

## LESSON 2: ASSEMBLING THE ROD AND BASIC CASTING

### 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)

**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)

#### Embedded Outcomes

**Safety:** Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

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

**Self-expression & enjoyment:** Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

### Lesson Objectives

The learner will:

- identify six components of a fly rod.
- identify the components of a successful basic cast.
- explain the rules of using fly fishing equipment.
- successfully complete a basic fly cast.
- create a fly fishing journal that will be used to support student learning and connect students to the fly fishing culture.

### Equipment and Materials

- 15 fly rods, reels, lines
- 15 rod tubes
- 15 targets (Hula-Hoops work well)
- Journal
- Writing implement
- “The Testament of a Fisherman,” by Robert Traver

### Introduction

*What did you learn about the culture of fly fishing from your reading? Today, we will become part of that culture by learning about the fly rod and how to make a basic cast.*

Introduce the fly rod, basic cast, and equipment expectations, and then students will make a basic cast with the fly rod. At the end of the lesson, introduce a fly fishing journal assignment and expectations by reviewing the rubric with students.

## Instructional Task: Components of the Fly Rod

### ■ PRACTICE TASK

Introduce the fly rod (tip section, butt section, guides, ferrules, cork, reel seat) and teach students how to put the rod together. Students will follow along with you, assembling their own rods.

#### Guiding questions for students:

- How do you know what weight rod you are using?
- How does the weight of the rod relate to the type of fishing you are doing?
- How does the weight of the line relate to the rod weight?

#### Student Choices/Differentiation

Students may review a video clip of assembling a rod.

#### What to Look For

Students are on task and engaged.

## Instructional Task: Equipment Expectations

### ■ PRACTICE TASK

Discuss the rules related to using the fly rod safely and successfully in class.

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**EMBEDDED OUTCOME: S4.H5.L1.1** Review safety guidelines for using a fly rod.

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1. Fly rod is always in your hand (never on the ground or leaning against something).
2. Tip at 12 o'clock when not in use.
3. Put rod together and take it down at the casting station only.
4. Maintain a safe distance from others.

#### Student Choices/Differentiation

Provide a handout or hang a poster with rules.

#### What to Look For

Students are on task and engaged.

## Instructional Task: Basic Cast

### ■ PRACTICE TASK

Demonstrate a basic cast (no line hand), emphasizing the four components of a successful basic cast (pick up, back cast, forward cast, lay down).

Students perform the basic cast for 10 repetitions with a partner at casting stations designated by cones, while you move from group to group to give feedback. The casting partner observes and gives feedback specific to the four key concepts.

#### Key Concepts

- Loading the rod
- Casting loop
- Wait time
- Turnover

#### Extension

Vary the distance of the cast.

## Refinement

A common error is bringing the rod back too far so that it doesn't load properly. Students can practice stopping at the end of the back cast so they can see the position of the rod.

## Student Choices/Differentiation

- Students choose their partners.
- Students practice at their own pace.
- Proficient students can practice aiming at a target.
- Students may review a video clip of the basic cast.

## What to Look For

- Students are engaged.
- Students are applying the components of a basic cast.
- Students are keeping the back cast and forward cast motion within the recommended range (10 - 2).
- Students are getting the feel of loading the rod on the back cast.

## Instructional Task: Fly Fishing Journal

### ■ PRACTICE TASK

*Most days throughout the Fly Fishing Module, you will be asked to make entries in your fly fishing journals.*

Hand out Robert Traver's "The Testament of a Fisherman" and the journal assignment. Share the rubric with students. Have students begin working on a journal entry.

## Extension

If time allows, have students complete their journal entries in class and share their responses.

## Student Choices/Differentiation

- Use an audio version of Traver's text, or you may read aloud.
- Provide a sample journal entry.
- Students work at their own pace.

## What to Look For

- Quality work that connects student learning with the content.
- Students are making connections between the resource and fly fishing culture.

## Formal and Informal Assessments

- Teacher feedback and group feedback on individual casting
- Journal entry

## Closure

After equipment is put away, the class will meet to review the rod components and expectations, as well as the key concepts.

- Why is it important to "load the rod"?
- What happens to the line if you don't load it properly?
- Challenge question: In what ways can the fly-caster manipulate the casting loop?
- Next class, we will continue to work on our casting.

## Reflection

- Are students getting a feel for the cast?
- Where are they still making mistakes?
- Are they getting a sense of fly fishing culture?

## Homework

- Watch the video of a basic cast and assembling a rod on the school's physical education website.
- Fly fishing journal entry.

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**EMBEDDED OUTCOMES: S2.H1.L2: S5.H3.L1.** Students should recognize the special culture of fly fishing and be able to identify elements that make fly fishing enjoyable in responding to the journal questions.

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## Resources

Traver, R. (1964). "The testament of a fisherman." *The Ozark Fly Fisher Journal*.

Internet keyword search: "fly rod components," "casting a fly rod," "The Testament of a Fisherman, Robert Traver"

## FLY FISHING JOURNAL: “TIGHT LINES!”

If you walk into any sizable and reputable book store, you wouldn't be surprised to see an entire section of books on, say, football. You might be surprised, though, to see an entire section on not merely fishing but *fly* fishing. In fact, the number of books devoted to fly fishing is large; fly fishing, for a host of reasons, is a strong lure for those who value personal reflection and writing. Robert Traver, John Gierach, Norman Maclean, and Steve Raymond are just some of the writing talents who have been drawn to fly fishing above all other pursuits. What is it that they are drawn to? What, exactly, are the beauty and the art that they write about? These are just two of the questions we will be trying to answer through your own personal reflection and writing using this journal.

Furthermore, there is the practical side, the scientific side, and the mechanical side of understanding how to fly fish; you need not be a literary giant or even a fan of one to find enjoyment in fly fishing. For everyone, including Traver and Gierach, it is safe to say that it all boils down to the water swirling around our waders, the dancing reflections of light off a moving river, and all the sounds and smells of the natural world around us. Notice that there is no mention of fish. . . .

### Task

Throughout the fly fishing unit, you will be asked to make entries in your fly fishing journal. Some of the tasks include the following:

- Reflective responses
- Reading responses
- Peer and self-evaluations of casting and other skills
- Notes and diagrams concerning invertebrate life cycles and so on

### Assessment

Grading will be based on completeness, accuracy, neatness, and thoroughness. Include the date and title of the journal entry at the top of each page.

Exceeds expectations (3)	Meets expectations (2)	Needs improvement (1)	Incomplete (0)
Neatness and care are evident in all journal responses. The date and entry title are included with each entry.	Adequate neatness and care are evident. Some entries appear brief. The date and entry title are included with each entry.	Many entries are brief and/or rushed. Neatness and care are not often evident in responses. Dates and titles are sometimes missing.	Many entries are missing.
All responses are thorough and reveal much thought and reflection.	Almost all responses are thorough and reveal much thought and reflection.	Only some responses are thorough and reveal thought and reflection.	Most entries do not reveal thought and reflection.

## FLY FISHING JOURNAL ENTRY 1: TRAVER'S TESTAMENT

### Task

Read Robert Traver's famous "The Testament of a Fisherman" and answer the reading questions in your fly fishing journals for discussion. Most questions are open-ended and require reflection more than analysis, so there is no single "correct" answers.

### *Testament of a Fisherman*, by Robert Traver

I fish because I love to: because I love the environs where trout are found, which are invariably beautiful, and hate the environs where crowds of people are found, which are invariably ugly; because of all the television commercials, cocktail parties, and assorted social posturing I thus escape; because, in a world where most men seem to spend their lives doing things they hate, my fishing is at once an endless source of delight and an act of small rebellion; because trout do not lie or cheat and cannot be bought or bribed or impressed by power, but respond only to quietude and humility and endless patience; because I suspect that men are going along this way for the last time, and I for one don't want to waste the trip; because mercifully there are no telephones on trout waters; because only in the woods can I find solitude without loneliness; because bourbon out of an old tin cup always tastes better out there; because maybe one day I will catch a mermaid; and, finally, not because I regard fishing as being so terribly important but because I suspect that so many of the other concerns of men are equally unimportant—and not nearly so much fun.

### Reading Questions

1. Fly fishing has a culture apart from that of other modes of fishing. According to Robert Traver, describe in your own words what beliefs, values, and actions make up the spirit of this unique culture.
2. What are anglers drawn to, and how are they drawn?
3. What is the *goal* of fly fishing? What, in particular, is *not* the goal of fly fishing?