Bristol Bay River Academy

PROGRAM GUIDE

An integrated place-based conservation education and job training program for rural southwest Alaska
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The purpose of this Guide is to provide program direction, lesson resources and teaching guidelines for current and future instructors and organizers of the Bristol Bay River Academy. It will serve as a valuable tool for program planning, meeting educational goals, identifying guest instructors and building program partnerships. It will also establish program continuity and a solid educational base for future Academies and could be used.

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www.BristolBayRiverAcademy.org
About the Academy

The Bristol Bay River Academy (The Academy) is a week long non-formal environmental education program that merges salmon and river education, with recreation and conservation principles to educate, engage and inspire Bristol Bay young adults to become local leaders in salmon stewardship.

Through hands-on experiences, discussion, and lessons from local experts it prepares the next generation of rural Alaska community leaders with the knowledge, values and skills necessary to uniquely engage in salmon conservation issues in their communities and have significant influence on local conservation decisions that will be made in the next decade. The Academy strives to fulfill several goals:

1. Prepare, engage and inspire local young adults with the knowledge and critical thinking skills to become leaders in salmon stewardship and make important conservation decisions in their communities.
2. Prepare Bristol Bay young adults for sustainable job opportunities based on healthy salmon populations to reinforce the sustainable salmon economy of Bristol Bay and capitalize on engaging out-of-region visitors in local conservation issues.
3. Strengthen involvement by young people in community supported long-term protection of Bristol Bay’s wild salmon resources.

History

For generations salmon have been the cornerstone of life in Bristol Bay. Tens of million pacific salmon sustain the largest wild commercial salmon fishery in the world, offer unrivaled fishing opportunities to thousands of avid sport anglers, and are critical to the primary residents of the area – especially Alaska Native people - who practice a subsistence lifestyle. Interest from outside of the region continues to grow as visitors to Alaska seek more wild backcountry Alaskan experiences; industries find high value natural resources in the area; and salmon populations in other parts of the world continue to decline while Bristol Bay salmon remain steady. As increasing pressure is placed on salmon habitat, communities and land managers in the region will be faced with tough decisions about what the future holds for Bristol Bay’s salmon and
people. Bristol Bay
young residents,
many who are Alaska
Natives, have a unique
opportunity to lead
and champion salmon
conservation efforts in
their home rivers.

The Bristol Bay River
Academy, then the
Bristol Bay Fly Fishing
and Guide Academy
was conceived by
Alaska Native Yupik
elder and Village of
Ekwok President, Luki
Akelekok and local
conservationist and historian, Tim Troll in 2007. These two local leaders identified that there was
both a need for more local job opportunities as well as an opportunity to better weave together
the social economic and cultural dynamics of local communities and Bristol Bay’s growing sport
fishing industry. They envisioned a program that strongly tied local communities and local
conservation issues with the thousands of visitors that come to the region to fish would be
beneficial to all.

With this vision in mind, the Academy was launched in 2008 with a 4-day program attended by
nine students from local villages and led by Academy founders, Luki Akelekok and Tim Troll, and
lead instructor and local lodge owner Nanci Morris Lyon. It was expanded in 2010 (Ekwok) and
2011 (Naknek) to a week long, more comprehensive course, with nine and eleven students in
each respective class. The summer of 2012 was the Academy’s fourth year of operation and
beginning in 2013 we will offer an Advanced Academy for past graduates and a more formalized
apprenticeship program.

**Audience**

The Bristol Bay River Academy is open to young people ages 14-22 in the villages of the Bristol
Bay Region in remote southwestern Alaska. These villages (approximately 30) are located off the
road system and are only accessible by boat or bush plane.
The majority of villages in the area are predominantly Alaska Native (30-98% of the village populations), specifically Yup’ik Eskimo. Most people rely heavily upon subsistence activities such as hunting, fishing, trapping and gathering berries for their diet. Salmon, moose, caribou, rabbit, ptarmigan, duck and geese are the primary sources of meat. Unemployment rates are much higher than the national average and fluctuate seasonally with the summertime providing more employment opportunities in commercial fishing and construction trades.

The River Academy draws its participants from communities in which Alaska Natives, a minority group within the United States population, make up the majority of the population. Past involvement in the Academy has been around 85% Alaska Native students. The program will continue to focus on youth from the Bristol Bay region, and we will continue to have a high percentage of Alaska Natives participating by recruiting in close collaboration with Alaska Native local and regional entities.

**Program Stakeholders**

The program requires the involvement of many different stakeholders and staff. Below are the organizations involved, with their respective roles and responsibilities.

**Program Organization and Implementation**

The Bristol Bay Heritage Land Trust: The Land Trust is a local non-profit conservation organization incorporated in 2000 and based in Dillingham. The Land Trust is an IRC Section 501(c)(3) non-profit. The Land Trust fulfills its mission by raising funds to underwrite conservation acquisitions in the region and to support education programs about salmon habitat conservation. The Land Trust is responsible for spearheading the launch of the Academy in 2008 and remains the key partner in implementing the program. The Land Trust’s Director serves as Program Coordinator.

Trout Unlimited’s Alaska Program (TU) is the nation’s oldest and largest cold-water conservation organization with 9 staff and over 800 members in Alaska. Engaging youth in trout and salmon conservation through angling is a priority for TU in Alaska and the Academy is one of the primary programs they support. Trout Unlimited has played a key role in the Academy since its inception both through financial support and provides staff support to help with program coordination as well as fundraising, public relations, and fly-fishing experts to the project.

Program Coordinators (Tim Troll and Nelli Williams): Plan and organize all logistical aspects of the Academy. This includes student and instructor recruitment and selection; site and travel logistics; itinerary planning and guest lecture scheduling. The program coordinators work closely with the Lead Instructor to plan and implement the course.
**Lead Instructor (Nanci Morris Lyon):** Nanci is a long time Bristol Bay sportfishing guide and local lodge owner. Plan and organize course content, lessons, field trips, and co-instructors working closely with the program coordinators.

**Other Program Support**

In order to provide a high-quality experience for participants and give them the equipment and knowledge they need to continue to expand their skills after the academy we have a broad group that provides funding, staff or equipment donations. They include:

- Bristol Bay Native Corporation
- Bureau of Land Management
- Alaska Conservation Foundation
- University of Alaska Fairbanks – Bristol Bay Campus
- Alaska Sportsman’s Bear Trail Lodge
- Sage Reddington & Rio
- Orvis
- GCI
- Royal Coachman Lodge

- Mossy’s Fly Shop
- Alaska Fly Fishers
- Mission Lodge
- Southwest Alaska Salmon Habitat Partnership
- Upstream Marketing
- Mustad Hooks
- Sportsmen’s Alliance for Alaska
Guiding Philosophies

This program was developed through the combined lens of job training and conservation education. Using education techniques and principles from the fields of outdoor education, young adult education and environmental education we created a curriculum that provides a foundation on which the BBRA is built each year.

We focus on creating a program that is learner-centered and provides the participants with opportunities to construct their own understanding and skills through hands-on, minds-on investigations. When engaged in direct experiences, learners are challenged to develop and apply a suite of knowledge, skills, personal values to inform and drive their future decisions on local river stewardship issues and employment opportunities.

Activities include: field trips to local cultural sites and fishing areas; hands-on biologist led stream-side ecology lessons such as aquatic entomology and river morphology; “special topic” classroom discussion sessions will cover specific conservation issues, angling ethics, and natural and cultural history; guests from the community will join us throughout the community to share stories and local knowledge; role playing activities that highlight land management decisions; and demonstration and skill development sessions will be organized to address the recreation components of the course. Throughout the week we will use trivia and unifying educational activities to build on principles from each lesson, reiterate important concepts and evaluate student knowledge. All educational activities will be developed to best fit the learning styles of young adults and based in the principles of environmental education and place-based learning.
GOAL 1: Through planning and implementing the Bristol Bay River Academy, prepare, engage and inspire local young adults with the knowledge and critical thinking skills to become leaders in salmon stewardship and make important conservation decisions in their communities.

Objectives:
A. River Academy instructors will develop and implement a curriculum that helps River Academy participants build on their existing knowledge of the Bristol Bay ecosystem in order to be effective storytellers of the region.
B. During the Academy students will understand the basic elements of salmon and trout biology, river and watershed ecology, local conservation issues, regional land management, Alaska Native customs, and land and water stewardship practices through in-depth lessons and discussions with biologists, land managers, and conservation professionals.
C. During the River Academy, 10-15 participants will have opportunities to learn about local salmon conservation challenges, engage in discussion and develop possible solutions in which they, as local leaders and possible future professionals in the growing tourism industry, can contribute.
D. By participating in the Academy participants a will have an increased respect for the land and the water and be more likely to take on actions that lead to the stewardship of the salmon and water resources in the region.

GOAL 2: Prepare Bristol Bay young adults for sustainable job opportunities based on healthy salmon populations to reinforce the sustainable salmon economy of Bristol Bay and capitalize on engaging out-of-region visitors in local conservation issues.

Objectives:
After completing the River Academy students will:
A. have skills on with which to teach others about local cultural traditions, river ecology, and conservation issues so they can effectively paint a picture of the region and its conservation opportunities to visitors.
B. be more prepared for future jobs in the tourism industry by learning about customer service techniques, river etiquette, and day-to-day small sustainable business operation.
C. have basic fly-fishing skills, be knowledgeable about water and boating safety and be first aid and CPR certified.
D. have the basic equipment they need to continue improving their fishing and guiding skills.
GOAL 3: Strengthen involvement by young people in community supported long-term protection of Bristol Bay’s wild salmon resources.

Objectives
A. During the Academy students will have opportunities to engage in conservation role playing activities, explore their conservation values and identify areas of interest.
B. Students will have the opportunity to build relationships with and have in-depth discussions with local biologists, land managers and other conservation professionals in the region to explore conservation opportunities and issues.
C. During the Academy students, with the help of mentors, will develop a personal conservation and professional development plan that explores their interests and future volunteer, internship and job opportunities.

Outcomes

Short-term
1. Increased access to environmental education resources and programs to underserved and rural Alaska native youth
   a. Measure of Success – Rural Alaska Native communities see the Academy as a promising opportunity for local youth and youth can easily apply and get questions answered about the program through online materials, calling program staff, and talking with past graduates.
2. Students learn a wide array of skills
   a. Measure of Success – Students will know how to cast a fly rod, tie flies, read the water, identify aquatic bugs and describe healthy river characteristics. They will also practice decision-making skills and develop their conservation values.
3. Students increased local knowledge in conservation issues, sustainable career opportunities, river ecology
   a. Measure of Success – Through pre- and post- Academy tests we will measure students knowledge of these topics. Improved results on the post Academy questionnaires will demonstrate that Academy lessons met educational objectives.
4. Mentor meetings begin
   a. Measure of Success – An exit interview with each Academy graduate will be done on the last day of the Academy. Students discuss what they liked/didn’t like and what their plans are for implementing what they learned at the Academy in the future. The Academy Director then works one-on-one with each student after graduation to link job and
community involvement opportunities, expand their skill development,
and mentor them in involvement in local conservation issues.

5. Increased motivation to become stewards and protect habitat and the environment
   a. Measure of Success – Through a pre- and post- Academy survey we will measure students’ pre-Academy interest and involvement in local conservation issues and how much more likely they are to engage in stewardship activities after participation in the Academy. If at least half of the students say they are more likely to be involved in stewardship activities we will consider the Guide Academy outcome met.

6. Participants are motivated to teach visitors to the region about their watershed and local culture
   a. Measure of Success – Through a pre- and post- Academy survey we will measure students’ pre-Academy activities in teaching others about their watershed and local culture and then see if after the Academy they feel better prepared to teach others than they did before. If at least half of the students say they are better prepared and motivated to teach visitors we will consider this Guide Academy outcome met.

7. Cultural barriers between native/non-native groups lessened
   a. Measure of Success – Positive relationship development, dialogue, and cultural exchanges happen throughout the week between Academy participants; participants and instructors; participants and community members; instructors and community members.

8. Students have better relationships with local land managers and local businesses
   a. Measure of Success – Students know who local biologists are, what they do, and how and why they do things. Students know more about the guiding industry that operates in their backyard and meet some of the business owners in the region that could be potential future employers. Students feel comfortable talking to both business owners and biologists about future employment or land/water management decisions that affect their community.

**Medium and Long-term**

1. Changes in awareness about issues and decisions that affect local conservation issues
2. Students and make decisions and get involved in local conservation/land management issues
3. Students further their knowledge and skills with other professional development opportunities
4. Students take action on a local issue that they are interested in
5. Students are more comfortable interacting with visitors who come to the region to fish
6. Improved environmental literacy for the next generation of Bristol Bay’s community leaders
7. Increased engagement in stewardship by communities across the region.
8. Increased tribal, state and federal land valued and managed for its conservation purposes (wildlife habitat, tourism/scenic, etc...)
9. More local residents are engaged in sustainable salmon-based job opportunities increasing the long-term economic viability of protecting salmon habitat.

Measures of Success for Medium and Long-term Outcomes will be initially evaluated during the grant period through our mentoring program, and staying in contact with each student post Academy. However, because many of these outcomes will take months (and possibly years) to mature and assessing success is more qualitative than quantitative in nature we will make initial assessments and then continue to track longer term outcomes by knowing how much students get involved in conservation (Do they participate in agency/community or tribal meetings that effect land management? Are they involved with an organization that works on conservation issues? Etc...). We will gauge the long-term success of our program by:

1. The number of students that regularly participate in community conservation issues over the years. 1-3 Not as Successful as We Could Be; 4-6 Moderately Successful; 7-11 Successful; 12-15 Extremely Successful. This will be measured by informal interviews with graduates post Academy.

2. The number of graduates that get jobs in the local tourism industry. 0 - Not as Successful as We Could Be; 1- Moderately Successful; 2- Successful; 3 or more - Extremely Successful. This will be evaluated by regular contact with graduates and lodge owners hiring graduates.

3. Number of visitors to the region that interact with Academy graduates on their visit and are motivated to be involved in local conservation issues. This will be measured in dollars donated to groups working on conservation issues in the region or individuals from outside of Bristol Bay weighing in on land management decisions where appropriate.
The Bristol Bay River Academy can be organized into three categories: Planning and Preparation; the River Academy Week; and Continued Mentoring & Program Development. This section provides details that will help other programs get started.

**Planning & Preparation**

Planning for a summer River Academy typically starts the previous fall with a meeting of stakeholders to discuss best practices from previous programs, feedback from participants, sponsors, and instructors and begins to build the program pieces for the upcoming year.

**Checklist:**

9mos before Academy
- Determine location and dates of Academy.
- Send out sponsorship letters and secure donations.
- Recruit gear donations
- Secure Lead Instructor
- Secure possible post-Academy apprenticeship opportunities

3-6 months before Academy
- Develop and distribute student recruitment materials.
- Develop initial itinerary for River Academy Week.
- Recruit assistant instructors.
- Recruit photographer (if necessary)

1-2 months before
- Select Academy participants.
- Mail participant acceptance letters and confirm participation.
- Mail information packets to students (what to bring, expectations, photo release, emergency contact information, etc...)
- Fine tune lesson plans and secure guest lecturers, field trip details, etc...
- Work with each student on travel logistics

Week before
- Gather all teaching supplies and equipment and mail to Academy location.
- Send out reminder and final details to all students and instructors.
- Put together student lesson binders.
- Host Instructor check-in call for last minute planning and preparations
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**The River Academy Week**

Participants arrive for a weeklong place-based conservation education course at a local lodge on the banks of the Nushagak, Kvichak or Naknek Rivers. During this comprehensive course participants learn about salmon biology, river ecology, natural history, cultural history and land ownership of the region, conservation challenges facing Bristol Bay salmon, possible conservation solutions, as well as professional opportunities in Bristol Bay’s salmon economy. In addition they learn the basics of fly-fishing, guiding, what it’s like to be a lodge owner/operator and how to share their local salmon knowledge with visitors to the region. Students leave the Academy with a deeper understanding of salmon, the tools and skills necessary to pursue jobs in a sustainable industry (such as one of
the hundred or so guiding or lodge operations in the region), as well as being equipped to engage in and talk about local salmon conservation issues in their communities and with visitors who might be willing to support projects that ensure the long-term health of the salmon fishery in the region.

The Academy is designed for twelve to fifteen students. A cadre of professionals and community leaders who, over the course of the next 7 days, will help teach, coach and mentor the students meets the Academy participants the first day. State and Federal agency biologists teach about salmon survival, run timing, habitat and water quality/quantity needs and the salmon food chain. Fishing instructors teach students how to fly-fish, tie flies, care for gear, read the river, and responsible fishing techniques. Lodge operators, and other tourism business owners discuss the finer points of customer service and client relationships and how to educate visitors about local issues. Leaders from the conservation community facilitate educational activities that explore conservation challenges facing salmon populations in Bristol Bay. Native elder and lodge owner Luki Akelkok talks to the students about local Native customs and traditions, the importance of salmon to the Yupik culture, and the trials and tribulations of carving out a small business in the somewhat foreign sport fishing culture. He also, along with Academy organizer and local historian Tim Troll, provides guidance on how to teach others (visitors or sport fishing clients) about local history, place names, and culture. Other educators organize hands-on activities that teach salmon conservation principals, facilitate discussions about the salmon conservation challenges (both globally and locally) and give students the tools and skills necessary to formulate their own values and actions around salmon stewardship.

Multiple educational approaches are taken during the week-long course. These methods include: field trips to local cultural sites and fishing areas; hands-on biologist led stream-side ecology lessons such as aquatic entomology and river morphology; “special topic” classroom discussion sessions will cover specific conservation issues, angling ethics, and natural and cultural history; guests from the community will join us throughout the
community to share stories and local knowledge; role playing activities that highlight land management decisions; and demonstration and skill development sessions will be organized to address the recreation components of the course. Throughout the week trivia and unifying educational activities are used to build on principles from each lesson, reiterate important concepts and evaluate student knowledge.

**Continued Mentoring**

At the end of the River Academy, staff meet with each successful participant to discuss professional and conservation interests and explore ideas for how they might like to apply the skills they have learned in the future. Collectively the mentor and student develop a plan to further the student’s education, build skills, pursue internships, and/or engage in community conservation projects. Based on each student’s interests, the Academy staff work to match student’s interests and skills up with the appropriate business, community group or conservation organization to continue their learning and build their conservation leadership skills.
BBRA draws on several well-respected and tested environmental and outdoor educations resource including Project WET; Trout Unlimited’s First Cast Curriculum (which corresponds with Phil Genova’s book First Cast: Teaching Kid’s to Fly Fish) (1st Cast), and Trout Unlimited’s Coldwater Conservation Education Guide (CCEG). We also use a fly fishing Alaska guidebook produced locally by the Alaska Fly Fishers Club.

Below is a sample itinerary for the Bristol Bay River Academy, the itinerary should be adapted to fit the needs of the students, skills of instructors and unpredictable nature of weather in SW Alaska.

**DAY 1 - INSTRUCTOR ARRIVAL**

Instructors arrive at Bear Trail Lodge
- Overview of the week
- Principles of teaching conservation education lessons

**DAY 2 – WELCOME & INTRODUCTIONS**

9:00 a.m. – 4:00 p.m
Prepare for Student arrival
- Responsibilities
- Week Itinerary
- Gear Check
- Set Up

4:00 – 6:00 p.m.
Students arrive
- Room Assignments and settle in

6:30– 7:30 p.m.
DINNER

7:30 p.m.
Welcome & Ice Breaker
- Introductions
- Lodge Orientation/Rules

Orientation
- Brief Overview
  - What will we be doing?
  - Why are you here?
  - Course Requirements
- Academy Rules
- Journals
DAY 3 - Introduction

8:00 - 9:00 a.m. BREAKFAST

9:00 a.m. – Noon Fly Fishing Clinic, Part I: Introduction to Fly Fishing
TEACHING RESOURCES: 1st Cast: Unit 4 – Tackle and Equipment; beginning of Unit 5 – Fly Casting
- Equipment
- Handing your Fly Fishing Gear
- Talking the Talk: Fishing Lingo

Noon – 1:00 p.m. LUNCH

1:00 – 2:00 p.m. River Knowledge Part I: Hydrology/Riparian Zones/Fish Habitat (Merlyn)
TEACHING RESOURCES 1st Cast: Unit 9 Lesson 1

2:00 p.m. – 6:00 p.m. Fly Fishing Clinic, Part II: On the River
TEACHING RESOURCES: 1st Cast: Unit 5 – Fly Casting; Unit 6: Lesson 2 & 3; and CCEG Chapter 4
- Learning to Cast
- Wise Angler: Reading A River / Thinking like a Fish

6:00 – 7:00 p.m. DINNER

7:00 - 9:00 p.m. Adding “Dessert” to Your Client’s Experience, Part I
Guest Lecture: Natural History Hike
- Aquatic Bugs/Birds/Ecology/Local Knowledge, etc....

8:30 – 10:00 p.m. Bonfire/Free time
DAY 4 - InDepth Lessons

8:00 – 9:00 a.m. BREAKFAST

9:00 – 10:00 a.m. Guest Lecture: Trout and Salmon Biology
--- Aquatic Entomology – What do fish eat?

10:00 – noon Intro to Fly Tying & Knots – two groups
TEACHING RESOURCES: 1st Cast: Unit 2-3 and Unit 6: Lesson 1

Noon – 1:00 p.m. LUNCH

1:00 – 2:30 p.m. Guest Lecture: Fisheries Management and Regulations
National Park Service
ADF&G

2:30 – 4:00 Adding “Dessert” to Your Client’s Experience, Part II
AK Host Training: What YOU should know about AK + Bristol Bay
to be a good host

4:00-5:30 Fly Tying & Knots & Fly Presentation
TEACHING RESOURCES: 1st Cast – Unit 6: Lesson 3

5:30 – 6:30 p.m. DINNER

6:30 – 9:00 p.m. Guest Lectures:
- Your Local Knowledge Applied to Guiding
- Guiding: the Good, Bad and Ugly

9:00 – 10:00 p.m. Free Time/Casting/Fly Tying/Bonfire

DAY 5 - InDepth Lessons

8:00 – 9:00 a.m. BREAKFAST

9:00 – 11:00 a.m. Preparing for a Day in the Field
- What’s in your pack/on your list?
- How to Dress

11:00 – Noon Fly Tying / Get Gear Together

11:30 – 12:30 p.m. LUNCH
12:30 – 2:30 p.m.   Outdoor + Wilderness Safety (Dave Milligan)
2:30 – 5:30       On the River – Fishing
    - Field Safety Scenarios (Dave)
    - Fly Presentation
    - Practice guiding
    - River Etiquette & Caring for Your Catch
      - TEACHING RESOURCES: 1st Cast – Unit 1; CCEG Chapter 8.

6:00 – 7:00 p.m.   DINNER

7:00 – 9:00 p.m.   Conservation Connections
    - Southwest AK Rainbow Management Plan (Nanci)
    - Land Ownership
    - River Conservation Role Play & River Activity
      - TEACHING RESOURCES: PROJECT WET – Sum of the Parts

9:00 – 10:00 p.m.   Fly Tying/Free Time

DAY 6 - InDepth Lessons

7:00 a.m. – 8:00 a.m.   BREAKFAST

8:00 a.m.   Gear Up

9:00 am. – 5pm   Brooks Trip with Branch River Air
    - Bear Safety
    - Plane Safety
    - River Etiquette in High Use areas

6:00 p.m. – 7:00 p.m.   DINNER

7:00 – 10:00 p.m.   Lodge/Guide Panel Discussion
                     Fly Tying/Movie Night
**DAY 7 - InDepth Lessons**

8:00 a.m. – 9:00 a.m.  BREAKFAST

9:00– noon  Knot Tying Review and Gear Maintenance  
             Casting Contest  
             BBRA Jeopardy

*Kids Lunch Mission: make a list of things you need for your client*

Noon – 1:00 p.m.  LUNCH

1:00 – 2:30  So You Want to Be A Guide – What’s next?  
             o 6 pack coast guard  
                ▪  Western rivers  
                ▪  Hours of experience (180 – 8 hour days)  
                ▪  Keep a log  
             o Resume: Red Flag / Green Flag  
             o TWIC Card, others??  
             o How to Get More Experience  
             o Other Schools/Prof Dev Opps

2:30- 6:00 p.m.  Getting Ready for Clients:  
                 □  Guide Gear  
                 □  Client Safety  
                 □  Reuben  
                 Practice on Instructors

6:00 – 7:00 p.m.  DINNER

7:00 – 9:00 p.m.  The Fishing Culture

9:00 – 10:00 p.m.  Fly Tying/Movie Night

**DAY 8 - Putting it all together**

8:00 - 9:00 a.m.  BREAKFAST

9:00 – 11:00 a.m.  Making Your Clients Day a Success: Getting Ready for Clients  
                   □  List of things to ask Clients
11:00 a.m. – noon  Client Arrival at Bear Trail & Orientation

Noon – 1:00 pm  LUNCH

1:00 – 6:30 pm  Mock Client Day
   - Fishing + Guiding
   - Prep Clients for Evening Activities

6:30  DINNER

7:30 p.m.  History/Culture Slideshow
           Elder Discussion
           Presentation of certificates of completion
           Slideshow of Photos from week

**DAY 9 - Wrap Up and Head Home**

8:00 a.m. – 9:00 a.m.  BREAKFAST

9:00 a.m. – 11 a.m.  Wrap-Up
   - Exit Interviews; Student Evals
   - Lodge breakdown + cleanup
   - Pack personal belongings

Noon – 2:00 p.m.  Flights Home