necessary blaze orange clothing, transportation, etc.

SPACE:

Limited to 10 participants that meet the qualifications. A lottery will be held if demand exceeds space available.

Send completed registration form with a \$100.00 check payable to:

MN DNR – Adult Learn to Hunt Whitetail Deer
Attn: Cassandra Hawkenson
500 Lafayette Rd, Box 20
St. Paul, MN 55155

Name _____

Address _____

City _____ State _____ Zip _____

Daytime Phone (_____) _____ Night/Cell Phone (_____) _____

E-mail Address _____

REFUNDS: No refunds will be made. Make sure you are committed to this valuable learning opportunity before you register and send payment. **You must attend all sessions or you cannot participate in the hunt. DO NOT REGISTER IF YOU ARE NOT COMMITED TO THIS LEARNING EXPEREINCE.**

Adult Learn to Hunt Deer Outline

-10 participants/10 Mentors (mentors required scouting day and hunt weekend)

-40 hours of instruction over portions of 5 days

-Training sites: Carlos Avery WMA, Forest Lake Sportsman's Club, Gander Mountain, St. Croix State Park

Day One:

9:00 AM Welcome and course logistics

1) The role hunters play in conservation (Carlos Avery) 9:15-9:30 AM

A) Help students understand the role that hunters play in species management and conservation funding including the North American Model and Conservation Organizations.

- Learning Objective) Students will recognize the importance of hunters to species management and conservation funding

2) When to hunt: (Carlos Avery) 9:30-10 AM

• Help students use Regulations book and or DNR Website via their smartphone to learn about deer seasons and deer hunting opportunities.

- LO) Students will demonstrate ability to identify season dates and deer permit areas

3) Where: (Carlos Avery) 10:00-11:30 AM

A) Help students use MN DNR Recreation Compass, Gazetteers, Plat books and other on-line tools to locate potential hunting areas.

- County, State, and National Forest
- Wildlife Management Areas, Waterfowl Production Areas, Walk-In-Areas
- Special hunts in city parks, refuges, etc...
- Private lands with permission

- LO) Students will demonstrate ability to identify and locate potential public and private hunting locations using available printed and on-line tools

Lunch: 11:30-12:30 PM

4) Knowing your equipment and its limitations (Forest Lake Sportsman's Club Range) 1:00-5:00 PM

- Firearms Safety
- Shooting with proficiency
- Sighting in a rifle
 - LO) Students will demonstrate safe firearms handling and understanding of the basic skills and knowledge necessary to go afield and participate in a deer hunt.

Day Two:

1) How to do it: (Carlos Avery) 9:00-11:30 AM

- Basic Whitetail Deer biology, habits, habitat needs
- Locating a property to hunt (using mapping resources and on-line resources)
 - Why this property? (How does it satisfy a deer's basic needs and why does it seem like a good place to hunt?)
- Accessing private lands for hunting. How to seek permission.
- Scouting (remote and using boot leather.)
 - What are we looking for? (Deer sign basics)
- Choosing a specific location to hunt (Wind considerations, time of day considerations, geographic features, etc.)
- Tree stands, ground blinds, natural ground blinds
 - Safety considerations (demonstrate proper use)
- When to shoot/Shot placement
- After the shot
 - Blood trailing
- Field dressing and game care
 - LO) Students will demonstrate safe firearms handling and understanding of the basic skills and knowledge necessary to go afield and participate in a deer hunt

Lunch 11:30-12:30 PM

2) Knowing your equipment and its limitations (Forest Lake Sportsman's Club Range) 1:00-3:00 PM

- Firearms Safety
- Shooting with proficiency
- Sighting in a rifle
 - LO) Students will demonstrate safe firearms handling and understanding of the basic skills and knowledge necessary to go afield and participate in a deer hunt.

3) What you need: (Gander Mountain) 3:30-5:00 PM

- Help students determine their individual Hunter Education/Firearms Safety Training and licensing requirements using MN DNR Regulations Book and/or MN DNR Website
- Basic Equipment Selection (demonstration and discussion with possible visit to local retailer)
 - Legal firearms
 - Cartridge selection
 - Scopes, slings, accessories
 - Clothing and footwear
 - Stands, blinds, safety harness
 - LO) Students will demonstrate an understanding of licensing requirements and basic deer hunting equipment.
 - LO) Students will demonstrate ability to purchase a deer license

Days 3-5

Do It: Scouting Day & Mentored/Guided Hunt (St. Croix State Park utilizing lodging to create a deer camp experience)

- LO) Students will demonstrate understanding of scouting, deer sign and proper stand placement
- LO) Students will participate in a deer hunt and deer camp experience
- LO) Students will demonstrate safe firearms handling and hunting techniques
- LO) Students will demonstrate understanding of ethics and behaviors related to the deer hunting heritage
- LO) Students will demonstrate understanding of field dressing, butchering and venison preparation for the table

2015 Adult Learn to Firearms Deer Hunt Pre-Program Questionnaire

Thank you for participating in the 2015 MN DNR Adult Learn to Hunt Firearms Deer. Prior to beginning this program, we have a series of questions to ask you that will help us learn from and improve this program over time. We will also be asking you a similar series of questions at the end of this program. Thanks in advance for your assistance.

Familiarity with Topic(s) Being Presented

1. Have you ever hunted before?

- Yes If yes, how often? _____ What did you hunt? _____
- No

2. How much **knowledge** do you have of the following topics? (In other words, how much do you know about the topic even though you may or may not have applied what you know.)

Topic	A lot	Some	A little	None
Safe handling and proper use of firearms				
Firearms Safety and licensing requirements for deer hunting				
Deer Seasons, Deer Series, Deer Areas, Deer Area Management Designations				
What deer license to purchase, how to purchase and where to purchase				
Whitetail deer biology & behavior				
How to locate public hunting lands				
How to access and use printed and on-line tools to locate and scout potential hunting areas				
Scouting and understanding deer sign including, tracks, scat, trails, rubs, scrapes				
Hunting strategy including choosing a location to sit or put up a stand, stalking and still hunting, deer drives, etc...				

Deer hunting specific equipment knowledge including; the selection and safe use of a suitable deer hunting firearm, safe use of a treestand and treestand safety harness, creation and use of a survival kit, navigation/GPS/compass, clothing and footwear selection, use of scents and calls, etc...				
Proper shot selection and shot placement to insure a quick and humane harvest				
After shot strategies including blood trailing and recovery				
Field dressing and proper tagging of deer for transport				
Skinning and butchering a deer				
Venison cooking				
Organizations and groups that support deer hunters and hunting				

3. How confident do you currently feel in your **skills** related to the following topics?

Topic	Very confident	Confident	Somewhat confident	Not at all confident
Safe and effective use of a firearm				
Planning a hunt				
Selecting the proper clothing and equipment				
Scouting and navigation				
Stand hunting, still hunting, stalking, deer drives				
Tree stand safety				
Sighting in a firearm /marksmanship				
Making a safe and ethical shot				

Recovering a deer after the shot				
Field dressing and tagging a deer				
Butchering a deer				
Cooking venison				

4. Prior to participating in this program how would you rate your level of knowledge and skills related to firearms deer hunting?

- Very high
- High
- Moderate
- Low
- Very Low

5. How important do you think this program will be for improving your knowledge and skills in deer hunting?

- Very important
- Important
- Somewhat important
- Not important

Background Data:

Name:

*Please note: Your responses will be kept **confidential** and only be used for administrative and program improvement purposes.*

2015 Adult Learn to Firearms Deer Hunt Post-Program Questionnaire

Thank you for participating in the 2015 MN DNR Adult Learn to Hunt Firearms Deer program. Now that you have completed this program, we have a series of questions to ask you that will help us improve this program over time. Thanks in advance for your assistance.

1. How much **knowledge** do you have of the following topics? (In other words, how much do you know about the topic even though you may or may not have applied what you know?)

Topic	A lot	Some	A little	None
Safe handling and proper use of firearms				
Firearms Safety and licensing requirements for deer hunting				
Deer Seasons, Deer Series, Deer Areas, Deer Area Management Designations				
What deer license to purchase, how to purchase and where to purchase				
Whitetail deer biology & behavior				
How to locate public hunting lands				
How to access and use printed and on-line tools to locate and scout potential hunting areas				
Scouting and understanding deer sign including, tracks, scat, trails, rubs, scrapes				
Hunting strategy including choosing a location to sit or put up a stand, stalking and still hunting, deer drives, etc...				
Deer hunting specific equipment knowledge including; the selection and safe use of a suitable deer hunting firearm, safe use of a treestand and treestand safety harness, creation and use of a survival kit, navigation/GPS/compass, clothing and footwear selection, use of scents and calls, etc...				
Proper shot placement to insure a quick and humane harvest				
After shot strategies including blood trailing and recovery				

Field dressing and proper tagging of deer for transport				
Skinning and butchering a deer				
Venison cooking				
Organizations and groups that support deer hunters and hunting				

2. How confident do you currently feel in your **skills** related to the following topics?

Topic	Very confident	Confident	Somewhat confident	Not at all confident
Safe and effective use of a firearm				
Planning a hunt				
Selecting the proper clothing and equipment				
Scouting and navigation				
Stand hunting, still hunting, stalking, deer drives				
Tree stand safety				
Sighting in a firearm /marksmanship				
Making a safe and ethical shot				
Recovering a deer after the shot				
Field dressing and tagging a deer				
Butchering a deer				
Cooking venison				

- Very confident
- Confident
- Not very confident
- Not all confident

Now that you have participated in this program how would you rate your level of knowledge and skills related to firearms deer hunting?

- Very high
- High
- Moderate
- Low
- Very Low

1. Are there ways this program could better help you learn any of the above knowledge/skills? If so, please specify what help you would need.

2. Are there any additional hunting knowledge/skills that you would like to have learned? If so, what are they?

- 3) How was your mentor? Did they interact with you in an appropriate way? Is there anything they could have done to make your learning experience more effective and enjoyable? Would you recommend we utilize their help in future sessions?

Background Data:

Name:

MNDNR# ___ - ___ - ___ (Found on your hunting license)

*Please note: Your responses will be kept **confidential** and only be used for administrative and program improvement purposes.*

UPLAND BIRD DAY



Mitch Kezar Windigoimages.com

Outdoor Recreation Adoption Model Stage: Continuation with Support

Target audience: Adults and families with little or no previous upland bird hunting experience.

Goal: To create greater awareness about upland birds, bird hunting tactics, and upland bird hunting opportunities.

Suggested number of participants: 20-40

Program length: 4 hours

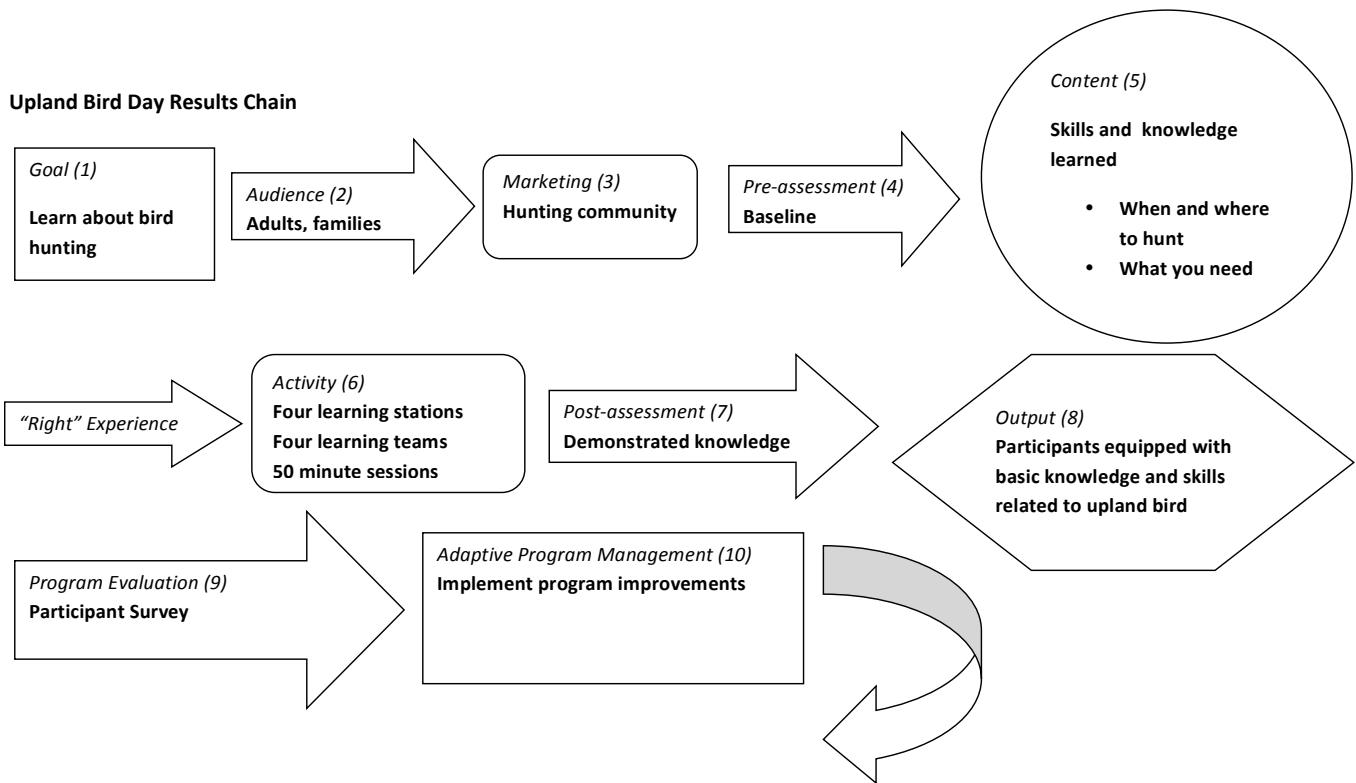
Volunteer needs: 8-10

Site needs: Classroom, shooting range, fields for dog and field hunting demonstrations, bird cleaning stations.

Course fee: Adults \$10, youth N/C

Connections: MN DNR/PF/RGS Mentored Pheasant Hunt, Beyond BOW Upland Bird Hunt, RGS Mentored Hunting Course, RGS Women's Introduction to Wingshooting.

Upland Bird Day Results Chain



- 1) Goal:** To create greater awareness about upland birds and upland bird hunting tactics, equipment and opportunities.
- 2) Audience:** Adults and families with little or no previous upland bird hunting experience.
- 3) Marketing:** Hunter Education materials, local newspapers, Becoming an Outdoor Family material, Becoming an Outdoor Woman material, Social Media, etc.
- 4) Pre-assessment:** establish baseline knowledge about subjects to be covered in activity. (See pre-assessment tool.)
- 5) Content:** Learning objectives of program sessions. (See Outline.)
- 6) Activity:** Delivery of basic “how to” upland bird hunting information and skills through lecture, demonstration and hands-on experiential learning.
- 7) Post-assessment:** determine growth in skills, knowledge, and interest in upland bird hunting. (See post-assessment tool.)
- 8) Outputs:** Documentation of assessment results and observation of demonstrated skills that show participants have increased knowledge, skills, and interest in upland bird hunting.
- 9) Program evaluation:** Track participants license buying habits using Electronic License System. Consider periodic participant surveys to gain insight into why some students continue hunting while others drop out.
- 10) Adaptive Program Management:** Use findings from program assessment to adapt program to better meet the needs of the participants and achieve program goals.

For Immediate Release:
Contact: Linda Bylander, 218-833-8628

DNR offers Upland Bird Hunting Clinic September 13, 2015

Women, men and youth who want to learn the basics of upland bird hunting are invited to attend Upland Bird Day. This program is geared toward new and existing hunters who want to learn more about upland bird hunting.

The event, jointly hosted by the Minnesota's Department of Natural Resources', Dakota County Gun Club and Pheasants Forever, will be held Saturday, September 13th, from 1 pm to 5 p.m. at the Dakota County Gun Club in Rosemount.

Following presentation on upland birds, bird habitat and habits there will be a series of hands-on stations. These include how to hunt a field, shotgun patterning, shotgun shooting, bird hunt demo with dogs, field dressing, and how to find hunting land.

“Upland bird day is a wonderful opportunity for anyone interested in learning the basics of upland bird hunting,” said Linda Bylander, an outreach program coordinator for the DNR. “It is tailored to those who have not yet hunted uplands birds or have limited experience.”

Register for this program by contacting Coordinator Linda Bylander by phone, 218-833-8628, or by email at Linda.bylander@state.mn.us. Registration is limited. To see a complete list of programs available through the Becoming An Outdoors Family programs go to our website at www.mndnr.gov/education/bow.

Day of Event Outline

Site: Shooting Preserve or Gun Club

12:45 – 1 pm	Registration
1:00 – 1:15 pm	Welcome / Pre-program assessment
1:20 – 2:10 pm	Rotation One: Group A: How to hunt a covert or field with and without a dog Group B: Upland Birds, Regulations, How to locate public hunting lands, equipment Group C: Shotguns, loads, chokes, wingshooting technique and safety Group D: Pheasant hunting demonstration with dog and Field Dressing
2:15 – 3:05 pm	Station Rotation Two: Group B: How to hunt a covert or field with and without a dog Group C: Upland Birds, Regulations, How to locate public hunting lands, equipment Group D: Shotguns, loads, chokes, wingshooting technique and safety Group A: Pheasant hunting demonstration with dog and Field Dressing
3:10 – 4:00 pm	Station Rotation Three: Group C: How to hunt a covert or field with and without a dog Group D: Upland Birds, Regulations, How to locate public hunting lands, equipment Group B: Shotguns, loads, chokes, wingshooting technique and safety Group A: Pheasant hunting demonstration with dog and Field Dressing
4:05 – 4:55 pm	Station Rotation Four: Group D: How to hunt a covert or field with and without a dog Group A: Upland Birds, Regulations, How to locate public hunting lands, equipment Group B: Shotguns, loads, chokes, wingshooting technique and safety Group C: Pheasant hunting demonstration with dog and Field Dressing
5:00 pm	Conclusion / Post program assessment

Learning Objectives:

- 1) Students will understand what upland game bird hunting opportunities are available in Minnesota.
- 2) Students will understand habits and habitat needs of Minnesota's upland game birds.
- 3) Students will understand how to locate public hunting lands.
- 4) Students will understand upland game bird hunting seasons and license requirements.
- 5) Students will understand basic equipment requirements.
- 6) Students will understand how to identify good hunting habitat.
- 7) Students will understand how to safely and effectively hunt a piece of cover or habitat.
- 8) Students will understand strategies for hunting with and without a dog.
- 9) Students will understand basic principles of firearms safety.
- 10) Students will understand proper load and choke selection for upland bird hunting.
- 11) Students will understand proper wingshooting technique.
- 12) Students will understand how to field dress a gamebird.

Upland Bird Day Pre-Program Questionnaire

Thank you for participating in the Upland Bird Day program. Prior to beginning this program, we have a few questions to ask you that will help us learn from and improve this program over time. We will also be asking you similar questions at the end of this program. Thanks in advance for your assistance.

Familiarity with Topic(s) Being Presented

1. Have you ever Upland Bird hunted before?

- Yes If yes, how often? _____
- No

2. How much **knowledge** do you have of the following topics? (In other words, how much do you know about the topic even though you may or may not have applied what you know?)

Topic	A lot	Some	A little	None
Safe handling and proper use of firearms				
Firearms Safety and licensing requirements for upland bird hunting				
Upland bird season dates and legal shooting hours				
Upland bird biology, behavior, life cycle				
Habitat and the role it plays in upland bird populations				
Conservation organizations and their role in upland bird habitat conservation				
How to locate public upland bird hunting lands using printed and online tools				
Minnesota Trespass Law and how to seek permission to hunt private lands				
How to assess a piece of upland bird habitat and form a plan for hunting it				
Upland bird hunting strategies				

Upland bird hunting equipment knowledge including; the selection and safe use of a suitable firearm, ammunition, blaze orange clothing requirements, clothing and footwear selection, etc.				
Proper wingshooting technique				
Upland bird hunting dog breeds and their characteristics				
Field dressing and care of gamebirds				

3. How confident do you currently feel in your **skills** related to the following topics?

Topic	Very confident	Confident	Somewhat confident	Not at all confident
Safe and effective use of a firearm				
Planning a hunt				
Selecting the proper clothing and equipment				
Locating public hunting areas				
Choosing a dog breed for upland bird hunting				
Hunting dog training and handling				
Wingshooting				
Field dressing a gamebird				

4. Prior to participating in this program how would you rate your level of knowledge and skills related to upland bird hunting?

- Very high
- High
- Moderate
- Low
- Very Low

5. How important do you think this program will be for improving your knowledge and skills in pheasant hunting?

- Very important
- Important
- Somewhat important
- Not important

Background Data:

Name:

*Please note: Your responses will be kept **confidential** and only be used for administrative and program improvement purposes.*

Upland Bird Day Post-Program Questionnaire

Thank you for participating in the Upland Bird Day program. Now that you have completed this program, we have a series of questions to ask you that will help us improve this program over time. Thanks in advance for your assistance.

1. How much **knowledge** do you have of the following topics? (In other words, how much do you know about the topic even though you may or may not have applied what you know?)

Topic	A lot	Some	A little	None
Safe handling and proper use of firearms				
Firearms Safety and licensing requirements for pheasant hunting				
Upland bird season dates and legal shooting hours				
Upland bird biology , behavior, life cycle				
Habitat and the role it plays in upland bird populations				
Conservation organizations and their role in upland bird habitat conservation				
How to locate public upland bird hunting lands using printed and on-line tools				
Minnesota Trespass Law and how to seek permission to hunt private lands				
How to assess a piece of upland bird habitat and form a plan for hunting it				
Upland bird hunting strategies				
Upland bird hunting equipment knowledge including; the selection and safe use of a suitable firearm, ammunition, blaze orange clothing requirements, clothing and footwear selection, etc.				
Proper wingshooting technique				

Topic	A lot	Some	A little	None
Upland bird hunting dog breeds and their characteristics				
Field dressing and care of gamebirds				

2. How confident do you currently feel in your **skills** related to the following topics?

Topic	Very confident	Confident	Somewhat confident	Not at all confident
Safe and effective use of a firearm				
Planning a hunt				
Selecting the proper clothing and equipment				
Locating public hunting areas				
Choosing a dog breed for upland bird hunting				
Hunting dog training and handling				
Wingshooting				
Field dressing a gamebird				

3. How confident are you in the skills you learned to now be able to go upland bird hunting?

- Very confident
- Confident
- Not very confident
- Not all confident

4. Now that you have participated in this program how would you rate your level of knowledge and skills related to upland bird hunting?

- Very high
- High
- Moderate
- Low
- Very Low

5. Are there ways this program could better help you learn any of the above knowledge/skills? If so, please specify what help you would need.

6. Are there any additional hunting knowledge/skills that you would like to have learned? If so, what are they?

7. Do you have any other suggestions on how we might improve this program?

Background Data:

Name:

*Please note: Your responses will be kept **confidential** and only be used for administrative and program improvement purposes.*

FLY-FISHING REVERSE MENTORING PROGRAM



Outdoor Recreation Adoption Model Stage: Continuation with Support or Reactivation

Target audience: Adults

Goal: To increase the avidity of an older existing angler or hunter or reactivate an older fly angler who has lapsed but still identifies with the activities.

Suggested number of participants: Dependent on number of volunteer mentors

Program length: Variable

Volunteer needs: Dependent on number of mentees targeted

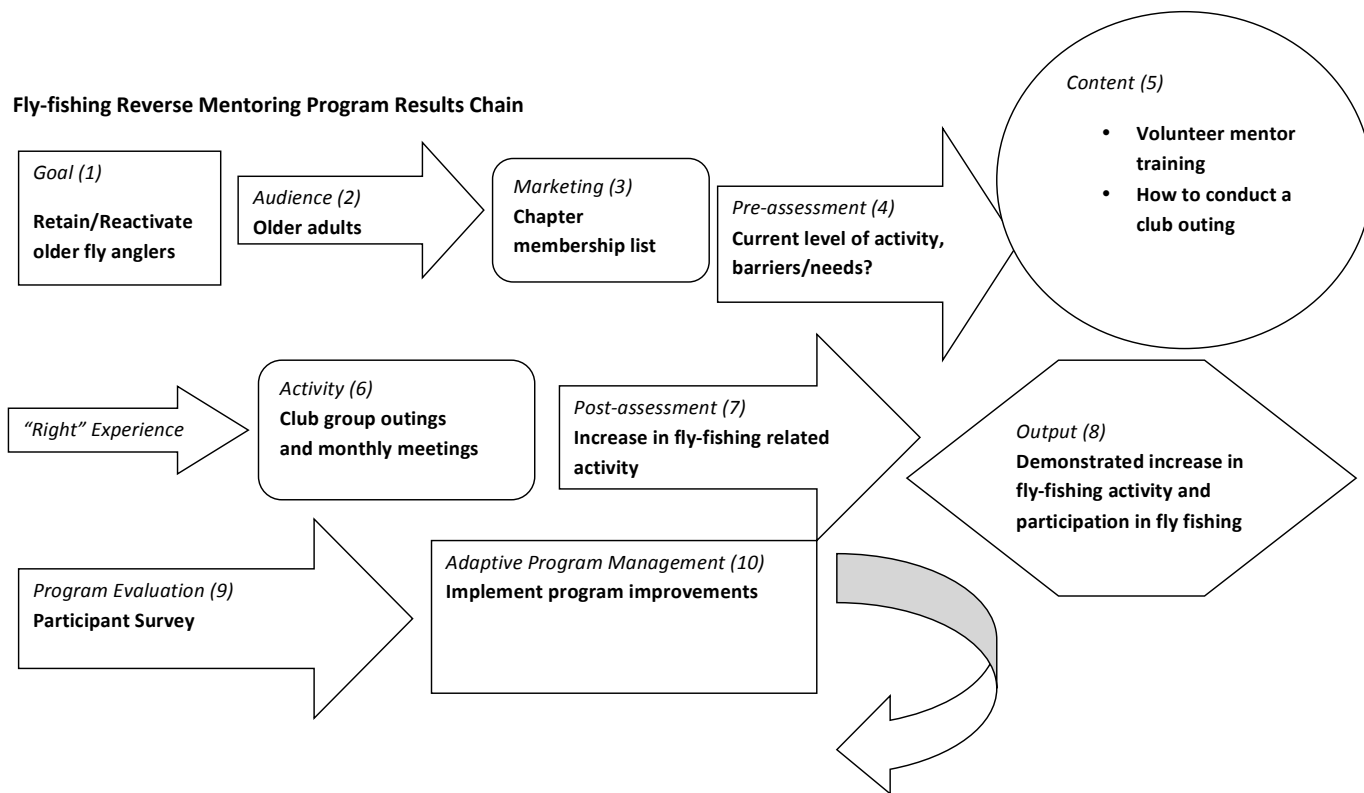
Site needs: Location for monthly club meetings and fly-tying sessions, lakes, rivers, streams

Course fee: No charge

Connections: Local chapters of Federation of Fly Fishermen, Trout Unlimited, Lake Superior Steelhead Association, Smallmouth Bass Alliance and other fly-fishing related clubs.

Notes: A simple “ask” to go fishing or hunting from a younger family member or friend directed toward an older family member or friend that has decreased their avidity or lapsed from the activities altogether can be one of the most effective tools in angler and hunter retention and reactivation.

Fly-fishing Reverse Mentoring Program Results Chain



1) Goals:

- A) To increase fly-fishing activity amongst existing older members of the fly-fishing club.
- B) To reactivate older individuals who were once fly anglers and members of the fly-fishing club.
- C) To maintain or increase the fly-fishing clubs membership base.

2) Audience: Older current and lapsed members of the fly-fishing club.

3) Marketing: Announce at monthly meetings, promote through newsletter, phone solicitation, email notification.

4) Pre-assessment: establish why fly-fishing activity and club participation levels have decreased. (See pre-assessment tool.)

5) Content: Learning objectives of volunteer mentor training. (See Outline.)

6) Activity: Design and delivery of pre-planned outings and monthly tying sessions.

7) Post-assessment: Measure increases in fly-fishing activity and participation in club meetings. (See post-assessment tool.)

8) Outputs: Documentation of assessment results and observation of demonstrated increase in participation or reactivation into fly-fishing and the fly-fishing club.

9) Program evaluation: Track participants license buying habits using Electronic License System. Consider periodic participant surveys to gain insight into why some students continue fly-fishing and active participation in the fly-fishing club while others drop out.

10) Adaptive Program Management: Use findings from program assessment to adapt program to better meet the needs of the participants and achieve program goals.

Fly-Fishing Reverse Mentoring Program Project Outline

- Participants (older active and lapsed club members).
- Volunteer fishing buddy mentors (younger active club members).
- Eight organized club fishing outings per year and once a month club meetings.
- Club outing sites: Local area lakes and rivers with preference for easy access.
- Club meeting site: Local establishments meeting room.
- Communication: Send project notifications and invitations for mentors and participants in club newsletters, word of mouth at monthly club fly tying/meeting sessions, and personal invites.

Volunteer Mentor Recruitment and Training:

- Identify younger club mentors that will commit to serving as an on call foster fishing buddy for older club members who have reduced their activity or who have lapsed from the club and fishing.
- Perform criminal background check on all mentors
- Provide Red Cross CPR/AED training for mentors
- Work with MN DNR Mentor Program Coordinator to provide 4-hour basic mentor training

Basic Club Outing:

Prior to outing:

- Research ideal fishing locations: Good fishing, plenty of parking, picnic area, bathrooms, easy access, easy wading
- Create outing schedule: Send reminder e-mail with schedule, directions, and information;
- Assign outing volunteer cooks purchase food

Day of Outings:

11:00 a.m. - Volunteer cooks arrive early with food and start cooking and preparing for lunch

12-Noon - Participants arrive at river/lake, lunch site and eat lunch as a group

1:00 p.m. - Volunteer cooks with help from volunteer mentors clean lunch site up and work with participants to prepare for days fishing

1:30 p.m. - Conclusion Volunteer mentors and participants spend the day fishing and enjoying each other's company

Monthly Club Meetings:

- Meetings held first Thursday of every month in a meeting room of a local establishment
- Week prior to meeting - Volunteer mentor contact participant and offer to pick them up and take them to upcoming club meeting
- Night of meeting pick up and attend meeting, tie flies, tell fishing stories and return them home

Reverse Mentoring Pre-Program Questionnaire

Thank you for participating in the Fly-fishing Club Buddy Program. Prior to beginning this program, we have a few questions to ask you that will help us learn from and improve this program over time. We will also be asking you similar questions at the end of this program. Thanks in advance for your assistance.

Current level of fly-fishing club activity

1. How many Fly-fishing Club monthly meetings have you attended in the past 12 months? _____
2. How many Fly-fishing Club fishing outings have you participated in the past 12 months? _____

3. How much have the following factors affected how often you have participated in a Fly-fishing Club meeting or fishing outing in the last 12 months?

Factors	A lot	Some	A little	None
Health related issues				
Having to care for a spouse or significant other				
Lack of transportation				
Lack of a fishing buddy or friend to go with				
Can't afford it				
Lack of free time				
Work or family obligations				
Mobility issues and difficulty wading or getting in and out of boats				
Quality local fishing opportunities				
Lack of interest in fly-fishing				

4. Prior to participating in this program how would you rate your level of interest in fly-fishing and participating in Fly-fishing Club outings and activities?

- Very high
- High
- Moderate
- Low
- Very Low

5. How important do you think this program will be in increasing the number of times you fly fish and your enjoyment of fly-fishing?

- Very important
- Important
- Somewhat important
- Not important

Background Data:

Name:

*Please note: Your responses will be kept **confidential** and only be used for administrative and program improvement purposes.*

Reverse Mentoring Post-Program Questionnaire

Thank you for participating in the Fly-fishing Club Buddy Program. Now that you have taken part in this program, we have a few questions to ask you that will help us learn from and improve this program over time. Thanks in advance for your assistance.

Current level of fly-fishing club activity

1. How many Fly-fishing Club monthly meetings have you attended in the past 12 months? _____
2. How many Fly-fishing Club fishing outings have you participated in the past 12 months? _____

3. How much have the following factors affected how often you have participated in a Fly-fishing Club meeting or fishing outing in the last 12 months?

Topic	A lot	Some	A little	None
Being contacted by a club member and asked to go to a club fishing outing				
Being invited by a club member and asked to join them for the monthly club meeting/fly tying session?				
Having a club member offer to drive to outings and club meetings?				
Having club members provide lunches and social gatherings at club fishing outings?				
Holding club fishing outings at sites where there is easy wading and easy access to the stream or lake?				
Being invited and included in group trips to high-quality fishing destinations?				
Having specialized gear like stable fly-fishing boats and species specific tackle and flies provided for your use?				
The camaraderie and friendship on your fellow club members?				
The opportunity to pass your skills and knowledge on to younger or less experienced club members				

4. After participating in this program how would you rate your interest in fly-fishing and Fly-fishing Club outings and monthly meetings?

- Very high
- High
- Low
- Very Low

5. How important was this program to increasing how often you fly fished and your enjoyment of fly-fishing?

- Very important
- Important
- Somewhat important
- Not important

6. Are there ways this program could better help you stay active in the Fly-fishing Club and increase you fly-fishing activity level and enjoyment? If so, please specify what we could do to improve the program.

Background Data:

Name:

*Please note: Your responses will be kept **confidential** and only be used for administrative and program improvement purposes.*

INTRODUCTION TO FISHING CLINIC



Outdoor Recreation Adoption Model Stage: Awareness and Interest with limited Trial

Target audience: Youth and families with little or no fishing experience.

Goal: To create greater awareness about fishing and fishing opportunities.

Suggested number of participants: 20 with one chaperone for every five participants

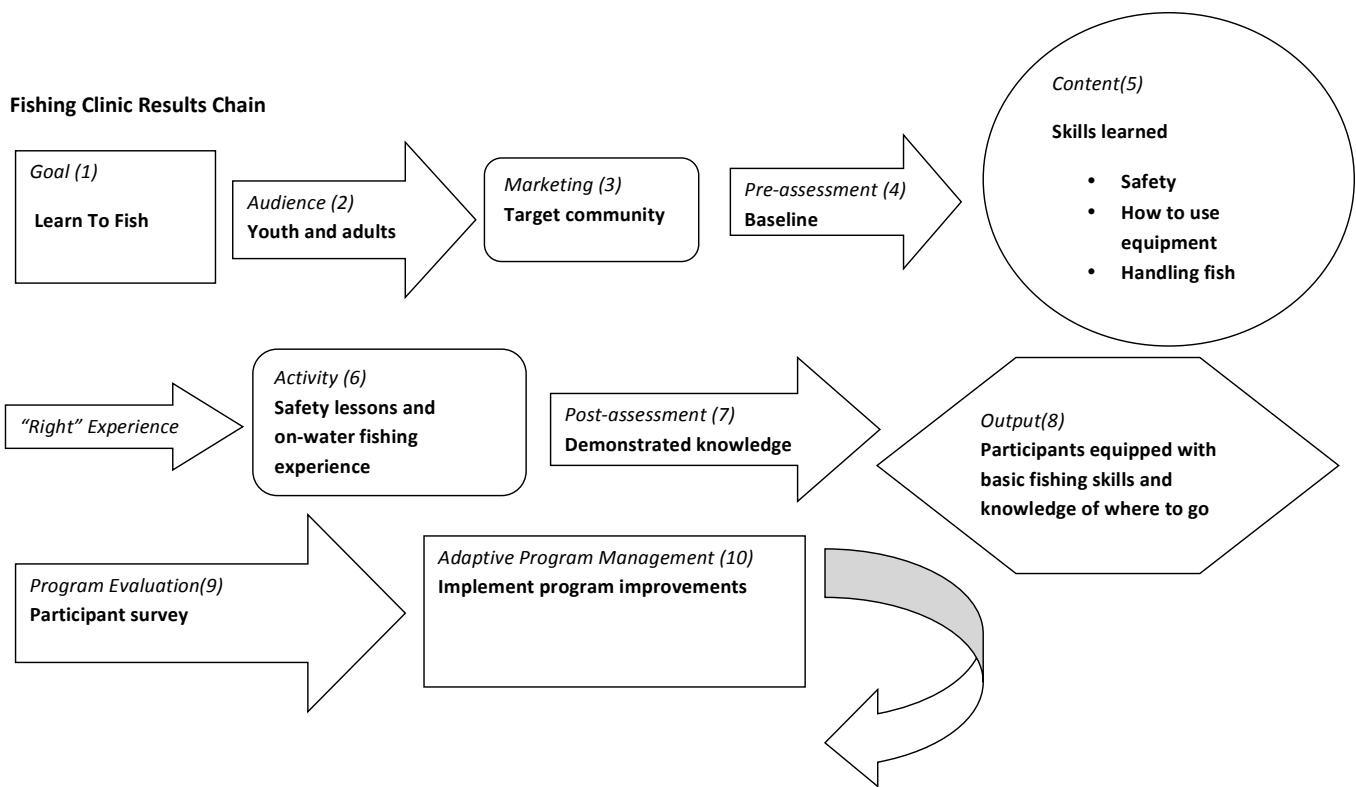
Program length: 2 hours

Volunteer needs: Four

Site needs: Indoor/outdoor space for group lessons, productive fishing location (pier, shoreline, pontoons), bathrooms, safety equipment, fishing equipment.

Course fee: Typically no charge

Connections: MN DNR MinnAqua Program, MN DNR Fishing in the Neighborhood (FiN), MN State Parks, Fishing for Life, School of Fish, Becoming an Outdoors Woman, Three Rivers Park District Fishing Camps.



1) Goal: To move participants from a point of little or no skills or knowledge related to fishing to a point where they have greater skills, knowledge and an interest in fishing again in the future.

2) Audience: Target no experience or low skill level anglers.

3) Marketing: Market in local community newspapers, community education, etc. . . . Use motivation of getting youth outdoors and having fun.

4) Pre-assessment: establish baseline knowledge about subjects to be covered in activity. (See assessment tools.)

5) Content: Learning objectives of program sessions. (See outline.)

6) Activity: Trial experience on the water with supervision of volunteers.

7) Post-assessment: determine growth in skills, knowledge, and interest in fishing again. (See assessment tools.)

8) Outputs: Documentation of assessment results and observation of demonstrated skills that show participants have increased interest in angling.

9) Program evaluation: Track participants license buying habits. Consider periodic participant surveys to gain insight into why some students continue fishing while others drop out.

10) Adaptive Program Management: Use findings from program assessment to adapt program to better meet the needs of the participants and achieve program goals.

Introduction to Fishing Outline

- 20 participants/1 lead instructor/3 volunteer or staff chaperones
- 2 hours of instruction (longer period required for more in-depth lessons, additional topics or stations)
- Fishing sites: Community lake, park, FiN pond, etc.

1) When: (Classroom – shelter preferred, but can be held at water’s edge)

- Fishing Regulations and best times to go fishing. (materials – lake map, lake reports, regulations booklets, fish pillows/photos/DNR website/ID books)
Learning Objective 1) Student will gather information on a specific lake and the types of fish they want to catch on a trip to that lake, including:
 - a map of the lake
 - a fish species inhabiting the lake
 - that fish species’ diet
 - relevant fishing regulations (such as open fishing season and catch limits) for that fish
 - the location of a fishing pier or public access

2) Where: (Classroom)

- Best places to go fishing. (Fishing in the Neighborhood booklet/website, lake maps)
LO 2) Students will demonstrate ability to identify and locate potential public fishing locations using available printed and on-line tools

3) What you need: (Classroom)

- Basic Equipment Selection (demonstration and discussion of equipment available)
 - rods and reels
 - basic tackle
LO 3) Students will be able to identify various pieces of fishing equipment and describe the function of each.
LO 4) Students will be able to select tackle appropriate for catching a particular type of fish.

4) How to do it: (Pier, Boat or Shoreline)

- Choosing a specific location to fish (structure, time of day considerations, etc.)
- Casting
 - Safety considerations (demonstrate proper use)
- Water safety

LO 5) Students will demonstrate the ability to cast the fishing rigs.

LO 6) Students will practice safe behavior on and around the water and know how to respond to water emergencies.

5) Who can help you learn? (Classroom)

- Existing family member or friend that fishes.
- MN DNR MinnAqua Program, MN DNR Fishing in the Neighborhood (FiN), I Can Fish – MN State Parks, Fishing for Life, School of Fish, Becoming an Outdoors Woman, Three Rivers Park District Fishing Camps
- Local sportsman’s clubs

LO 7) Students will demonstrate ability to identify potential sources for mentors and social support networks.

6) Do It: (Pier, Boat or Shoreline)

- Guided fishing time on the water.
- Handling fish
 - safety, catch and release, photos

LO 8) Students will participate in fishing.

LO 9) Students will demonstrate safe handling of fishing rigs and fish.

Additional Considerations and Resources:

Before Program

- Decide on a date, time and activities. Confirm location is safe, has space and potential for fishing success, etc.
- Email a confirmation letter, program agenda and any other appropriate information to participants.
- Inventory supplies to ensure that you have what you will need for the program.
- Ask volunteers to arrive early to assist with set up.

Day of the program

- Pack equipment and materials into vehicle.
- Allow plenty of time to arrive at your program site to set up and touch base with sponsor before the program begins.
- Introduce yourself to program sponsor or leader and review the schedule and logistics for the day.
- Unpack and set up equipment and materials
- Deliver the program.
- Wrap up and thank participants and sponsor.
- Clean-up equipment.
- Return home, unpack equipment, clean gear and restock materials as needed

Tips when taking out new anglers:

- Fishing is fun if you keep it simple. Take kids to a place where they can experience a lot of action. A lake that is loaded with panfish is an easy place to start. In the Twin Cities Metro Area, check out *Fishing in the Neighborhood* on the MN DNR website. These lakes have good shore fishing and piers with many bluegill, sunfish and small bass. In the rest of Minnesota, check out *Lake Finder* on the MN DNR website.
- State Parks offer free fishing opportunities throughout the open water season and many have loaner equipment. Parks offer weekly fishing instruction at the *I Can Fish!* programs hosted weekly at many state parks across Minnesota. Check the DNR events calendar for dates and times.
- With minimal gear – a spinning rod, reel, line, a bobber, a hook and a container full of worms – you’ll find schools of sunfish around fishing piers. Check out the *Plan Your Trip* link on the MN DNR’s *Take A Kid Fishing* web page.
- Remember your camera so you can take lots of pictures!
- Bring snacks, water bug spray and sunscreen.
- Be sure to make some mention of why we’re doing all this (declining participation in outdoor nature-based recreation and the relationship of that to future resource stewardship, nature deficit disorder, obesity epidemic, etc.).

Introduction to Fishing Clinic Evaluation

Due to the short length of program and one-time nature of basic fishing clinics, evaluation becomes more challenging and needs to be simpler than longer contact programs. Ability to acquire data can be difficult and also complicated by data privacy issues. Given those challenges, below is a variety of options to assess individual and program success that can be adapted to fit your program's needs and constraints.

Pre-assessment of individuals:

- Create pre-assessment as part of registration to gather demographic data and past fishing experience.
- At beginning of clinic, ask everyone to raise their hand if they have ever fished before. Record numbers.

Post-assessment of individuals:

- At end of clinic, ask individuals to demonstrate by raising hands, how many are interested in going fishing again. Record numbers.
- Percentage of participants who demonstrate increased angling proficiency following the clinic, as evaluated by clinic leaders.
- Percentage of participants who said they plan to come back to the event location at a later date with family member or friend.
- Survey participants at a later date to see how many report going fishing since event and how many times.

Program assessment:

- Tally number of fishing programs delivered and number of participants.
- Track number of inquiries about event (phone calls, e-mails).
- Track related costs and hours needed to develop, train and deliver clinics.
- Use demographic data to determine if priority audience was reached.
- Survey volunteers/clinic leaders to assess if they feel well-supported and prepared to facilitate clinic.
- Percentage of clinics that include relevant links to community natural resources (watershed, water quality, habitat management, individual impacts to environment, etc.).

FISHING DAUGHTERS CLUB



Tom Thullen

Outdoor Recreation Adoption Model Stage: Trial and Continuation with Support

Target audience: Youth and Parents with previous interest in fishing

Goal: To take female anglers to a level of continuing to angle without support

Suggested number of participants: 12-20 girls with one adult for every three to four participants

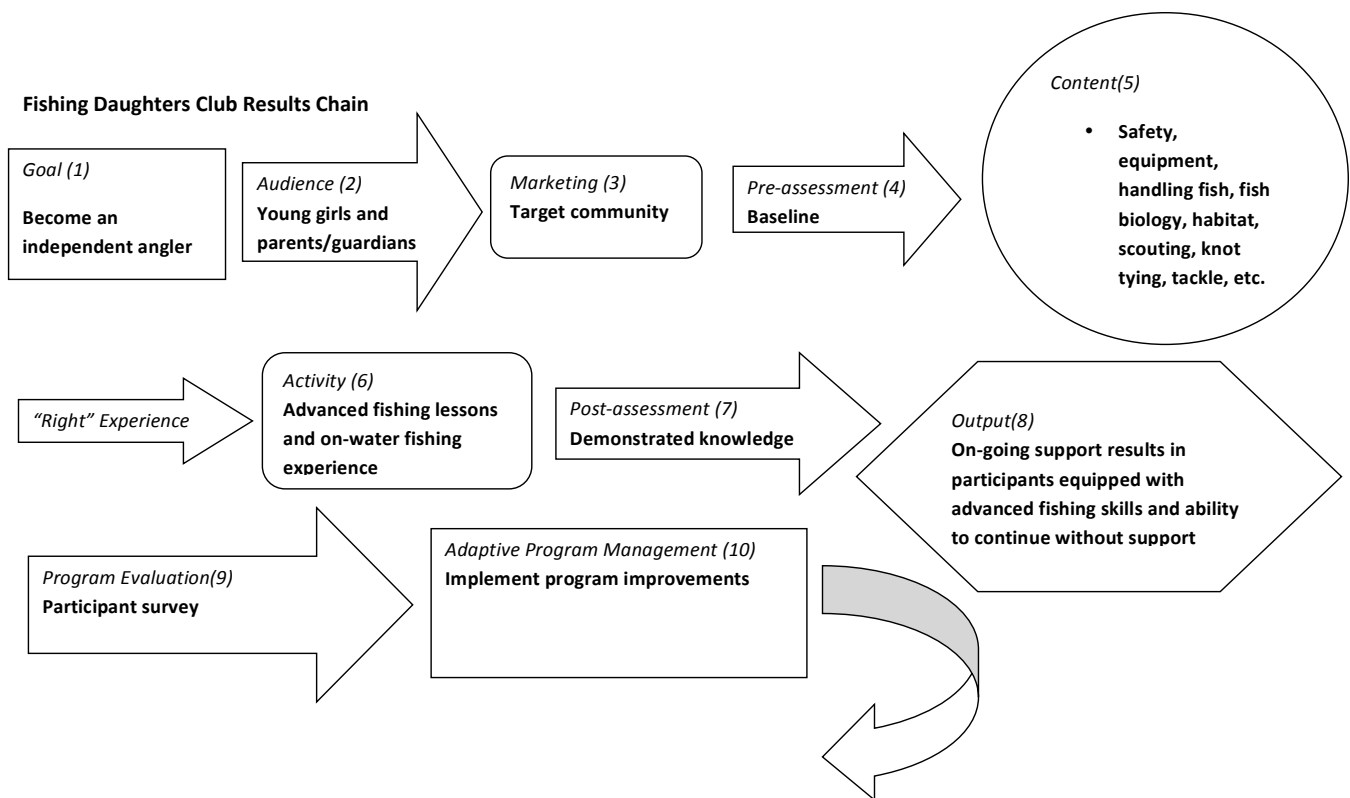
Program length: 3 hours, five to six times a summer, over a period of multiple years

Volunteer needs: Three to six adults

Site needs: productive fishing location with pier or shore fishing options or three to six boats, access to bathrooms, safety equipment, fishing equipment, outdoor space for group lessons and snack time, enough parking for boats and trailers, snacks and prizes.

Course fee: \$10 per family per event

Connections: MN DNR MinnAqua Program, Becoming an Outdoors Woman, Fishing Camps



- 1) **Goal:** To move participants from a point of interest and awareness in fishing with on-going support to a point where they have skills, knowledge and an interest in fishing on their own.
- 2) **Audience:** Girls and their parents/guardians that are interested in on-going fishing.
- 3) **Marketing:** Market in local community newspapers, community education, schools, etc. Use motivation of getting youth outdoors and having fun.
- 4) **Pre-assessment:** Establish baseline knowledge about subjects to be covered in activity. (See pre-assessment tool.)
- 5) **Content:** Learning objectives of program sessions. (See Outline.)
- 6) **Activity:** Regular fishing outings on the water with on-going support of volunteers.
- 7) **Post-assessment:** Determine growth in skills, knowledge, and interest in fishing again. (See post-assessment tool.)
- 8) **Outputs:** Documentation of assessment results and observation of demonstrated skills that show participants have increased skills in angling.
- 9) **Program evaluation:** Track participants license buying habits. Consider periodic participant surveys to gain insight into why some students continue fishing while others drop out.
- 10) **Adaptive Program Management:** Use findings from program assessment to adapt program to better meet the needs of the participants and achieve program goals.

Fishing Daughters Club

Fun evenings for girls and dads, moms or guardians to spend quality time on the water fishing with their daughters!



Cost is \$10/family per event to cover prizes and refreshments.

South Center Lake – Sunday, June 5, 2 p.m. - 5 p.m.

DNR access, west of end lake. This lake is just south of Hwy. 8 in Lindstrom. Access is off of Cty. Rd. 25 and then east on 295th Street.

St. Croix River, South of Afton – Wednesday, June 22, 6 p.m. - 9 p.m.

St. Croix Bluffs Regional Park (Washington Cty. permit required). From I-94, exit at State Highway 95 / Manning Avenue and go south to Cy Rd 76 (90th Street South). Turn left (east) onto Cty Rd 76. Go to Cty Rd 21 and turn right (south). Turn left into the park.

Big Marine Lake – Wednesday, August 10, 5:30 p.m. – 8:30 p.m.

Big Marine Park Reserve (Washington Cty. permit required). Located on Manning Trail (Cty Rd15); 1/2 mile north of 170th Street (Cty Rd 4)

Pre-registration required - Contact Jeff Ledermann at e-mail or 651-XXX-XXXX

Fishing Daughters Club Information and Rules

1. It's for the girls – parents/guardians can fish, but the focus should be on helping the girls have fun and hopefully catching fish.
2. Cost - \$10 per boat or family per event. Please bring your money the night of the event before blast-off. Money is used for snacks, refreshments and prizes.
3. You don't have to have a boat. Fishing from shore is great, but we will try to get everyone in a boat. Please let Jason know if you don't have a boat. For those with boats, please let Jason know if you have room for others in your boat.
4. All DNR rules apply – check the state regulations if you have questions.
5. Life jackets - must be worn by all when large gas motors are in operation. State law requires that all kids under 10 must wear lifejackets at all times while in a boat.
6. Live bait is okay – whatever it takes (within the rules, of course) for the girls to catch fish!
7. Keeping and eating fish – Everyone likes a few fish for a meal from time to time, but catch and release is strongly encouraged, especially for larger fish. (Especially for young girls - watch that mercury intake!)
8. Prizes – will be awarded for the biggest fish caught by girls each night. Sorry parents, no prizes for fish you catch.
9. Big fish – Determined by weight, any species. Livewells are ideal (an old cooler with a cheap aerator from Fleet Farm works great), but if you don't have a livewell and want to release a big fish, measure the length to the nearest ¼ inch and take a photo. For those with livewells or stringers if eating, bring fish back to access at break or at end for weigh-ins on the Commissioner's "official scale." Final determinations and prizes are at the discretion of the Commissioner.
10. Basic Schedule – Arrive early (plan on getting to the access about 30 minutes before scheduled fishing time!) so we can all be in the water and "blast off" at the stated starting time. For the start of the evening, we like to have parents and their daughters fish together. After 90 minutes, we'll rendezvous back at the access or a park, have snacks and refreshments, cover angling skills, measure any fish and swap fish stories for about 30 minutes. Then for the last hour, if the girls wanted to mix it up and fish with friends, etc., we could arrange that. At the designated end time, we'll all meet back at the access, load up, weigh fish, announce big fish winners, give out prizes and head home.
11. Bad weather – If the weather is looking really bad (major thunderstorms) day of event, Jason will make the call by 3 p.m. and notify everyone by phone or e-mail (get him contacts if you haven't yet). If on the water and lightning is in the area, get off the lake!

Fishing Daughters Club Outline

- 20 participants (youth and adults)/1 coordinator (Club President)/3 volunteer guides

- 3 hour events, 5-6 times a year

- Fishing sites: Community lakes with parks and accesses.

- Communication – Send club notifications throughout community: community education newsletters and elementary parent newsletters, school clubs, post at nature areas, bait shops, articles and calendar of events in local newspapers, word of mouth at youth and school events (soccer, music contests, etc.), personal invites to friends

- Lessons are completed over several events (one lesson per outing), with the rest of the time spent on the water fishing and applying new knowledge.

Basic Club Event Schedule:

Prior to event: research ideal fishing locations (good fishing, plenty of parking, picnic area, bathrooms), create summer event schedule, create spreadsheet of participants at each event and contact information (if fishing from boats, note those with and without boats); a few days before send reminder e-mail with schedule, directions, rules and information; purchase snacks and prizes.

Day of Event:

5:30 p.m. - 6 p.m. – Coordinator arrive early with snacks and prizes and participant check list. Participants arrive at lake, launch boats, meet participants and assign non-boat owners to boats, general welcome and last minute instructions.

6 p.m. - 7:15 p.m. – Participants spend time learning angling skills while on the water. Start with simple skills and target easy to catch fish, such as bluegills and crappies.

7:15 p.m. - 7:45 p.m. – Gather at picnic area or access for evening's angling lesson, snacks and to share tips and stories.

7:45 p.m. - 9 p.m. – On the water for late evening bite, target bigger fish for anglers with advanced skills.

9 p.m. - Gather at access for weigh-in, distribute prizes, review event lessons and reminder of next event.

Fishing Daughters Club Lessons (suggested list)

Fishing regulations (regulations booklets, fish pillows/photos/DNR website/ID books)

Learning Objective: Students will know relevant fishing regulations (such as open fishing season and catch limits) for that fish.

Best places to go fishing (lake maps, Fishing in the Neighborhood booklet/website)

Learning Objective: Students will demonstrate ability to identify and locate potential fishing locations using available printed and on-line tools.

Water safety

Learning Objective: Students will practice safe behavior on and around the water and know how to respond to water emergencies.

Knot tying

Learning Objective: Students will demonstrate ability to tie an improved clinch knot or other basic fishing knots.

Basic and Advanced Equipment Use (demonstration and discussion of equipment available)

- Rods and reels

Learning Objective: Students will be able to identify various pieces of fishing equipment and describe the function of each.

Casting (practice on shore and on water)

- Safety considerations (demonstrate proper use)

Learning Objective: Students will demonstrate the ability to cast the fishing rigs.

Fish biology - identification, adaptations, life cycle, diet, habitat

Learning Objective: Students will recognize external characteristics used to identify fish and be able to name most common game fish in Minnesota.

Choosing a specific location to fish (structure, time of day considerations, etc.)

Learning Objective: Students will be able to identify likely places of structure on the body of water and what could be caught, when and how.

Presentations- basic tackle

Learning Objective: Students will be able to select tackle appropriate for catching a particular type of fish.

Guided fishing time on the water.

Learning Objective: Students will participate in fishing.

Boat operation and handling, including electronics and trolling motor

Learning Objective: Students will demonstrate the ability to operate boat, motor and other equipment.

Handling fish - safety, catch and release, photos

Learning Objective: Students will demonstrate safe handling of fishing rigs and fish.

Fishing Daughters Club
Pre-Learning Assessment*





























Please answer the following questions.

1. Approximately how many times have YOU been fishing before today? **Circle your answer.**

- a. Never b. 1 - 2 times c. 3 -5 times d. 6 - 9 times e. 10 or more times

How strongly do you **AGREE** with these statements?

Directions: Read the sentence on each line below. Then **circle the face** that shows your opinion!

	I do not agree.	I might agree.	I probably agree.	I definitely agree.
2. I have the skills and knowledge I need to go fishing on my own.				
3. I know at least three (3) people who would go fishing with me.				
4. I can think of places to go fishing that aren't too far from where I live.				
5. I believe that my actions make a difference in whether aquatic habitat is conserved or harmed.				
6. I would volunteer my time to help take care of streams, lakes, rivers, and wetlands in Minnesota.				
7. I can explain to a friend why fishing regulations are important.				
8. I am confident that I can tie a fishing knot without any help.				

9. At **what age** are youth required to purchase a **Minnesota Fishing License** before they can go fishing?

Circle your answer.

- a. 13
- b. 14
- c. 15
- d. 16

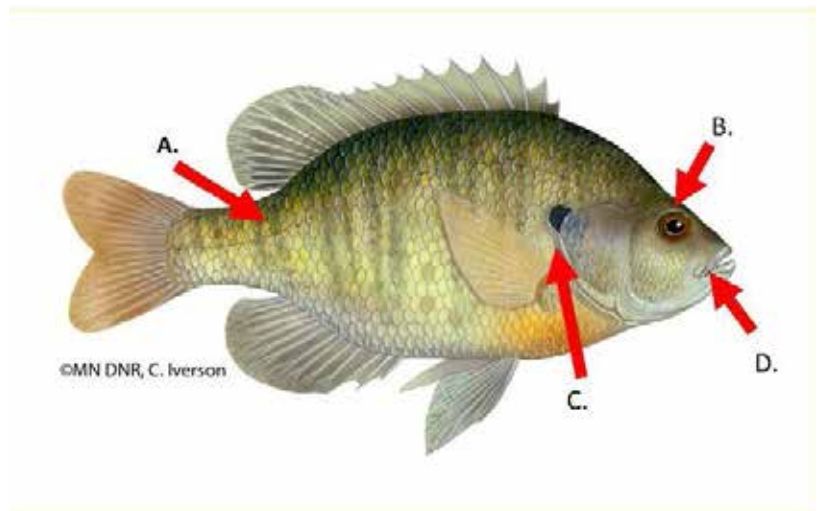
10. How many times do you plan to go fishing in the next six (6) months?

- a. Not at all
- b. 1-2 times
- c. 3-5 times
- d. 6-9 times
- e. 10 or more times

11. Look at the picture (right).

Where on a fish's body would you find **fluid-filled tubes that detect motion and sound waves in the water?**

- a. A
- b. B
- c. C
- d. D



12. What is the name of the fish in the question above?

- a. Crappie
- b. Bluegill
- c. Largemouth bass
- d. Common carp

13. On the line below, describe something you can do to **prevent getting injured by a fishing hook.**

14. Which creature is **most likely to spread aquatic invasive species**, such as zebra mussels, from one lake to the next?
- a. Ducks
 - b. Turtles
 - c. Humans
 - d. Fish
15. After being caught, a fish has a **better chance of surviving** after you release it *when you do this*:
- a. Wet your hands before touching the fish
 - b. Pick up the fish by its lower jaw
 - c. Feel with your finger under the gill cover to find and remove the hook
 - d. Use your foot to keep the fish from flopping around on the ground or dock
16. The biggest **difference between a spinning reel and a baitcasting reel is that on a spinning reel the line comes off the end of the spool and with a baitcasting reel the spool spins as the line comes out.**
- a. True
 - b. False
17. Look at the pictures of knots below.
Circle each knot **you are able to correctly tie on your own**, without instructions.



Improved Clinch



Nail Knot



Perfection Loop



























Surgeon's Knot

How strongly do you **AGREE** with these statements?

Directions:

Read the sentence on each line below. Then **circle the face** that shows your opinion.

	I do not agree.	I might agree.	I probably agree.	I definitely agree.
18. I think of myself as an angler .				
19. I plan to buy an Angling (Fishing) License next year (<i>or</i> , for youth: I plan to buy a license when I am 18 years old).				
20. The MN DNR does a good job of making sure that fish populations are healthy enough to give everyone in Minnesota a chance to enjoy fishing.				
21. Without my participation in Fishing Daughters Club , I would have learned how to fish anyway.				
22. I know where to find information that will answer my fishing questions or make me a better angler.				
23. I think I would like to show friends or family members how to fish .				

Thank you for completing the pre-learning assessment!

Your answers will help know how the Fishing Daughters Club meets its objectives. Then we can make changes to improve the event in the future!

*Assessment adopted from 2015 Beginners Fly-Fishing Weekend Pre-Learning Assessment – Deb Groebner, MNDNR





























Fishing Daughters Club
Post-Learning Assessment*

Please answer the following questions.

1. Approximately how many times have YOU been fishing before today? **Circle your answer.**
 a. Never b. 1 - 2 times c. 3 -5 times d. 6 – 9 times e. 10 or more times

How strongly do you AGREE with these statements?

Directions: Read the sentence on each line below. Then **circle the face** that shows your opinion!

	I do not agree.	I might agree.	I probably agree.	I definitely agree.
2. I have the skills and knowledge I need to go fishing on my own.				
3. I know at least three (3) people who would go fishing with me.				
4. I can think of places to go fishing that aren't too far from where I live				
5. I believe that my actions make a difference in whether aquatic habitat is conserved or harmed.				
6. I would volunteer my time to help take care of streams, lakes, rivers, and wetlands in Minnesota.				
7. I can explain to a friend why fishing regulations are important.				
8. I am confident that I can tie a fishing knot without any help.				

9. At **what age** are youth required to purchase a **Minnesota Fishing License** before they can go fishing?

Circle your answer.

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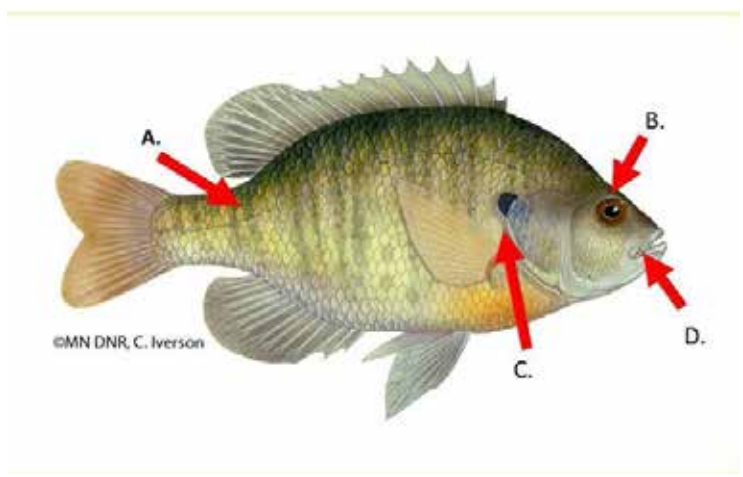
10. How many times do you plan to go fishing in the next six (6) months?

- a. Not at all
- b. 1-2 times
- c. 3-5 times
- d. 6-9 times
- e. 10 or more times

11. *Look at the picture (right).*

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- e.

16. The biggest **difference between a spinning reel and a baitcasting reel is that on a spinning reels the line comes off the end of the spool and with a baitcasting reel the spool spins as the line comes out.**

- a. True
- b. False

17. *Look at the pictures of knots below.*

Circle each knot **you are able to correctly tie on your own**, without instructions.



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22. I know where to find information that will answer my fishing questions or make me a better angler.				
23. I think I would like to show friends or family members how to fish .				

Thank you for completing the post-learning assessment!

Your answers will help know how the Fishing Daughters Club meets its objectives. Then we can make changes to improve the event in the future!

*Assessment adopted from 2015 Beginners Fly-Fishing Weekend Post-Learning Assessment – Deb Groebner, MNDNR

Minnesota Department of Natural Resources



Tom Thulen

On the surface, this toolkit is little more than a summary of who is hunting, who is fishing, who isn't doing either, and some advice on actions that may result in higher participation levels. However, deep down it's really about making Minnesota great.

Hunters and anglers have been an incredibly positive force for Minnesota. They have helped make Minnesota a great place to live by supporting rural economies, advancing natural resource conservation and funding the majority of the state's basic fish and wildlife management. That's huge.

And better yet, all of these positives occur naturally while spending time with friends, family or in the peace of one's own company.



Minnesota Department of Natural Resources
500 Lafayette Road
St. Paul, MN 55155-4040
888-646-6367 or 651-296-6157