

LESSON 12: SPECIALTY 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

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:

- execute three specialized casts (roll cast, quartering upstream, reach cast).
- discuss what circumstances require each of the three specialized casts.
- apply terminology associated with casting appropriately.

Equipment and Materials

- Fly rods
- Reels
- Targets
- Cones

Introduction

Review common errors from quizzes, if applicable.

Today, you will practice three specialty casts—the reach cast, which you have practiced already, the roll cast, and quartering upstream. You'll also learn about the situations where you use them. I will evaluate your casting technique while you are practicing.

Instructional Task: Introduction to Specialty Casts

■ PRACTICE TASK

Show a short video clip of a fly fisher making specialized casts to a rising fish. Ask students to recall the reach cast demo and the discussion about how to best present the fly for these water conditions. Explain mending the line.

Guiding questions for students:

- How do I present the fly in the most realistic way possible?
- How can I reduce drag on the fly?

Student Choices/Differentiation

Repeat the video clips, and stop to illustrate key differences in the casts.

What to Look For

- Students are engaged.
- Students are applying past knowledge during the questioning phase.

Instructional Task: Roll Cast

■ PRACTICE TASK

Demonstrate the roll cast, which is used when there is some kind of obstacle behind the caster.

Key Concepts

- No room for back cast
- Water tension
- Anchor point
- D loop
- Forward cast
- Presentation of fly

Set up casting stations so there is an obstacle behind the caster. In pairs, have students practice the motion of the roll cast 10 times.

Extension

Students may add shooting the line to each of the specialty casts.

Refinement

Students often try to overpower the roll cast. Have them pay particular attention to accelerating to a stop on the forward cast.

Student Choices/Differentiation

- Provide a handout or posters with the key concepts.
- Students may review a video clip of the roll cast.

What to Look For

- Line drags across the water to anchor point as rod is lifted.
- Rod comes up to ear.
- Line forms a D loop behind caster.
- Students flick the wrist on forward cast to roll line out.

Instructional Task: Quartering Upstream

■ PRACTICE TASK

Demonstrate quartering upstream, and introduce the concepts needed for successful presentation of the fly.

Key Concepts

- Caster position relative to the fish
- Line hand
- Drag
- Stripping line

Set up the casting stations to indicate the direction of the upstream current (e.g., mark with an arrow). In pairs, one student takes 10 practice casts while the partner keeps track of how many were successful. Students switch roles.

Refinement

Have students practice stripping the line after the “drift” to mimic insect movement and reduce slack line in the water.

Guiding questions for students:

- Why might you want to cast at an angle instead of directly upstream?
- What should you do with the rod while the line is drifting? (Answer: Follow with the tip.)
- How does drag affect the presentation of the fly?
- How can you reduce the amount of drag?

EMBEDDED OUTCOME: S2.H2.1.1 Use students' responses about drag to get them to think more broadly about this movement concept. Ask them for examples of drag in other physical activities and how it is reduced or increased.

Student Choices/Differentiation

Provide a handout or posters with the key concepts.

What to Look For

- Students are casting at a 45-degree angle to the upstream current.
- Students are maintaining good casting technique.

Instructional Task: Student Casting and Evaluation

■ PRACTICE TASK

- Students pair off at cones and take turns casting to targets at basic cast length. One student takes five practice casts while the partner keeps track of how many were successful. Students switch roles.
- Evaluate student casting technique using a rubric during practice.
- Repeat, making a reach cast to the targets.
- Repeat, using a roll cast.
- Repeat, quartering upstream.

Extensions

- Students can try to put three casts together (quartering upstream with a roll cast and a reach finish).
- Students attempt to make 10 roll casts, and partners will keep track of how many they were able to successfully complete to the target.

Refinement

Remember, accuracy is critical here. Remind students to focus on a very small landing spot when making the cast.

Student Choices/Differentiation

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

What to Look For

- Students can distinguish between the different types of casts.
- Students are able to execute the different casts successfully to the targets.
- Students can combine the skills.

Formal and Informal Assessments

- Teacher evaluation
- Peer assessment of number of times caster hit the targets (out of 10) with the roll cast
- Journal entry

Closure

- How does the type of cast, and the water conditions (speed and direction), affect the presentation of the fly?
- What are the key concepts of a successful roll cast?
- When would you want to use a roll cast?
- What are the advantages of quartering upstream?
- Next time, a guest speaker will talk to us about sport fishing regulations and wildlife management careers.

Reflection

- At this point, are students able to put multiple casts together?
- Are they able to identify when to use each cast?

Homework: Fly Fishing Journal Entry

- Draw a stream scene in your journal that includes stream characteristics, cover, oxygen, potential food sources, fish, and a fly caster.
- Provide information about why the caster is positioned where she is and what type of cast he or she will use to catch the fish.

Resources

Fly-Fishing Learning Center: www.orvis.com

Internet keyword search: “roll cast,” “quartering upstream,” “mending the line”