

LESSON TWO-ACTIVITY THREE: What is Sport Fishing?

Content Objectives: The students will be able to give a basic definition of sport fishing. The students will familiarize themselves with Alaska sport fishing regulations.

Key Vocabulary: shared stewardship, riparian, gatewalks, streamside protection structures, interpretive, bank stabilization, restoration, river drainage, maintainance, charter, angler, king salmon stamps, harvest record card, catch and release, barbless hooks, bag limit, possession limit, marking, logbook, closely attended line, setline, snag, take, methods and means, emergency orders, general regulations, special regulations, proxy sport fishing, transfer of possession form, creel surveys

Supplementary Materials: Alaska Sport Fishing Regulations Summaries, presentation rubrics

Resources: ADFG-Alaska Department of Fish and Game, USFWS-United States Fish and Wildlife Service

Books: Alaska's Wild Salmon ADFG, Project Wild Aquatic

Website Wandering:

<http://www.sf.adfg.state.ak.us/statewide/index.cfm>

Activity Sequence:

Part One-What is Sport Fishing?

Read aloud with students from Alaska's Wild Salmon ADFG (Pages 46-49).

As a class write a good definition of sport fishing. Have the students write the definition in their fisheries notebooks.

Discuss with the students who sport fishes in Alaska and for what they are fishing. Is sport fishing a strictly rural activity? Why does sport fishing play an important role in Alaska's economy?

Also, briefly discuss how residents are working with local, state and federal agencies and organizations to prevent and restore Kenai River habitat damage. What are some of the things they are doing to safeguard Kenai

River Riparian salmon habitat ? Why is the Kenai River so important to sport fishing?

Extension: Have the students do the activity in Project Wild Aquatic called Riparian Retreat (pages 118-120).

OR Have the students do the outdoor activity in Project Wild Aquatic called Where Does Water Run (pages 21-23).

Part Two-Regions and Regulations

Have students open the listed website. Allow some time for them to “surf” the Sport Fish Division site.

Then, as a class, click on the Regulations link under Fishing Information. Look at the map on the page.

There are five sport fish regions to view.

Region 1: Southeast

Region 2: Southcentral Bristol Bay

Region 3: Interior (Arctic-Yukon-Kuskokwim)

Region 4: Bristol Bay

Region 5: Kodiak-Aleutian Islands

Ask the students what regions they have fished in. Did they sport, commercial, subsistence or personal use fish there? Take some time for sharing and discussion.

Part Three-Sport Fish Presentations

Split the class into seven groups and assign each group one of the following topics:

One: Southeast Region

Two: Southcentral Region

Three: Interior Region

Four: Bristol Bay Region

Five: Kodiak-Aleutians Region

Six: Statewide Regulations

Seven: Sport Fishing Guides

Each group will be creating an informational presentation on their subject. The form of their presentation can be their choice. Some examples include: PowerPoints, posters, speeches, dramatic skits, videos, radio commercials, blogs, webpages and newspapers.

The students should use the rubrics attached as a guide for their presentations. Their presentations should include all of the information listed. Inspire the students to be creative and shoot for something different. The presentations should be informational, but can also be artistic or humorous.

The students should use the Sport Fish Division website and the Alaska Sport Fishing Regulations Summaries provided as their main resources. (The summaries can also be accessed on the ADFG Sport Fish Division website.)

Have a different group do their presentation each day. Invite other high school and junior high classes to the presentations.

Extension: Have a sport fishing guide or angler visit the class and have a question and answer session.

Part Four-What you Learned

Before wrapping up the lesson have students return to their KWL charts. In the space provided they should list at least three things they Learned about sport fishing during the course of the activity.

Wrap-up Discussion: Why might sport fishing be controversial? What groups might oppose sport fishing in Alaska and why?

SIOP FEATURES:

Preparation

- Adaptation of Content
- Links to Background
- Links to Past Learning
- Strategies incorporated

Scaffolding

- Modeling
- Guided practice
- Independent practice
- Comprehensible input

Grouping Options

- Whole class
- Small groups
- Partners
- Independent

Integration of Processes

- Reading
- Writing
- Speaking
- Listening

Application

- Hands-on
- Meaningful
- Linked to objectives
- Promotes engagement

Assessment

- Individual
- Group
- Written
- Oral

