

LESSON 10: SHOOTING LINE

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)

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)

Embedded Outcomes

Movement concepts, principles & knowledge: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

Stress management: Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)

Lesson Objectives

The learner will:

- “shoot line” an additional 5 feet (1.5 m) beyond the basic cast.
- apply the terminology appropriately.

Equipment and Materials

- Fly rods
- Reels
- Targets
- Cones

Introduction

Today, you will learn how to “shoot the line.” This is an important casting technique that helps you transfer the load from the rod to the line. Think about what you’ve learned about the fly cast. Do you have any ideas about how you can reach fish that are farther away than a basic cast can reach?

Instructional Task: Shooting the Line

■ PRACTICE TASK

Demonstrate shooting the line and introduce concepts needed for a successful cast.

Key Concepts

- Tight casting loop
- Line hand
- Line release
- Timing

Students pair off at cones and practice casting to targets at basic cast length. Once they have warmed up they will “shoot line” to targets that are 5 to 10 feet (1.5 to 3 m) farther away. One student takes 10 practice casts while the partner keeps track of how many were successful. Students switch roles. Repeat as needed.

Extension

Near the end of the lesson, students attempt to shoot line 10 times and keep track of how many times they were able to successfully complete the task.

Refinements

- Students will often let the line go from the line hand too early. Have them focus on letting go of the line as the casting loop passes the caster.
- Line should slide through the fingers of the line hand rather than being let go completely.

EMBEDDED OUTCOME: S2.H2.L1. Use this task to discuss the movement principles that allow longer casts (shooting the line).

Student Choices/Differentiation

- Vary the weight of the fly rod (6-weight rods or higher are more effective for students new to shooting line). More advanced students can vary the weight of the line as well as the rod. Students choose their partners.
- Supply a handout with key concepts or hang posters on the wall.

What to Look For

- Students are using the line hand correctly.
- Students have adjusted their timing to increase the length of the cast.
- The point of release is correct.
- The loop is tight.
- Students are offering suggestions for increasing distance.

Instructional Task: Stress Management

■ PRACTICE TASK

Show a video clip from *A River Runs Through It* of the character Paul shooting line and catching a fish. If this clip is not available, use an instructional video clip.

EMBEDDED OUTCOME: S3.H14.L1. Ask students why the characters in the book (or movie) fly fish. Prompt them to think about the rhythmic nature of the activity and the natural setting and how those factors can be important for stress management.

Formal and Informal Assessments

- Student self-assessment (how many successful out of 10 casts)
- Journal entry

Closure

- What circumstances might require a fly caster to use the strategy of shooting line?
- Were you able to shoot the line at least 50 percent of the time?
- What are the key concepts for shooting the line?
- What characteristics of fly fishing might be stress relievers?
- Review for a quiz next class, and get ready to tie your own flies.

Reflection

- Were students able to reach the targets beyond the basic cast distance?
- Were students able to adjust their timing and release point to facilitate a longer cast?
- Review journal entries.

Homework: Fly Fishing Journal Entry

Today, you learned how to cast to fish beyond the reach of a basic cast. What other fishing scenarios would you anticipate needing a strategy to solve? Consider water movement and speed, obstacles, wind, and back cast in your thinking.

Resources

Clip from the movie *A River Runs Through It* or other instructional video clip