

LESSON 3: CASTING EVALUATION

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)

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Embedded 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)

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)

Lesson Objectives

The learner will:

- demonstrate a successful basic fly cast 7 out of 10 times.
- describe two ways to manipulate the casting loop.
- evaluate a peer and provide feedback in a supportive manner.

Equipment and Materials

- Fly rods
- Fly reels
- Cones
- Targets
- Data sheet
- Pencils and clipboard

Introduction

Today, you will continue practicing your basic casting technique and complete a peer evaluation so that you'll have a good idea of how you are progressing.

Instructional Task: Review of Fly Rod Components and Setup

■ PRACTICE TASK

Show the various parts of the fly rod and ask students to identify them (tip section, butt section, guides, ferrules, cork, and reel seat).

Guide students once again through the assembly of the rod.

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

- Use a poster on the wall to remind students about the names of the components.
- Students may review a video clip on setting up the rod.

What to Look For

- Students are engaged and responding to the guiding questions.
- Students need only a few reminders about how to put the rod together.

Instructional Task: Basic Casting Practice

■ PRACTICE TASK

Review the basic cast, emphasizing the four components of a successful basic cast (pick up, back cast, forward cast, lay down) and the key concepts (loading the rod, casting loop, wait time, turnover). 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.

Extension

Change the target for the cast.

Refinements

- Students often release the line early. Remind them to wait until the rod is stopped at the end of the forward cast and let the loop roll out from the tip. Use the cues “stop, shoot” to help correct the problem (Federation of Fly Fishers).
- Remind students that the rod should accelerate smoothly. Tell them to flick the wrist and stop or bend and stop, bend and stop.

Student Choices/Differentiation

- Students choose their partners.
- Students practice at their own pace.
- Proficient students can practice aiming at a more challenging target.

What to Look For

- 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.
- The rod tip is moving along a straight path.
- Students are accelerating the rod smoothly and flicking the wrist to a stop.

Instructional Task: Peer Evaluation of Basic Cast

■ PRACTICE TASK

Explain the evaluation process that students will use during the lesson. Students provide both spoken and written feedback to each other, emphasizing the information from the previous lesson. Data collected during the process will be used to assess the students’ ability to complete the basic cast successfully.

Key Concepts

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

Students move to a station with a partner. The casting stations, which are designated by cones, include the following:

- Target
- Fly rod
- Reel
- Clipboard
- Pencil
- Data sheet

Students practice casting, alternating with their partners, for 10 minutes. If space permits, all students can practice at the same time. Students then complete the evaluation of their partners' casts (20 minutes each student). Evaluators stand on the line-hand side of the casters. Additional group members (if needed) can help evaluate the caster for their group.

Extensions

- After both partners have casted and evaluated each other, they share their feedback verbally and through the written assessment.
- Students could use video of their casts to complete the evaluation outside of class time.

Guiding questions for students:

- What role does acceleration play in manipulating the casting loop?
- What role does the back cast play in manipulating the casting loop?

EMBEDDED OUTCOMES: S2.H2.L1: S2.H1.L1. During the feedback, partners use correct terminology and application of casting concepts, which are provided on the rubric.

Student Choices/Differentiation

- The length of the rod can vary, from 6 to 9 feet (1.8 to 2.7 m).
- Students may volunteer to demonstrate.
- Students choose their partners.

What to Look For

- Students are actively participating in the activity.
 - Student talk is evident, with two-way verbal communication.
 - Evaluators are giving written feedback as well as verbal.
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Formal and Informal Assessments

- Peer assessment of the cast
- Journal entry

Closure

After equipment is put away, the class will meet to discuss the evaluation.

- What were the common successes related to the casting at your station?
- What aspects of the cast did your group have questions about?
- What did a group member say that helped you find success with your basic cast?
- Name two ways the caster can manipulate the casting loop.
- Next class, you'll learn more about how your non-dominant hand contributes to the cast.

Reflection

- Were students able to make a basic cast?
- Were they able to use the cues from the rubric effectively?
- Were they able to transfer their knowledge as evaluators to their own casting?
- Collect data sheets from peer assessments and review them to determine the progress of the class.

Homework: Fly Fishing Journal Entry

- How does the length of the back cast affect the casting loop?
- Applying what you know about the basic cast, how do you think you could lengthen the casting distance effectively?

Resources

International Federation of Fly Fishers: fedflyfishers.org

Internet keyword search: “fly casting,” “fly casting errors”

ASSESSING THE BASIC FLY CAST

Introduction

With your partner, answer the following questions in your fly fishing journals. Then, take turns observing each other performing basic casts and filling out the peer assessment rubrics.

Questions

1. Name two ways to make the casting loop smaller.
2. What is the name of the first guide on the fly rod?
3. What should you always do with your fly rod when not casting it?
4. What is the term for when your line lies completely out in front of you above the water?
5. How can you determine the “weight” of your fly rod?
6. What is one question about fly casting that you have for your teacher?

Task Directions

Watch your partner perform a basic cast 10 times, and assess his or her success each time by marking in the appropriate boxes on the last page of the assessment rubric. You will be giving more detailed feedback on the first 5 casts. After using the rubric to watch specific portions of each of the first 5 casts, you should pause and share your observations with the caster.

Cast 1: The Address and the Pick-up

*Circle the appropriate assessment in each column.

THE ADDRESS								
Feet are straddling the target line, with the foot opposite of the casting arm positioned forward toward the target.			Thumb is on top of the rod grip, pointing toward the target.			The elbow is resting at the caster's side just above the hip.		
Yes	No: opposite foot is not forward	No: feet are not straddling the target line	Yes	No: thumb is not positioned on top or pointed toward target	Yes	No: the elbow is back, out front, or out to the side too much		
THE PICK-UP								
The caster lifts the line appropriately from the water.			The line is accelerated up and back.			During the cast, the elbow stays relatively stationary at the hip. The wrist stays relatively straight through the pick-up.		
Yes	No: too weakly, needs to accelerate	No: too strongly, overpowers the rod	Yes	No: the line drifts down behind the caster because of a weak pick-up	Yes	No: the elbow is lifted during the cast	No: the wrist "cocks" early and/or is too loose	

Cast 2: The Pick-up, Back Cast to Stop, and Wait 1

THE PICK-UP							
The caster lifts the line appropriately from the water.			The line is accelerated up and back.		During the cast, the elbow stays relatively stationary at the hip. The wrist stays relatively straight through the pick-up.		
Yes	No: too weakly, needs to accelerate	No: too strongly, overpowers the rod	Yes	No: the line drifts down behind the caster because of a weak pick-up	Yes	No: the elbow is lifted during the cast	No: the wrist "cocks" early and/or is too loose
BACK CAST TO STOP AND WAIT 1							
The rod is stopped abruptly overhead with a wrist flick.			The caster allows the line and leader to straighten behind while the rod, elbow, and wrist are stopped.				
Yes	No: the rod goes too far back	No: the rod is stopped too soon, with no wrist flick	Yes	No: either rod, elbow, or wrist moved during wait 1	No: the rod waits too long and the line drifts down toward the ground		

Cast 3: The Pick-up, Back Cast to Stop, and Wait 1

THE PICK-UP							
The caster lifts the line appropriately from the water.			The line is accelerated up and back.		During the cast, the elbow stays relatively stationary at the hip. The wrist stays relatively straight through the pick-up.		
Yes	No: too weakly, needs to accelerate	No: too strongly, overpowers the rod	Yes	No: the line drifts down behind the caster because of a weak pick-up	Yes	No: the elbow is lifted during the cast	No: the wrist "cocks" early and/or is too loose
BACK CAST TO STOP AND WAIT 1							
The rod is stopped abruptly overhead with a wrist flick.			The caster allows the line and leader to straighten behind while the rod, elbow, and wrist are stopped.				
Yes	No: the rod goes too far back	No: the rod is stopped too soon, with no wrist flick	Yes	No: either rod, elbow, or wrist moved during wait 1	No: the rod waits too long and the line drifts down toward the ground		

Cast 4: Back Cast to Stop, Wait 1, and Forward Cast to Stop

BACK CAST TO STOP AND WAIT 1							
The rod is stopped abruptly overhead with a wrist flick.			The caster allows the line and leader to straighten behind while the rod, elbow, and wrist are stopped.				
Yes	No: the rod goes too far back	No: the rod is stopped too soon, with no wrist flick	Yes	No: either rod, elbow, or wrist moved during wait 1		No: the rod waits too long and the line drifts down toward the ground	
FORWARD CAST TO STOP							
The caster accelerates the line forward, keeping the elbow relatively stationary.			The fly is led forward by a tight casting loop.			The rod motion ends its forward motion with an abrupt stop (10 o'clock).	
Yes	No: too weakly	No: too strongly	Yes	No: the fly dips below the casting loop	No: the casting loop is too large and doesn't create turnover	Yes	No: the rod is stopped beyond 10 o'clock, and the belly of line lands on the ground before the fly

Cast 5: Back Cast to Stop, Wait 1, Forward Cast to Stop, and Turnover/Letdown

BACK CAST TO STOP AND WAIT 1							
The rod is stopped abruptly overhead with a wrist flick.			The caster allows the line and leader to straighten behind while the rod, elbow, and wrist are stopped.				
Yes	No: the rod goes too far back	No: the rod is stopped too soon, with no wrist flick	Yes	No: either rod, elbow, or wrist moved during wait 1	No: the rod waits too long and the line drifts down toward the ground		
FORWARD CAST TO STOP							
The caster accelerates the line forward, keeping the elbow relatively stationary.			The fly is led forward by a tight casting loop.			The rod motion ends its forward motion with an abrupt stop (10 o'clock).	
Yes	No: too weakly	No: too strongly	Yes	No: the fly dips below the casting loop	No: the casting loop is too large and doesn't create turnover	Yes	No: the rod is stopped beyond 10 o'clock, and the belly of line lands on the ground before the fly
TURNOVER/LETDOWN							
The line "turns over" itself above the caster after the rod is checked.			After the line has straightened, the caster slowly lets the rod tip fall in a line toward the target.			After the letdown, the caster places the line beneath the index finger of the rod hand.	
Yes	No: the line drifts down because of a weak forward cast or soft check		Yes	No: the rod stays checked until after the line and leader reach the ground	No: the rod descends too soon—before the line turns over itself	Yes	No

Task

After each of the 10 casts, mark the appropriate box with an X, meaning no success, or a circle, meaning a successful cast. **Success** = The line, leader, and fly land softly and in a relatively straight line from the caster.

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Example: On cast 3, the caster does not create turnover and so the line does not land straightened in front of the caster. This is an unsuccessful cast, and so the assessor makes an X through box 3.

1	2	3 ×	4	5	6	7	8	9	10
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Describe the ending position in your own words:
Ending Position

TOTAL # OF BOXES CIRCLED: _____