

## Lesson Plan Skagit Casting

### ***Beginners/Intermediate/Advanced***

(**note:** for every class, survey students before hand to get a sense of how familiar they are with two-handed casting, their interests and their preferred tackle system. Use an email or hard copy questionnaire like the following:

1. How long have you been spey casting?
2. If you have spey cast before, how did you learn? Books? Videos? Class? Experienced friend? Other? Please provide as much detail as possible (example: which video?).
3. What rod/reel/line setup will you be using in the class?
4. What do you hope to learn during the class?

**Class Objective** (**Note:** Skagit Casting designed as a 1 Day Class):

1. to give everyone a solid foundation of the fundamentals of Skagit Casting so that they can go off on their own to practice their new skills.
  2. to have everyone able to cast a fishable length of line for both sides of the river
- A. Introductory Demonstration
    - History and principles of Skagit casting
  - B. “Dry Casting”
    - students set up rods without lines to learn about taping, hand placement and grip, foot placement, and get a feel for loading a rod using “speed up and stop” (acceleration) and the “continuous load” concept of Skagit Casting
    - activate prior knowledge of single hand and spey casting by discussing and demonstrating similarities that exist
    - contrast with traditional spey so students are also aware of differences
  - C. Students rig up and head out to warm up. In larger classes instructor notes stronger casters for the possibility of pairing them up with weaker casters during the class, and also so that the class can be divided into 2 groups for certain parts of the session.
  - D. Snap-T/Circle Cast
  - E. Perry Poke
  - F. Lunch Break
  - G. Double Spey with the Perry Poke
  - H. Managing Running Line and Shooting Line for Distance
  - I. Fishing applications

Note 1.: depending on which side of river it is possible to start with double spey/poke as well.

**General Notes:** It is important to work in breaks at least every 1/2 hr or so as casting students will make a lot of casts over a day and fatigue can be a big yet subtle impediment. Use the breaks to reinforce through discussion and demonstration important points; don’t forget to simply give a few real breaks (no instruction) over the course of the day as well. Also, tell students at the outset that they will be making more casts at this school than they might in an entire week of fishing, so they should take a break anytime they feel tired or notice that their casting isn’t going well. Let them know that often after a short break they will find that their casting has improved.