

# LESSON 13: FISHING REGULATIONS

## 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)

**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)

### Embedded Outcome

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

## Lesson Objectives

The learner will:

- research the local fishing regulations and participate lawfully in recreation.
- apply terminology related to regulations appropriately.
- successfully plan for a fly fishing trip.

## Equipment and Materials

Computer access

## Introduction

Community guest speaker: Invite a fish and wildlife officer to share experiences and address students about sport fishing regulations. Speaker also leads students in a discussion about potential occupations in the fish and wildlife management field.

## Instructional Task: Guest Speaker

### ■ PRACTICE TASK

Class listens to presentation from guest speaker (fish and wildlife officer) on regulations and potential careers in the field.

**EMBEDDED OUTCOME: S2.H1.L2.** Use the regulations as a springboard to discuss the relationship of regulations to fly fishing behavior and culture.

### Student Choices/Differentiation

Students can ask questions verbally or write them down.

### What to Look For

Students are attentive and practicing the skills of SPACE (silence, paraphrasing, accepting language, clarifying questions, evidence) during the presentation.

## Instructional Task: Regulations Research

### ■ PRACTICE TASK

Students access the fish and wildlife website and, in pairs, research a local river you have assigned. They report their findings in a short presentation to three other groups. The presentations should include information about the following:

- River name
- Location
- Season (open, closed)
- Permitting
- Species
- Limits
- Hatch chart
- Access
- Resource bibliography

Share a teacher-generated rubric for the evaluation of the presentation with students.

### Student Choices/Differentiation

- Pairs present to small groups. If time permits, one pair from each of the small groups presents to the entire class.
- Students can give an oral presentation or make a poster-type presentation.

### What to Look For

Students are actively researching and developing a presentation that includes all of the components.

## Instructional Task: Trip Planning

### ■ PRACTICE TASK

Lead a discussion about the importance of planning when leaving for a fly fishing trip to the river in preparation for the homework assignment.

### Guiding questions for students:

- What kinds of gear should you bring and why?
- What safety precautions should you consider?
- How will you manage environmental conditions? (e.g., bugs, sun, wind)
- What regulations do you need to factor in?

### Student Choices/Differentiation

- Provide a list of what students should include in planning.
- Allow students to work with partners.

### What to Look For

- Students are contributing good ideas for planning the trip.
  - Students are including safety considerations.
  - Students are engaged in the conversation.
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## Formal and Informal Assessments

- Teacher evaluation of presentations
- Journal entry

## Closure

- How are fishing regulations and the concept of conservation related?
- What can we do individually to contribute to fishing as a sustainable resource? Collectively?
- Next class, you'll learn how to cast long distances and prepare for your trip. Bring your journals in for a check.

## Reflection

- Was the guest speaker an effective way to introduce students to fishing regulations?
- Did students seem interested in potential careers in this area? What kind of follow-up should be provided to them?
- Do they have a grasp of the importance of planning?

## Homework: Fly Fishing Journal Entry

Students plan a fly fishing trip, covering what to pack, how to get there, communication with other stakeholders, permits, and so on.

## Resources

Department of Fish and Wildlife: [www.fws.gov](http://www.fws.gov) and local representative