Complete the following in the space and manner indicated. Have your teacher check and initial where indicated.  
**P1**

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1. a) What species of fish is the video “Preventing a Hostile Takeover” about?  
   ***Asian carp***b) Where did this take place?  
   ***Illinois River***
2. c) How did they get in that river?  
   ***Up the Mississippi River (escaped from fish farms during flooding)***

**P2**

1. Create a survey which would provide biologists the following information. Present your answers in the form of an actual survey which could be given to a fisherman. This survey will be used as part of a future assignment.  
   What is the main target species of fishermen on the lake?  
   What species is the most common incidental catch?  
   How much time is spent angling for each fish caught?  
   How much time do children and seniors spend fishing?  
   How much money does fishing bring into the local economy? Provincial economy?  
   How many fish are released for each fish kept?  
   ***The survey should look like a survey. The questions shouldn’t be exactly what is listed above, but the information should be obtained by asking simple but similar questions. They may wish to create a chart that would be filled in for each fish caught – who caught it, how long between it and the last fish? The next fish? Who caught it? What happened to it?***
2. a) What is electrofishing?  
   ***Use of a mild electric current to temporarily incapacitate fish so they can be picked up, weighed and measured***  
   b) Why is it done at night?  
   ***The stunned fish are easier to see in the lights at night***
3. a) How large are the nets used in gill net surveys?  
   ***up to 300 feet / 100m***b) What happens to species that aren’t targeted?  
   ***Any information that can be used will be taken***
4. a) What do you think happens to the fish after they have gone through their testing?   
   ***Doesn’t say anywhere. Maybe the officers eat them or take them to a food bank***  
   b) How can you find out?  
   ***Call a fisheries biologist; send a question to a biologist by email.***  
   c) Find out. What actually happens?  
   ***See if someone finds out. Make a public recognition of their efforts***

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1. What health concerns accompany eating too much fish with mercury in it?  
    ***Mercury can accumulate in a body and cause many problems***  
    Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   **P3**
2. Fish need water and oxygen to survive. What are three other things that fish need to survive and create a sustainable population?  
   ***food, shelter, place to live, suitable temperatures, space to lay eggs***
3. Fish are cold blooded creatures which get their warmth from the water. What is another cold blooded creature which gets its warmth from the water?  
   ***any amphibian (frog, salamander, etc.)***

**P4**

1. Is the Alberta wildlife management strategy to conserve or preserve? How can you tell?  
   ***conserve. Populations are surveyed then managed by regulations for removing some of the wildlife***. ***Preservation wouldn’t allow any management or removal of organisms***
2. If conservation means using a resource, but limiting the use of it, what is the best way to support and monitor in as far as fishing is concerned?  
   ***Follow the regulations set by government***
3. What term is used to describe the replacing of fish in a water body which has either suffered winterkill, or didn’t have any fish life in it to begin with? ***Stocking or re-stocking***

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1. What are the three types of fishing the government deals with?  
   ***sport fishing (angling), commercial fishing, domestic or sustenance fishing by aboriginals***  
     
    Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**P5 – These questions are answered using your copy of the Alberta Fishing Regulations.**

1. How much does a license cost for an Alberta resident that is 58 years old?  
   ***$25.66 (pg. 14)***
2. What is a WIN card?  
   ***Gives you a number for ease of license purchasing (pg. 14)***
3. a) Do you require a special license for bow fishing?  
   ***No (pg. 16)***  
   b) Is bow fishing done under water? ***NO***
4. What kind of fishing license do you need to fish in Jasper National Park?  
   ***National Park License (pg. 17)***
5. How many northern pike can you keep in one day?  
   ***3 (page 18)***
6. Can you take a fish you caught legally and trade it for goods at a store?  
   ***No (page 19)***
7. Why do you suppose the use of live bait fish is not allowed in Alberta?  
   ***could accidentally import undesired species******(pg. 22)***
8. If you catch a fish that is long enough to keep and you want to take it home to eat, how must it be transported?  
   ***without altering the length, or species identifying marks (pg. 21)***
9. What is a gaff?  
   ***hook used to lift fish out of the water (pg. 21)***
10. If you catch a crayfish in Alberta, can you eat it?  
    ***nothing says you can’t (pg. 22)***
11. In the Northern Boreal Zone 3, how much fish taken from Moose Lake should an adult eat?  
    ***1 walleye or pike per week (pg. 23)***
12. How many lines can you fish with when fishing open waters?  
    ***2 (pg. 18)***

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1. If you accidentally catch a fish by hooking it in the back, can you keep it?  
   ***No, that is snagging (pg. 18)***
2. If someone catches a fish and gives it to you to take home for them, what do you need?  
   ***a bill of lading (pg. 21)***
3. If you are on a lake that fire fighting water bombers use for refilling and you see one coming in to land on the lake, what should you do?  
   ***stay within 30m of shore (pg.17)***
4. In Watershed Unit ES2, what is the maximum number of fish you can take home from the Dickson Trout Pond in one day?  
   ***8 – five trout and three pike (pg. 34)***
5. If you are fishing in Watershed Unit PP2 at Gull Lake on March 2, how many whitefish can you keep?  
   ***5 (pg.54)***
6. If you are fishing in Unit NB1 and you catch a walleye in Long Lake, how can you keep it?  
   ***only if you have a special tag (pg. 63)***
7. How big is the largest lake trout ever caught in Alberta?  
   ***52 lbs. 8 oz. (pg.80)***
8. a) If you catch a fish that has been tagged, can you keep it?

***Yes (pg. 15)***b) What information do you need to keep from your tagged fish and what do you do with it?  
***report tag color and number; species; date caught; wherer caught; if it was released; size; your address and phone number (pg. 15)***  
  
c) What is the phone number for the Lac La Biche Fish and Wildlife District Office?  
***780-623-5247 (pg. 24)*** Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**P6**

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Your assignment for fish identification is to complete the attached species identification sheets for eight species of fish, of which no more than four can be trout. It will be easiest to complete the sheets electronically, but you can do them by hand if your instructor permits. Harvest information and special consideration refer to any limits that may apply to that species, or any specific way that the fish must be handled or treated. Use point form for your information and include the source(s) of your information in the special considerations space – just print them in *italics*.

***The key thing to look for is thoroughness in research and that they aren’t using only one resource for their information. The text doesn’t provide all the information, so they will need to be looking in other sources.***

Be an Expert

Select one Alberta game fish and become an expert on it. Write a two page report - which can be in point form – and include the same information found in the species identification sheet, just in greater detail. Also include information about spawning habits, and preferred angling techniques for catching this fish. You will be presenting the information about your fish to your classmates and they will be expected to ask you questions about your information. Create a power point presentation to accompany your presentation, but do not put any words on the presentation. You should become familiar enough with the species to look at the picture and be able to speak about it. This project will be marked with the Expert Rubric.

***This is the major assignment and should take a considerable amount of time and effort.***

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**P7**

1. Why are barbless hooks mandatory in Alberta?  
   ***to allow for easy release of fish***
2. Explain the difference between a lure and a fly.  
   ***a lure has a body comprised of a hook and other solid or semi-solid materials; a fly is made of materials which emulate a real insect***
3. There are many things that a person should have in their tackle box besides hooks and lures. Develop a list of equipment that you would have in your tackle box if you were going to be fishing from the shore during the summer. Attach the list to this workbook. ***This list should take some time and thinking. It should be comprehensive and contain not only fishing equipment, but first aid, sunscreen, bug repellent, repair materials, etc.***

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1. There are many things besides your fishing rod and reel, and tackle box that you should take with you on a fishing adventure, as well as certain things you should pay attention to when you get dressed for fishing. List all of the things you would need for a day of fishing on a frozen lake, including your clothing. ***Most often forgotten things are license, bait, food, hot beverages***
2. How was the type of fishing lure called a “spoon” invented? You will need to research it on the internet or in a history book on fishing lures.  
   ***a fisherman was having lunch on a lake in the late 1800’s and dropped a silver spoon overboard, he looked down at it spinning in the water and saw a large fish swallow it.***
3. Define or describe the following types of lures and tackle  
   a) crankbait – ***A lure designed to be pulled behind a boat or cast out and cranked back in***  
   b) spinner – ***any type of lure which has blades which spin when pulled through the water***

c) jig – ***a hook which sits parallel to the bottom and is fished vertically, usually has a weight cast on it***

c) bobber – ***a device made of cork or hollow plastic which is attached to the line and indicates when a strike occurs***

d) pickerel rig – ***a pre-made contraption which holds two single hooks at different depths at the same time,***

e)bottom bouncer – **is a wire unit with a cast weight designed to pull a lure along the bottom of a lake during trolling**f) tip up – **a device which holds the line in the water while ice fishing and notifies the angler when a fish has taken the bait**

1. There are thousands of different fishing lures available. Take a look at a catalog, online, or in a tackle box and see the variety of lures, the sizes, the shapes and colors and the materials used. Design your own fishing lure. Draw a picture of it, label the parts and what they are supposed to do or represent, and give it a name. Attach this to this workbook.

***You should be looking for connections between movement and color which simulate a regular food source; key traits are things that simulate blood, injury, movement; the hook should be included as well.***

**P8**

1. a) The video of the fellow catching the fish through the ice gives a good representation of the excitement that you can experience while ice fishing. How would you describe the ice that he was fishing through? ***Clear and between 20 and 30cm thick.***  
   b) What equipment did you see him using? ***Line, hook, tent***  
   c) What kind of fish was it? ***Lake trout***  
   d) Why did he put it back? **The largest fish are usually females and proven breeders; big fish don’t always taste the best; there could be regulations about keeping big fish (any one of these)**

**P9**

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1. The video on fly fishing gives some history from the English perspective. How do you think fishing in another country would be different than fishing in Alberta? ***could be different fish, different techniques, different regulations; the fish may be handled differently, catch and release may not be an option; some countries have distinct traditions which are followed in their hunting and fishing. (any one of these)***

**P10**

1. Why would someone want to get a fish mounted?  
   ***it could be large; could have been caught under special circumstances; could be someone’s first fish (any one of these)***
2. If a person doesn’t like eating fish, why do you think they still may enjoy fishing?  
   ***it can be a social event; it is a challenge; it gets people outside (any one of these)***
3. There are many recipes for fish. Some are very simple – fish and lemons, wrapped in tinfoil, baked in a fire or oven – and some very complex and involving several days of preparation. Find a recipe for a fish dish that you haven’t tried, but sounds like it might be good. If you don’t like eating fish, look for one that uses a strange cooking method. Copy out the recipe and explain why you think it would be interesting. ***Look for student interest and effort in this assignment; unique cooking methods could include cooking on a stick over a fire, wrapping in parchment, cooking in a bag, cooking with hot rocks, not using heat but using acids to cook (ceviche)***
4. Find the process for cleaning a burbot. List it in point form.  
   ***This is a question only because it is cool. You begin cleaning a burbot by cutting through the skin just behind the gills. Then, you nail the fish through its head to a wall, tree, post, etc. Use pliers to grab the skin and pull down until the skin is hanging off at the tail. Make a cut down the back on either side of the spine and then along the ribcage to remove the back meat.***

**P11**

1. Once you get on the ice, what is the most dangerous part of ice fishing?  
   ***hitting a weak spot and falling in the water; getting caught in a storm; slipping and hurting yourself (any one of these)***
2. How long does it take you to get hypothermia if you go through the ice?  
   ***Less than a minute***

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1. What is the safe thickness of ice for:  
   a) walking on ***10cm***  
   b)driving on ***30cm***

***Occupational Connection Worksheet***

Complete an Occupational Connection Sheet for this module. The purpose of the worksheet is to develop an understanding of how the activities undertaken in this module may be connected to an occupation. Your research may come from several sources. A speaker may come to your class to talk about the role of fishing or fisheries in their occupation. You may chose to research the Alberta Learning Information Service ([www.alis.alberta.ca](http://www.alis.alberta.ca)) or any other Canadian information service. The role fishing takes in the occupation may be direct and obvious, or it may be indirect or just a small component of. When you finish your Occupational Connection Worksheet, go over it with your instructor and have them initial your activity sheet. ***There is no mark given with this worksheet. Instead, it is designed as a way of getting students to think about career and life activity connections to what they are currently studying in school.***

/156