

LESSON 9: CATCH AND RELEASE

Grade-Level Outcomes

Primary Outcomes

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Movement concepts, principles & knowledge: Identifies and discusses the historical and cultural roles of games, sports and dance in society. (S2.H1.L2)

Embedded Outcome

Rules & etiquette: Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)

Lesson Objectives

The learner will:

- discuss the catch-and-release philosophy and conservation issues.

Equipment and Materials

- Fly fishing journals
- “A Choice of Method” by Steve Raymond

Introduction

In your journals, you were asked to write a fish story. Who would like to share the story they wrote with the rest of the class? Today, you will learn about the catch-and-release philosophy and how that interacts with conservation.

Instructional Task: Pre-Reading Questions

■ PRACTICE TASK

Hand out the journal assignment. Have students answer the pre-reading questions in their fly fishing journals before reading Steve Raymond’s “A Choice of Method.”

Extension

After completing the journal questions, students share their answers with a partner.

Student Choices/Differentiation

Give the questions to the students in the previous class so they have more time to respond.

What to Look For

- Students are answering questions in their fly fishing journals.

Instructional Task: Reading Assignment and Post-Reading Questions

■ PRACTICE TASK

Have students read Steve Raymond’s “A Choice of Method” and answer the post-reading questions in their fly fishing journals.

Extension

Provide opportunities for students to share their responses in small groups or with partners, focusing on the learning from Raymond's writing.

EMBEDDED OUTCOME: S4.H2.12. Use this discussion to draw out the ethics of the catch-and-release philosophy and the conduct of the fly fishers who practice it.

Student Choices/Differentiation

- An audio version can take the place of, or support, the reading of the material.
- Allow students to work in pairs to answer the questions.

What to Look For

- Students are actively answering questions in their fly fishing journals.
 - Students are being thoughtful in the discussion responses.
 - Everyone is contributing.
-

Formal and Informal Assessments

Journal entry

Closure

- What is catch and release, and what are the reasons that support it?
- How does this philosophy affect our own community?
- Can you make a connection between catch and release and your previous learning in science?
- Next class, you'll learn how to shoot the line when casting. You also need to turn in your journals for review.

Reflection

- Were students able to connect their learning to our community and their personal story?
- Were students able to connect the catch-and-release philosophy to their environmental science knowledge?

Homework: Fly Fishing Journal Entry

If students haven't completed "A Choice of Method" handout, have them finish as homework.

Resources

Raymond, S. (2005). *The year of the angler and the year of the trout*. Guildford, CT: Lyons Press, 41-45.

FLY FISHING JOURNAL ENTRY: “A CHOICE OF METHOD”

Name: _____

Task

Read Steve Raymond’s “A Choice of Method” and answer the questions in your fly fishing journals in preparation for a discussion on philosophy, ethics, and conservation in fly fishing.

Pre-Reading Questions

1. Describe a typical fishing trip that you’ve been on, heard about, or seen on TV or in a movie. What is the goal of a fisher? Describe the relationship between a fisher and the natural world (water, fish, bug life).
2. Describe what you know about the practice of catch-and-release fishing. Why would someone fish if he is not going to keep the fish?

Post-Reading Questions

1. On page 42, Raymond discusses relationships between such things as plants and insects. Describe at least two *specific* facets of the fly fishing realm and in what way(s) they share a relationship.
2. Explain: “The true nature of the man-fish relationship is one of cooperation, not competition.” (page 42)
3. Most officials view hatcheries as completely beneficial to the health of fish populations and water systems. Although there are numerous benefits to using hatcheries, Raymond points out a key drawback. What is this drawback, and how does “the whole [species suffer] as a result”? (page 42)
4. Why are native species of fish so valuable? (page 43)
5. Where else in human history or in modern events have people not “given much thought” to the consequences their actions had or have on the natural world?
6. After reading Raymond’s article, revisit your response to pre-reading question 2. How has what he has written informed your knowledge of the reasons supporting the catch-and-release philosophy? How else can success be measured when fishing?
7. Explain: “Killing the fish is an incongruous act.” (page 44)
8. What separates the culture of fly fishing from those of other modes of fishing (spinning, deep sea, and so on)?
9. What are Raymond’s most convincing reasons that support conservation of fly fishing habitat?

Raymond, S. (2005). *The year of the angler and the year of the trout*. Guildford, CT: Lyons Press, 41-45.