

Lesson Plan Underhand 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: Underhand Casting designed as a 1 Day Class):

1. to give everyone a solid foundation of the fundamentals of Underhand 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 Underhand casting
 - B. “Dry Casting”
 - students set up rods without lines to learn about hand placement and grip, foot placement, and get a feel for loading a rod using “speed up and stop” (acceleration) with the bottom hand predominant
 - compare/contrast with traditional spey so students are aware of similarities and differences
 - C. Students rig up and head out to warm up. 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. Basic Underhand Cast without directional change (this will take all morning as students get used to using the bottom hand)
 - E. Lunch Break
 - F. Underhand Cast with directional change.
 - G. Adding body motion to the cast
 - H. Managing Running Line and Shooting Line for Distance
 - I. Variations of the Underhand Cast

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. This will be especially important on Day Two. 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.