

## LESSON 15: FISHING TRIP

### Grade-Level Outcomes

#### Primary Outcomes

**Lifetime activities:** Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

**Rules & etiquette:** Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

#### Embedded Outcome

**Challenge:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

### Lesson Objectives

The learner will:

- review preparations for a fishing trip.
- apply fly fishing knowledge and skills on the water.
- refine casting to adjust to environmental conditions.
- observe proper fishing etiquette.

### Equipment and Materials

- Fly rods
- Reels
- Fly boxes
- Wading boots or other shoes appropriate for a water environment

### Introduction

*Here we go—it's our big day on the water! Here are your trip plans with my comments. Please review them to make sure you have everything you need before we head out. We'll review safety rules and etiquette once we get to the water. We'll split into two groups at the site. One group will fish while the other discusses the readings we've done. We'll switch halfway through.*

## Instructional Task: On-site Review

### ■ PRACTICE TASK

Review safety precautions for fishing in general and any precautions specific to the site. For example:

- Rules for wading (wading may not be allowed by school policy)
- Using the buddy system
- Staying in sight of the teacher
- Appropriate distance between fishers

Review how to land a fish and release it.

### Student Choices/Differentiation

Provide handouts with reminders that students can carry with them.

### What to Look For

- Students are attentive.
- Students are asking appropriate questions.

## Instructional Task: Fishing

### ■ PRACTICE TASK

- Split into two groups. One group will have a student-led discussion on the readings, while the other students select a spot to fish with a buddy, assemble their rods, choose flies, and fish.
- Students switch roles halfway through the class.

**EMBEDDED OUTCOME: S5.H2.L2.** Students should select fishing spots that provide an appropriate level of challenge for their ability.

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### Refinement

Circulate among the students, providing feedback about appropriate casting and fly choices.

### Student Choices/Differentiation

- Students choose their buddies.
- Students choose rod length and weight.

### What to Look For

- Students are applying the appropriate techniques for the conditions.
  - Students are making good choices about places to fish from and to.
  - Students are selecting flies appropriate to the expected fish species and insect hatches.
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## Formal and Informal Assessments

Journal entry

### Closure

- How was the trip different from what you imagined?
- In what ways did you feel successful? What part was the most challenging?
- I hope you enjoyed your time on the water today and that you will stick with this great lifetime activity!
- Don't forget we'll be starting a new module next time. Check the school's physical education website for your choices, and be ready to select one.

### Reflection

- How well did students do on the water?
- Did they seem well prepared for the fishing conditions?
- What can I do better next time I teach this module?

### Homework: Fly Fishing Journal Entry

- Reflect on the trip today.
- What was hard for you? What did you enjoy the most?
- Review your choices for the next module, and be ready to make a selection.