



PROCESS BOOK AND CASE STUDY

FishRight Fishing Education Campaign

Longwood University Undergraduate Senior Project

by Jeremiah Gilmer, Class of 2019

INTRODUCTION

This is an in depth process book and case study for the "FishRight Youth Fishing Education Campaign", the senior undergraduate design project by Jeremiah Gilmer at Longwood University.

The goal of this process book is to show the reader the process and rationale of all of the decisions made for the campaign. Even though this project is based around visual communication and graphic design, it requires a lot of skills that are required for any visual communicator/graphic designer, like research, sketching, critique, time management, planning, creative problem solving, and experimentation. Proper implications of these skills are crucial for creating a successful product.

The project was introduced at the beginning of the spring semester of 2018. In a class called Graphic Design Production II, students were introduced to the project's terms and goals.

- *The mission of the GAND Senior Research Thesis is to provide students with*
- *The opportunity to create a year-long body of work on a subject/theme of the*
- *Student's choice. This project should be an in-depth response to a current*
- *Issue that is of interest to the student, and one that can keep their interest*
- *Over an extended period. This project should also offer opportunities to present*
- *Research, writing, and graphic design abilities in the area of visual problem*
- *Solving and awareness of contemporary social issues. In short, it should*
- *Reflect the sensibilities and concerns of a Citizen Designer.*

Exert from dossier explanation and introduction to senior project (above).

IDENTIFYING THE PROBLEM

I started by dissecting the prompt and brainstorming ideas. We were told to find a topic that is important to us; something we have a passion for or a personal investment in. The topic also had to be something where there wasn't already an effective solution.

I made a list of things and problems that I am passionate about. Some included music programs in schools, healthcare, internet usage in teens, but I finally decided to go with a problem that I found within the fishing community.

I grew up on Lake Gaston in southern Virginia, so fishing that is dear to my heart. Luckily, I had access to fishing equipment and a dad that could take me whenever I wanted. Many people do not have someone there to teach them the ins-and-outs of fishing.

The next pages include the project proposal given to us in Graphic Design Production II, filled out to give some context to how I went about choosing my problem.

DEVELOPING A VIABLE SENIOR RESEARCH THESIS SPRING 2018

The GAND Senior Research Thesis Mission

The mission of the GAND Senior Research Thesis is to provide students with the opportunity to create a year-long body of work on a subject/theme of the student's choice. This project should be an in-depth response to a current issue that is of interest to the student, and one that can keep their interest over an extended period. This project should also offer opportunities to present research, writing, and graphic design abilities in the area of visual problem solving and awareness of contemporary social issues. In short, it should reflect the sensibilities and concerns of a Citizen Designer.

On the next page is a reprint of the 1963 *First Things First Manifesto*. This manifesto, signed by 20 designers, photographers and students challenged the issues facing designers in an ever growing de humanizing commercial sphere.

*"It's solution was to focus efforts of design on education and public service tasks that promoted the betterment of society."*¹

The Senior Research Thesis project is the culmination of four-years of study in Graphic and Animation Design, and should be the central piece in a student's portfolio. It should be serious, compelling, persuasive and comprehensive.

¹ <http://www.designishistory.com/1960/first-things-first/>

In the spring of your Junior year, you will be presenting a proposal for a Senior Research Thesis. As stated in the Senior Project Planner,

"The Longwood Senior Research Thesis is a year-long investigation into a topic of your choosing. The project proposal is presented during the Junior assessment. The project proposal consists of a written statement, a presentation of your proposed project, and examples of similar projects you've investigated as you put together your proposal."

This document should serve as a guide and process for how you should develop the idea you are going to work on during the upcoming year.

KNOW WHAT YOUR GOAL IS BEFORE YOU BEGIN

Your Senior Research Thesis should consist of the following elements:

1. Written statements:

- Hypothesis statement
- Research examples to include visual research and competitor analysis
- A need/have rubric
- Call to action statement
- A S.W.O.T analysis
- A commitment statement

2. Your presentation which you will present digitally *

- Simple PDF slide show which includes:
 - Similar campaigns/projects (competition) related to the subject of your choice with visual examples and an understanding of who developed the campaigns, and what they are trying to do.
 - Campaigns/projects not on your subject but that approached their problem as you might and an understanding of who developed the campaigns, and what they are trying to do.

3. Your current resume

*The written and visual components should be available as hard copy for the assessors (clients and myself, in a clean neat plastic report binder. (Plastic spine clip, NOT 3-ring.)

Consider your assessors as your clients. You will pitch your idea to them, backed with solid research and a true understanding of your issue. During your presentation, you should be able to explain the following (you may read from notes):

- What is the problem? What is the need?
- Who is your audience?
- Does your problem affect your audience and how?
- What things currently exist which address your problem?
- What exists that is like what you're proposing?
- How will your project be different? Unique?
- How does this fit into your career goals?

HOW TO BEGIN

EXPLORATION AND DISCOVERY PHASE

Each day for a week go online to www.npr.org > Programs > News and Conversation. Show topics are listed, and you can also access past shows and listen to them. Each day choose a show or shows you think you would find interesting and listen to it in its entirety. They are rarely more than 10 or 15 minutes long. (Not finding anything of interest is unacceptable, and probably indicates a boredom and lack of engagement which points to a serious inability for you to be a successful graphic designer.) You can also go to www.ted.com/talks and browse current and past TED talks. While you are listening you should be taking notes and writing down questions. You may have to stop and go back. This is the discovery phase of your project. Keep in mind this is an active listening exercise, and don't let your friends, roommates or phone disturb you. These are questions you should ask, along with other questions that arise on the specific topic.

- What is the problem being addressed?
- Who is affected by this problem? What organizations/groups/people were mentioned?
- Does this problem affect me (you)?
- Do I (you) care about the affects of this problem?

You should listen to ten or more shows on different topics. Once completed, you should narrow down your list to three different subjects/problems/issues that you think are interesting enough and relevant enough to you to sustain you over the course of the upcoming year.

RESEARCH PHASE

Look up which organizations/groups/people were mentioned. What are they doing to address the problem. Who have they identified to be their audience? What materials/media are they putting out? How successful are they?

Who or what organizations, groups or people disagree and who are working at odds to what you want to accomplish? What are they doing to address the problem. Who have they identified to be their audience? What materials/media are they putting out? How successful are they?

Which audience or group is most impacted by this problem? Do not conclude children and college students. That is lazy, and demonstrates you lack curiosity and empathy for those outside your comfort zone. Be more specific in your audience demographic. Are they: Male? Female? Rich? Poor? Educated? Old? These are all important indicators to you as you develop your project.

What other unrelated issues/problems share similar symptoms/remedies?

COLLECT VISUAL EXAMPLES OF WHAT ALREADY EXISTS.

HYPOTHESIS PHASE

Exploration, discovery and research lead to a hypothesis.

DEVELOP A HYPOTHESIS STATEMENT FOR EACH OF THE THREE TOPICS YOU ARE PROPOSING.

These should be a concise, 1–2 sentence statement which expresses your hypothesis of the problem.

Sample Hypothesis:

“Because of a lack of awareness, organizations and individuals mass-release helium-filled balloons into the air to commemorate or celebrate events, not realizing it is illegal and the balloons fall back to earth as dangerous litter that is deadly to wildlife.”

Show examples of your research that supports your hypothesis, and what sort of design campaigns exist or are similar in their desire to raise awareness or respond to a need.

NEED / HAVE RUBRIC

A need /have rubric (or need / want) is used to show how invested your audience is your message.

Obviously the strongest investment is in the audience who have/want to hear your message, and need to hear your message, but they may already be sold, and don't need convincing.

The least invested are those that neither have nor need your message. Those that have but don't need, or need but don't have are trickier, but can be swayed sometimes. They are the ones you probably need to convince.

If you have identified your audience—for example—as 6–10 year-old children, and you are applying the balloon hypothesis to this audience, it's not a correct audience. You will need to change your audience to those who don't have your message but need your message. Event planners would be a better audience, and you would need to determine the demographics of event planners. The Bureau of Labor Statistics therefore would be an excellent research opportunity to find out about event planners and their demographics.

	NEED	DON'T NEED
HAVE		
DON'T HAVE		

CALL TO ACTION STATEMENT

DEVELOP A CALL TO ACTION STATEMENT FOR EACH OF THE THREE TOPICS YOU ARE PROPOSING.

These should be 1–2 paragraph statements which explain what the goal of your campaign is. What do you want to happen? Include Goals, outcomes—what actions do you want your audience to take?

Sample Call to Action Statement:

“I am deeply concerned that celebratory mass-releases of helium-filled balloons is a form of illegal littering/dumping which is dangerous to wildlife, consumes and wastes a finite resource (helium) and creates an eyesore. My project would be an awareness campaign aimed at educating event planners about the environmental and legal impacts of mass balloon releases. My project would give guidance on legal issues surrounding mass littering, and methods and strategies to give them the language to convince other stakeholders and decision makers who may not be aware of this problem. I would also create materials which give event planners other means of large scale celebrations and commemorations which would be memorable, affordable, sustainable, and wildlife friendly. My goal would be to see a reduction or elimination of mass-balloon releases as a consequence of raising awareness about this problem.”

S.W.O.T. ANALYSIS

A SWOT analysis looks at: Strengths, Weaknesses, Opportunities and Threats. You now have a hypothesis, research, a need/want rubric which has focused your audience that focuses your project goals. Consider your project now in terms of S.W.O.T. What is strong about your project, and what is weak? Be honest. Examples of weaknesses or threats might include:

- I'll lose interest
- I have to work all summer, so my time is limited
- I can't gain access to expert information
- Imagery is too hard to get or too expensive
- The subject is too vague
- The subject is too broad

AND ALWAYS PUT THIS IN:

I will procrastinate and waste my time and not ask for help.

Every student who has had trouble with their project HAS DONE THE ABOVE. DO NOT THINK YOU ARE IMMUNE.

Sketch possible ideas—NOT formats or forms. Develop slogans, images, ideas. But don't worry about form yet. Form is what the thing is...brochure, poster, website, cards etc.

COMMITMENT STATEMENT

DEVELOP A COMMITMENT STATEMENT FOR EACH OF THE THREE TOPICS YOU ARE PROPOSING.

This is a 1–2 sentence statement that tells us (client) why you will carry this through. It is not because you have to do it as a graduation requirement, it is because you want to do it because this is what successful designer's care about and do.

YOU ARE NOW READY TO PRESENT YOUR PROPOSAL

RESEARCH

This problem introduction dossier was a great way for us to see how much information we had on the problem. We researched and created personas. We were to define the problem as precisely as possible. We were to define, and then redefine the problem. We were to think about the problem in and out, and see if anyone else had attempted to solve this problem. The pages here are from a Google doc where I stored research work so that professors could see my progress.

Primary Ideas

Idea one

Because of a lack of available information on fishing etiquette, many fishermen use incorrect etiquette which harms fish and the waterways in which they are fishing.

Goal is to inform people how to fish so that they don't harm themselves, the fish, and the environment.

Ideas and other:

So a problem is that young kids don't get fishing license, have to be 14. But maybe this isn't a problem considering 14 year olds aren't buying fishing equipment most of the time. The parents or adults are the ones making the decisions and buying the fishing gear most of the time. So it is probably safe to say that if we give them a booklet about proper etiquette, fish care, and environmental care, they could benefit from that information.

Keeping in mind that there is little to no clean way to inform people on how to follow basic fishing rules, beyond boaters test. There is no test for fishing license. Also, this is sustainable because it can come out of the fee for the license.

Informational booklet and online guide on fishing etiquette like tying knots retrieving lures fish care etc

Improper fishing etiquette (like tearing lures/hooks out of mouths, not releasing fish in a timely manner, and using lead-based weights) can kill fish and pollute waterways, which leads to problems with both fishermen and the wildlife.

Research:

<https://freshwater.org/2009/09/25/10-ways-to-keep-lakes-clean-2/>

If you fish, consider putting away your lead sinkers and jigs and switching to non-toxic tackle. Loons, trumpeter swans and some other waterfowl are susceptible to contracting lead poisoning from tackle they pick up off lake bottoms. (This may not be relevant but I thought it was interesting)

<https://www.pca.state.mn.us/sites/default/files/lakes-guidetoprotection-2.pdf>

<https://www.saltstrong.com/articles/fishing-lure-left-in-a-fishs-mouth/>

For those of you non-anglers, here are just a few reasons that hooks and lures get left or caught in a fish's mouth:

While fighting a fish, the line breaks, leaving the fish swimming off with the hook/bait/lure

This could occur from fish going into structure and breaking you off

This could occur from a bad knot

This thesis statement is the final thesis statement. As you can see on the following pages, I started with the idea that hooks left in fish are the problem, later seeing that the larger umbrella problem is that a lot of fishermen don't know any better. This later transformed again to offering tools for not only convincing fishermen to change some bad habits, but also teaching new fishermen good habits from the get-go. This is where online research was started, February 2018.

This could occur from just a normal break-off with a big fish at any point during the fight
This could occur with fish like sharks, barracuda, or pike that have sharp teeth, etc
The fish swallows the hook to the point you can't safely get it out without seriously injuring or potentially killing the fish
Many fish with nasty teeth (like large sharks and freshwater pike) are released by purposely cutting the line at the hook instead of keeping the fish out of the water for an extended period of time (and to avoid getting your hand bitten)

These fish were all somehow finding ways to self-release (or most likely shake out) well set crankbait treble hooks in a matter of days. In fact, the barbless hooks usually came out of the fish's mouth and hit the surface in 24 hours or less!

And even the deeply hooked crankbaits with barbs were usually fully free from the fish's mouth in just a couple of days!

Pullen said the pike hooked in the lower jaw actually took longer to shed the lure than those hooked deeply near the back of the tongue.

A hook will rust away in a fish, but it may take a while, especially if the hook is plated or made of thick metal. But fish's stomachs are pretty tough. They can stand up to the spines on little fish like bluegill or pinfish. I've caught lots of fish which have hooks embedded in their jaws, and I've cleaned quite a few fish which have grown-over hooks in their guts. So cutting off a swallowed hook is not really a big deal. But if you worry about it, make sure you use thin wire, non-plated hooks.

And no, fish's nervous systems are not especially similar to ours. I've actually seen the same fish caught twice within an hour (we were tagging small halibut, so we know they were the same fish and when they were caught), so hooking a fish doesn't bother it much at all. You also see this in the big fish tank bass fishing exhibits you see at fishing shows. And of course, fish have lateral lines, we don't. They are very different creatures.

Finally, I've caught a number of fish which were never hooked: lingcod which have grabbed a smaller hooked fish, or wahoo which are simply holding the middle of a metal jig, with the hook swinging free. These fish pulled the same as fish which were hooked, and held on until they were gaffed or netted. All this tells me is that they're fighting the pull of the fishing line, not the "sensation" of the hook, and they were not bright enough to let go when it became obvious they were in danger.

TL:DR: Fish can naturally dislodge hooks and lures in their mouths most of the time. They also don't feel pain like humans. They can dissolve some hooks in their stomachs, and it rarely kills the fish. Hooks can dissolve in the water, but it takes years, and is dangerous to swimmers and wildlife.

The bigger problem is when people try to remove hooks and lures from fish's mouths and it damages them or makes them go into shock.

The second page of this doc shows how my ideas shifted from fishing hooks creating problems to the lack of fishing education being the problem.

<https://www.youtube.com/watch?v=R12NoVDgTIE>

See all of the lures and the line in the water? This waste is not healthy for the fish or lake ecosystem.

<https://www.erosionpollution.com/debris.html>

<https://lakegastonchamber.com/area-information/about-lake-gaston.html>

Says "High quality water" but people who doesn't know how to fish

Safe fishing habits

<http://www.boats.com/how-to/outboard-expert-propshaft-line-removal/#.WmoU4qinFPY>

<http://www.takepart.com/article/2016/01/14/heres-most-dangerous-kind-plastic-ocean>

Questions?

Who needs this information? Who is the audience?

Fishermen, Outdoorsman, Fishing Shops, Public lakes and waterways

What problems am I faced with?

Lack of care of fishermen, People that are not in the direct target area. More in depth on that last point, not everyone that's a "fisherman" fishes. Sometimes it's just once on a good weekend at a lake home. So my job is to reach those people as well. Perhaps marketing it with individual lakes and waterways in mind, or with a VA game license.

Who doesn't want to make this success?

Lure companies and fishing line manufacturing probably don't oppose the idea of cleaning up line and not hurting fish, but they probably won't be advocates with it.

Fishermen may lose lures and hooks, this is weighed against killing fish and potentially getting line in motors.

Who gains from this knowledge?

Fishermen gain, because less fish are injured or killed, however they may lose more baits. Also, less line in the water results in cleaner lakes; better to swim in and run motors in.

I think a lot of experienced anglers are aware of this information. At Lake Gaston and Kerr lake, the biggest problem is vacation people that are fishing without a license, with old leftover gear, and are

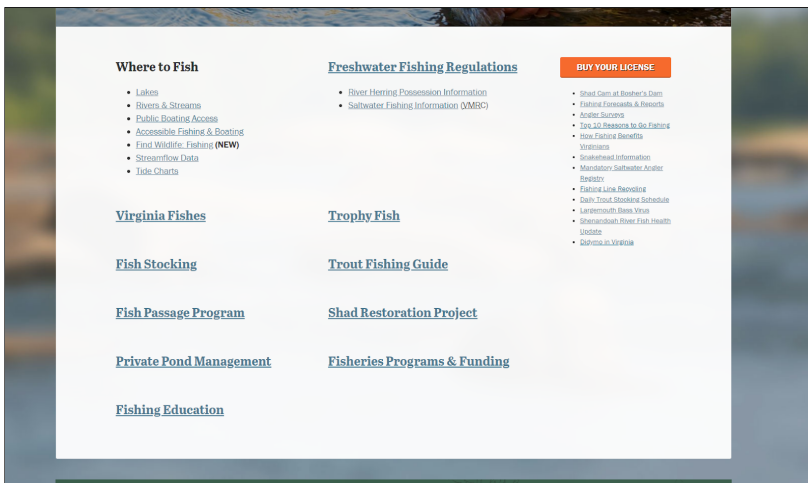
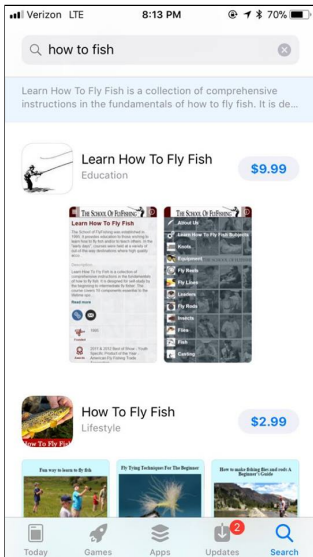
What is the direct goal? Can I reach 1% 5% 10% of the target audience and create change?

I can market it along with the fishing license. The information is often there, perhaps in informational youtube videos or complex booklets, but there are no "cheat sheet" about basic information.

How do I reach the people that are actually going to change?

Attaching it to fishing license, or available at bait shops or public waterways.

Here, I was answering questions that could arise in the first assessment where we introduced the problems. This is a great way to better understand the problem, and create ways to solve it.



Nowhere is there any detailed information on HOW to fish in Virginia.

Here are some screenshots where I was looking for how to fish in Virginia. There are videos from creators on YouTube, and there is very vague advice on the Virginia Department of Game and Inland Fisheries, but there are no real campaigns here to help new fishermen in Virginia.

I later found the "takemefishing" campaign, which is a government sponsored campaign. This campaign is extremely vague when it comes to techniques and tricks. It goes over reeling and casting well, but it was not specific enough to explain the difference, let's say, between saltwater and freshwater fishing.

Hello,

My name is Jeremiah Gilmer, and I'm a junior at Longwood University in Farmville, VA. I'm a graphic Design major and working on my senior project. In short, the goal is for each student to identify a problem in society, and design a campaign in order to help other people. The campaign is usually based around something that the student is passionate in or has invested interest in.

I grew up on Lake Gaston, so I started looking for problems there. Upon doing research, I realized that I could not find a "fishing tutorial" or "how to fish" on your website. Other states often have pdf's, booklets, and videos based around how to fish. Texas has an informational booklet called "takemefishing" that is aimed at children to teach them how to fish.

I want to create something that will help other people, and potentially help you guys at the DGIF. My original goal was to create a booklet that can go along with the purchase of a fishing license. The booklet would discuss the basics, and also go into fishing etiquette and how to create good habits. It would also discuss the negative effects of leaving line in water, using lead weights, keeping fish out of water too long, etc.

I guess my concern is if this is something you all have done before, or if you would be interested in implementing something like this.

I am sure a campaign like this could help the environment and the experience for anglers, which is two of my goals that I am passionate about.

Please let me know if you guys at the DGIF would be interested in discussing this further. Thanks for your time,

Jeremiah Gilmer
Longwood University
Graphic Design
Class of 2019

Sent to Department of Inland Game Fisheries.

Their motto is Their motto is to conserve, connect, protect.

Although they emphasize on conservation, there appears to be little PUBLICIZED efforts.

I remember going to talks or museums, but the target demographic for those things seems to be kids who, from my experience, won't end up fishing anyway.

MARCH 12th

no response to the email.

They have one scheduled workshop day where they will educate people, but it is on the migration of fish on the James River.

This is an email that I sent to the VDGIF, telling them about my campaign and hoping they would endorse or support me in my efforts; they never responded. This hurt the chance of my project having a second life, but I still continued hoping that once it is finished, I would be able to get sponsors or volunteers to help in my efforts if I wanted the campaign to be live.

GOAL:

The VGIF motto doesn't include education, so that will be where this campaign comes in. I want to create a campaign; a simple brand sort of like the "take me fishing", that will be represented in both a website and a booklet. I will (pending) work together with the VGIF to create a series of education tools.

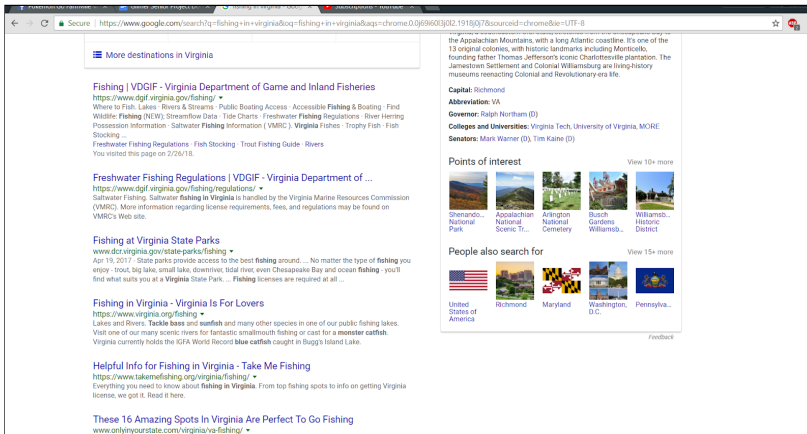
(If I cannot convince the VGIF to pick up the campaign, then I will simply make it and keep it online, it would just not have an active second life)

My goal is to create something easy to access (booklet) that will go into the details about fishing in Virginia. The takemefishing.org does not go into details on how to fish. It doesn't cover Virginia-specific details that are important to anglers. It seems to be aimed at children, and it is not practical to have all of the information on a difficult-to-navigate website when lakes often do not have service. People often aren't going to take out their phone to look up information either. It was hard to find and seems impractical.

An education campaign built around a booklet that will go with the VGIF fishing license. There will be a website that will basically be a digital version of the booklet in a website format.

I want the booklet to go over basics of fishing, more advanced info on how to fish in Virginia, and a pocket guide for experienced fishermen. I want it to include tools for experienced fishermen; a map, list of all citations, fish identification, migration charts, etc. I also want it to be easy enough to read and navigate for teens to use it to teach themselves how to fish.

The goal is shifting here to what it would eventually become; an educational campaign built around the VDGIF fishing, or children who do not have a license.



The Takemefishing.org comes up, but I've discussed that above. DCR and the VGIF are all regulation pages, no education. And the other spots are "blog" like posts that have little valid information.

MARCH 15-21

Professor Register wants us to create personas to more accurately define our target audience and determine which types of form we want to take moving forward. Below are some examples.

People that need or could use my campaign:



www.shutterstock.com · 351634202

Jacob, 14 year old lives near a small engine lake in central virginia. His friends like to fish in small ponds, but want to go to a larger lake and have no information on fishing beyond what they have taught themselves. They are using some rods they got at goodwill. Their parents don't fish, but they could get a ride.

Here is where I started creating personas to put a face to my problem.

This entire project coincidentally started at the same my dad started his YouTube channel. He started a channel called "Fishing Lake Country", where he teaches different fishing techniques that he has learned over the years. He has won many state tournaments, so he was a source of information for the project.

He also started teaching a young man that moved into our neighborhood. A 12-year-old named Mason moved a few houses down, and my dad saw him casting in the yard one day, and asked him if he wanted to go fishing with him. Since then, my dad has taught him a lot about fishing.

This shows that if you do not have someone there to help you, starting to fish can be difficult. This is a problem that my campaign hopes to solve.

My campaign could help Jacob and his friends learn about the basics and how to fish in order to stay safe and respect the lake.



Brian, 18 yo, lives in northern va, and fishes in brackish potomac with his neighbor in his spare time. His dad taught him the basics, but doesn't go with him much anymore because of his job in DC. he wants to take a few friends out fishing on the Potomac, and a lot of videos online do not apply to their bank-fishing.

My campaign would inform Brian and his friends on how to fish on the river. I want to fill a booklet with useful information besides just beginner information, like regulation and citation sizes, so that he can take it with him and they can stay safe.

I continued to create personas for people that would benefit from my campaign.



Steven is 29 and his son Devin is 6. Steven never had anyone take him fishing, but now he's got a girlfriend and a wife and some spare money, and he wants to create some memories with his son. He reads online that he needs a license to fish at the local Smith Mountain Lake fishing area, so he goes and picks one up. However, he has no idea how to fish. He bought some basic gear from Walmart, but doesn't know how to catch bass or perch, or even what regulations are out there. This book would be amazing for Steven, it would provide him all the information he needs in order for him to have a successful fishing trip with his son.

There are going to be some people that won't need the information; they either know how to fish or don't think that the information will apply to them. I have to fill a booklet with enough information for even the novice/advanced fishermen for them to want/need to carry this book with them.

Weight friendly, tackle box friendly



Maia is 34 and Conner is 8

Maia is a single mom, her husband died overseas, and she wants to give her son the experiences that her husband may have given her son. One of those is fishing but she doesn't know how to fish. They live near

lake gaston, but have no idea how to fish. They have some fishing gear from her late husband, so she takes him out one day to the local boat ramp.

My booklet and campaign could help teach Tina enough about fishing that she and Conner have a successful and safe fishing trip.



Dylan, 25yo, lives on Chickahomony river. Dylan loves to work out, and his favorite way to exercise is swimming. Every since he was young, he's had to watch out for lures and hooks in the water, especially left stumps and grass. Dylan has had to have 2 hooks surgically removed in the past few years, which has forced him to stop swimming.

My campaign can inform people on how to retrieve their hooks, so that in the future people like Dylan will be able to safely swim without stepping on hooks and lures.

It can also talk about how to swim safely, areas to safely swim at, etc.

Generally, you don't need anymore than three to five personas, because you start dicing up your users' data too finely. You've done a good and complete job of crafting your personas.—WL

Look at these links on personas.—WL

<https://medium.com/@indiyong/describing-personas-af992e3fc527>

<https://www.w3.org/WAI/RD/2013/user-modeling/paper7/> pay attention to Section Three, and how you map personas using the Dana Chisnell methods. You create your three to five personas, and then assign a numerical rating to each of them on a Linkert scale—often one to ten—based on how you rate each personas' 1. Attitude 2. Abilities 3. Aptitudes to your project.

Did you investigate the Chisnell persona method? I found a link at SlideShare that more clearly describes her method. You can look at the entire slideshow, but the Chisnell method begins at slide twenty. Here is the link:

<https://www.slideshare.net/danachisnell/users-at-the-end-of-the-mouse-persona-modeler>

Here, you can see my professor helping me better craft my personas. My professors direction and advice helped craft my project.

300 ASSESSMENT

It was at this point that I went into my 300 level assessment.

The goal of this assessment is to introduce a clean and precise problem that we can solve with a design campaign.

The following pages will be my dossier that I created for the project, followed by the presentation slides for context. I gave the presentation and presented the problem in a way to convey that this problem is something I've seen first hand. I told them how I was passionate about the problem, and that I could solve it with this campaign.

During the presentation, I talked about how I identified the problem. I talked about the thousands of fishing license sold in Virginia each year, and how there is no required test or material to go along with it. I talked about other resources available and how they are failing in a few ways.

PROPOSAL 1

Thesis Problem Statement

Because of a lack of available information on how to fish, many fishermen form bad habits that harms fish and the waterways in which they are fishing.

PROPOSAL 1

Research/citations

Society, Freshwater. "Guide to Lake Protection and Management." www.pca.state.mn.us/sites/default/files/lakes-guidetoprotection-2.pdf.

This guide is a detailed guide for how Minnesota officials care for their lakes. This was the only source of lake care documentation I was able to find online. They go into detail about run-off, watersheds, and taking care of local species in respect to human-environment interactions.

Simonds, Joseph. "The Truth About Leaving A Fishing Lure In A Fish's Mouth." www.saltstrong.com, 2 Sept. 2015. www.saltstrong.com/articles/fishing-lure-left-in-a-fish-mouth/.

This article goes into a case study done by a student who wanted to see if fish could naturally remove baits from their mouths. He found that almost all fish can remove baits from their mouths, which is safer than pulling them out if they are too deep into the fish's throat. He found that fish can also pass hooks, even though it may take a long time. Pulling the hook out can tear the gills, cause bleeding, and causes shock, which will almost always lead to the death of the fish.

"About Lake Gaston." Lake Gaston Chamber of Commerce, lakegastonchamber.com/area-information/about-lake-gaston.html.

This article is by the Lake Gaston Chamber of Commerce. In the article, they say that the lake is filled with "High Quality" water. They even put this in quotations. However, they don't talk about what steps they are taking to keep the water quality and well-being of the lake in high quality.

Mike, and Una. "Do Lead Fishing Sinkers Threaten the Environment?" The Straight Dope, 28 Nov. 2017. www.straightdope.com/columns/read/2188/do-lead-fishing-sinkers-threaten-the-environment/.

This article talks about how lead weights poison waterways, which leads to the death of birds. Even though the fish can live with the contamination, birds of prey cannot survive the lead poisoning.

PROPOSAL 1

Need / Have Rubric

	Need	Don't Need
Have	People with peers to guide them and teach them fishing etiquette	Experienced fishermen using proper fishing etiquettes
Don't Have	Teenagers/Youth New fishermen People buying license	People that don't fish

PROPOSAL 1

Call to Action Statement

I am appalled by the lack of information on how to fish in southern Virginia. The state attempts to regulate who can fish requiring a license, but does not propose information on how to fish. This carelessness hurts fish and the fishing experience for other anglers. My goal is to inform fishermen on how to properly respect the fish and the waterways so that they do not harm themselves, the environment, or the fish. My audience is fishermen who buy a fishing license. I will create a way to reach people who are buying a Virginia State license, so that these fishermen can be informed about how to safely fish and respect the environment and other fishermen.

PROPOSAL 1

S.W.O.T Analysis

Strengths:

- Marketing the informative campaign with the Virginia fishing license allows me to reach a specific audience that is already apt to following regulations.
- There is no other one-stop information source for fishing etiquette in Southern Virginia.
- This campaign should help the fish environment on Lake Gaston and Kerr Lake.
- I have connections to places that sell fishing license on the lake.
- I have access to professional guides of the lake-area.

Weaknesses:

- Creating something that will apply to the wide variety of people that are buying license.
- Potentially reaching people that are not interested in the material, or think that the information is not relative to them.

Opportunities:

- The campaign can have a second life because this information could be attached with the license through the Virginia Game Department.
- This campaign could also help people all around Virginia or on the east coast.

Threats:

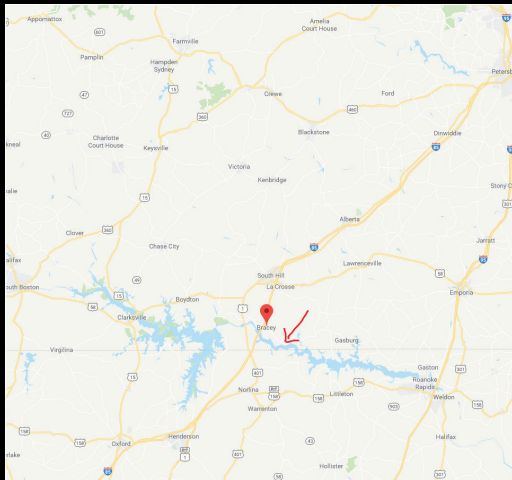
- People may be hesitant to accept information if it threatens their habits or prior knowledge.

PROPOSAL 1

Commitment Statement

As a person who grew up on Lake Gaston, I want people to respect the fish and the environment for the generations to come. When I take my friends out fishing, I want them to know what to do. Not everyone has a peer there to teach them; I want to provide them with the right information so that they make the best decisions when fishing.

GAND 300-LEVEL ASSESSMENT
Jeremiah Gilmer





Conclusion:

Because a lack of available information on how to fish, many fishermen form bad habits that can not only negatively affect their own fishing experience, but also negatively effects the environment and the experience for other anglers.

VIRGINIA DEPARTMENT OF GAME AND INLAND FISHERIES

Dear Wildlife Enthusiast,

Thank you for your inquiry about Virginia's Resident Fishing and Hunting Licenses. All licenses will expire **April 30th, 2024, 12:00 AM**. **Important: Your 2023 License will be valid for one year from date of purchase.** As a new user for specific licenses, you will need to complete the online registration process. Please visit our website at www.dgif.virginia.gov for more information. If you are a returning user, please visit our website at www.dgif.virginia.gov to renew your license. If you are a new user, please visit our website at www.dgif.virginia.gov to register. Please visit our website at www.dgif.virginia.gov for more information. If you are a returning user, please visit our website at www.dgif.virginia.gov to renew your license. If you are a new user, please visit our website at www.dgif.virginia.gov to register. Please visit our website at www.dgif.virginia.gov for more information.

Department of Game and Inland Fisheries
Attention: Resident Fishing/Hunting Licenses (IMS)
P.O. Box 1104
Richmond, VA 23238-1104

IMPORTANT NOTE: Please include either a **PERSONAL CHECK, MONEY ORDER or CASHIER'S CHECK** made payable to the **TREASURER OF VIRGINIA** or **VISA/MASTERCARD** as payment for the license you have ordered.

Virginia Resident Fishing/Hunting License Order Form

Applicant's Name: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Date of Birth: ____/____/____ Gender: _____
 Last 4 Digits of ID#: _____ Daytime Phone: _____
 Boat Registration #: _____ (Required for BOB - Saltwater Boat Certificate License Only)

E-mail Address: _____
 Phone check to have license mailed to this address

Virginia Hunting License Number: _____ (Required if purchasing Bow, Deer, Turkey tags without State or County Hunting)

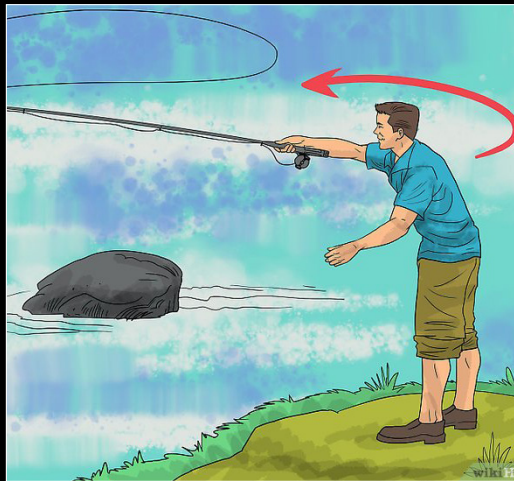
Hunter Education Certification: (Phone check has - Required if purchasing any Hunting License)
 Yes, but the person to be named on this license meets hunting education requirements, is eligible to buy this license and all information provided is true to the best of my knowledge and belief.

By signing this application, I certify that the person to be named on this license is eligible to buy this license and all information provided is true and correct. (Section 29.1-137.1)

Signature: _____ Date: _____

	115	117	119	121	125	127	131	133	135	137	139	141	143	145
	Mathews County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County	Mecklenburg County
License														
101 - Sportsman's Hunting and Fishing	6	47	12	176	78	31	8	4	13	85	91	60	73	73
472 - National Forest Permit	40	37	37	2,309	640	143	18	26	35	285	1,178	53	139	168
480 - Public Access Lands for Sportsmen	4	1	1	4	5	5				4			2	1
491 - Virginia State Forest Use Permit	61	10	106	30	74	129	2	5	112	26	21	1	14	212
	111	99	146	2,819	797	268	28	39	156	400	1,090	114	238	454
103 - Resident Apprentice Hunting	16	45	11	67	35	30	13	21	12	59	39	10	52	56
104 - Non-Resident Apprentice Hunting				1										
111 - County/City Resident Hunting	4	124	7	31	47	7	63	11	1	26	86	88	240	10
112 - Non-Resident 3 Day Hunting														
113 - Resident State Hunting	433	1,516	559	2,007	879	1,265	320	518	824	1,733	1,140	470	1,855	1,571
114 - Non-Resident State Hunting	1													
115 - Resident Bear, Deer, & Turkey						3								
Water Recreational Use Two Eel Pots								1						
Rent State Fresh/Saltwater Fishing	79	35	156	27	21	397	14	107	31	131	17	2		
Resident State Fresh/Saltwater Fishing				1		1			1					
Rent 5-Day Fresh/Saltwater Fishing														
Resident 5-Day Fresh/Saltwater Fishing														
Rent Tidal Boat Sport Fishing	6	1	8	1	2	15	3	3	1	4	1			
Resident Tidal Boat Sport Fishing														
Rent Creek 1-Day Fee Fishing		6		118	3				15	225				
Sh Mountain 1-Day Fee Fishing			4	26	1				4	15				
That State Park 1-Day Fee Fishing		12	15	61	43	3			1	27	31	6		7
al Regulation Trout - Buffalo Creek	2	6	1	22	10				1	7	5			
al Regulation Trout - Mossy Creek	2	6	1	21	12	2				4	7			
al Regulation Trout - South River	2	7	1	17	14	2				4	5			
	968	2,661	1,387	6,853	1,957	2,428	727	833	1,184	2,375	2,054	3,300		

0.41% of Virginia fishing licenses sold



"takemefishing."

TEXAS PARKS & WILDLIFE

A Basic Guide for the Beginning Angler

"takemefishing." A Basic Guide for the Beginning Angler

FISHING RODS

Spinning Rods

STRAIGHT HANDLE, LINE GUIDES ON BOTTOM

Spinning rods have straight handles, with large line guides and reels mounted on the bottom. Spinning reels cast quickly and long distances, making this rod suitable for all types of freshwater and saltwater fishing.

Fly Rods

LONG FLEXIBLE ROD, LINE GUIDES ON BOTTOM

Fly rods are very long, flexible rods. In flyfishing, you cast the line, not the lure. You'll see anglers develop almost artistic casting techniques, adding to the appeal of the sport. Line guides and reel are mounted on bottom of the rod. Fly rods come in various weight classes and lengths, suited for different locations and fish.

Saltwater Tackle

Going after saltwater fish involves a little change in the strength of the equipment. The rods, reels, hooks, line and lures or baits very just as in freshwater fishing, but they can be stronger and heavier, built to withstand larger fish and natural or artificial structures.

"takemefishing." A Basic Guide for the Beginning Angler

WHAT GOES IN THE TACKLE BOX

What You'll Need in Your Tackle Box

FISH KIT

EMERGENCY FIRST AID KIT

MARCH 28

Today I'm beginning to start thinking of campaign names. I'm confident with doing a booklet and website, along with the other forms above that will be collateral along with it. So here are some of my ideas.

Fishapedia

Hook. Line. Sinkers.

Fishology

Pocket Guide to Virginia Fishing

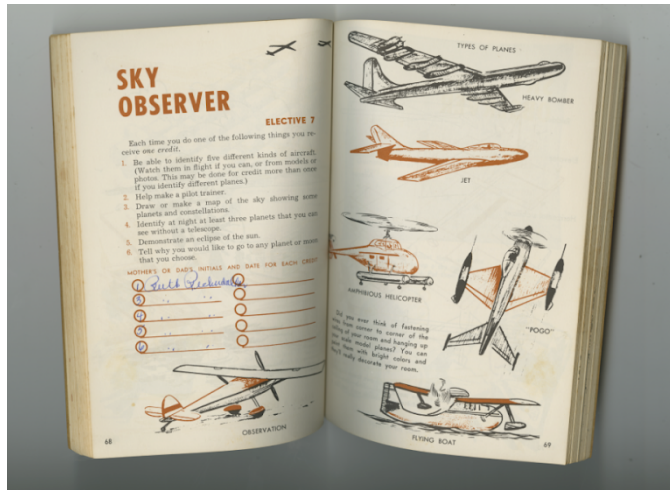
Va.fishapedia.com

Nc.fishapedia.com for web the address could be edited for the state it's in, if another state would want to pick it up.

APRIL 2

Whilst looking through antique stores this weekend, I was looking at old type, layouts, photo-manipulation, and illustration. I stumbled upon 2 books that inspired me quite a lot. The first one was called "The Horseman's Bible". This book was an encyclopedia on EVERYTHING about horse ownership and riding, care etc. It was over 200 pages of dense type with some illustrations. I didn't buy this book, but the book I did purchase for inspiration was a 1959 Cub scout book. This book is filled with great illustrations using a simple two-color system, nice layouts, etc.

Below are some scans from the book.

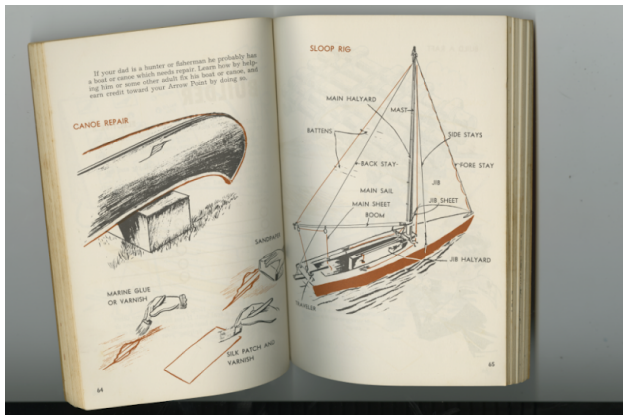


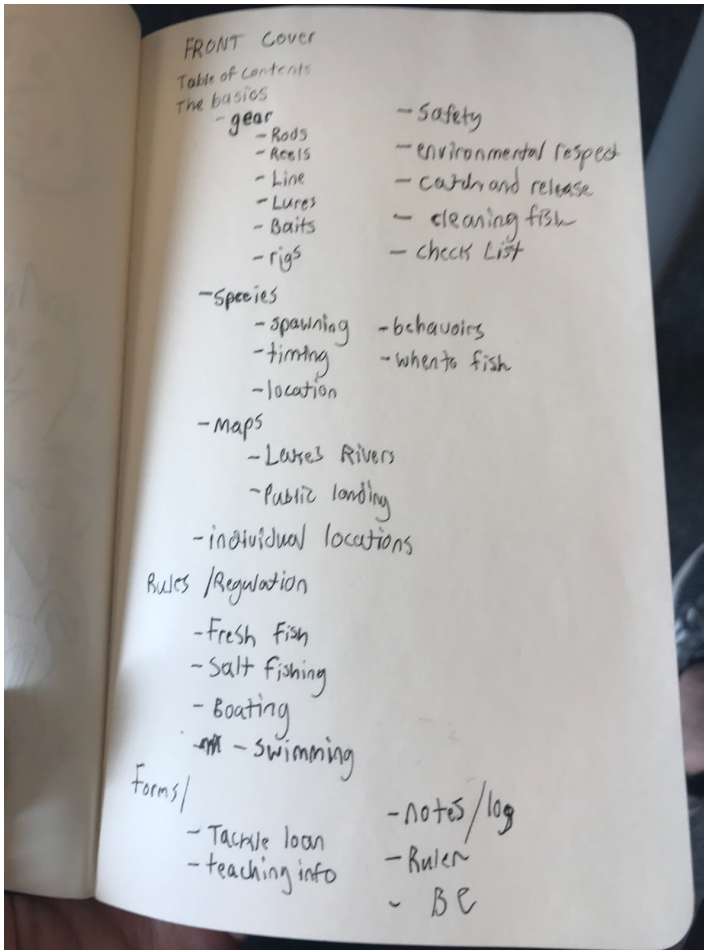
I started thinking of campaign names, and doing design research. While out shopping one day, I stumbled across these antique 1947-1957 boyscout books. I was instantly intrigued by a few aspects of these books:

1. They were interactive in a way. I could see people making notes and writing their names in them. I thought this was really interesting.
2. I enjoyed the graphic style. The illustrations were thorough, but simple. The type was clean, and the layouts were interesting. The information also wasn't too wordy. It was short and to the point.

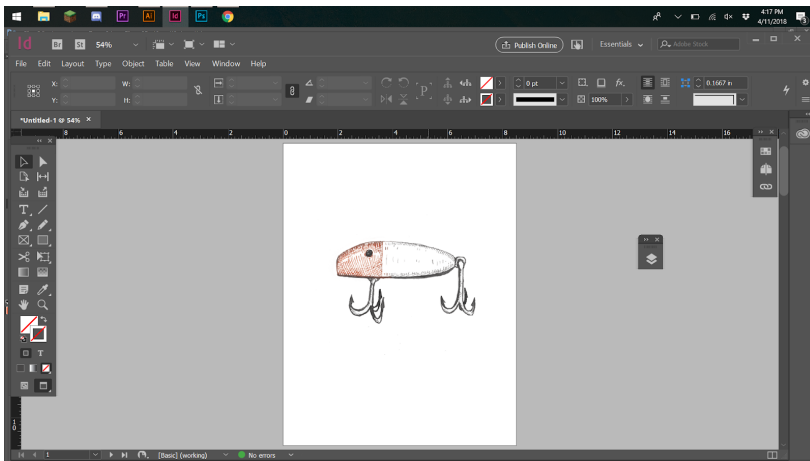


Around this time I also started listing all of the collateral I wanted to create for the campaign.





Here I started thinking of the layout of the book. Little did I know that the book alone would take a month to create. From layout, to vectoring, to organization, the booklet turned into a 80+ page book that needed custom copy, detailed information, and custom graphics.



Drew this as an example of a style I would like to do, maybe a little simpler. This one is a little more complex than other examples.

April 2018:
I started thinking about graphic styles, illustrative styles, and visual systems. I started doing visual research. I sketched this image of an iconic lure that I really enjoyed. However, this drawing style would prove to be way too slow. I needed a faster and simpler method to illustrate pieces for the campaign without outsourcing the entire illustrative process.

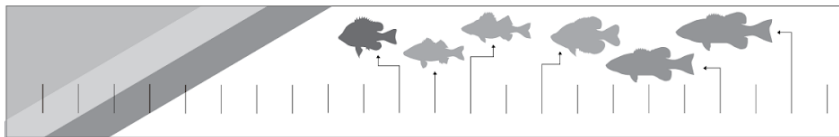
How many of these illustrations will you need? How long did it take you to illustrate the above, times the number of illustrations you believe you will need?—WL

APRIL 16

Today I'm continuing to create concepts for names for my campaign. We have to make 4 deliverables before the end of the semester for the class, so here is my full list, and bolded is ones I will do right now.

- Booklet
- Poster**
- Handout**
- Floaty Keychain
- Sticker for boat/trailer/truck**
- Pocket Knife
- Hats
- Life vest patch
- Carpet sticker that is a ruler**
- Tacklebox
- Website
- Youtube/Social Media accounts (cover etc)

Starting with the carpet sticker, this is a black and white loose mockup, with the concept down.



APRIL 20

Today I have continued to work on the ruler, as well as do some research into other campaigns, and where they failed.

- <https://www.takemefishing.org/how-to-fish/how-to-catch-fish/how-to-release-a-fish/>
- <http://www.fishsmart.org/announcements>

So Fish smart is a campaign based around the survival of fishing with anglers, which is a large portion of my campaign. However, their website is out of date and hasn't been touched in over 4 years. I also noticed that they had no deliverables to help make their campaign last. They only have a website and a video from what I could find. I also feel like their demographic is everyone that fishes, which I think is a little too

In mid-April, I came back to thinking of different forms that my design works could take. Here is a list that I would essentially thinking to for the entire project.

Here is also a ruler design that I started with.

The ruler is crucial for fishermen to measure them for citation sizes.

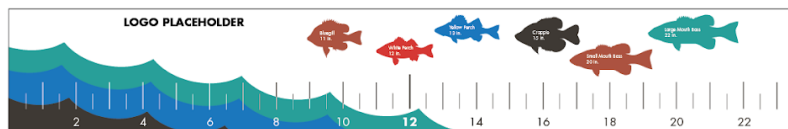
varied. How can they reach everyone, and how are people going to hear about the website? I did see a link to it on the “take me fishing” .gov site, that has details on how to properly fish.

I cannot find any form of deliverables or detailed information about the campaign. It says they have had some workshop events, but most of them were 5-7 years ago. The campaign seems static and has no momentum. How can I create a similar thing that will have the longevity to be updated and used?

Did you see any indication of the number of hits on the sites; it's an outdated thing, but some sites still use them. It is worth analyzing why the material at both sites are out-of-date. Did people lose interest?—WL

Fishsmart is also the name of a hummingbird fish finder app, so that is something hurting them; they are out commercialized by them.

So as for the Ruler,



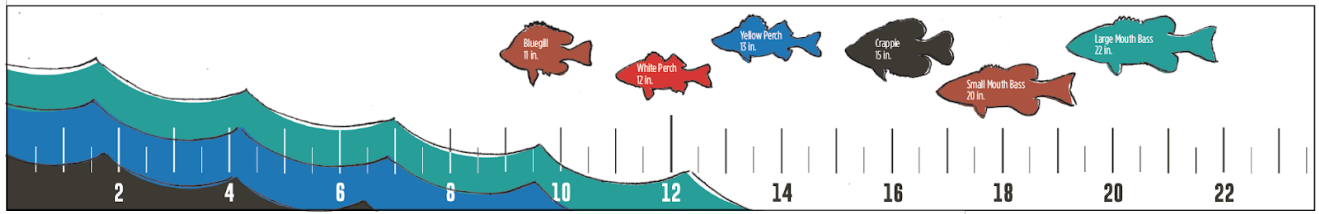
I added my color system, which is a series of 5 pantones I picked using Kuler Color palette maker. I had 3 variations of blue, one of which is basically a black, and then a red and a brown. I thought these colors worked well together; the blues are nice and neutral, representing water. These colors are also found on lakes and in nature, brown of rocks and banks, blues of water.

I also want my campaign to contain tools that fisherman can use, not just information. Tools that can be used will have a longer life than knowledge that people could ignore.

Here is an early colored version of the ruler. I would later abandon some of these colors.

Although these pantone colors printed well most of the time, I the values of some of the colors clashed too much.

To answer Professor Lough's question, I think that the campaign ran out of funds and people to volunteer for it. The campaign was not fleshed out well, leaving volunteers to do more work than they bargained for. In order for the campaign to be sustainable, there needs to be little work beyond the actual volunteering and donating.



Starting to experiment with type and visual systems. I started by overlaying vectored images with inked lines, which replicates the styles introduced in the boyscout handbooks.

I was using a "Gobold" font, which has those high and stretched x heights like fonts used in the 1950's. The color system was also inspired by the boyscout books.

also made of newsprint, something that people aren't going to be able to take with them. It was also 8.5 by 11; a large paper size isn't going to work well in a tackle box or boat compartment.

There were ads on every other page. I understand the economic importance of ads, but these ads take up half of each page. They also drew so much attention from the actual information. I won't have to put ads in my book.

All of the pictures were low resolution.

Some good things:

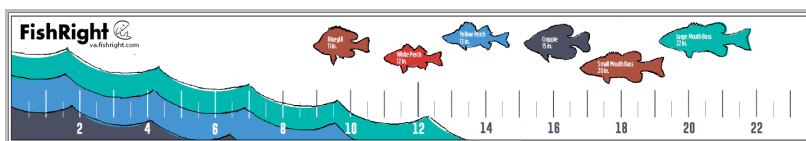
The body copy was accurate. It also will save me some time trying to research copy. Their color and type system was good. It is consistent throughout all of their branding, website, etc.

The above is good site research. How do you think you might use it?—WL

I hope to use the copy and regulations as a starting point for the book. I will have my own illustrations and organization methods, that will fix a lot of the problems I identified in the VDGIF booklet.

I was in gas station this week 18-25, and I noticed the VGIF booklet that I got when picking up my license. However, it didn't grab my attention compared to the other magazines it was stacked with. I only noticed it because I had seen it before and was taking my time to really look through all of the magazines that were on the counter. Looking back at it, I still think that the campaign that the VGIF is trying to run for getting this information out is too dense. The booklet is way too hard to read for anyone to really use. Sure, it has all of the information in it, but it pained me to flip through it. It's like a textbook.

My book should entice and be simple. No ads, no dense body copy, no low quality images. I doubt they will pick up my campaign, but I can at least make it and solve the problems that are with their books.



Updated Ruler; this can go on the carpet on a boat, on a board, cooler, etc. Goal is to make it easy for people to check the length of a fish and have a clear way to see if it is a citation (state recognized large fish) or not.

Early logo versions, early ruler version, and some research.

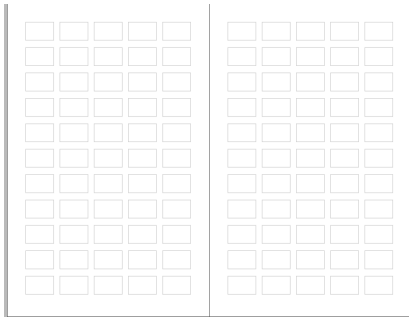
I found a booklet released by the VDGIF that has a lot of the information in it that my booklet would have.

However, there were major problems with this book. My major problem with the book is that it was 50% ads. Every other page was a full page ad. I really couldn't stand how sold out it was. I understand that ads are needed to cover the cost of printing the books, but it made it unreadable. The information was also in a text-book format; large, wordy paragraphs. I didn't want to read it.

Sorry for not posting more, but I have been working. I've been doing a lot of pollution research as well, and sight research by traveling around some waterways in Virginia. What is actually interesting is my dad has recently started a fishing youtube channel where his goal is fishing education. So I've been learning a lot from him and his audience, and from his travels. He's been traveling around virginia fishing on the weekends and recording.



This is a cover concept I have so far. It's based on a boy scout book from the 1950's, which is where I'm taking a lot of artistic inspiration from. I like how they used contrasting colors, simple illustrations. These books were also informative based, so I thought that mocking that style, it could be a great way to create a unique booklet with some context artistically.



This is August, where I began working on the book layout and design. Here, you can see how the color system isn't holding up. The colors and values are not working.

350 ASSESSMENT

From August to September, I continued to work and develop 4-8 deliverables for my campaign. I worked on perfecting the visual system, doing sketches, and experimenting.

In September, I had the 350 assessment, which is a progress check assessment. The goal here is to get advice on what we have so far, and to make sure we are heading down the right path.

The following pages will have the works that I showed at the assessment, as well as personal notes and notes from the professors on how I should move forward with the project.

FALL 2018
SENIOR PROFESSIONAL PROJECT MID-ASSESSMENT
JEREMIAH GILMER

Thesis Problem Statement

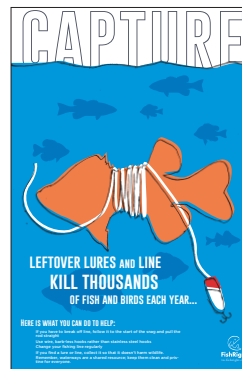
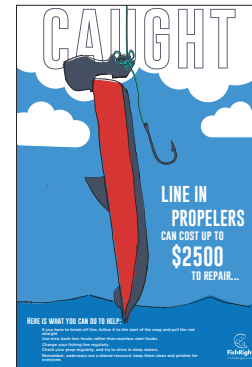
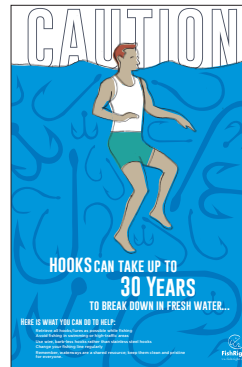
Because of a lack of available information on how to fish, many fishermen form bad habits that harms fish and the waterways in which they are fishing.

After beginning work and doing continued research, I have directed my focus on environmental safety and youth fishing education. The Virginia Game and Inland Fisheries has an educational magazine in locations where people buy fishing licenses.

The “magazine” is like a textbook with half page ads on every other page. Although i understand the financial reasonings for these decisions, I find the advertisements distracting. The body copy is dominating; there are few illustrations or pictures beyond the fish identification page.

I am basing my visual system around the 1950's Boy Scout books. My booklet and graphics have the same goal as the booklets: they are there to inform and educate. The books also have a very similar demographic. My goal demographic is first time fishermen, perhaps 8-15, although I want the information and style to be interesting enough that new or inexperienced fishermen of all ages would be willing to learn and interact with the campaign.

Deliverables: Poster Series

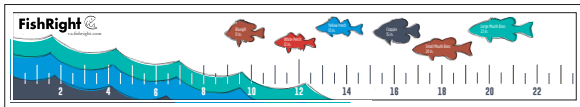


I began by doing visual research and creating a color and visual system. I used Kuler color to create the colors, and based my style off of the 50's boy scout books.

The goals of these posters are to inform people about environmental and personal safety, dealing with both waterways and fishing. I wanted a way to reach people that may go to a gas station near a waterway, or a bait shop, or kayak rental, etc. These posters could also be laminated or printed on metal and placed at public boat landings.

I wanted the posters to be visually and conceptually interesting, while informing the viewer about what they can do to help improve waterway and fishing safety.

Deliverables: Boat Ruler



A ruler is a common item that is needed on a boat or brought along on a "bumper board" for a fishing trip. However, I often spend a lot of time finding and positioning it while holding a fish. With this sticker places onto the carpet of the boat in a low traffic area, then the fishermen would have access to a ruler that would not take up space and would always be in its place.

This is my current logo, although I'm not married to the idea or the execution. The concept is based around a bass or fish jumping. One of the shapes forming the fish is a check mark, which compliments the name of my campaign. I'm hoping to refine the logo as the campaign develops.

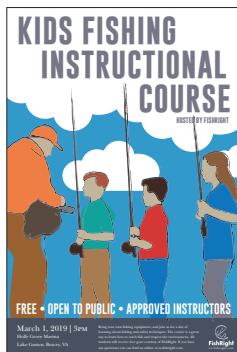
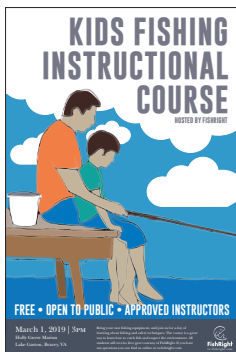
Deliverables: Booklet



The booklet is going to be the most time consuming aspect of this project. However, I think its illustrations and information will be crucial to the website and other aspects of the campaign. This is the cover, and I do have sketches of all of the spreads, with the information to go along with them. The booklet will most likely be between 40-50 pages, spiro bound, with a laminated cover and back cover to protect the book from water. Spiro bound book will allow the user to keep it open will reading so that they can work with their hands or follow instructions.

The visual system matches the posters and other deliverables. I am keeping type faces, colors, and styles consistent across all of the pieces.

Deliverables: Demonstration Talk Posters



Moving into the summer, I knew that I wanted my campaign to have an interactive aspect. Fishing is an interactive activity. To learn it, you have to do it. I thought the best way to teach and impact people would be to host demonstrations where students from 6-18 would be able to fish with someone that is experienced. The instructor would be able to teach them about fishing and environmental safety. These are the two posters for the demonstration talks. I will add a third, so have a series of three.

Deliverables: Forms and Check List

INSTRUCTOR APPLICATION FORM

Name: _____ Email: _____ Phone: _____
 Address: _____ City: _____ State: _____ Zip: _____
 Home Phone: _____
 Cell Phone: _____
 Preferred Email: _____
 Preferred Text: _____
 Preferred Social Media: _____
 How did you hear about this? _____

Read the rules and sign below:

Participants who have a prior fishing license, and have read and understand the "Fishesman's Handbook" for FishRight.

All instructors are required to hold a valid state fishing license, be a public educator, and have a minimum of 10 years of fishing experience. All instructors must be at least 18 years old and have a valid driver's license. All instructors must be able to swim and have a valid CPR certification. All instructors must be able to teach and demonstrate the proper use of fishing equipment and techniques. All instructors must be able to teach and demonstrate the proper use of fishing equipment and techniques. All instructors must be able to teach and demonstrate the proper use of fishing equipment and techniques.

All instructors must sign and return this form to the FishRight office. All instructors must sign and return this form to the FishRight office. All instructors must sign and return this form to the FishRight office.

By signing below, you agree to the terms and conditions of the FishRight program. By signing below, you agree to the terms and conditions of the FishRight program. By signing below, you agree to the terms and conditions of the FishRight program.

Signature: _____ Date: _____
 FishRight.com

INSTRUCTOR'S CHECK-LIST

Read the rules and sign below:

Participants who have a prior fishing license, and have read and understand the "Fishesman's Handbook" for FishRight.

All instructors are required to hold a valid state fishing license, be a public educator, and have a minimum of 10 years of fishing experience. All instructors must be at least 18 years old and have a valid driver's license. All instructors must be able to swim and have a valid CPR certification. All instructors must be able to teach and demonstrate the proper use of fishing equipment and techniques. All instructors must be able to teach and demonstrate the proper use of fishing equipment and techniques. All instructors must be able to teach and demonstrate the proper use of fishing equipment and techniques.

All instructors must sign and return this form to the FishRight office. All instructors must sign and return this form to the FishRight office. All instructors must sign and return this form to the FishRight office.

By signing below, you agree to the terms and conditions of the FishRight program. By signing below, you agree to the terms and conditions of the FishRight program. By signing below, you agree to the terms and conditions of the FishRight program.

Signature: _____ Date: _____
 FishRight.com

STUDENT APPLICATION FORM

Name: _____ Email: _____ Phone: _____
 Address: _____ City: _____ State: _____ Zip: _____
 Home Phone: _____
 Cell Phone: _____
 Preferred Email: _____
 Preferred Text: _____
 Preferred Social Media: _____
 How did you hear about this? _____

Read the rules and sign below:

Participants who have a prior fishing license, and have read and understand the "Fishesman's Handbook" for FishRight.

All students are required to hold a valid state fishing license, be a public educator, and have a minimum of 10 years of fishing experience. All students must be at least 18 years old and have a valid driver's license. All students must be able to swim and have a valid CPR certification. All students must be able to teach and demonstrate the proper use of fishing equipment and techniques. All students must be able to teach and demonstrate the proper use of fishing equipment and techniques. All students must be able to teach and demonstrate the proper use of fishing equipment and techniques.

All students must sign and return this form to the FishRight office. All students must sign and return this form to the FishRight office. All students must sign and return this form to the FishRight office.

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Signature: _____ Date: _____
 FishRight.com

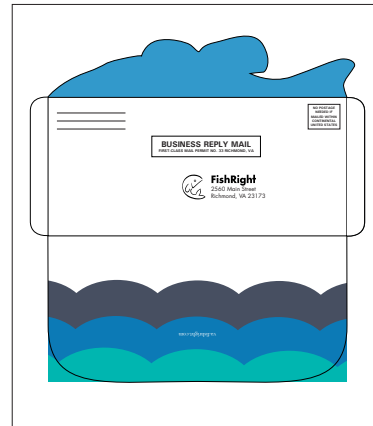
Although it is not as exciting, forms and checklist are a must in order to host an organized event. The instructors should be vetted and the students should be counted and organized. I made some basic forms for both instructors and students. They are designed to be technical and functional.

Deliverables: Certificate and License



Upon completion of the day course, all students will receive a certificate to show the completion of the course. Students under 14 (the age requirement for a fishing license) will be issued a pre-license. Although this won't have any legal meaning, it will prepare the kids to carry a license with them, and allow them to feel more qualified to fish.

Deliverables: Envelope



Last, I created an envelope to mail things from and to my campaign headquarters. This packaging follows the visual system, and is a fun and interactive way to give the users a memorable experience to getting something from FishRight.

Secondary Life Goals

After attempting to contact Virginia Game and Inland Fisheries with no success, the best way for my campaign to have a second life would be a website series along with the booklet. The print booklet is still a key aspect to the campaign. Having a booklet to take on a boat or leave in a tackle-box is still a core idea of my campaign. However, I want my campaign to have an education demonstration series, along with online tools I want to put the booklet on the website. I also would like to create a way for fishermen to help teach new fishermen with volunteer demonstration activities, which is something that the VGIF used to host but have not hosted one for over 5 years.

I will continue to produce deliverables that will better my campaign, as well as building and correcting designs that I already have. The campaign's identity will continue to develop and mold as the project goes on. The visual system will be more clear and better executed as the project goes on. I am dedicated to fishing this project and hopefully letting the campaign live in my home county.

GAND 350 Assessment

Jeremiah Gilmer

▼
MAY EARLY SUMMER LATE SUMMER NOW

Leaving the last assessment and going into the Graphic Design Production 2 class, I began doing more research. To the side are screenshots of the research. I first began identifying the problem the best way possible. The more research I did, the more I saw the problem morph and options to solve it arose.

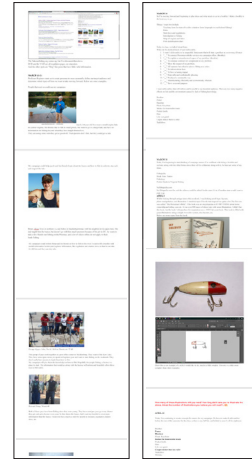
Visual Research

Demographic Research

Location and Information Research

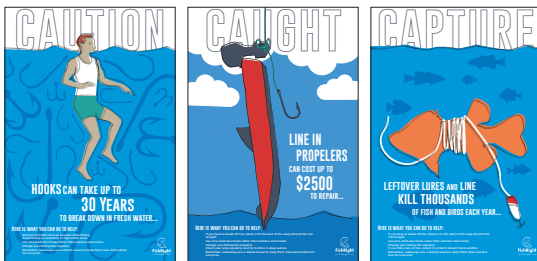
Client/Audience Personas

Color System/Type Research



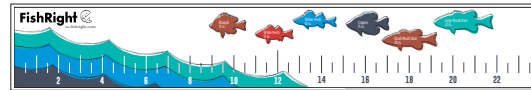
▼
MAY EARLY SUMMER LATE SUMMER NOW

In May, I made the following poster series. The goal of this series is to inform public people that use waterways, and to persuade them to be safe and think of the environment when using public waterways.



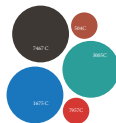
▼
MAY EARLY SUMMER LATE SUMMER NOW

I also created a ruler that would go along with fishermen, so that they will be able to measure their catches and keep the state citation size easy to access.



▼
MAY EARLY SUMMER LATE SUMMER NOW

Around this time, I also had created a color system and a mock-up logo.



▼
MAY EARLY SUMMER LATE SUMMER NOW

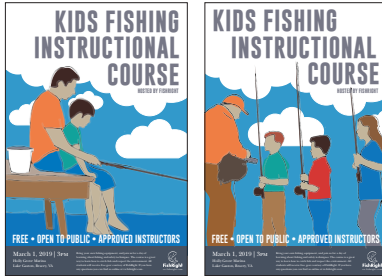
Moving into summer (May and June), I did a lot of fishing. I would go with my Dad on Lake Gaston, and by myself at Sandy River Reservoir and Briery Creek. I quickly noticed that a lot of younger kids did not know how to fish, and parents that took them were either not educated enough to teach them or did not care enough. I also noticed a lot of litter.

MAY EARLY SUMMER LATE SUMMER NOW

When I arrived back at school, I had written down all of the deliverables that I would need, and I had decided that I wanted my campaign to have a more active role in kids lives.

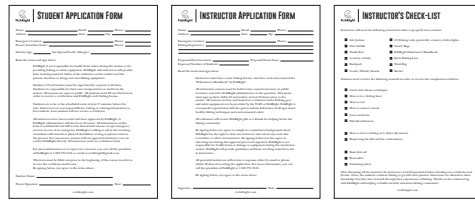
I want to create tools that will help fishermen of all ages, but I think that the main problem I decided to tackle is that many kids do not have the opportunity to fish with someone that can teach them safe and proper techniques.

I then made the two posters below, advertising fishing talks and demonstration days. My goal is to have a third, for a complete series.



MAY EARLY SUMMER LATE SUMMER NOW

I have also created forms and a few other small deliverables to hand to students of the talks, like a certificate and a "pre-fishing license".



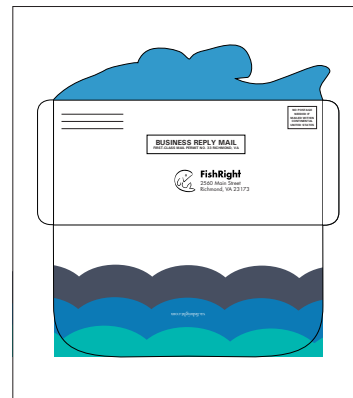
MAY EARLY SUMMER LATE SUMMER NOW

The students will also receive a certificate that shows the completion of the day course. There will also be a special envelope for mail sent from FishRight.



MAY EARLY SUMMER LATE SUMMER NOW

This is an envelope that the certificate and/or license can come in. This envelope can help create a unique user experience for people interacting with FishRight.



MAY EARLY SUMMER LATE SUMMER NOW

My goal is still to have a finished 40-50 page handbook, here is the cover, which is a work in progress. I have the entire book planned out.



MAY EARLY SUMMER LATE SUMMER NOW

Moving forward, I need to continue to critique and improve what I have done so far and complete the other deliverables that I need for a successful campaign.

- 3 Information Posters
- 3 Advertising Posters
- Forms
- Envelope
- Certificate for Students
- Card License
- Ruler
- Bumper Sticker
- Booklet
- Website/Online Presence
- Video Graphic
- Swag
 - T-Shirts
 - Floating Keychain
 - Stickers, etc.
- 3 School Posters
- Infographic (For Website or Book)

CAUTION



**HOOKS CAN TAKE UP TO
30 YEARS
TO BREAK DOWN IN FRESH WATER...**

HERE IS WHAT YOU CAN DO TO HELP:

- Retrieve all hooks/lures as possible while fishing
- Avoid fishing in swimming or high-traffic areas
- Use wire, barb-less hooks rather than stainless steel hooks
- Change your fishing line regularly
- Remember, waterways are a shared resource; keep them clean and pristine for everyone.



FishRight
va.fishright.com

CAUGHT

LINE IN
PROPELERS
CAN COST UP TO
\$2500
TO REPAIR...

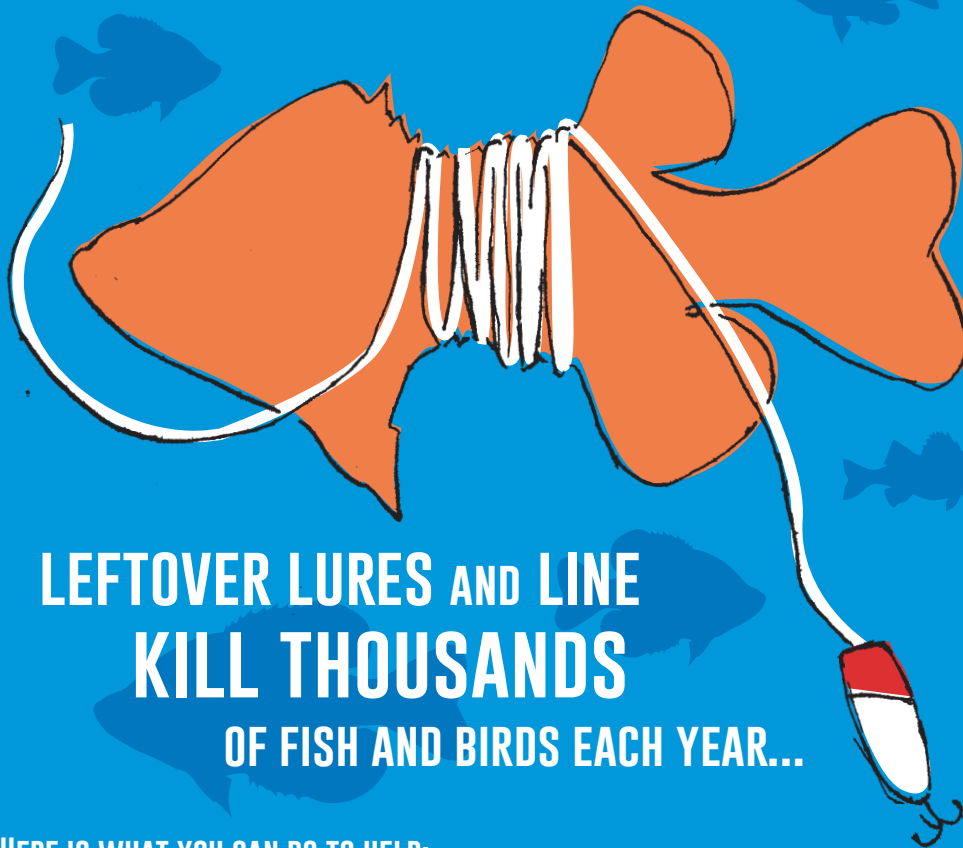
HERE IS WHAT YOU CAN DO TO HELP:

- If you have to break off line, follow it to the start of the snag and pull the rod straight
- Use wire, barb-less hooks rather than stainless steel hooks
- Change your fishing line regularly
- Check your prop regularly, and try to drive in deep waters.
- Remember, waterways are a shared resource; keep them clean and pristine for everyone.



FishRight
va.fishright.com

CAPTURE



**LEFTOVER LURES AND LINE
KILL THOUSANDS
OF FISH AND BIRDS EACH YEAR...**

HERE IS WHAT YOU CAN DO TO HELP:

If you have to break off line, follow it to the start of the snag and pull the rod straight

Use wire, barb-less hooks rather than stainless steel hooks

Change your fishing line regularly

If you find a lure or line, collect it so that it doesn't harm wildlife.

Remember, waterways are a shared resource; keep them clean and pristine for everyone.



FishRight
va.fishright.com

KIDS FISHING INSTRUCTIONAL COURSE

HOSTED BY FISHRIGHT



FREE • OPEN TO PUBLIC • APPROVED INSTRUCTORS

March 1, 2019 | 3PM
Holly Grove Marina
Lake Gaston, Bracey, VA

Bring your own fishing equipment, and join us for a day of learning about fishing and safety techniques. The course is a great way to learn how to catch fish and respect the environment. All students will receive free gear courtesy of FishRight. If you have any questions you can find us online at va.fishright.com.


FishRight
va.fishright.com

KIDS FISHING INSTRUCTIONAL COURSE

HOSTED BY FISHRIGHT

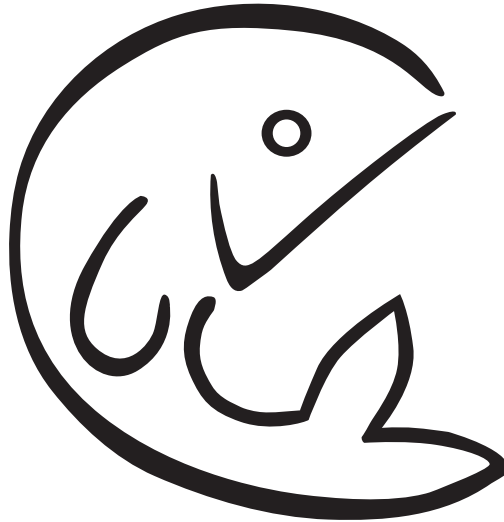
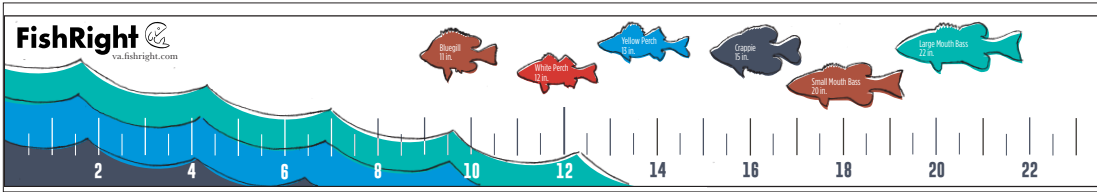


FREE • OPEN TO PUBLIC • APPROVED INSTRUCTORS

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Holly Grove Marina
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Bring your own fishing equipment, and join us for a day of learning about fishing and safety techniques. The course is a great way to learn how to catch fish and respect the environment. All students will receive free gear courtesy of FishRight. If you have any questions you can find us online at va.fishright.com.


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FishRight

CERTIFICATE OF COMPLETION

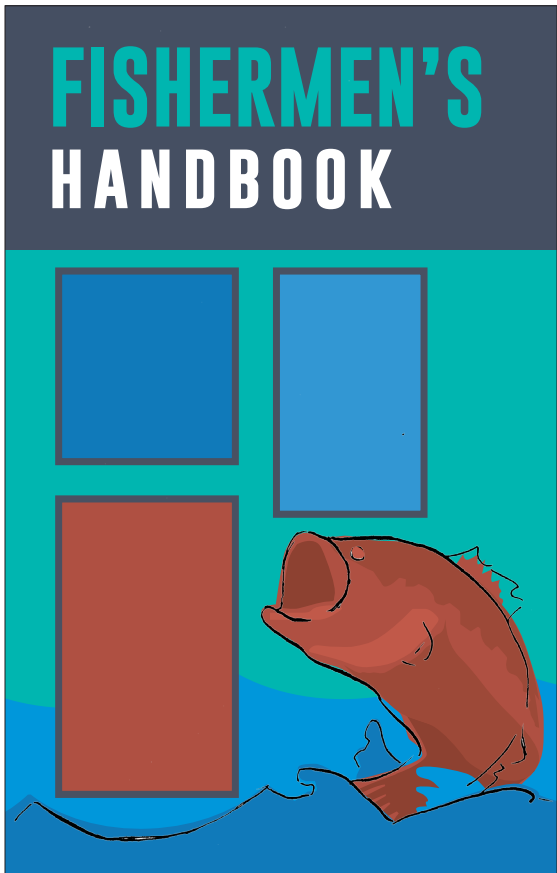
 PRESENTED TO 

for finishing the FishRight introductory safety and angling course taught
by _____ on _____ .

INSTRUCTOR'S SIGNATURE _____ DATE _____

va.fishright.com


FishRight



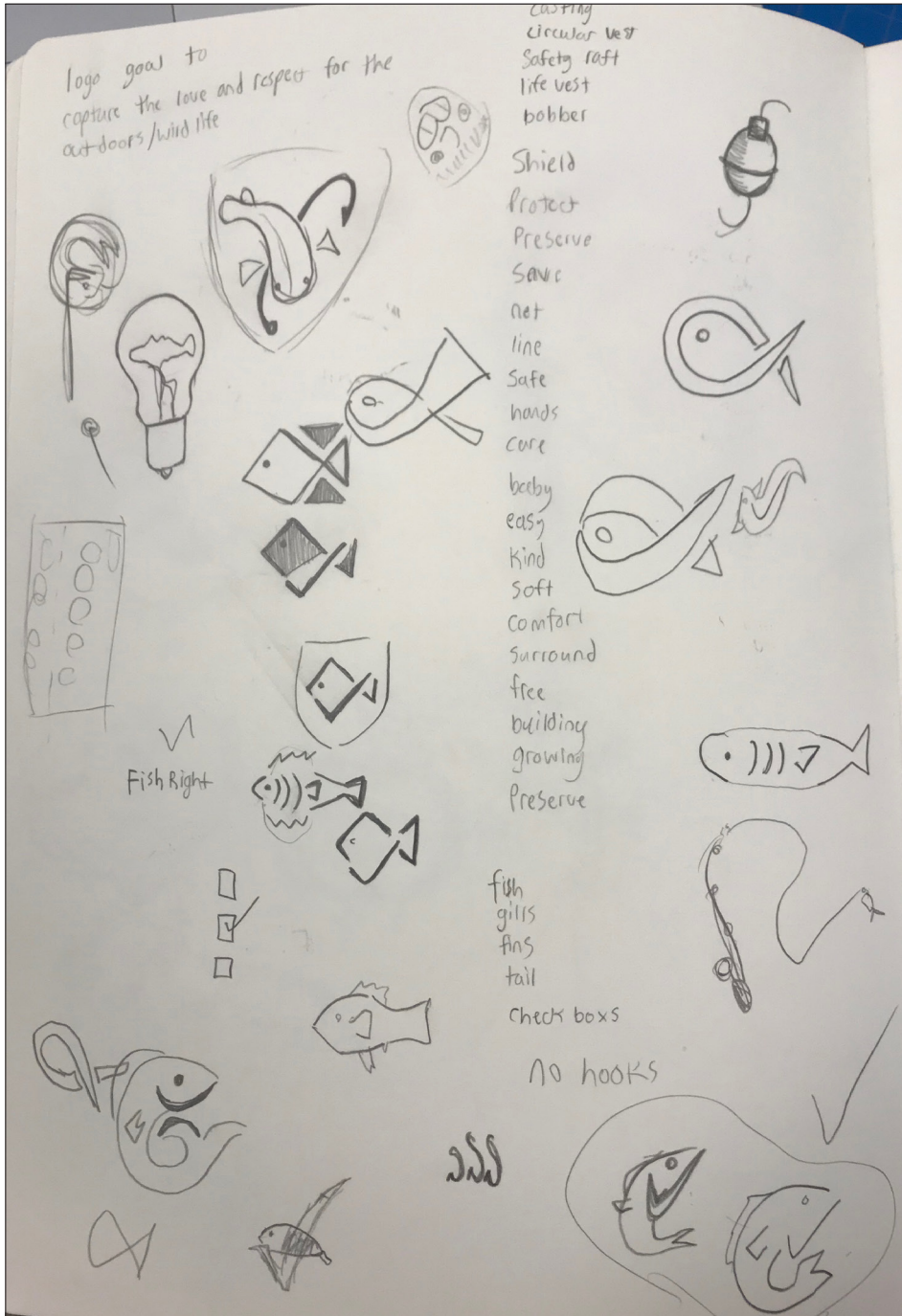
FORMAL CRITIQUE

Here are some of the notes I received from the professors:

- *Good progress, but the booklet will take a lot of time, so more work is required.*
- *The simpler posters worked better.*
- *Retro styles, like the boyscout books, are hard to pull off and seem interesting. How can I keep it from being dry?*
- *The envelopes and forms are boring; how can I create a unique experience, even when something is mundane or needed?*
- *How can introduce photographs and illustrative styles together? I will most likely need both.*

With these things in mind, I moved forward. I wanted to revamp the visual system. I needed a way to introduce photographic imagery, so I rethought the illustrative system. I also wanted to redo the logo.

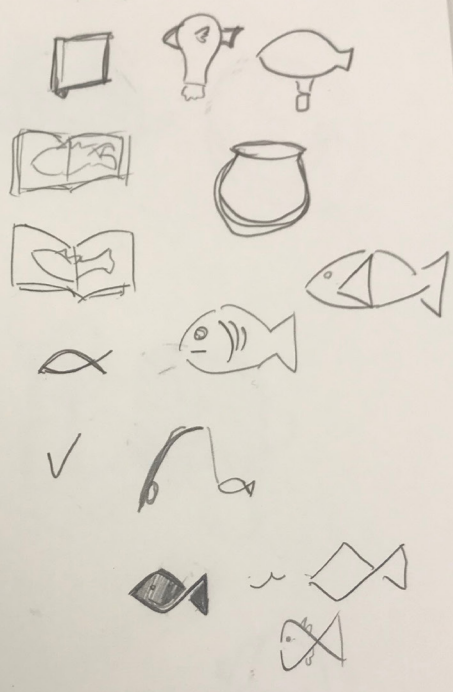
I moved forward with the idea that I would keep a lot of the existing concepts, just updating the visual system and execution. Here are some sketches from the Fall semester of 2018, both prior to and after the 350 assessment.

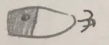


I like to ideate by doing word list. I just list all of the words that come to mind when I think of the topic. Then, I organize the words and try to combine them or find a connection between them. Once I get a concept, I try "verbing" the concept. I take icons and concepts and change the angles, style, stretch it, squeeze it, flip it, etc. This way, I can take a concept and do it in a variety of styles to get something that works with my idea.

fish
 smart
 right
 correct
 check mark
 to do list
 thumbs up
 fins
 tail
 book
 educate
 paper
 pencil
 writing
 light bulb
 apple
 bloom
 growing
 brain
 head
 worm
 Plastic
 rod
 line
 reel
 brain
 mouth

fish book tools
 wrench screw driver tools
 drill hammer



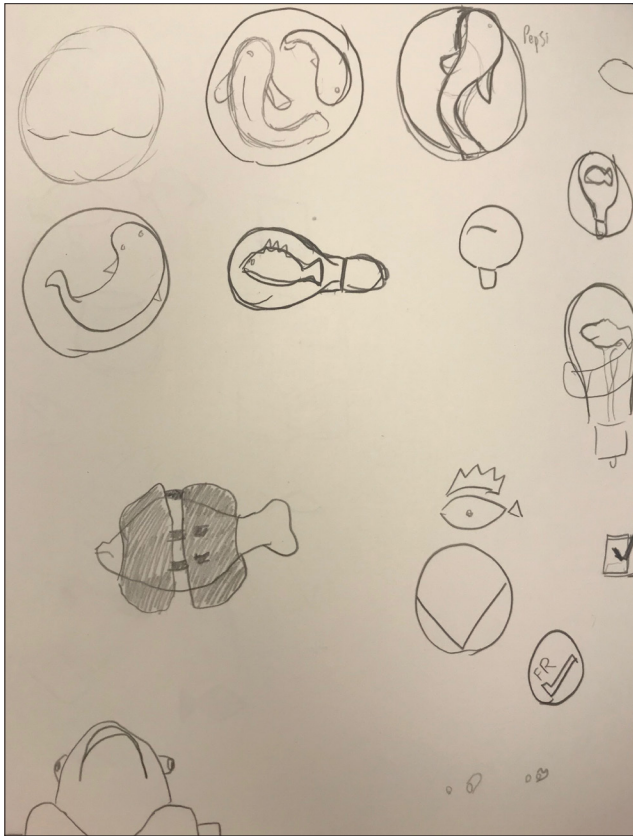
fish right 



water wave boat grass frog book hat graduation
 net tackle box lure hook

More ideating and logo concepts.

- ① cover/back - made with plastic (one cover)
 - ② table of contents introduction
 - ③ map of VA Lakes
 - ④ Map of VA Rivers and Ocean Fisheries
 - ⑤ Detailed map of individual, higher traffic lakes
↓
- include events, major fish
 - ⑥ fishing requirements - citation sizes
 - ⑦ tools for fishing
 - ⑧ Knots
 - ⑨ general fishing rigs (artificial)
 - ⑩ other methods (live or other)
 - ⑪ Techniques (casting, fishing cover ect)
 - ⑫ Habitats (underwater view and above water)
 - ⑬ Individual fish (citation sizes, records, ect)
 - ↓
 - ⑭ Other wildlife (turtles, birds, crab ect)
 - ⑮ Regulation, laws for public fishing
 - ⑯ Swimming
 - ⑰ Boating laws/legislation
 - ⑱ Boat signals Boat signals
 - ⑲ ~~Safety~~ Boating
 - ⑳ preservation and conservation (Keep limit, hooks wire, litter)
 - ㉑ other ~~waterway~~ waterway attractions (canoe, waterskiing, camping)
- ✓ The Basin



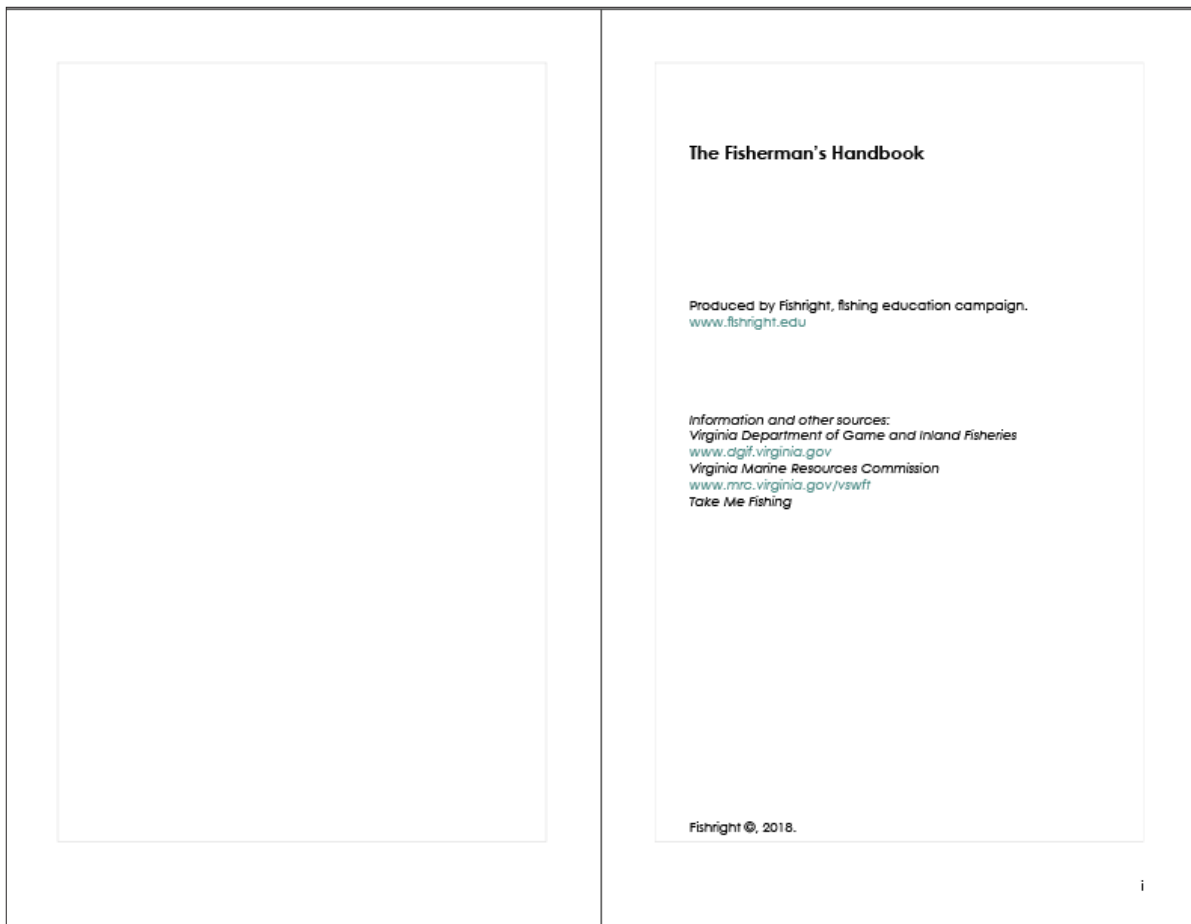
Top Left: an outline for the handbook. This is the basis that I started with. The other page is of some poster concepts and icon concepts.

CONTINUING TO DESIGN

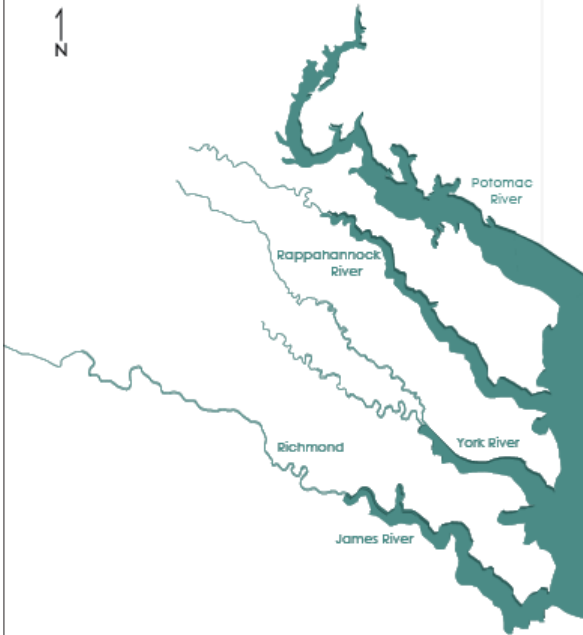
To continue, I began working on the booklet. I started in late November, and finished the first draft in mid-January. The booklet needed a lot of custom body copy and graphics, making it a very slow and tedious process. The VDGIF website did prove to be useful, but vectoring images and illustrating other still took a lot of time.

I estimated between December 2018 and February 2019, I spent more than 300 hours on the booklet graphics and copy alone.

Here are some spreads from the early part of the book. I wanted my first drafts to focus on organization of the information, rather than spread designs.



YORK RIVER, RAPPAHANNOCK RIVER, POTOMAC RIVER, AND JAMES RIVER



20

Fisherman's Handbook: Virginia Fishing Field Guide

AREA: 2,674 mi² (York), 2,715 mi² (Rappahannock)
10,432 mi² (James), 14,700 mi² (Potomac)

MAX LENGTH: 444 Miles (James)

MOST POPULAR FISH:

Striped bass, largemouth bass, bluegill, pan fish, crappie, catfish, white perch, carp, bowfin, smallmouth bass (Rappahannock-Upper and Potomac-Upper)

ABOUT:

The James River is the longest flowing river in Virginia. It has been a source of trade and travel, leading to the development of state and national capitals like Jamestown, Williamsburg, and Richmond. All rivers were crucial for the development of cities because of their depth and accessibility.

TIPS:

Fallen trees and docks are generally great place to find fish in shallower parts of the rivers. Because of their lengths and diversity in widths/depths, you will have to adjust the way you fish as you move farther inwards. East of the fall line is home to state-record catfish and sturgeons, while shallower creeks west of the fall-line are great largemouth bass spots. Fish often feed during tide shifts, so knowing when they are occurring is usually crucial for fishing the rivers.

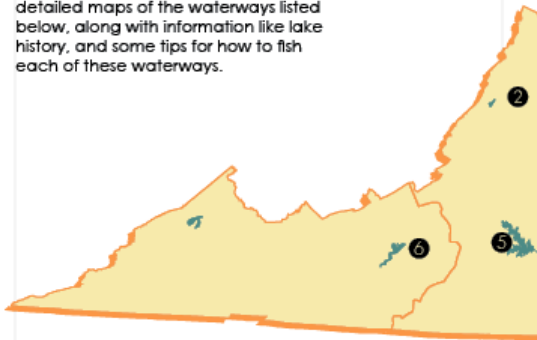
For more information and boat landing locations, visit us online at www.dgif.virginia.gov/rivers.

MAP 5

21

MAJOR WATERWAYS IN VIRGINIA

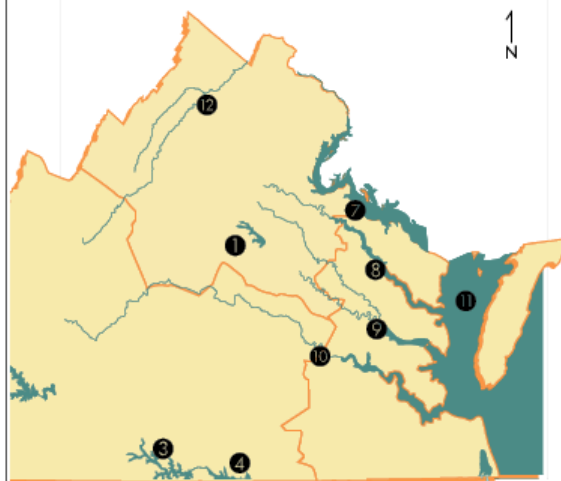
Virginia has a wide variety of lakes and rivers, each having its own ecosystems. The following pages will have more detailed maps of the waterways listed below, along with information like lake history, and some tips for how to fish each of these waterways.



- | | |
|------------------------|-------|
| 1. Lake Anna | 8-9 |
| 2. Lake Moomaw | 10-11 |
| 3. Kerr Reservoir | 12-13 |
| 4. Lake Gaston | 14-15 |
| 5. Smith Mountain Lake | 16-17 |
| 6. Claytor Lake | 18-19 |

6

Fisherman's Handbook: Virginia Fishing Field Guide



- | | |
|-----------------------|-------|
| 7. Potomac River | 20-21 |
| 8. Rappahannock River | 20-21 |
| 9. York River | 20-21 |
| 10. James River | 20-21 |
| 11. Chesapeake Bay | 22-23 |
| 12. Shenandoah River | 24-25 |

7

MAP 5

SOUTHEAST-TIDEWATER REGION

Here are a list of some of the lakes in Virginia with some of the best fishing ranked by the Virginia Department of Game & Inland Fisheries. Some counties in this region include Sussex, Gloucester, and Lancaster.

Region 1

1. Lake Chesdin
2. Western Branch
3. Prince Lake
4. Gardy's Millpond
5. Lake Meade
6. Lakeview
7. Sandy Bottom Pond
8. Lake Cohoon
9. Wilcox Lake
10. Diascund Reservoir

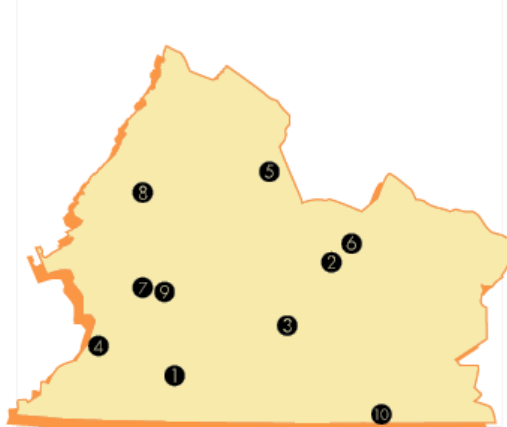
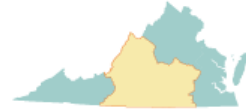


SOUTH-CENTRAL REGION

Some Counties in this region include Mecklenburg, Buckingham, Prince Edward, and Amelia. This region is home of the largest lake in the state, Kerr Lake.

Region 2

1. Burton Lake
2. Briery Creek
3. Lake Conner
4. Fairystone
5. Horsepen
6. Sandy River Reservoir
7. Smith Mountain Lake
8. Carvins Cove
9. Leesville Lake
10. Kerr Lake



BOATING PERMITS

All PWC operators age 14 and older and all operators (regardless of age) of motorboats with a 10 hp or greater engine need to take a boating safety course.

Before operating a watercraft, you should take a NASBLA approved boating safety course. More information about where the courses are offered can be found online at www.dgif.virginia.gov/boating/education/requirement.

REQUIRED BOAT EQUIPMENT

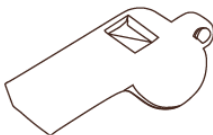
Before you hop on the boat, you will need the following gear:



Properly Fitting Life Jackets



Fire Extinguishers



Sound Producing Devices



Navigation Lights
Right = Green, Left = Red



Visual Distress Signals

Make sure that all boat lights are functioning properly. A flare gun can also be very useful in emergencies, although they need to be checked and maintained for safety. You can purchase a **visual distress signal kit** that has single-use flares and electronic flares. Although it is not required, a **first aid kit** is always a great thing to have when on the boat. Supplies like band aids, gauze, and needle-nose pliers are great things to have in case of an emergency.

Remember to carry all license, whether it be drivers license, fishing license, hunting license, boaters permit, or other, on you while fishing. The permits are there to show your qualifications and knowledge, and helps protect wildlife and other fishermen.

WHITE CRAPPIE
Pomoxis annularis



BLACK CRAPPIE
Pomoxis nigromaculatus



The white crappie has six spines—rarely, five—and it has noticeable vertical bars on its silvery sides as well as a light pearlescent color or iridescent blue and lavender. Both white and black crappie have protruding lower jaws. The black crappie is covered with dark, irregular blotches and has seven—rarely eight—dorsal spines. It shows more yellowish and greenish on its sides.

BLUEGILL
Lepomis macrochirus



Dark green, olive-green, olive brown, or bluish-black on its back, fading to yellowish-green or silvery. Normally has five to seven vertical bars extending down on each side. Lower parts of its cheek and gill cover are bluish. Its "throat" is yellow on females to bright orange on the male, brighter during spawning. Has a black, ear-like flap on its opercle (gill cover) and a black blotch at the back base of its spiny dorsal fin. Typically under 1lb. in Virginia.

GREEN SUNFISH
Lepomis cyanellus



PUMPKINSEED
Lepomis gibbosus



REDBREAST SUNFISH
Lepomis auritus



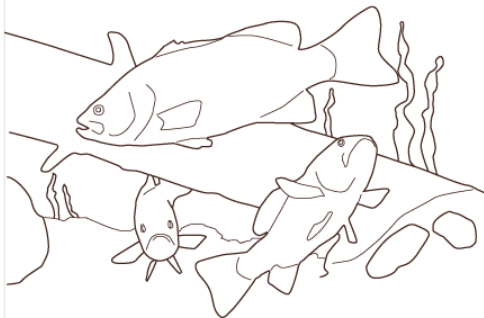
REDEAR SUNFISH
Lepomis microlophus



All of these variety of sunfish are usually, like bluegill, yellow-green or olive, with faint vertical bars and random dark spots. All of these sunfish have different gill covers and cover variations. Green sunfish have slightly larger mouth.

Sunfish are extremely common shallow fish. They are often near the bottom of the food chain, and spawn twice a year.

UNDERSTANDING THE HABITAT

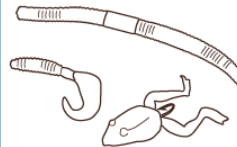


Fish are always moving around looking for new cover. Most waterways have logs, stumps, and rock formations for fish to hide in. They are predators that strike when they see the opportunity. Hydrilla, lilly pads, and other water plants hold bait fish and other food for larger fish.

Some species, like catfish, prefer to lay on the bottom and wait for prey to come by, while fish like striped bass school and will force shad to the surface.

SEASONAL FISHING

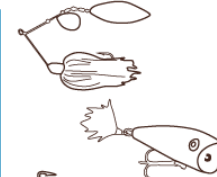
SPRING



SUMMER



AUTUMN



WINTER



When starting to move forward after assessments, I decided to tackle the booklet. I knew upfront that the book was going to be a key resource. The graphic and type style that I introduced in the book would have to be applied across the entire campaign.

I started with the outline. Sketched some spread designs. I knew I wanted most of the spreads to be simple and informative. I did not want to hesitate to use white space to fill the spreads.

Early drafts, like the ones to the left, I used illustrations done for the VDGIF. I later decided that these illustrations were too detailed for my visual system. Although they are accurate and detailed, which is good for identification, they simply stood out too much compared to the rest of my visual system. I then spend about a week vectoring the major fish of Virginia.

I used tabs to help organize the sections.

Another tough thing was to decide what material was covered in the book. For this, I used my dad to help me choose what important and what isn't. I could of made this booklet over 200 pages if I included different techniques for every fish, but I had to keep the information fairly general. I also kept the information targeted vaguely for bass, which is the largest sport fish in Virginia. I also go into depth for crappie, catfish, and sun perch, which are other popular species in Virginia.

Virginia has such a wide variety of fishing ecosystems, discussing and covering them all was very difficult. I chose to use list and statistics from the VDGIF to prioritize what waterways and fish species I covered.

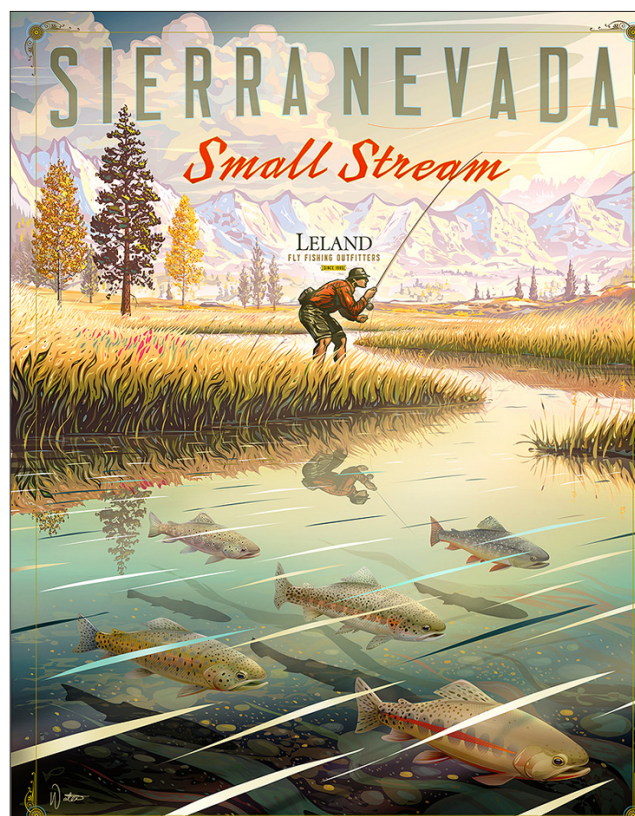
While working on the book, I also swapped a lot of the colors and type out. The Gobold typeface wasn't holding up as body copy, so I swapped to Century Gothic. I picked it because it is similar to the stout letter form styles of the 1950's, while still remaining readable as body copy.

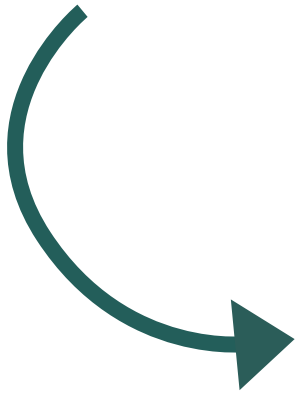
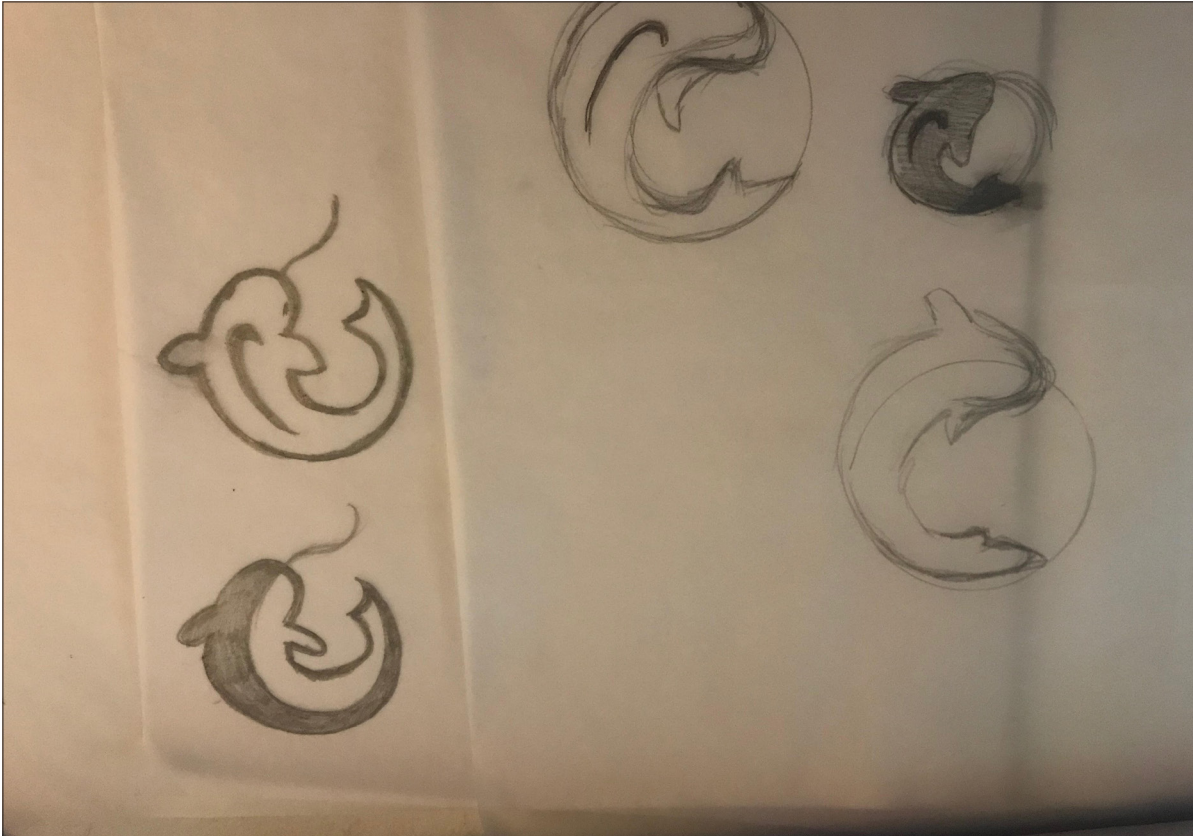
I did edit the spacing slightly on the logo's type. The natural tracking is a little to spacious for the logo type.

CENTURY GOTHIC BOLD - 24 PT.

Century Gothic Roman - 12 pt.

Century Gothic Italics - 11 pt.





FINALIZING DESIGNS

Next, I began revisiting the posters. I kept the concepts the same, but changed the visual style and color system to match the booklet. I also added more of a variety to the people in the posters. After that, it is time to knock out some of the promotional material for the campaign. I began working on flyer's for the talks and for the campaign.



I went through all of the items that I currently had designed and updated their information and updated the visuals. I also added light sources, because the cover of the hand book has a light source.

I kept the fairly flat shapes and vectors. It is easy to see and digest, and the graphics convey the concept cleanly without being too illustrative. I thought that a simple illustrative style would be a good break from most outdoor and wildlife illustrative styles which are usually complex and highly detailed.

CAUTION



LINE IN
PROPELERS
CAN COST UP TO
\$2500
TO REPAIR...

HERE IS WHAT YOU CAN DO TO HELP:

- If you have to break off line, follow it to the start of the snag before breaking the line.
- Use wire, barb-less hooks rather than stainless steel hooks.
- Change your fishing line regularly.
- Check your prop regularly, and try to stay in deeper water.
- Remember, waterways are a shared resource; keep them clean and pristine for everyone.



FishRight
va.fishright.edu

CAPTURE



**LEFTOVER LURES AND LINE
KILL THOUSANDS
OF FISH AND BIRDS EACH YEAR...**

HERE IS WHAT YOU CAN DO TO HELP:

If you have to break off line, follow it to the start of the snag before breaking the line.

Use wire, barb-less hooks rather than stainless steel hooks.

Change your fishing line regularly.

If you find a lure or line, collect it so that it doesn't harm wildlife.

Remember, waterways are a shared resource; keep them clean and pristine for everyone.



FishRight
va.fishright.edu

CAPTURE



**PLASTIC AND TRASH
KILL THOUSANDS
OF FISH AND BIRDS EACH YEAR...**

HERE IS WHAT YOU CAN DO TO HELP:

If you have to break off line, follow it to the start of the snag before breaking the line.

Do not litter. If you see trash while fishing, be sure to clean it up.

Recycle and compost.

If you find a lure or line, collect it so that it doesn't harm wildlife.

Remember, waterways are a shared resource; keep them clean and pristine for everyone.



FishRight
va.fishright.edu

CAUTION

An illustration of an underwater scene. The top portion is a light teal color representing the sky or surface, with the word 'CAUTION' in large white letters. Below this is a darker teal area representing water. In the center, there are silhouettes of several fish swimming. At the bottom, there are several fishing hooks of various sizes and orientations, some appearing to be embedded in the seabed. The text 'HOOKS CAN TAKE UP TO 40 YEARS TO BREAK DOWN IN FRESH WATER...' is positioned in the middle-right area of the water section.

**HOOKS CAN TAKE
UP TO 40 YEARS
TO BREAK DOWN IN FRESH WATER...**

HERE IS WHAT YOU CAN DO TO HELP:

- Retrieve as many hooks/lures as possible while fishing.
- Avoid fishing in swimming or high-traffic areas.
- Use wire, barb-less hooks rather than stainless steel hooks.
- Change your fishing line regularly.
- Remember, waterways are a shared resource; keep them clean and pristine for everyone.



FishRight
va.fishright.edu

CAPTURE



**LINE IN PROPELERS
CAN COST UP TO
\$2500
TO REPAIR...**

HERE IS WHAT YOU CAN DO TO HELP:

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Remember, waterways are a shared resource; keep them clean and pristine for everyone.



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KIDS FISHING INSTRUCTIONAL COURSE

HOSTED BY FISHRIGHT



FREE • OPEN TO PUBLIC • APPROVED INSTRUCTORS

March 1, 2019 | 2PM

Holly Grove Marina
Lake Gaston, Bracey, VA

Bring your own fishing equipment, and join us for a day of learning about fishing and safety techniques. The course is a great way to learn how to catch fish and respect the environment. All students will receive free resources courtesy of FishRight. If you have any questions or are interested in membership, you can find us online at va.fishright.edu.



FishRight
va.fishright.edu

KIDS FISHING INSTRUCTIONAL COURSE

HOSTED BY FISHRIGHT



FREE • OPEN TO PUBLIC • APPROVED INSTRUCTORS

March 1, 2019 | 3PM

Holly Grove Marina
Lake Gaston, Bracey, VA

Bring your own fishing equipment, and join us for a day of learning about fishing and safety techniques. The course is a great way to learn how to catch fish and respect the environment. All students will receive free resources courtesy of FishRight. If you have any questions or are interested in membership, you can find us online at va.fishright.edu.



KIDS FISHING INSTRUCTIONAL COURSE

HOSTED BY FISHRIGHT



FREE • OPEN TO PUBLIC • APPROVED INSTRUCTORS

April 5, 2019 | 3PM
Holly Grove Marina
Lake Gaston, Bracey, VA

Bring your own fishing equipment, and join us for a day of learning about fishing and safety techniques. The course is a great way to learn how to catch fish and respect the environment. All students will receive free resources courtesy of FishRight. If you have any questions or are interested in membership, you can find us online at va.fishright.edu.



For the final designs, there are two poster series. The first six posters are conceptual posters that may hang in bait shops or marinas. The goal of these posters is to speak directly to the public that use waterways and inform them of ways helping the environment through fishing and wildlife education.

The second series are advertisements for "Kids Fishing Instructional Days". These are going to be events that are hosted by volunteers where volunteers can teach children how to fish. I created a criteria sheet for instructors to go over, forms to fill out to volunteer, etc. These events would be hands-on seminars, similar to what I remember my dad teaching growing up. Students that go and complete the course would receive a membership package, which you can see on the following pages.

At the time of making this book, the Lake Gaston Optimists Club is interested in picking up the campaign, so hopefully these events and courses can be implemented soon.

Here are some of the forms.

INSTRUCTOR'S CHECK-LIST

Instructors will need the following material in order to properly host a session:

<input type="checkbox"/> Life Jackets	<input type="checkbox"/> 2-3 Fishing rods, preferably a variety of ultra-lights
<input type="checkbox"/> First Aid Kit	<input type="checkbox"/> Towel/Rags
<input type="checkbox"/> Tackle Box	<input type="checkbox"/> FishRight Fisherman's Handbook
<input type="checkbox"/> A variety of baits	<input type="checkbox"/> Extra Fishing Line
<input type="checkbox"/> Backpack	<input type="checkbox"/> Trash Bag
<input type="checkbox"/> Cooler/Drinks/Snacks	<input type="checkbox"/> Bucket

Students need to learn the following material in order to receive the completion certificate:

- Catch and release techniques
- How to tie a fishing knot
- How to cast
- How to remove a hook
- Lures and baits
- Fish Identification

- How to clean a fishing area (litter discussion)
- Respecting the fish and the environment

- Basic first aid
- Boat safety
- Swimming safety

After discussing all the material, the instructor can field questions before handing out certificates and license. Then, the students can continue fishing or go with their parents. Instructors are allowed to share knowledge that they have learned through their experiences of fishing. Thank you for volunteering with FishRight and helping to build a healthy and smart fishing community.

va.fishright.edu

INSTRUCTOR APPLICATION FORM

Name: _____ Email: _____ Phone: _____
 Address: _____ State: _____ Zip: _____

Emergency Contact: _____ Phone: _____
 Fishing Experience: _____

Proposed Event Location: _____ Proposed Event Time: _____
 Expected Number of Students: _____

Read the terms and sign below:

Instructors must have a state fishing license, and have read and reviewed the "Fishermen's Handbook" by FishRight.

All instruction sessions must be held at state owned waterways, in public locations, and with a FishRight administrator on the premises. All parents must sign up their child (18 and under) at least 24 hours prior to the session. All sessions are free and hosted on a volunteer basis. Fishing gear and safety equipment can be provided by the VGIF or FishRight. FishRight is a non-profit organization with the goal to inform fishermen of all ages about healthy fishing techniques and environmental safety.

All volunteers will receive FishRight gifts as a thanks for helping better the fishing community.

By signing below you agree to comply to a mandatory background check. FishRight has the right to deny any instructor and cancel any event due to weather or other circumstances. By signing below you also agree to take drug test during this approval process if requested. FishRight is not responsible for bodily harm or damage to equipment during the instruction session. FishRight will provide guidelines and basic teaching material to aid in instruction.

All potential instructors will receive a response either by email or phone within 30 days of receiving the application. For more information, you can call the president of FishRight at 1.560.755.5545.

By signing below, you agree to the terms above.

Signature: _____ Date: _____
va.fishright.edu

YOUTH MEMBERSHIP FORM

Name: _____ Email: _____ Phone: _____
 Address: _____ State: _____ Zip: _____

Emergency Contact: _____ Phone: _____
 Parent/Guardian Name: _____ Phone: _____

Student Age: _____ Any Special Needs/Allergies: _____

Read the terms and sign below:

FishRight is not responsible for safety during the session or for providing fishing or safety equipment; parents should be present. FishRight and instructors will provide basic learning material. Safety of the student is on the student and the parents. Feel free to bring your own fishing equipment. Students (18 and under) must be supervised by a parent at all times. Students are responsible for their own transportation to and from the session. All sessions are open to public. All students must fill out this form in order to receive a certification and FishRight early fishing license/ membership card.

Students are to be at the scheduled event at least 15 minutes before the start. Instructors are not responsible for waiting or relaying information to late students. Late students will not receive a certificate. Students can also become a member online before the event starts

All instructors have been vetted and been approved by FishRight. A FishRight administrator will also be at all events. All information on this form is confidential and will not be shared with anyone except with emergency services in the case of an emergency. FishRight is willing to aid in the teaching of students with mental or physical disabilities, as long as parents assist in the process. For one-on-one sessions with an approved instructor, you can contact FishRight directly. All instructors work on a volunteer basis.

For more information or to report any concerns, you can call the president of FishRight at 1.560.755.5545 or email us at fishright@gmail.com.

This form must be filled out prior to the beginning of the course in order to receive the certificate and license.

By signing below, you agree to the terms above.

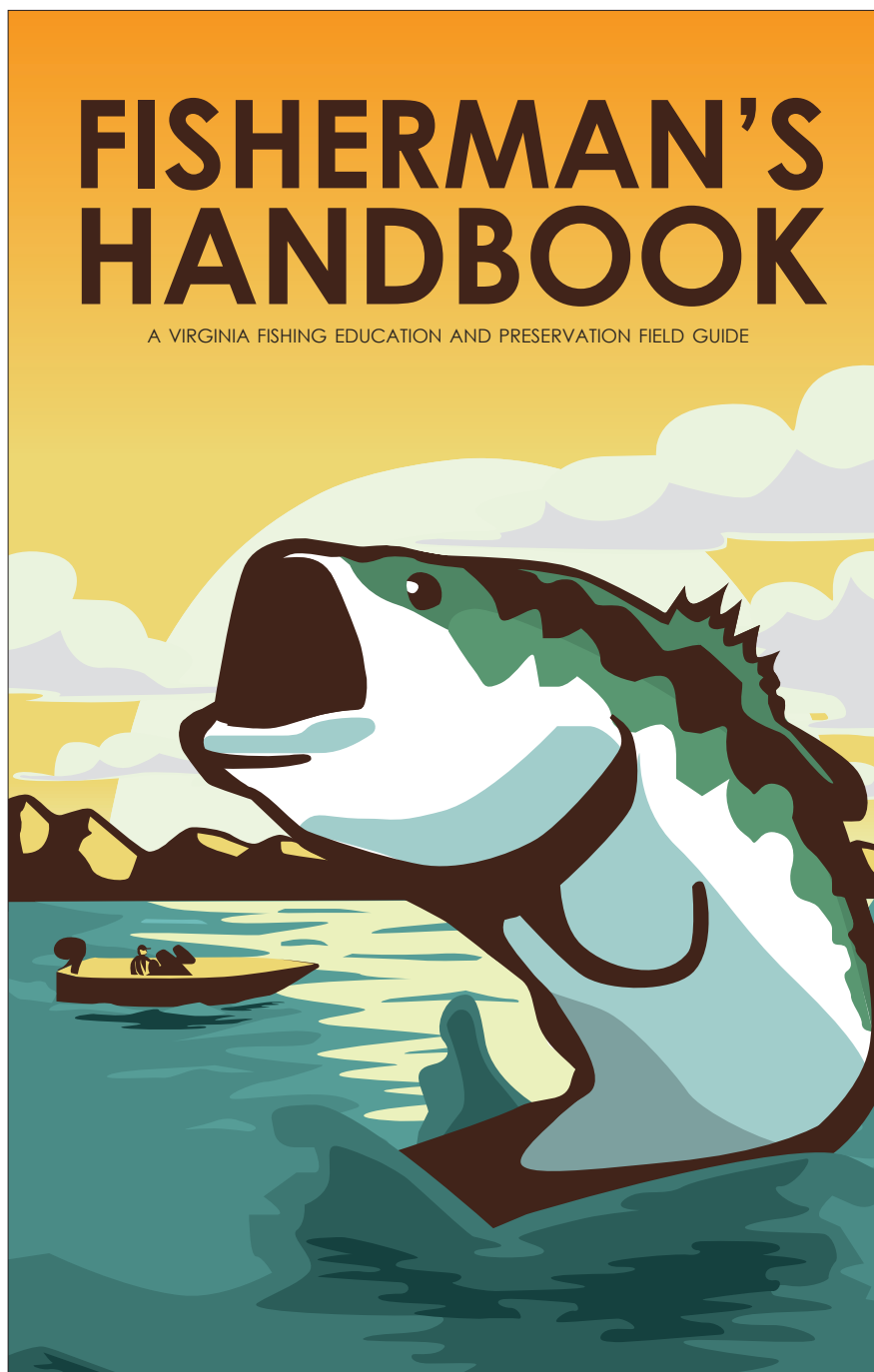
Student Name: _____
 Parent Signature: _____ Date: _____
va.fishright.edu

I then went back and finished the booklet. Here are some of the final spreads for the booklet.

I had to custom vector and illustrate every graphic in the book.

The cover is based off of antique wildlife paintings. These illustrations which were really popular in the 1950's, had a lot of movement and depth. I combined these features with the flat vector styles.

Here is the cover for the handbook.

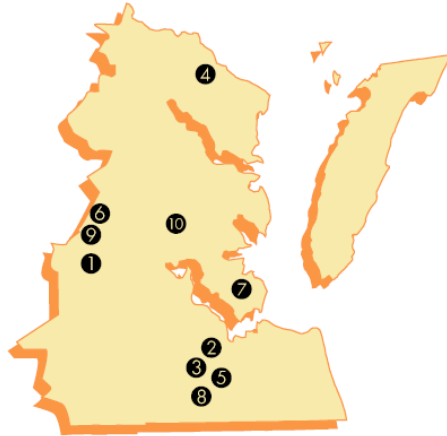


SOUTHEAST-TIDEWATER REGION

Here is a list of the best lakes for fishing ranked by the Virginia Department of Game & Inland Fisheries.

Region 1

1. Lake Chesdin
2. Western Branch
3. Prince Lake
4. Gardy's Millpond
5. Lake Meade
6. Lakeview
7. Sandy Bottom Pond
8. Lake Cohoon
9. Wilcox Lake
10. Diascund Reservoir



2

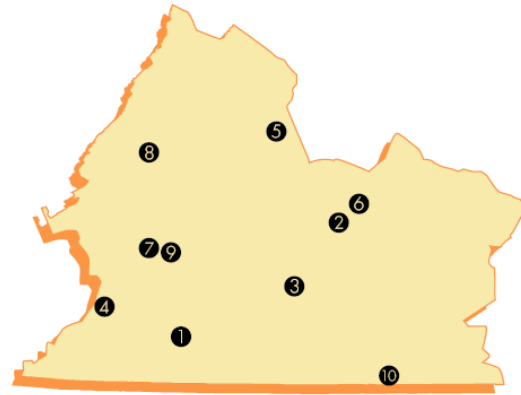
Fisherman's Handbook: Virginia Fishing Field Guide

SOUTH-CENTRAL REGION

Here is a list of the best lakes for fishing in the South-Central region. This region is home of the largest lake in the state, Kerr Lake.

Region 2

1. Burton Lake
2. Briery Creek
3. Lake Conner
4. Fairystone
5. Horsepen
6. Sandy River Reservoir
7. Smith Mountain Lake
8. Carvins Cove
9. Leesville Lake
10. Kerr Lake



3

MAPS

LAKE ANNA

AREA: 20.31 mi²
9,600 acres
MAX DEPTH: 80 feet

Louisa County, VA
Spotsylvania County, VA
Orange County, VA

MOST POPULAR FISH:

Striped bass, largemouth bass, walleye, bluegill, yellow perch, white perch, catfish, crappie

ABOUT:

The Lake Anna Reservoir was formed by the creation of the North Anna Dam in 1972. The lake is used as a cooling source for the North Anna Nuclear Generating Stations. This creates a "cool" side and a "hot" side. The water near the reactors are noticeably warmer, which causes fish to feed more consistently. This also allows for recreation activities and better fishing all year round. The "hot" side is private, while the cool side is public.

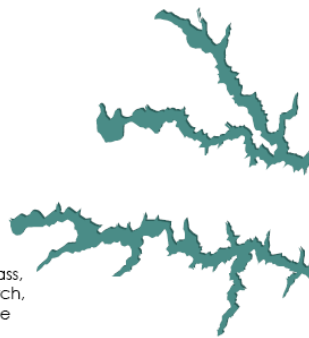
TIPS:

Wood, brush piles, and other cover are a consistent way to find bass and other species. Jigs and swim-baits are often go-to artificial baits for bass and crappie.

For more information and boat landing locations, visit us online at www.dgif.virginia.gov/waterbody/lake-anna.

8

Fisherman's Handbook: Virginia Fishing Field Guide



9

MAPS

QUICK CHECK-LIST

Here is a quick check-list of everything you might want to bring, either out of the boat or fishing from land.

- License and Permits
- Fishing Gear
- First Aid Kit
- Drinking Water
- Life Jacket*
- Sound Producing Device*
- Fire Extinguisher*
- Visual Distress Signals*
- Check Navigation Lights*

Remember to be careful with things like cell phones and keys, as they do not float! Many people bring along **plastic, sealable bags** to keep their valuables in. Sunglasses may also be useful.

*Boat Required Only

CHAPTER THREE: WILDLIFE

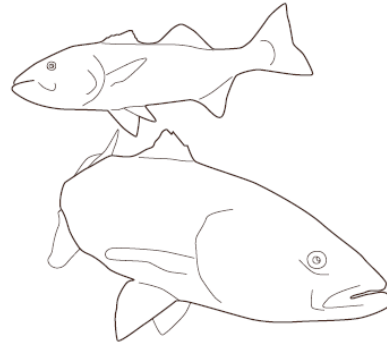
INTRODUCTION TO WILDLIFE

Virginia has a wide variety of animal and plant species that makes its fishing very unique. This chapter focuses on fish identification, plant identification, and other wildlife.

FISH SPECIES

Virginia is home to over 50 unique species of fish. Some are bait fish that do not get larger than 5 inches long, while others, like the catfish, can get as large as 60 inches.

For a full, detailed list of all of the fish species in Virginia and where to find them, you can visit the VDGF at www.dgif.virginia.gov/wildlife/fish.



FRESHWATER SPECIES

LARGEMOUTH BASS

Micropterus salmoides



Basically dark greenish above fading to a whitish belly, but vary depending on the water it lives in. Shows a series of dark blotches that form a dark horizontal band along its midline to its tail. Named because of its big mouth. Upper jaw extends well beyond the eye. Dorsal fin deeply notched. Average weight is 2 to 4 lbs., with up to 10 lbs. occurring in some waters.

SMALLMOUTH BASS

Micropterus dolomieu



Coppery-brown above, with greenish-brown sides with darker vertical bars. Three dark bars radiate from the eye on the cheek and gill cover. Dorsal fin is not as deeply notched as the largemouth. Upper jaw extends back only in line with the middle of the eye. A 4 or 5 lb. fish is considered a trophy.

SPOTTED BASS

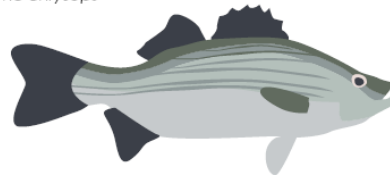
Micropterus punctulatus



Much like the largemouth and the smallmouth, it is called the "in-between" species. It is distinguished from the smallmouth by the dark, blotchy lateral band from head to tail. The back of spotted bass' upper jaw lines up with the middle rear of the eye, while largemouth jaws extend past the eye. It derives its name from the black spots on its belly scales. Most are about a 1 lb. to 2lb.

WHITE BASS

Morone chrysops



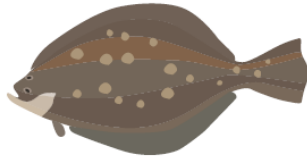
Light greenish back, light yellowish-green to silver sides to a silvery-white below, 6 to 8 horizontal faint stripes; stripes below later line are broken: the first stripe below the lateral line is not complete to tail. Deep-bodied with distinctively arched back, considerably smaller than its striped bass cousin. Single spine on gill cover; variable patch of teeth on tongue. Commonly reaches 1/2 to 2 lbs.

SALT WATER SPECIES

There are over 50 species found in the salt waters in Virginia. Many of them migrate through the Chesapeake Bay throughout the year, while others stay off of the coast year round. For many of these species, you will need a large boat and heavy-duty gear. Pictured here are some of the more common salt water species.

FLOUNDER

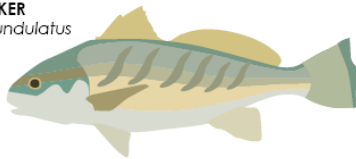
Paralichthys dentatus



Rounded, flat body is brown on one side, the left side, and white on the other side; both eyes appear on the brown (left) side of the fish; caudal fin is convex and the mouth features sharp, cone-like teeth; summer flounder feature five ocellated spots on their brown side, three tending to form a triangle just above the base of the tail.

ATLANTIC CROAKER

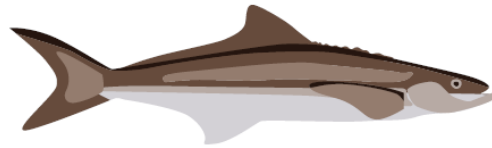
Micropogonias undulatus



Silvery color overall with a white belly; often has a faint bronze or golden cast, with yellowish fins; back often has small brassy spots, that align into wavy lines down the fish's sides; underslung jaw features 3 to 5 pairs of barbels under the chin; caudal fin is convex in shape; gill cover is hard and sharp

COBIA

Rachycentron canadum



Large, long fish which is dark, chocolate brown on the back and sides fading to a white belly; juveniles often display a brown back with a white horizontal stripe, a very dark stripe and a second white stripe down the sides; the tail is deeply forked and the first dorsal fin is absent (replaced by 7 to 9 short spines) but they feature a pronounced second dorsal fin; the lower jaw protrudes past the upper jaw.

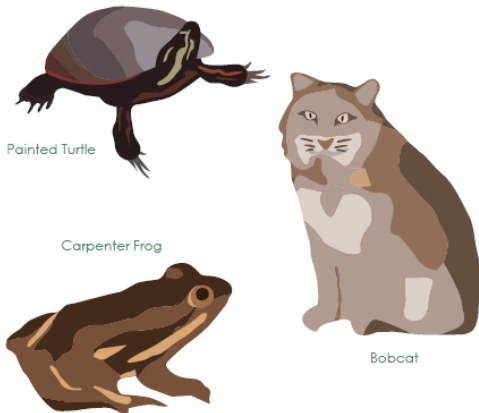
TAUTOG

Tautoga onitis



A thick-bodied fish characterized by thick lips, blunt snout, and large, irregular teeth (incisors in front, molars in the rear); coloration is varied from a chocolate brown, to gray or a blackish olive on the back and sides with a white belly; some fish have irregular blotches on the side, but this mottling pattern, often associated with spawning activity, is not present in all individuals; males have a more blunt head, a more pronounced white chin, and a distinct white spot on their side.

OTHER WILDLIFE



Virginia is also home to many reptiles and other species. Painted turtles, the American water shrew, bobcats, carpenter frogs, and the common mink; these are just of few of the animals that are native to Virginia. The VDGIF helps the preservation of these animals by tracking their numbers and keeping their habitats intact.

While fishing, you can help preserve Virginia's wildlife by picking up trash and litter and by not leaving fishing line or hooks in the water. Hooks in fresh water can take up to 50 years to rust and fall apart. Fish are naturally able to dislodge most hooks in their mouths and throats. Try not to leave hooks and baits in waterways, as they are often perceived as food and may harm other wildlife.

DANGERS: THINGS TO WATCH FOR

There are a few native animals and plants in Virginia that are poisonous. Be careful around the following:

Snakes

Copperhead



Rough Earth Snake



Spiders

Black Widow Spider



Brown Recluse



Poisonous Plants

Poison Hemlock



Poison Ivy



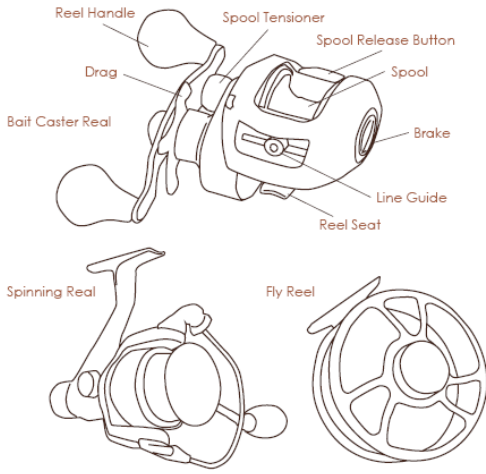
Giant Hogweed



Contact with poisonous plants and animals can be dangerous. For appropriate medical advice call the National Poison Control Center at 1-800-222-1222.

REELS

There are three main types of reels that fishermen use. The bait caster is better for long distance casting and pitching. The spinning rod is great for live bait fishing and most artificial baits where you need delicate action. The fly reel is used in fly fishing.

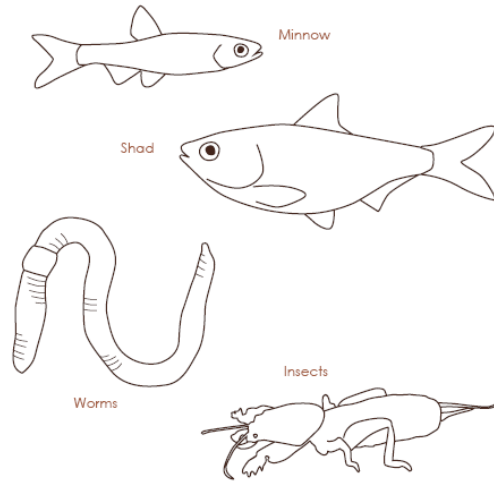


Line comes in a variety of types and strength. Use line that is the same test as the biggest size possible for the species you are fishing for.

Reels come in a wide variety of styles, quality, and weights. It's good to match the type of reel and rod for the type of fishing you are doing.

LIVE BAIT

Many fishermen choose to use live bait to catch fish. The goal here is to use bait that is natural for the fish to see and feed on. The list includes bait-fish, minnow, and insect. Below are some of the more popular live bait options.



Some fishermen use other alternative baits that replicate the smell of things that fish eat. Using live options often involve putting the bait under a float and waiting for the fish to bite. However, there are other methods such as drop-shot weight and weightless options.

KNOTS

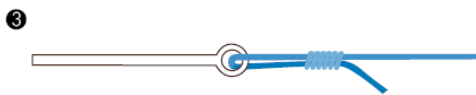
There are many knots that work well, but the uni knot is one of the best. Here is how to tie it:



Pass the line through the eye of the hook. Pull it back towards the eye of the rod and make a loop.



Take the tag and wrap it around the double line created earlier 4-6 times.



Pull the line tight and slide the knot towards the eye of the hook.



Wet the knot and pull it as tight as possible. Cut off the excess line.

WORKING BAITS

When using artificial baits, it is essential to "work" the baits. This means you will move the bait in a certain way to imitate something that fish would eat. This sometimes involves jerking lightly, reeling it fast, reeling inconsistently, letting the bait flow in current, and more.



Working baits is all about getting the lure in the right location and making it seem appealing to fish.

Bait depth is important. Even if the color and bait type are optimal, the bait has to be in a location where the fish will be able to interact with it.

During the last stretch, it was time to finish all of the print material, and work on any web material.

I wanted to craft an experience. After doing research with boy scout campaigns and membership packages, I knew I wanted to create a package that was sent to members that had some good print resources and free gear.

Here is a certificate that is given to students that complete the course, or take the quiz online.




Letter size envelope




LEARN HOW TO FISH

with FishRight, Youth Fishing Educational Campaign



- Fishing Seminars
- Print Resources
- Online Tutorials
- Free Membership items



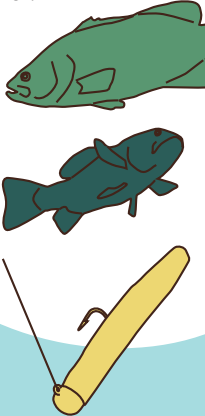
FishRight
va.fishright.edu

OUR GOAL



FishRight is a fishing education campaign created to teach children how to fish in an environmentally-friendly and safe way. Our goal is to be a knowledge resource for the next generation of young fishermen! We hope to teach all people how to fish in a sustainable matter.

LEARN TO FISH



In a fast-paced world, fishing can be a great way to disconnect and get outside. FishRight's educational material covers casting, knot tying, fishing rigs, how to fish cover, bait types, and so much more! Our goal is to give you all of the information you need to catch some huge fish.

BECOME A MEMBER

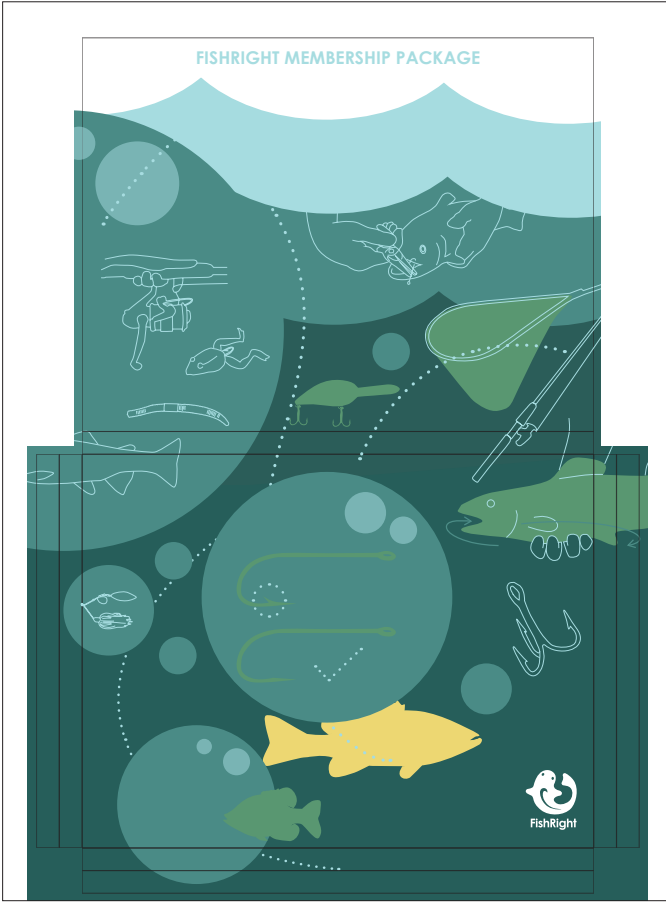
If you are under the age of 16 and would like to become a member, you can find a form online and mail it or email it to:

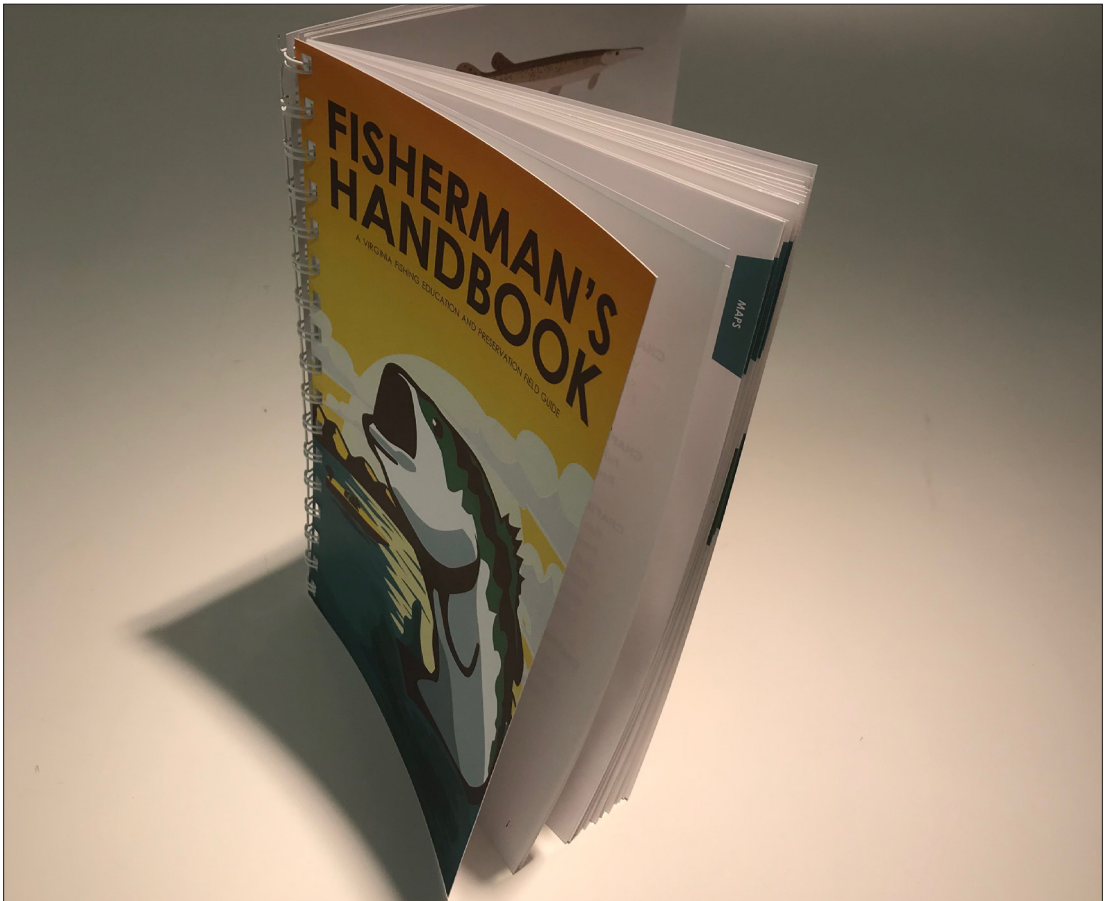
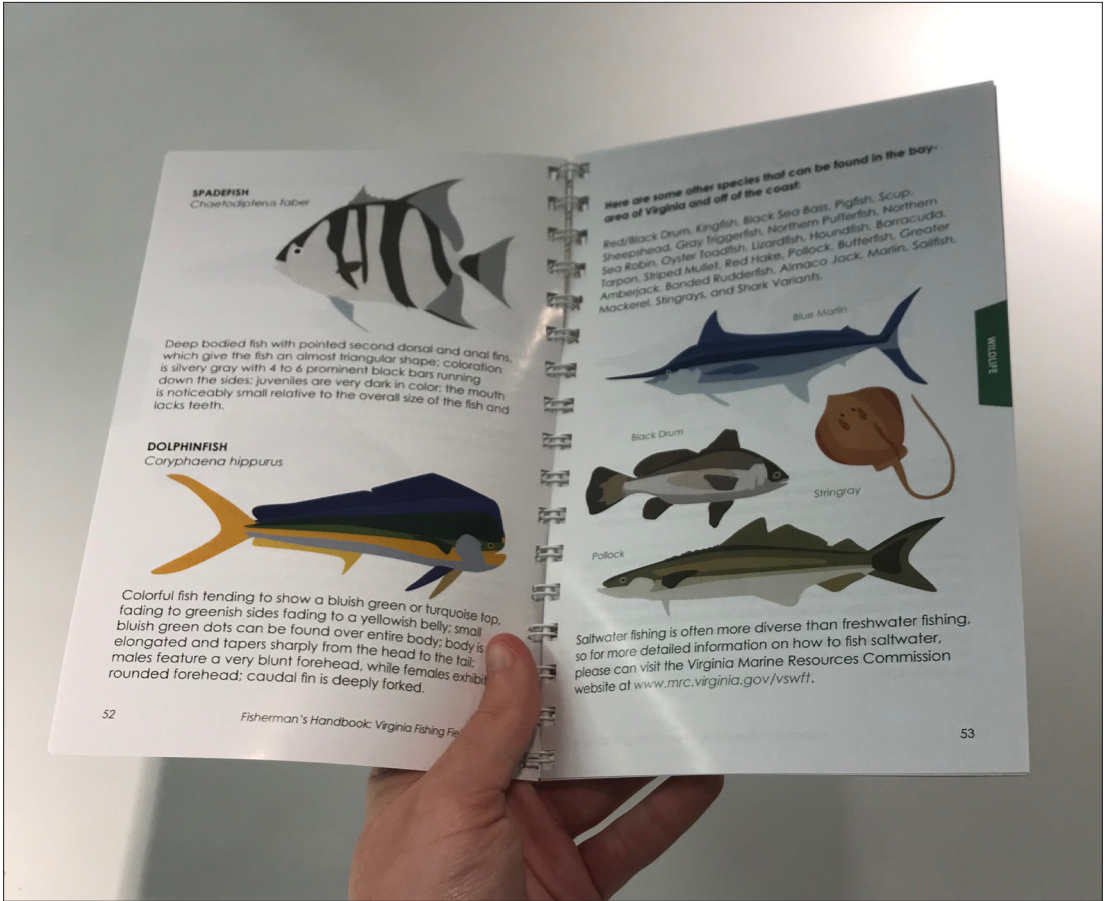
360 Beechwood Dr. Bracey, Virginia 23919

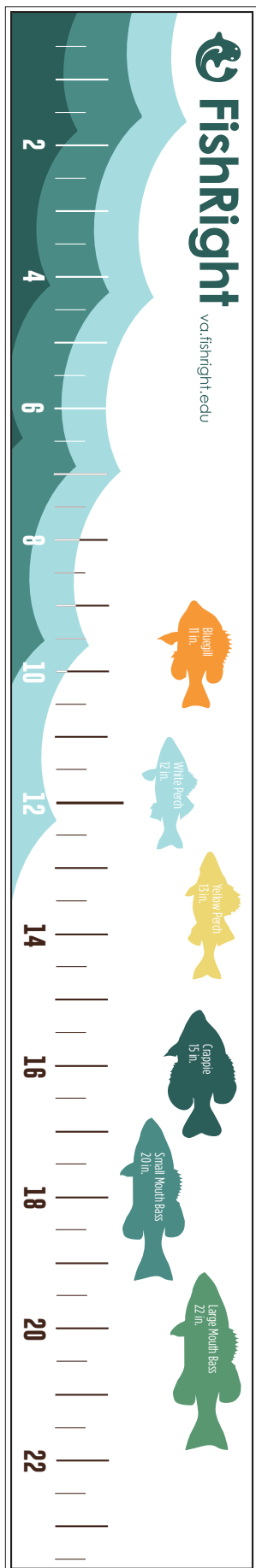
Membership is free! For more information about volunteering, sponsoring, or our educational resources, you can visit us online.

va.fishright.edu

FEBRUARY 2019








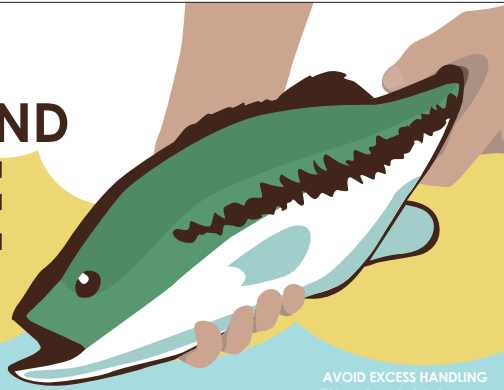
Student Name: _____

Membership Start Date: _____

This card demonstrates the completion of a FishRight introductory safety course or quiz. The young members of FishRight are the next generation of fishermen, so fish responsibly.



CATCH AND RELEASE



BENEFITS OF PRACTICING CATCH AND RELEASE:



Preserves the natural ecosystem and is healthier for the environment. Keeping fish numbers healthy helps keep the ecosystem healthy.



Catch and release allows for fish to grow larger and healthier. The more fish in the sport also mean more breeding.



There will be more fish for other fishermen and the future generations. Keep fish numbers high to help improve the sport.

AVOID EXCESS HANDLING

Fish have a slime coating that acts as a barrier against everything from physical damage to bacterial infection. Handle fish as little as possible.

RELEASE GENTLY

Do not throw fish into the water. Release them gently so they don't go into shock.

KEEP FISH IN THE WATER

Keep fish in the water as much as possible. If you need to remove them from the water, do not do so for more than 30 seconds at a time.

HANDLE FISH WITH CARE

If you are handling a fish, grab them by the lip if they have no teeth and under the belly. Grab fish in two places at once to keep them balanced and secure. This reduces strain on their bodies.

USE A NET

Using a fishing net relieves stress on the fish and on your fishing gear.

TOOLS FOR SUCCESS

RETRIEVING LURES AND HOOKS

If the hook or lure is too far into the fish's mouth to be retrieved, cut the line and release the fish. Fish can dislodge the hooks naturally. Pulling out the hooks can cause damage that kills the fish.

Using pliers can help grab the hook and be more precise when removing it.

DO NOT EXHAUST FISH

Handle fish quickly. If you exhaust fish, they can go into shock and die. If a fish is too exhausted and goes into shock, you can try some revival techniques to get it going again.

BE CONSCIOUS ABOUT HOOK CHOICE

Use barb-less hooks. They prevent damage to the fish. Barb hooks are often dangerous to fish because they are hard to remove.

Use pliers to pinch the barb of hooks. This helps make hook removal easier.

REVIVAL TECHNIQUES

Hold the fish under the water, and gently rock it back and forth. Keep its mouth open to force water through the gills. Do this up to five minutes, and then gently release the fish.

Revival techniques can help fish but is not a guaranteed way to help keep the fish alive.

Fish do feel pain, although it is different from how humans and other mammals experience pain. Nevertheless, you should treat animals with care.

IF YOU KEEP FISH

BE AWARE OF SIZE LIMITS

If you do decide to keep fish, remember that many bodies of water have limits on size and the number of fish you can keep.

Fish like betta fish and gold fish are much better suited to be pets.

HOOKS AND THE ENVIRONMENT

Hooks can be harmful to wildlife. Hooks can impale swimmers. Hooks take up to 40 years to rot and break apart.

Avoid leaving hooks in the water. If you find a hook on line while fishing, take it out and dispose of it.

Swim in swimming designated areas and do not fish in swimming areas.

DO NOT WASTE RESOURCES

Be conscious of the decision to keep fish. If you keep fish to eat, dispose of byproducts in an Eco-friendly way. Compost to avoid byproducts ending up in landfills.

DO NOT KEEP WILDLIFE AS PETS

You should never keep fish you catch as pets. Freshwater fish like bass and sun perch are not as hardy as they appear. They are very sensitive to things like PH levels and chemicals in water.

FISHING LINE

Fishing line is recyclable. Keep an eye out for fishing line recycling bins at public areas. When line is left in water, it can get caught in propellers. Pick up line when you find it while fishing. If you have to break your line, try to retrieve as much of it as possible.

HELP PRESERVE OUR WATERWAYS

40% OF FISHERMEN KEPT THEIR CATCH LAST YEAR
39.8M FISHING LICENSE SOLD LAST YEAR IN THE UNITED STATES

STUDIES SHOW AROUND 2000 BILLION FISH ARE CAUGHT EACH YEAR. THIS MEANS THAT **800 BILLION** FISH ARE KEPT EACH YEAR

The world's ecosystems cannot produce fish at the rate at which we are farming it. Although large fishing vessels and corporate farming is a major cause of fish shortages, there are some things you can do to help preserve the natural ecosystems.

PRACTICE CATCH AND RELEASE

DO NOT LITTER

RECYCLE AND COMPOST

USE APPROPRIATE GEAR

INFORM OTHERS

For more information about fishing education and wildlife preservation, visit the FishRight educational campaign online at va.fishright.edu.



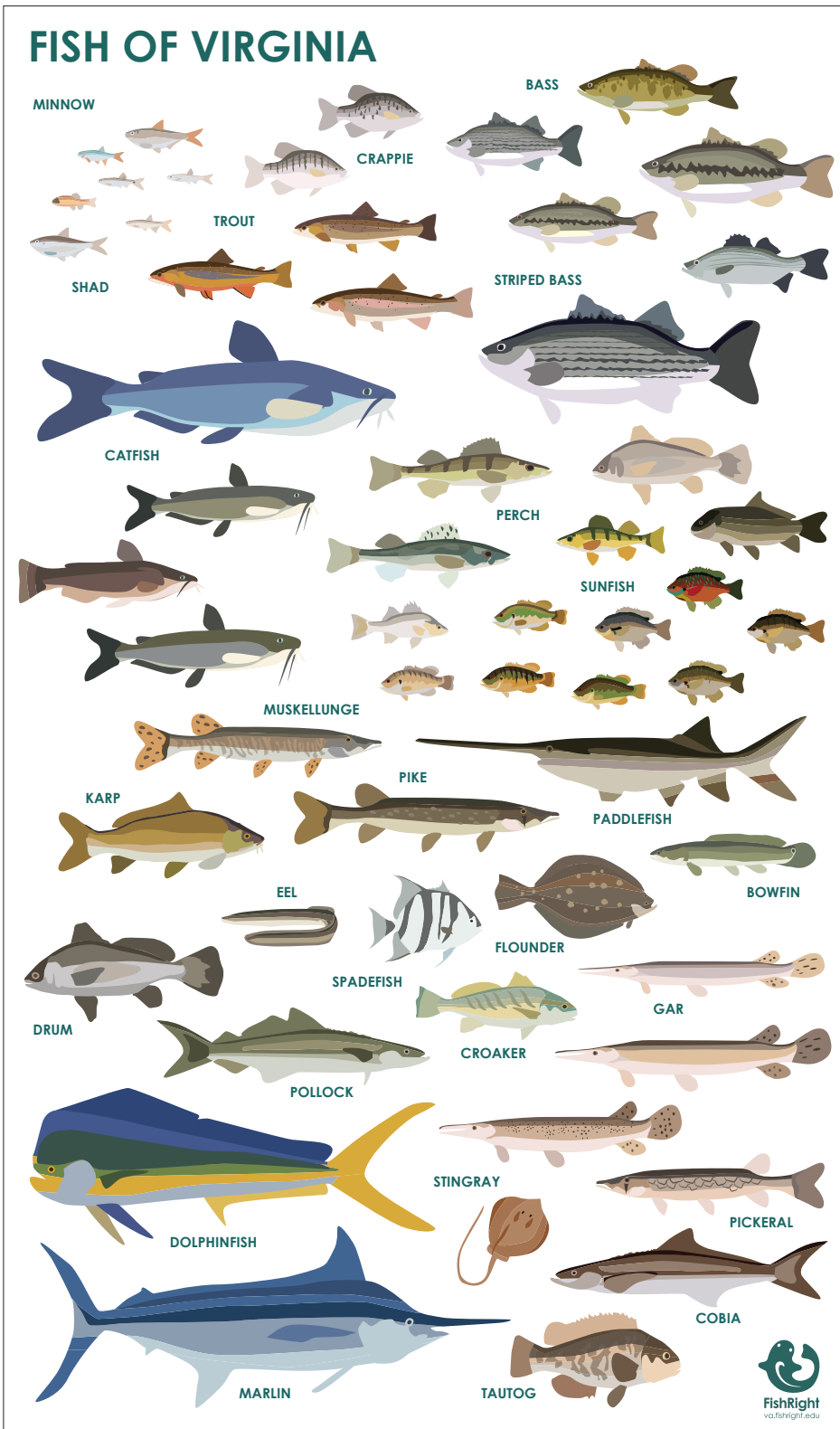
*Statistics based on 2018 studies by National Park Services and statista.com

The info-graphic was an interesting design piece for the campaign. It is around 75 inches long and 40 inches wide. The info-graphic could take an entire wall in a marina, where there is often a lot of open space. The info-graphic covers all of the material that I focus on in the campaign, focusing all on catch and release and other smart fishing practices.

Here is a picture of the info-graphic before I cut it out, with a yard stick on top for reference.

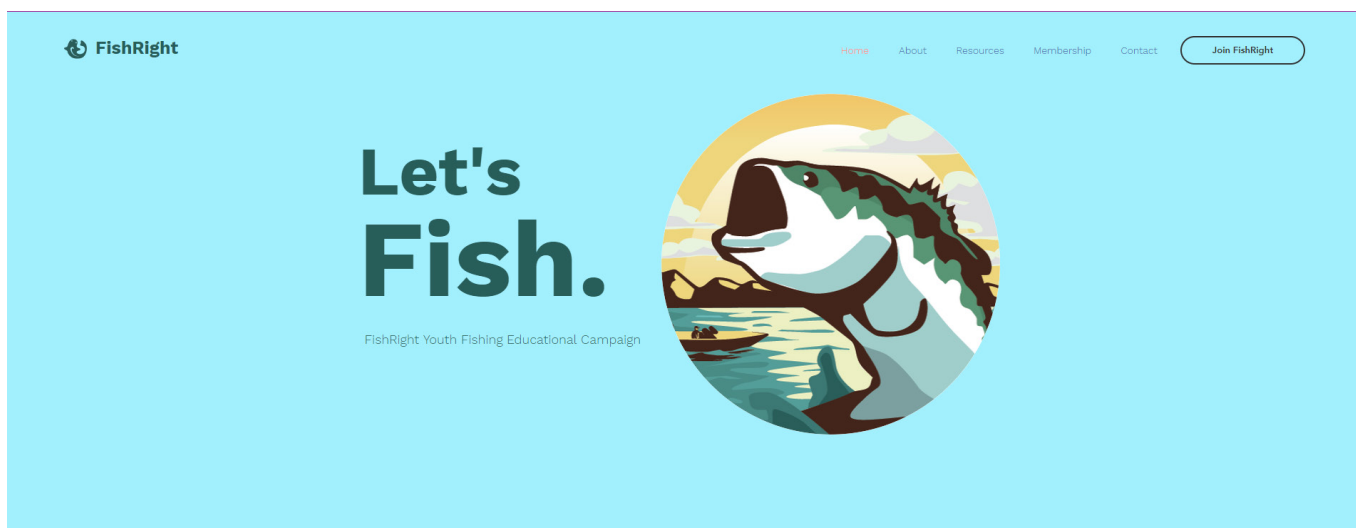
A concept map like this one is the first design project I did here at Longwood. In my second semester, we had to research a topic and create a concept map showing what we have learned. I think I have come a long way from then, and it was really rewarding to implement design and research techniques that I learned at the beginning of my journey at Longwood.





To round out the campaign, I started working on motion graphics and the website. I did try to do some custom coding and web designing, but because of time restraints, I decided to modify an existing template. Here are some screenshots from the website.

The website also included a quiz that students could take and send in so that they can get their membership card and certificate.



About FishRight

FishRight is a fishing education campaign created... to teach children how to fish in a environmentally-friendly and safe way. Our goal is to be a knowledge resource for the next generation of young fishermen! We hope to teach all people how to fish in a sustainable matter.

[READ MORE](#)

What We Do:



Print Resources



Online Tutorials



Fishing Seminars

Membership Opportunities

Youth Involvement

FishRight's goal is to empower young fishermen with the knowledge and resources to fish responsibly. One way we do this is with print resources and access to instructors.

Youth Ages 6-16

Member: Free

Join us for a fishing seminar hosted by FishRight to receive a certificate.

You can also take the quiz online to become a member and receive your certificate

Membership Package: \$20

Includes a package containing a booklet, fishing baits, a certificate and card, and more!

Adult Volunteering

FishRight is a non-profit, and works only because of volunteers. Here are some of the ways you can volunteer:

- Host a "FishRight Seminar Day"
- Take a group of members fishing
- Donate baits and gear

If you are an experienced fisherman and want to apply, click the links below to find out how you can get FishRight certified!

Contact

Phone	Email	Hours of Operation	Area of Service
123-456-7890	fishrightva@gmail.com	Mon - Fri: 9am - 8pm	Virginia, USA

Name *

Email *

Subject

Message



Print Resources

Below are some of the print resources provided by FishRight. Please feel free to download and print for personal use.

Fisherman's Handbook (Virginia)

Educational Posters

Ruler (Virginia Citation Sizes)



Video Tutorials

Here are some videos on material covered during FishRight seminar days. Some of the material covered includes the basics of fishing like casting and tying knots. We also have guest fishermen speak about advanced techniques and skills.

More videos can be found on our [YouTube channel](#). Subscribe there for uploads.



Seminars

FishRight instructors host seminar days. At these events, certified instructors will teach kids 6-10 about a variety of fishing skills and environmental safety practices. These seminars are powered by volunteers and held at public boat landings and parks. Bring your own gear.

Here is a schedule of talks in 2019:

March 1, 2019 | Holly Grove Marina, Bracey, VA | 2-4pm
April 5, 2019 | Poplar Creek Ramp, Gasburg, VA | 2-4pm

Parents must stay with their children at all times. They are welcome to come and fish, too.

Students that stay for the seminar will become members and receive a certificate of completion.



Membership Materials

Becoming a member gives you access to the FishRight certification award and card. Carry the card on you to demonstrate you are knowledgeable and ready to fish responsibly.

To become a member and receive a membership package containing a detailed book about fishing in Virginia, a ruler, and other resources, you can send an email to fishrightva@gmail.com. You can also mail a membership form to the FishRight's office at:

350 Beechwood Drive, Bracey, VA 23019

You can also ask about membership at any FishRight seminar day.

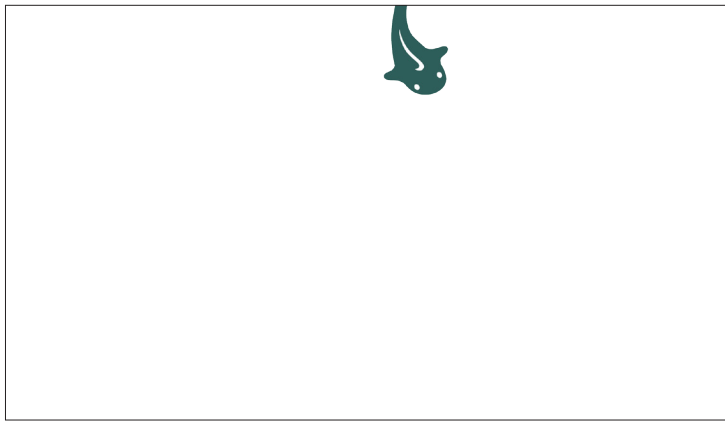
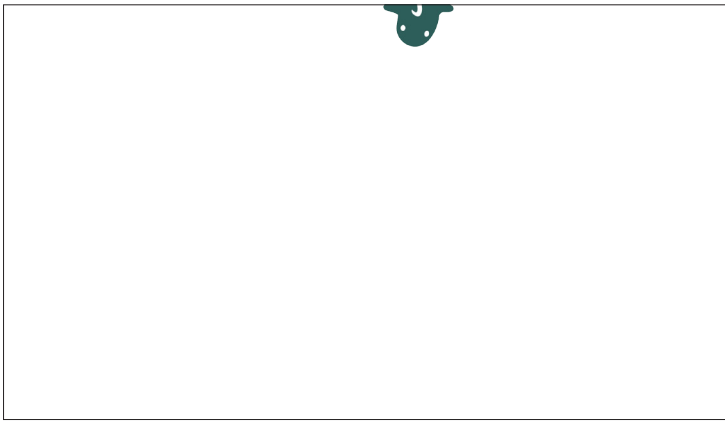
Membership Form

Want to become a member today? Take the quiz below to show you are ready to be FishRight certified!

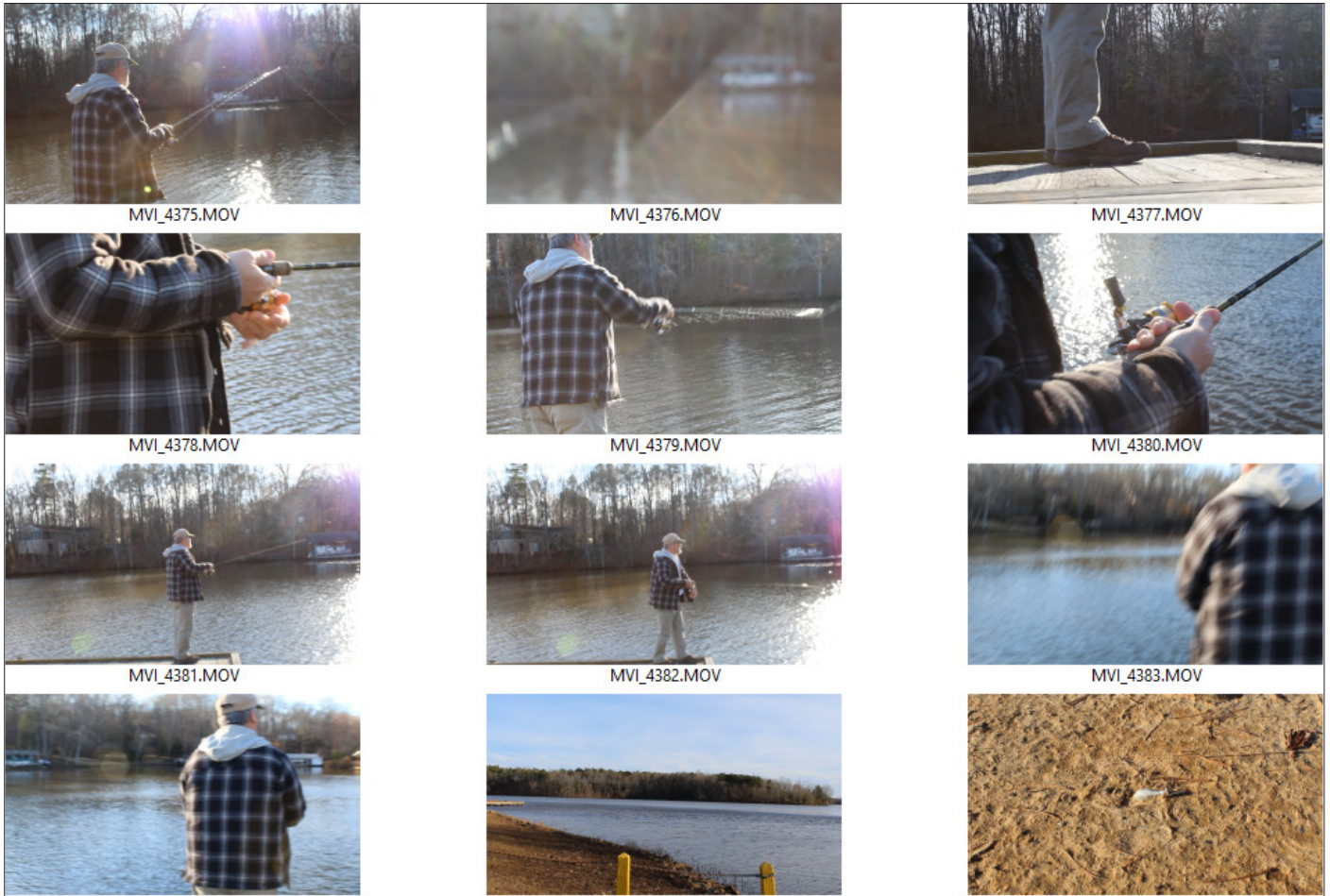
[Take the Quiz](#)



Motion graphics and videos



Video files for tutorials



Finished tutorials can be found online on YouTube under FishRight.

<https://www.youtube.com/channel/UCHVP15Nz6yw8skMBfY2VsiQ>

A screenshot of the FishRight YouTube channel page. The header features the FishRight logo (a stylized fish) and the text "FishRight va.fishright.edu" with the tagline "Fishing education and wildlife conservation campaign." Below the header, the channel name "FishRight" and "1 subscriber" are displayed. Navigation tabs for "HOME", "VIDEOS", "PLAYLISTS", "CHANNELS", "DISCUSSION", and "ABOUT" are visible. The "Uploads" section shows four video thumbnails with titles and view counts: "How to Tie a Trilene Knot" (1 view), "How to Tie a Palomar Knot" (2 views), "How to Skip a Bait" (3 views), and "How to Cast a Spinning Reel" (3 views). A "SUBSCRIBED 1" button and a notification bell icon are also present.

FINAL ASSESSMENT

I present my project during the program wide assessment February 26, 2019. This project is a result of result of a year of hard work; hours and hours of self-reflection, failing and starting over, working around the clock to make the campaign a success.

The week prior, I printed and assembled everything. All of the advertisements and posters I mounted on foam core and mounted. I proofed and had friends and family proof my material as well.

REFLECTION

I have realized that no design can really be perfect. There are a lot of ways to solve problems, but it is up to me as the designer to make it as efficient as possible. I have invested a lot into this project, and I am pleased with the results.

I think there are some things that I could of done more efficiently. I defiantly procrastinated during the fall semester of 2018. This made the workload during the spring semester, namely between December and February, extremely intense. I do enjoy the work and am passionate about the topic, so that helped make the 14 hour work days bearable.

I also should of got critique from my peers and professors more. I lived off of campus during my last year, so going in and getting critique was time consuming. Nevertheless, I should of set aside time to get other people's opinions of my direction. I did get assistance from my father, who is a fishing expert. He helped peer review the information and graphs. I also had some help from my peers when developing ideas and changing the visual system. They helped me make sure that everything is working.

I made aspects of the book interactive. If I had more time and resources, I would have liked to do more research on interactive material for educational campaigns. I looked at girl scout material and boy scout material. A lot of interactive pieces for kids are not relative to fishing, so I wanted the activities to be fishing-related. Like the boyscout have badges,

I thought having the membership card would be a great way to give validation to members. It's also a great way to get kids to start practicing carrying documentation on them. They will need to carry a license on them when they turn sixteen. I hope that my campaign is creating fishermen that can impact the environment in positive ways.

One thing I also struggled with was choosing what to put in the books. Looking back, I think including a "basic tip for each species" would have been really beneficial, although this could be covered online or though videos. I did cover the main species, but ignored some of the ones I am not as familiar with such as the trout family.

I hope that in the future I have the time and resources to learn how to do custom web design, so that I can implement that into the campaign as well. I designed the current page so that it is smooth and user friendly, although I am limited with what options I have in doing so.

SECOND LIFE

When we received this assignment, the professors wanted the campaigns we created to be picked up. They wanted them to actually help people and make a difference. Luckily, I have the potential to do that.

In early March, I will be meeting with the Lake Gaston Optimists Club, a club whose goal is to help youth have greater opportunities to learn and grow. I found about the club from a mutual friend in late February, and I am excited to share with them my campaign. I hope that they have the resources and volunteers to make the campaign a reality.

FINAL WORDS

Thank you for viewing the FishRight Process Book and case study. The experience has been a great growing opportunity for me. Between practicing the design skills, time management skills, presentation skills, and more, I have grown as a designer and creative problem solver.

The product seen here are not final. I will make corrections and continue to improve them until I graduate in May.

If you would like to know more about the FishRight campaign or have questions about the process, you can contact me at :

jergilmer@gmail.com.

Special thanks to Haley Tebo, Dennis Gilmer, Penny Gilmer, Professor Register, Professor Lough, Professor Douglas, Professor Tuck, Professor Cummings, and my peers that helps me throughout the project.

Written by Jeremiah Gilmer, February 2019.

