

LESSON 14: SINGLE- AND DOUBLE-HAUL CASTS

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)

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 Outcome

Physical activity knowledge: Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)

Lesson Objectives

The learner will:

- add distance and line speed to the cast with a single haul.
- add distance and line speed to the cast with a double haul.
- complete trip planning for a fishing excursion.
- apply casting language appropriately.

Equipment and Materials

- Fly rods
- Reels
- Cones
- Targets

Introduction

Today, you will learn a casting technique that will allow you to cast long distances and limit your fatigue. You'll also complete your trip plans to get ready for the last class.

Instructional Task: Single Haul Introduction

■ PRACTICE TASK

Begin the class by asking students how they can add distance to their casts (shooting line). Ask if they have developed a strategy for casting into the wind. Demonstrate the single haul in the forward cast and separately in the back cast.

Extension

Students use rods to mimic the hauling action (no cast).

Student Choices/Differentiation

- Students have a chance to ask questions.
- Students may review a video clip of the technique.

What to Look For

- Students are attentive and engaged in the discussion.
- Students are getting a feel for tugging the line away from the rod with the line hand.

Instructional Task: Single Haul

■ PRACTICE TASK

Students accelerate the line speed in the forward cast by using a single-haul technique.

Key Concepts

- Great basic cast technique
- Tight casting loop
- Line-hand pull
- Timing

Students practice in pairs at casting stations. One student takes 10 practice casts while the partner keeps track of how many were successful. Students switch roles. Repeat until students are comfortable with the hauling motion.

Extensions

- Repeat, adding shooting the line to the cast.
- Repeat, adding shooting the line and a reach cast to the single haul.

Refinement

Watch that students make short, quick pulls with the line hand. Students often make the motion too long (a full arm's length).

Student Choices/Differentiation

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

What to Look For

- Students are tugging away from the rod during the lift.
- Students are repositioning the line hand level with the reel on the flick.

Instructional Task: Double Haul Instruction

■ PRACTICE TASK

Lead a short discussion about the double haul, and provide a demonstration while students are in their casting pairs at their casting stations. This way they can go right to the double haul on their own.

Refinement

Be sure students follow the line with their line hands all the way to the cork after the single haul before making the quick pull during the forward cast for the double haul.

Guiding questions for students:

- Describe a scenario when you would use a single-haul cast.
- Describe a scenario when you would use a double-haul cast.
- How do these techniques differ from shooting the line?

Student Choices/Differentiation

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

What to Look For

- Students are challenging their comfort levels by working to combine several casts into one.
- Students are able to use correct timing while double hauling.
- Students are able to create turnover at the end of the cast.

Instructional Task: Trip Preparation

■ PRACTICE TASK

Prep students for the upcoming fly fishing field experience. Have students write down their plans.

EMBEDDED OUTCOME: S3.H3.I.1. Lead a discussion on how weather (heat, humidity, cold, wind) can affect the fishing experience. Ask students to consider this in their trip preparations.

Student Choices/Differentiation

Provide a checklist for students.

What to Look For

- All students are contributing to the discussion.
- Students are realistic in thinking about the impact of conditions on fishing.

Formal and Informal Assessments

- Trip plans
- Journal entry

Closure

- What are several ways you can add distance to your cast?
- What is the connection between hauling line and effectively casting in the wind?
- What other strategies could you use when casting into the wind?
- Next class will be our field trip. Make sure you come prepared.

Reflection

- Were students able to get the timing needed to effectively haul line?
- Will they need more practice to be successful?
- Review trip plans and journal entries.

Homework: Fly Fishing Journal Entry

- We will be making a fly fishing trip to the river next class. Explain how you will contribute to the success of the class and what being successful means.
- What will you need to bring to be prepared?
- How does attitude play a role in your success?
- How will your attitude affect others?
- Also, read “Chief Seattle’s Letter to All the People” and be ready to discuss it on the fishing trip, along with other readings we’ve done. You can find the reading on the school’s physical education website, or just look it up online. Write down a couple of questions for discussion, and bring them with you on the trip.

Resources

Fly-Fishing Learning Center: www.orvis.com

Internet keyword search: “Chief Seattle’s Letter to All the People,” “single-haul cast,” “double-haul cast,” “casting into the wind,” “casting for distance”