

Project Manual

The Mayfly Project



THE MAYFLY PROJECT

www.themayflyproject.com

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How To Use This Manual

Use this manual to prepare for your projects and to ensure you have all the gear you will need. Some of the content referenced in the sections are found in other sections of the manual. This manual also pairs with the mentee curriculum, lead mentor handbook, and mentor orientation handbook.

PROJECT OUTING EXPECTATIONS:

Each project outing is designed to build the skill level of the angler and to provide a fun day, in the safest environment (physically and emotionally) for the children in our care! TMP has mandatory lessons that need to be taught; however, we allow for some flexibility and creativity. TMP has mandatory safety policies that must be followed at all times!

IMPORTANT QUESTIONS TO INCLUDE IN PLANNING:

- How can you make this project inclusive and safe for everyone involved? (See Mentor Orientation Handbook, page 16)
- How can you create jobs for your mentors at every outing so everyone feels useful and valued?
- What locations, flies, and rod-set ups will be the most successful for the mentees you have in your project specifically?
- What will your speech be to mentors before each outing and what will your speech be to the mentees at each outing circle up?

**Remember, YOU are the reason
this is all happening so give
yourself a high five and a woop
woop!!!!**

Project Prep

2 MONTHS OUT

Goal: Communication and Planning

To Do:

- ☐ Confirm dates and plans with group home staff or foster parents.
- ☐ Confirm dates and plans with your mentors.
- ☐ Send the registration links out and have the kids registered.
- ☐ Start to plan food for outings.
- ☐ Meet with your team and your conservation mentor to ensure project fluidity-- confirm plans for earning buttons, how to manage garbage clean up, etc.
- ☐ Make sure your team is all background checked, confidentiality papers signed, handbook and training materials covered, and they are comfortable mentoring children in foster care and understand our safety policies.

1 MONTH OUT

Goal: Planning and Ordering Gear

To Do:

- ☐ Confirm the number of mentees you will have participating.
- ☐ Order gear and curriculum books (order a few extra curriculum books than needed) on our Mentor Information Center.
- ☐ Send out reminder emails or texts to group home staff/foster parents and mentors.
- ☐ Confirm plans with TMP staff and talk with Jess about any specialized gear you will need.
- ☐ Create a schedule for your project so all of the mentors know what to expect during each outing.
- ☐ Talk with your mentors about any prep for the project date.

Basic Outing Format

Meet with Mentors (1 hour before project starts):

- ☐ Safety rules
- ☐ Plans and jobs for the outing
- ☐ How you will divide mentees with mentors
- ☐ Potential triggers for kids (from mentee info page/foster parent guidelines)
- ☐ How to make the day successful and how to work together, solve problems, and communicate if a crisis

Mentee Circle Up:

- ☐ As the kids come in, have them get their bag and find their nametags (or fill it out).
- ☐ At circle up, introduce mentors, mentees, and caregivers and do an icebreaker game if interested.
- ☐ Go over the plan for the day, safety rules, including field and stream safety (depending on where you're fishing).
- ☐ Plan for the day and the general project.

Cover a Conservation Topic:

- ☐ Conservation mentor should have something at every single outing to either do or chat about!

Cover a Characteristics of an Angler Topic:

- ☐ Have a mentor read about one of the topics and why it helps. You can do this during the first circle up or the last one at the end of the day.

Teaching/Fishing/Activity Time:

- ☐ This will be based on which outing you are doing and what needs to be taught that day (see following pages).

Final Circle Up of the Day:

- ☐ Talk about how it went, what buttons everyone earned, and what to expect for next time.

***Food and Drinks:** At every outing, please make sure to have adequate food and drinks for everyone. The timing of your project probably will determine what you need to provide!

Egg Phase – Outing #1

Focus of Egg Phase: Meet and Greet

Approximate Length of Event: 2 hours

Mandatory Lessons/Topics Covered:

- ☐ Introduce the sport of fly fishing, what we'll do this year, and how to earn buttons
- ☐ Explain the parts of a fly rod (point out these pages in the mentee curriculum)
- ☐ Teach how to tie knots and have the kids practice
- ☐ Demonstrate casting and practice casting
- ☐ Conservation topic—Catch and Release

Casting Lessons:

- ☐ Assign a mentor to teach casting (or if your group is large - we normally like to split up in groups of 3, so 3 kids and 3 mentors)
- ☐ We have some videos on our mentor information center to help with teaching casting
- ☐ The casting instructor/instructors need to walk around, helping the kids or mentors who need extra help and offering as much praise as possible.

Checklist of Items Needed for Event:

- ☐ Name tags
- ☐ Permanent markers and pens
- ☐ Curriculum and TMP backpacks for kids
- ☐ Old float line or string cut up in sections to show how to tie knots
- ☐ Safety kit
- ☐ Tying or game or art materials (if applicable)
- ☐ Food and drink for the kids
- ☐ Practice fly rods
- ☐ Pieces of fly fishing gear to show (if applicable)
- ☐ Yarn to tie on for practicing casting
- ☐ Hoola hoops and candy for game

Suggestions: This is the first meeting, so try to make it extra special and spark the children's interest in fly fishing. Try to mix games in with the boring parts of this lesson, or find creative ways to present the material, like for the safety section you could have a mentor demonstrate the not safe things to do.

Nymph Phase – Outing #2

Focus of Nymph Phase: Casting and Catching

Approximate Length of Event: 2-3 hours

Mandatory Lessons/Topics to Cover:

- ☐ Parts of the fly line and introduction to flies.
- ☐ Casting, roll casting, setting the hook.
- ☐ Line management—how to set up a nymph or dry fly and fish.
- ☐ Conservation Topic—Clean waters, activity picking up garbage!

Setting the Hook and Line Management:

Check out videos in our Mentor Info Center. Try the Allegator Method! Have the mentors hold onto the lines and pretend to be the fish they are playing--teaching them how to use their reel, let the fish run, etc. Teach them how to carefully take the hook off, picture, and release.

Items Needed:

- ☐ Name tags and kid's bags.
- ☐ Practice rods and reels
- ☐ Yarn for practicing casting (pre-cut up or bring scissors)
- ☐ Plastic fish (order from mentor information center)
- ☐ Nets
- ☐ Safety kit
- ☐ Tying or game or art materials (if applicable),
- ☐ Food and drink for the kids
- ☐ Mentor bags with fishing supplies in them (use the extra green bags).
- ☐ Garbage bags for river/pond clean up

Suggestions: Practice casting and all of the things before you even get close to the water. Make sure you talk to your mentors about what to do if their mentee isn't catching fish. Start the outing with energy and excitement, everyone will follow!

Emerger Phase – Outing #3

Focus of Emerger Phase: Fishing and Entomology

Approximate Length of Event: 2-4 hours

Mandatory Lessons/Topics to Cover:

- ☐ Entomology— Using Aquatic Macroinvertebrates to Evaluate the Health of Streams and Ponds (see Conservation Section page 18)
- ☐ Reading the water for catching fish (in curriculum)
- ☐ Water safety (in curriculum)
- ☐ Get everyone on fish if you can!!

Items Needed:

- ☐ Name tags and mentee bags
- ☐ Practice rods and reels
- ☐ Nets
- ☐ Safety kit
- ☐ Snacks and drinks for the kids
- ☐ Mentor bags with nippers, tippet, indicators, flies, split shot, leaders, etc.
- ☐ Life Jackets as needed (find out if we need to get some ahead of time)
- ☐ Landing net seine supplies (see p. 18)
- ☐ Boots and waders if needed for entomology activity.
- ☐ Sunglasses for kids
- ☐ Sunscreen/bug spray if needed

Suggestions: If you are fishing a smaller pond and have a lot of kids, try to rotate through stations-- have a station of tying or learning about bugs, the invasive species game or art station, and a fishing station. You can save time by having the fly rods set up before the kids get there as well.

Dun Phase – Outing #4

Focus of Dun Phase: Catching Fish and Invasive Species

Approximate Length of Event: 2-4 hours

Mandatory Lessons/Topics to Cover:

- ☐ Conservation—Invasive species talk and game
- ☐ Tying flies or an art project (in case kids don't want to fish super long)
- ☐ Longer fishing time

Invasive Species Conservation Topic:

Conservation mentor leads a talk on what invasive species are and how we can prevent the spread of invasive species. We have a great conservation matching game! Find out more information in the Conservation Section of this manual!

Items Needed:

- ☐ Name tags and mentee bags
- ☐ Invasive species matching games
- ☐ Practice rods and reels
- ☐ Nets
- ☐ Safety kit
- ☐ Snacks and drinks for the kids
- ☐ Mentor bags with nippers, tippet, indicators, flies, split shot, leaders, etc.
- ☐ Life Jackets as needed
- ☐ Boots and waders if needed
- ☐ Sunglasses for kids
- ☐ Sunscreen/bug spray if needed

Suggestions: Sometimes it's best to mix up the mentors and mentees so they get a chance to fish with different mentors. By this outing the goal is for every mentee to have caught fish!

Fish On Phase – Outing #5

Focus of Nymph Phase: Give Gear, Fish, and Wrap Up Project

Approximate Length of Event: 4 - 6 hours

Mandatory Lessons/Topics to Cover:

- ☐ Mentees get all of their brand-new gear!
- ☐ Setting up their rod by themselves, and how to use all of their new gear.
- ☐ Fun fishing day and BBQ or some sort of wrap up lunch/dinner!

Closing Project Wrap Up Circle:

Make sure you have a great last circle up--ask the kids what they learned, what they are proud of doing, or what their favorite fishing day was. Point out the resources in their curriculum and let them know the places they can go to find more fishing information!

Items Needed:

- ☐ Name tags and mentee bags
- ☐ Nets
- ☐ Safety kit
- ☐ Mentee's gear they get to keep!
- ☐ Life Jackets as needed (group home should have)
- ☐ Boots and waders if needed
- ☐ Sunglasses for kids
- ☐ Water and snacks
- ☐ Sunscreen/bug spray if needed
- ☐ Provide a fun lunch/dinner BBQ

Suggestions: Make sure you let the kids know how much you enjoyed time with them and encourage them that even if they can't fish, they can still find a way to enjoy the outdoors.



The Mayfly Project Rules and Safety

Field Safety	Stream Safety
<ul style="list-style-type: none"> * Wildlife Awareness * Proper Fly Handling * Walk Not Run * Rods Up * Sunblock & Safety/Sunglasses * Buddy System * Hydrate & Stretch * Dress Properly 	<ul style="list-style-type: none"> * Swift Water – Shins * Slow Water – Knees * Shuffle and cross with an adult always * Life Vest * Wildlife Awareness * Fall Recovery – Stay Calm, Feet Downstream, & Hands Up

TMP SAFETY RULES

- **Three-Deep Rule and Child Supervision:** Always 3 in a group or within close distance of each other. Bathroom runs need to go in groups of 3. A mentor needs to know where mentees are at all times!
- **Scan for Danger:** if you see anything that looks dangerous or makes you uncomfortable, speak up!
- **First Aid:** If you get hooked, cut, or have a fall, TMP needs to examine you and determine if we need to have you taken to get it taken care of.
- **Mental Health:** if you feel stressed, overwhelmed, or need a moment, let your mentor know and you can take a break at any point! If you aren't participating you need to be with a mentor or with a caregiver close by.
- **Boundaries:** we respect each other space and boundaries so understand sometimes we set boundaries and you can too. If your mentor is not a good fit, please let the lead know and we'll switch you out, no problem!
- **Respecting Property, the Outdoors, and Each Other:** we get to fish in AMAZING places, sometimes at places only special fishy people get to go so please respect property, the fish, and anything you come in contact with! Also, please be respectful to your mentors and the other participants by using kind language, trying to use correct pronouns, and being encouraging.
- **Behavior or Bullying:** If at any point TMP staff feels like you are a harm to yourself or to others you will be asked to leave with your caregiver or group home staff. TMP is a place of inclusivity and we are here to make everyone feel supported! Bullying or any form of harmful behavior will not be tolerated.

TMP Reward Buttons

ABOUT BUTTONS

We have developed a reward system where our kids can earn buttons by completing tasks throughout the project. Kids can also proudly display these buttons on their drawstring backpacks to show their achievements and progression through the project.







GOAL OF BUTTONS

To provide our mentees with a fun way to interact with conservation efforts, to build self-esteem through achieving goals, and to help youth stay focused on the TMP goals. This is to be fun!

MANAGE BUTTONS:

At each outing during circle time, you are to go over what buttons the children can earn and how they can earn them. You can hand out buttons during circle up time for those that earned them (everyone gets them even if they didn't do great at earning them) or have the mentors meet with the kids individually to ask the questions on the button card and then give them the buttons. If you forget, just bring them next time!

	<p>CASTING BUTTON</p> <p>Way to Earn</p> <p>Casting a Yarn Fly in a hula Hoop</p>
	<p>CATCH AND RELEASE BUTTON</p> <p>Way to Earn</p> <p>Catch and release a fish or demonstrate how to properly hold and release with a plastic fish</p>
	<p>KEEP OUR RIVERS CLEAN BUTTON</p> <p>Way to Earn</p> <p>Pick up 3 items of trash during a fishing outing</p>

	<p>AQUATIC INVASIVE SPECIES BUTTON</p> <p>Way to Earn</p> <p>Complete AIS game or boot washing activity.</p>
	<p>KNOT BUTTON</p> <p>Way to Earn</p> <p>Demonstrate a proper Clinch, Surgeons, Uni or other knot used in fly fishing</p>
	<p>FISH ON BUTTON</p> <p>Way to Earn</p> <p>Kids get these on their last session with their gear (maybe give these to them at the end of the day a good way to give them a parting gift). We are giving them gear so they can continue to fish or “fish on”</p>
	<p>FLY TYING BUTTON (OPTIONAL)</p> <p>Way to Earn</p> <p>Tie a fly (simple or complex does not matter). Fly does not have to be pretty 😊</p>
	<p>ENTOMOLOGY BUTTON</p> <p>Way to Earn</p> <p>Using Aquatic Macroinvertebrates to Evaluate the Health of Streams and Ponds Activity</p>
	<p>SAFETY BUTTON</p> <p>Way to Earn</p> <p>This is at the Lead Mentor discretion this button is given when a child is wearing their glasses without having to be told (given out randomly)</p>

The Mayfly Project Conservation Practices



CATCH AND RELEASE

Mentees are taught proper fish handling techniques and are educated on the value behind the practice of catch and release. (Catch and Release Button)

CLEAN RIVERS

Approximately 40 percent of the rivers in the U.S. are too polluted for fishing and swimming. Fish need clean water to survive; therefore The Mayfly Project strives to leave the river better than we found it. Teaming up with Fishpond, all mentees are provided with micro trash bins to keep our trash contained! (Keep our Rivers Clean Button)

CONTAMINATION

Scientists believe that aquatic invasive species are one of the greatest threats to America's trout and salmon. We educate mentees about this expanding threat and develop appropriate "gear-hygiene" so that we do not contribute to the problem. (Wash your boots Button)

Suggestions: Communicate with your Conservation Mentor ahead of time so you have a plan at every outing and the resources needed to teach our Conservation Initiative. Also, don't assume just because your mentors fly fish that they are conservationists--some mentors need to be taught how to safely catch and release fish sometimes too, so teach them before you work with the mentees!

Catch and Release



GOAL

Teach the importance of using proper catch and release tactics! Use the plastic fish we sent to demonstrate! See mentee curriculum!

Handling:

- ☐ Wet your hands before handling the fish (this will prevent removal of their protective slime)
- ☐ Keep the fish in the water as much as possible (considered by nearly everyone the most important fish handling technique.) The fish need only be out of the water for less than 5 seconds for a photo.
- ☐ Do not "lip" the fish, do not put them on the grass, beach, or snow.
- ☐ Keep the fish near the water. If a large fish is dropped it risks bursting its air bladder.
- ☐ When holding the fish, keep fingers out of gills. The joint between the tail fin and the body can be held firmly as it all bone.
- ☐ However, the area around the pectoral fins must be cradled ... not squeezed (aka, Death Grip), as it can do damage to the heart and/or liver. Note in the fish anatomy picture the red circle around the heart area.

Releasing:

- ☐ Find some slow-moving water to release fish.
- ☐ Start with one hand under the belly and the other on the caudal peduncle.
- ☐ Face fish into slow current and remove hand from belly. Observe to see if fish is stable (stays upright.)
- ☐ Move tail from side to side. Fish should swim out of your hand, upright.
- ☐ Stay with fish until first four steps are accomplished successfully.
- ☐ If fish goes to bottom and sits, it is not a bad thing, but don't leave it. Let it recover some more and then gently move the tail. A surviving fish will eventually swim away from you.

Clean Waters

GOAL

When you talk about clean rivers, talk about how trout need cold, clean, water in order to survive, and warm water species that live in ponds also need clean water to survive. The goal is for mentees to also learn how to study the aquatic ecosystems by studying macroinvertebrates too!

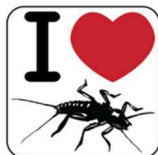
ACTIVITY #1



Garbage Pick Up: When TMP hits the river, ponds, lakes, or creeks we will always leave it cleaner than when we arrived!!! See the mentee curriculum!

Each participant needs to pick up as much garbage as they can after or before the fishing time. There are several ways you can make it fun, like whoever gets the most garbage can get a prize or you can just give out buttons and not make it a competition. Sometimes you have to hide garbage in clean locations.

ACTIVITY #2



Using Aquatic Macroinvertebrates to Evaluate the Health of Streams and Ponds

Educate mentors and mentees about the role macroinvertebrates play in aquatic ecosystems. **See page 18 for more important details!**

Contamination — Protecting Against Invasive Species



GOAL

See the mentee curriculum! The goal is for mentees to learn how to identify and protect against invasive species while recreating.

MAIN POINTS

How can we as Anglers Prevent the Spread of Invasive Species?

Keep your angling gear free of mud, plants and organic debris between each and every use. Anglers should scrub the bottom of boots or waders with a brush and remove all mud, plants, and organic materials in between each and every use.

Anglers should then perform ONE of the following options before going into the next body of water:

- 1) Submerge waders and gear in a large tub filled with a mixture of 6 ounces per gallon quaternary ammonia-based institutional cleaner (such as Super HDQ Neutral) and water for at least 10 minutes, scrubbing debris from the gear, and visually inspecting the gear for snails before rinsing. Follow all precautionary label instructions!
- 2) Spray or soak waders and gear with 140° Fahrenheit water for at least 10 minutes.
- 3) Dry your waders and equipment completely for a minimum of 10 days in between each use (remember that mudsnails can survive several days out of water).
- 4) Place waders and boots in a freezer overnight between use.

ACTIVITY

Invasive Species Matching Game! You can either have each mentee/mentor group take a turn playing or break them into age groups and have them play the matching game. See the directions on the box!

Using Aquatic Macroinvertebrates to Evaluate the Health of Streams and Ponds--Activity



GOALS

Integrate TMP Conservation “3-C’s” (Catch & Release, Clean Waters, and Contamination Prevention); and Provide mentees with a fun, hands-on activity designed to spark curiosity about healthy ecosystems.

OBJECTIVES

1. Educate mentors and mentees about the role macroinvertebrates play in aquatic ecosystems
2. Help mentors and mentees better understand “match the hatch” by observing and learning major groups of aquatic macroinvertebrates
3. Reinforce the conservation of aquatic ecosystems by relating what the mentees observe to the general health of streams and ponds

LOGISTICS

Wading will be necessary to sample streams; wading may not be necessary for sampling pond margins. Safe wading procedures must be followed with assistance from mentors. This activity can be completed with individual mentees or a group of mentees. This activity is expected to take up to 1 hour to complete.

MATERIALS

The materials pack for this activity includes (quantity):

- ☐ (5) paint strainer bags
- ☐ (10) zip ties
- ☐ (5) white ice cube trays
- ☐ (5) magnifying lenses
- ☐ (5) soft-touch forceps
- ☐ (5) laminated, macroinvertebrate identification sheets
- ☐ If needed, waders for mentors and mentees; alternatively, if the water is not too cold, wet-wading using water shoes or wading boots may be desired.
- ☐ (5) landing nets, ideally with handles at least 24" long and have a opening 18' long and 13" wide (at its greatest width).

METHODS

Procedure for making a Landing Net Seine:



[How to Build a Landing Net Video!](#)

Procedure for making a Landing Net Seine:

- Slip a white, 5 gallon paint strainer bag over the landing net opening on each long-handled landing nets.
- Gather the paint strainer bag around the net handle and secure it with a zip tie. If there is not enough room to use a zip tie, you can secure the strainer bag to the net with a binder clip or simply tie the loose material with an overhand knot.
- Replace the paint strainer bag as needed depending on wear and tear after use.

Procedure for Sampling Streams and Ponds



[How to Collect Macroinvertebrates Video!](#)

Procedure for Sampling Streams:

- Locate a turbulent area where water is flowing over rocks and other debris (riffle).
- Identify habitat characteristics at the site (see Table 1). Explain why habitat quality is important to mentees.
- Position the landing net seine on the downstream side of the sampling area and perpendicular to the flow.
- Collect a sample by kicking and disturbing the sampling area in front of the seine for about 10 seconds. Ideally, position the seine downstream of a large, moveable rock, then lift the rock and let the organisms living under it flow into the seine.
- Repeat Step 4 as many times as necessary to sample different kinds of habitat.
- Carefully lift the seine in a scooping motion towards the flow and place it on a flat surface on the bank.
- As water drains from the seine and collected material begins to dry, macroinvertebrates will start moving around making them easier to see.

Procedure for Sampling Ponds

- Locate a margin of the pond where there are aquatic plants growing from the water (for example, cattails, reeds)
- Identify habitat characteristics at the site (see Table 1). Explain why habitat quality is important to mentees.
- Collect a sample by using the landing net seine to agitate the substrate and water in and around the aquatic plants then quickly scoop the net 3-5 times through the same area.
- Carefully lift the net from the water and inspect it for macroinvertebrates. In ponds, dragonfly and damselfly larvae are often the first organisms you will see moving around.
- Repeat Step 4 as many times as necessary to sample different kinds of habitat.



Procedure for Studying the Samples



[How to Study Samples Video](#)



- Place the landing net seine it on a flat surface on the bank.
- As water drains from the seine and collected material begins to dry, macroinvertebrates will start moving around making them easier to see.
- Using a magnifying lens and soft-touch forceps, carefully remove any macroinvertebrates found and place them in the ice cube tray bins. Group organisms that look alike together.
- Using the laminated identification sheets, identify as many different macroinvertebrates noting whether they are classified as “sensitive” or “tolerant” of pollution or habitat degradation. For example, if you find one or more different dragonflies or damselflies you might conclude that the pond is relatively healthy because dragonflies and damselflies, as a group, are sensitive or intolerant of poor water quality.
- Clean the landing net seine by vigorously agitating it in the pond to remove debris; allow to air dry.
- Rinse and dry ice cube trays with clean pond water after use.

TABLE 1. COMPARISON OF HEALTHY AND DEGRADED AQUATIC HABITAT CHARACTERISTICS

HABITAT CHARACTERISTIC	WHY IMPORTANT?	HEALTHY	DEGRADED
Bottom substrate	Habitat for diverse, healthy community of aquatic plants and animals; spawning nests (redds) for fish	Varied; mix of sand, gravel, various rocks sizes, woody debris, and organic materials	Uniform; usually silt or sand
Aquatic vegetation	Habitat, protection, nursery area for young fish; provides dissolved oxygen	Mix or submerged, emergent, and floating plants (e.g., grasses, cattails, lily pads) and beneficial algae	Usually absent except for nuisance algae
Riparian (Shoreline)	Habitat, protection; mating areas for many aquatic insects; provides shade and cools water	Banks with mix of trees, shrubs, grasses providing shade and stabilizing banks to reduce sediment runoff	Banks exposed and usually eroded

POST ACTIVITY WRAP UP (APPROXIMATELY 10 MINUTES)

- ☐ Q&A with mentees (example questions)
- ☐ What did you learn?
- ☐ What was the coolest bug you found? Why?
- ☐ Is the stream or pond habitat good? Why?
- ☐ Is the stream or pond healthy? How can you tell?
- ☐ Pass out the Entomology badge to mentees that completed this activity!

Questions? Please contact TMP's Conservation Advisor and Aquatic Biologist:

Steve Moulton

flywtrangler@gmail.com

Art of Fly Tying Program



Fly tying is a fun way for our kids to relax, have fun and use their imagination!!
Directions in the curriculum and on our website!

In order to create standardization and ease of getting you the materials that you need, The Mayfly Project will provide materials to tie 3 flies - wooly bugger, pheasant tail and gurgler.

HOW DO I GET MATERIALS?

- ☐ Order your packets of materials when you order your gear
- ☐ Select each packet will come with enough materials to tie five flies (order one packet per kid) flies that you would to teach your kids (its ok to do all three)
- ☐ If you need vises and/or tools please let us know we can provide those as well

Each packet will also come with blueprint instructions for each fly and we will also have videos in the Mentor Information Center and/or Mentee Support Center!

Check out TMP's Tying Videos Here:



Characteristics of an Angler



The Characteristics of an Angler are an important part of TMP! The ultimate goal is for our mentees to learn how to use fly fishing as a tool to improve their lives. The more we can point out the connections between what we're doing and how it's helping us, the better!

GOAL

Have a mentor teach on one of the topics at each outing. It can be very quick, but point it out in the curriculum and mention why it's important and how they may see these characteristics in themselves throughout the day.

Patience

Self-Confidence

Finding Brain Rest

Building Grit

Seeking Wisdom

Appreciating the Environment

Fly Fishing Fun!

Ideas for Outings:

TYING FLIES

Tying is fun at any point during the project. Most projects will tie on the first outing for fun and to get the kids interested in fly fishing. (TIP - Big bright wooly buggers make great first flies). All Ages.

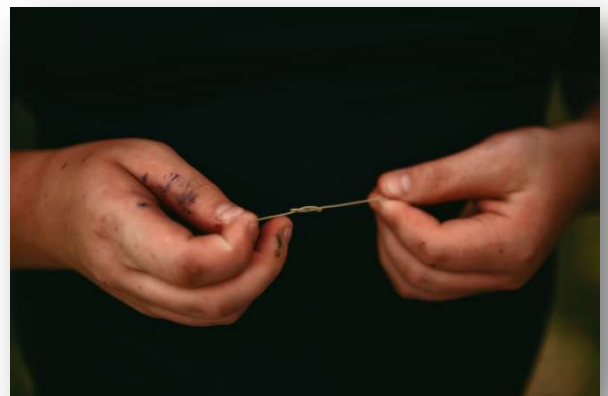


FLY LINE PUZZLE

Print off a larger version of a fly rod, a cut out of a reel with fly line on it, extended fly line, a tapered leader, and tippet. Have the kids put the puzzle together, naming the pieces of the fly rod and line as they go. Ages 5-10

KNOT TYING

Cut up an old fly line and give each child and mentor a piece of the fly line. Using knots learned in the session, the lead mentor starts out with their line and ties it to their mentee's line, the mentee needs to go find someone to tie their line too and it goes on and on. The objective is to have a one really long line at the end, for the kids to practice tying knots, and to build interaction. This is something you can do when other things are going on and you need to entertain. All Ages.



ART PROJECT

Fish Prints

Purchase plastic fish and have the kids paint the fish and print them on paper or shirts. All Ages.

Bug Designs

Print off coloring pages of some of the bugs you use on your rivers and have the kids glue items on it, like pieces of confetti, beads, cut up pieces of foil, or anything that would make a bug look cool. Point out the various stages of the bug's life and what type of fish would eat that bug. Ages 5-11



CASTING GAMES

Hula Hoop Cast

Put a few hula hoops out and fill them with candy, enough for each child to have two. After the children have learned the basics of casting, put a tape line a ways back from the hoop and have the kids try to hit their mark (with tape or yarn tied to the end of their fly line, not a hook). All Ages.



Personal Best Cast

The kids line up on a line, spread out. Prior to the game, mentors add three lines in front of the main line, either with tape or rope, distanced signifying a short cast, medium cast, and long cast. The goal is for each child to hit all three of their marks (doesn't have to be in a row) and then have a prize for those who get all three (make sure everyone gets it or is close enough to win). All Ages.

Water Balloon Tag

The kids line up a fair distance from a kiddie pool or buckets filled with water balloons. If they can cast into the pool, they get to run and grab a water balloon and throw it at their mentors. All Ages.

Roll Cast Round-Up

Have a circle set up for the child to stand in. Place items around the circle about 5-10 feet out. Show the child how to roll cast to hit their marks and as they hit each item, take

the item out of the circle range. Items can be anything from cups to stuffed animals, to index cards folded over. All ages.

SILK SCREEN

Have the kids use small nets or silk screens to find bugs in the water to match the hatch. Bring print-outs of possible bugs you will find and see if the kids can find the bugs listed. Teach them how to turn over the rocks and explore what fish are eating. All Ages.

ICE BREAKERS

Least favorite food

Go around and say the food you hate the most!

Question Game

Line up with two teams divided evenly, facing each other in two lines -----> <----- The first two people in line are against each other. They have to ask a question and can only answer with a question. If a person answers a question without another question, or repeats a question they already uses, or copies what the other person asks, they are out. Keep going through until everyone gets a turn or you need to move on. Ages 7-18

How to Tell a Fish Tale

Teach the mentees how to tell a good fish story. None of this, "I only caught a tiny fish". The mentees will love hearing the mentors tell stories and getting their own chance to be in the lime light. "It all started when....." Also, it's the only time we're encouraged to lie!

ENVIRONMENT AWARENESS SCAVENGER HUNT

Print off a list of items you may see at the location of your project day. Divide the group into groups of 2 or 3 and have the kids go find these items with their group. Encourage the kids to have the mentor take pictures of the items instead of picking up the items, teaching the 'leave no trace' initiative. You could also have a prize for all participants to look forward to! All Ages

Important Links and Websites!

Register a Mentee:



Mentor Information Center:



Order Project Gear:





THANK YOU FOR BEING A LEAD MENTOR, CO-LEAD MENTOR, OR CONSERVATION MENTOR! WE'RE SO GLAD TO HAVE YOU ON OUR TEAM!!!!



THE MAYFLY PROJECT