ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE

SECTION 8

EO C324.03 – CATCH A FISH

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Check provincial fishing regulations prior to conducting a fishing activity; a provincial permit must be purchased if required.

Prepare examples of each fishing instrument in TP 2 to aid in the explanations and demonstrations.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce and orient the cadet to catching a fish.

Demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate constructing fishing instruments while providing an opportunity for the cadet to practice under supervision.

A practical activity was chosen for TP 4 as it is an interactive way to allow the cadets to practice fishing with constructed fishing instruments. This activity contributes to the development of their outdoor survival skills in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have attempted to catch a fish.

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IMPORTANCE

Fishing equipment is a common component in a survival kit. This equipment is used to catch fish in a survival situation. It is important for cadets to learn how to catch fish because fish are a valuable food source, containing protein, vitamins and fats. Knowing when, where and how to catch fish will be a key survival skill in the event a cadet becomes lost.

Teaching point 1 **Explain Fishing**

Time: 5 min Method: Interactive Lecture



Some cadets may have experience fishing, allow them to provide their personal experiences.

WHERE TO FISH

Fish constantly swim in bodies of water and can be found in locations where there is a food source. The location is affected by temperature and time of day.

Hot Weather. If it is a hot day and the water is low, fish will usually be found in deeper water where there is shade and it is cooler.

Cold Weather. In cold weather, fish choose a shallow area where the sun has warmed the water. Lake fish tend to keep to the edges, which are warmer.

Rivers. Fish are found in areas where a tributary feeds the mainstream with less flow, under shelter of banks, below rocks and under submerged logs. If a river is flooding, fish will stay where the water is not rushing – on the outside of a bend.

WHEN TO FISH

In the summer it is more likely to catch fish in the morning between first light and 1030 hours. They tend to hit better if the water is dead calm and the skies are clear.



Hit. Fish bite the bait or strike the bait.

In early spring, fish tend to feed during different hours of the day. As a general rule, leave lines out overnight and check them just before first light, some fish will feed at night during a full moon. If a storm is imminent, fish before it breaks. Fishing is poor in a river after heavy rain.

Signs that fish are feeding, and therefore likely to take the bait, are when they jump out of the water, or there are frequent clear ring ripples breaking out where fish are taking flies off the surface. Lots of little fish darting about may mean larger fish are pursuing.

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Arctic Alaska's Kiana Lodge. Retrieved April 11, 2008, from http://www.alaskasheefishing.com/alaska_fishing.htm

Figure 1 Fish Jumping



Ingram Publishing, by Ingram Publishing. Retrieved April 11, 2008, from http://www.jupiterimages.com/popup2.aspx?navigationSubType=itemdetails&itemID=22741844

Figure 2 Ripples on a Lake

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. If it is a hot day where would a person usually find fish?

Q2. In cold weather where can fish be found in a lake?

Q3. In the summer when would be the best time to go fishing?

ANTICIPATED ANSWERS

A1. If it is a hot day, fish will usually be found in deeper areas where the water is cooler.

A2. Lake fish tend to keep to the edges which are warmer.

A3. In the summer it is more likely to catch fish in the morning between first light and 1030 hours.

Teaching point 2 **Discuss Fishing**

Time: 5 min Method: Interactive Lecture



Discuss with cadets the materials that are required to go fishing and the different types of bait that can be used.

Some cadets may be experienced anglers, have them discuss their experiences and knowledge to encourage class participation during instruction.

FISHING TACKLE

Fishing tackle is a general term that refers to the equipment used to fish with. The following are some types of tackle required to fish when in a survival situation:

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Hook. Used to catch a fish, it is often found tied to the end of a fishing line. The hook is swallowed by a fish and impales the body allowing the angler to retrieve the fish.

Some commonly used hooks are skewers and shank hooks (made from bone, wood, or plastic) and safety pin hooks. Large hooks will catch large fish like salmon and pike. Small hooks will catch a range of sizes, but will also be able to catch small fish like perch, bass and trout.



Welcome to Fishing Reports, Copyright 1996–2006 by Fish Reports.net. Retrieved April 11, 2008, from http://www.fishreports.net/fishing-gear/images/fishing-hook.jpg

Figure 3 Fishing Hook



Cast. To throw out a fishing line into the water.

Line. A line is used to cast the hook into the water. When the fish is caught on the hook, the line allows the fisherman to retrieve the fish by pulling in the line. Lines can be made by twisting bark or cloth fibres together.



Although a line can be attached to a single pole it is more efficient to set multiple lines tied to the end of one or several long, straight branches. By sticking these poles into the ground, one can catch fish while attending to other chores.

Float. A float is a object that attaches to the fishing line and floats restricting the hook from resting on the bottom of the lake (eg, Styrofoam, plastic bottle, bobber, wood etc). The float should be easily seen from shore and identifies when a fish has taken the bait by bobbing in the water or moving about.

The float should be attached to the line where it will allow the bait to be suspended approximately 30 cm (12 inches) off of the bottom of the lake. The float's position will help control casting and where the line descends.

Weight. A weight is used to sink the hook. In a river, the current can cause the hook to float. By adding weights, the hook can trail in a deeper position. Weights can be made from anything heavy in comparison to the line and hook (pebbles, lead, wire, flat washer, nut or bolt).

Small weights between the float and the hook will stop the line from following a current while trailing. To obtain a deeper hook position, extend the line below the hook and attach weights to the end of the line.

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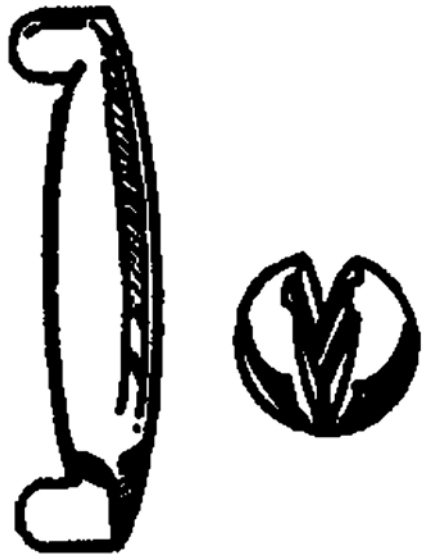

P. Tawrell, Camping and Wilderness Survival: The Ultimate Outdoors Book, Paul Tawrell (p. 16)

Figure 4 Weights

BAIT

Bait is what is used to lure fish to a hook. The bait increases the chances of catching a fish. Bait may be berries that hang over the water or insects that breed in and near the water. Scavenger fish will take pieces of meat, raw fish, ants and other insects. Using bait native to the fishes' water is most likely to be successful. If one type of bait is unsuccessful, change to another.

Once you have a catch, examine the stomach contents of the fish and eliminate the guess work as to diet.

Live. Worms, maggots, insects and small fish can be used as live bait. Cover the hook completely with the bait. You can place the hook through the meat part of a small fish without killing them, or through the body of a grasshopper. Their distressed movement in the water will attract the fish. Small fish are easy to catch, and can be used as bait to catch bigger fish.

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Discover Entomology, by C.D. Patrick, Grasshoppers and Their Control, Copyright 2008 by Texas A&M University Department of Entomology. Retrieved March 5, 2008, from http://insects.tamu.edu/extension/bulletins/l-5201.html

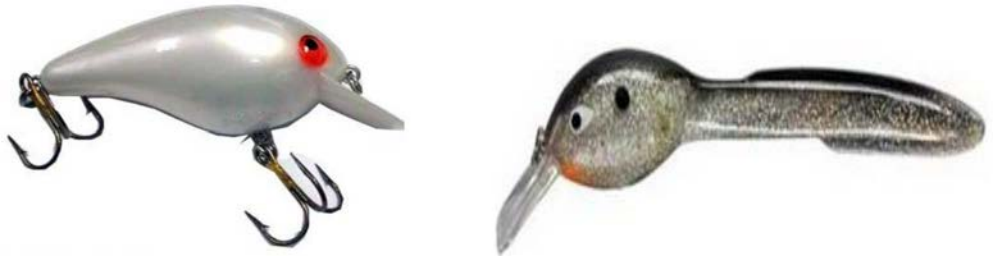
Figure 5 Grasshopper



Cheshire Wildlife Trust, Find Out About Earth Worms, Copyright 2004 by Cheshire Wildlife Trust. Retrieved March 5, 2008, from http://www.wildlifetrust.org.uk/cheshire/watch_earthworms.htm

Figure 6 Earth Worm

Lures. A lure is an object attached to the end of the fishing line and designed to resemble and move like prey. The purpose of the lure is to use movement, vibrations, and colour to catch the fish's attention and make them bite the hook. Lures are equipped with one or more single, double, or triple hooks that are used to hook fish when they attack the lure. Fishing with a hook and line is the common way of fishing. Hooks and lines are part of most survival kits. Hooks may also be constructed from wire, pins, bones, wood and even thorns.



Canadian Tire, Copyright 1997–2008 by Canadian Tire Corporation, Limited. Retrieved April 15, 2008, from http://www.canadiantire.ca/home.jsp

Figure 7 Fishing Lures

Berries. Wild berries that grow around the water's edge may be bait. When the wind blows over hanging trees drop berries into the water and fish will eat them. Baiting the line with the berries may increase the chances of catching a fish.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What materials can hooks be made from?

Q2. What are the types of fishing tackle?

Q3. What are the types of bait available?

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ANTICIPATED ANSWERS

A1. Hooks can be made from bone, wood, or plastic. (Answers may vary, keep an open mind of the possible solutions when accepting answers to this question.)

A2. The types of fishing tackle include hooks, line, floats and weights.

A3. The types of bait are live, lures and berries.

Teaching point 3 **Explain, Demonstrate and Have the Cadets Practice Constructing Fishing Instruments**

Time: 35 min Method: Demonstration and Performance



For this TP, it is recommended that instruction take the following format:

(1) Explain and demonstrate the complete skill while cadets observe.

(2) Explain and demonstrate each step required to complete the skill.

(3) Have the cadets practice the skill.

Note: Assistant instructors may be employed to monitor the cadets' performance.



Show the cadets how to exactly make and set up each instrument. Be thorough in the examples and demonstrations given. The cadets may experience difficulty making the automatic fishing rod.

HOOK AND LINE

A person does not require a rod to fish. Using just a hook and line is effective and usually in a survival kit. Initially, people may find that fishing with a hook and line is the most effective for a given water source. This technique is familiar to most people, takes little time and skill. The only disadvantage is that it often requires a sizable length of line or cordage and proper bait. Hooks for this instrument may be made of bone, wood, plastic or any other suitable materials.

Standard Hook. This hook is manufactured and fashioned in a factory made of metal and has an eye loop on one end with a sharp barb on the other end as seen in Figure 9. Tie the fishing line to the hook securely using an improved clinch knot (as illustrated in Figures 8 and 9.)

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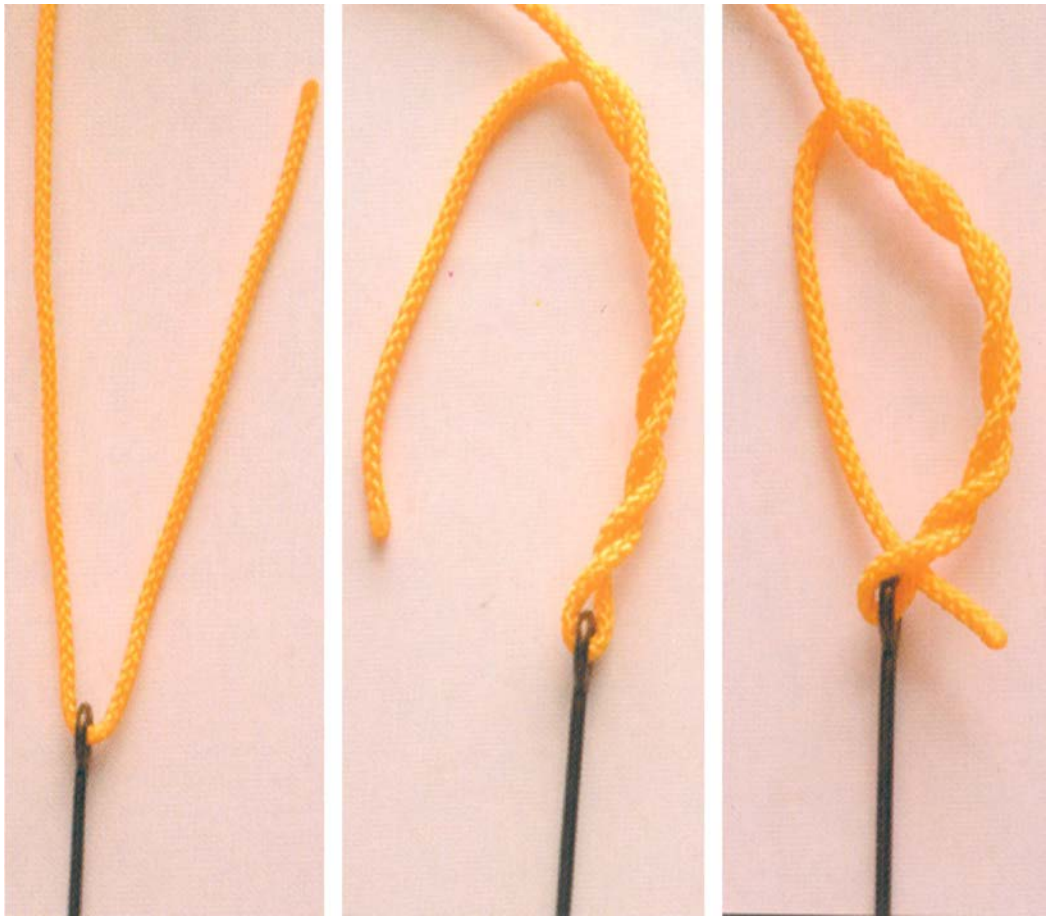
To make a clinch knot complete the following steps:

(1) Put the end of the line through the eye of the hook.

(2) Twist the short end a round the main part of the line three or four times.

(3) Tuck the end of the line back through the start of the twist.

(4) Pull tight (practice line may need a little coaxing and nylon a little lubrication).



D. Pawson, Pocket Guide to Knots and Splices, Chartwell Books, Inc. (p.158–159)

Figure 8 Clinch Knot Steps 1, 2 and 3

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D. Pawson, Pocket Guide to Knots and Splices, Chartwell Books, Inc. (p.159)

Figure 9 Clinch Knot Steps 4 and Finished Knot

Skewer Hook. A skewer hook is a sliver of wood or plastic that is notched and tied at the middle. When baited, this hook is turned parallel to the line making it easier for the fish to swallow. Once the fish takes the bait, a simple tug on the line will turn the skewer sideways, lodging it in the fish's mouth.



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 10 Skewer Hook

Shank Hook. A shank hook is made by carving a piece of wood or plastic until it takes on the shape of a hook that is notched and tied to the line at the top (Figure 11 depicts a piece of wood that has been carved down to a hook). When the fish swallows the hook, a tug on the line will set it by causing the hook end to lodge in the fish's throat.

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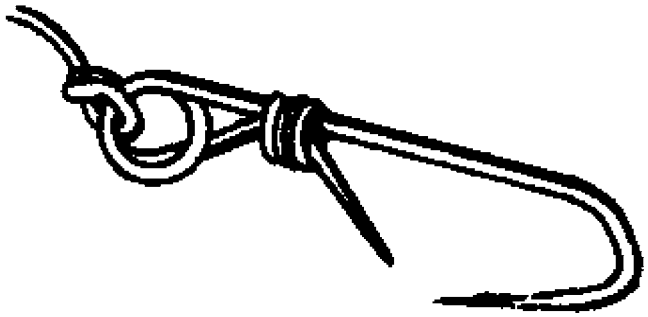
G. Davenport, Wilderness Survival, Stackpole Books (p. 167)

Figure 11 Shank Hook

Safety Pin Hook. A safety pin can be manipulated to create a hook. Depending on the size of the safety pin, this system can catch fish of various sizes and is a good option.



J. Wiseman, The SAS Survival Handbook, HarperCollins Pblishers (p. 225)

Figure 12 Safety Pin Hook

AUTOMATIC FISHING ROD

The automatic fishing rod works similarly to the baited spring snare in EO C324.02 (Construct Snares, Section 7). To construct an automatic fishing rod:

1. **Tying Several Hooks Onto a Line.** Make a hook and line. The line should have many hooks attached to it increasing the chances of a catch.

2. **Locating a Fishing Rod.** The automatic fishing rod requires a flexible tree, bush or branch close to the water's edge that is capable of, when released, pulling on the line hooking the fish.

3. **Setting the Fishing Rod With a Trigger.** The fishing rod will have to be set up to release when a fish eats the bait and attempts to swim away. The movement on the line should activate the spring and hook the fish.

Follow these steps to create a fishing rod with a trigger:

1. Find a small tree or flexible bush or branches close the water's edge that is suitable to lift a fish into the air.
2. Attach a string to the top of the tree or flexible bush or branches that will be used as the spring.
3. Construct a trigger release by:
    a. finding a stake you can drive into the ground that will be able to support the weight of the spring;
    b. making a notch in the stake (as illustrated in Figure 13); and
    c. finding a similar size piece of wood that will link to the stake as the trigger release, cut a release notch in it (as illustrated in Figure 13).
4. Make a hook and line. The line should have many hooks attached to it increasing the chances of a catch.

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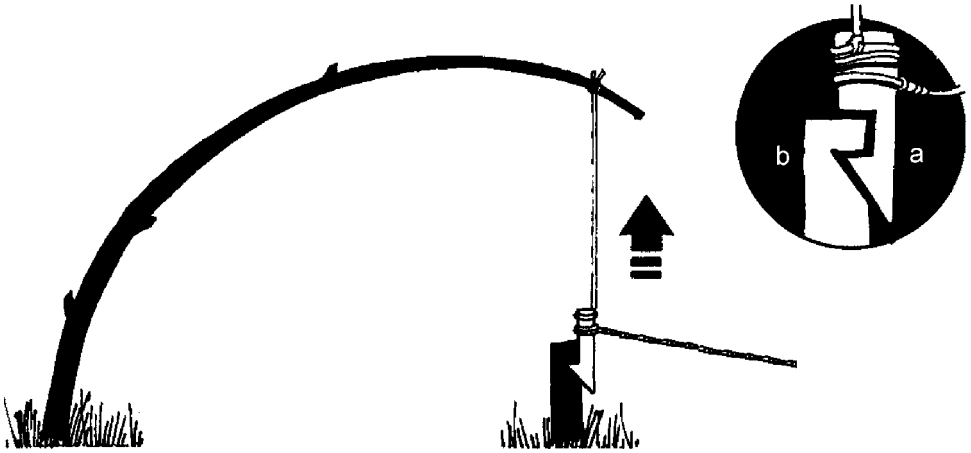
5. Bait the hooks.

6. Attach the hook and line to trigger release A.

7. Cast the hook and line into the water and then tie the string from the tree to trigger release A.

8. Set trigger release A into B and gradually release the tree allowing tension to arm the automatic fishing rod.

9. Wait for a fish to activate the release mechanism.

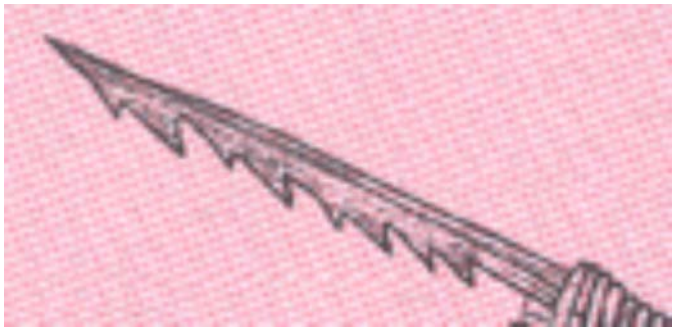


J. Wiseman, The SAS Survival Handbook, HarperCollins publishers (p. 188)

Figure 13 Automatic Fishing Rod

SPEAR

The spear is the simplest of all fishing instruments to construct, however, the hardest to be successful with. It is a straight green stick or sapling with a sharpened point and barbs (as illustrated in Figure 14). Spearing a fish is difficult except when the stream is small or the body of water is shallow and the fish are large and numerous as during spawning season or when the fish congregate in pools. Shallow water makes it easier to see fish and spear them.



P. Tawrell, Camping and Wilderness Survival: The Ultimate Outdoors Book, Paul Tawrell (p. 169)

Figure 14 Barbed Spear

Follow these steps to make a spear:

1. **Sharpening a Long Stick.**

   a. Find or cut a long, straight sapling or stick.

   b. Sharpen the end to a point using a knife or the friction of a rock.

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c. It is also possible to use the 'Y' of a hardwood branch. Cut the branch, sharpen the end and tie to the spear.



Some sticks may still be green and fragile. To make a spear more durable, harden the wood by holding the tip of the spear over an open flame to dry the wood. It is dry once the ends turn brown.

2. **Adding Barbs.** Barbs will stop the fish from sliding off the spear when impaled. To add barbs, on the sharp side cut angled notches into it. The notches will have to be cut in the direction of the sharp point (as illustrated in Figure 13).

3. **Aiming.** To aim a spear consider the following:

- Aiming can be tricky as water diffracts light (similar to what a magnifying glass does to the view you see that is distorted) and the fish will not be where it looks like it is. The fish will actually be closer than it appears, so the person will have to aim low.
- To learn how to judge the fish's position, point the spear at a rock under water and push toward it without throwing the spear into the water.
- The chances of hitting the rock on the first attempt will be slim but the person will learn the angle which is required to spear the rock.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What kind of hooks can you use for a hook and line fishing instrument?

Q2. How does an automatic fishing rod work?

Q3. How can you make a spear more durable?

ANTICIPATED ANSWERS

A1. The hooks that can be used on a hook and line fishing instrument are a standard, skewer, shank and a safety pin hook.

A2. An automatic fishing rod works similarly to the baited spring snare.

A3. To make a spear more durable harden the wood by holding the tip of the spear over an open flame to dry the wood. It is dry once the ends turn brown.

Teaching point 4 — **Have the Cadets Attempt to Catch a Fish Using One Type of Fishing Instrument**

Time: 35 min — Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets attempt to catch a fish using one type of fishing instrument.

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RESOURCES

- Fishing line,
- Hooks,
- Safety pin, and
- Knife.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets select one of the following fishing instruments:
   a. hook and line,
   b. automatic fishing rod, or
   c. a spear.



Cadets who choose to make an automatic fishing rod will be in a group of three to speed construction and save resources.

2. Have the cadets construct a fishing instrument and attempt to catch a fish.

3. Have the cadets who are successful at catching a fish, construct another instrument and attempt to catch another fish.

4. Have the cadets disassemble their fishing instrument.

5. Complete a group discussion about the cadets' experience and what they learned about using constructed fishing instruments.



Cadets are not required to keep the fish they catch. If a fish sustains only minor injuries during the catching process, release the fish back into the water. Catch and release practices will be encouraged.

SAFETY

Cadets will be close to a body of water. Additional supervision is required to monitor the cadets.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the activity will serve as the confirmation of this TP.

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END OF LESSON CONFIRMATION

The cadets' participation in fishing with constructed fishing instruments will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

By learning when, where and how to catch fish cadets can rely on fishing as a means of providing a valuable food source. Fish contain protein, vitamins and fats, the key ingredients for nourishment. This food source will prolong survival while waiting to be rescued.

INSTRUCTOR NOTES/REMARKS

Cadets are not required to keep the fish they catch. If a fish sustains only minor injuries during the catching process, release the fish back into the water. Catch and release practices will be encouraged.

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