Fly Casting Instructor (CI)

Performance Test Tips

The CI performance test is designed to test your abilities and skill as an instructor. The subjects covered and the skills tested are the very skills and subject matter a competent instructor would need to teach fly-casting effectively to his or her own students. The subjects and skill sets required include: a). Ability to perform basic core casts and commonly used fishing casts; b). basic understanding of casting mechanics; c). Casting fault diagnoses and correction; d) Ability to explain, demonstrate, and teach any or all of the skills and concepts; and e). General fishing and equipment knowledge.

In this document, we present tasks in the CI exam in test sequence and elaborate on the expectations for the candidate’s performance on each task. This guide is intended to add to or expand on expectations for the tasks and provide tips to assist exam preparation and performance. The guide is not a training manual; we would recommend you utilize a mentor or refer to the Professional Development Committee’s (PDC) Casting Instructor Study Guide, which serves as a detailed document to help you train your teaching abilities as well as fly casting.

While these Tips serve to provide a road map in preparation for the exam, they can never take the place of a good mentor. A mentor can be a valuable asset in the preparation process. The IFFF website has a comprehensive list of MCI mentors worldwide, who are more than willing to help you develop as a fly casting instructor.

One final thought, the Certified Instructor exam is a process, requiring preparation over a period of time. It is a learning journey to have fun, become a better fly fisherman and learn the attributes of becoming a Certified Instructor.
What is Expected of Candidates?

The candidate must demonstrate the high standard of performance expected of a Certified Casting Instructor, which would create confidence in students and other instructors. The candidate must attempt all tasks. In order to pass, a candidate must pass all of the Teaching tasks (16-22) and fail no more than two of the first 15 tasks. The Performance Exam will have an approximate time of two hours in length. It is recommended the teaching tasks (16-22) will take 45 minutes (approximately 7 minutes per task) and the performance tasks 1 hour and 15 minutes.

Candidates should accomplish most tasks quickly and easily in no more than three attempts, accompanied by good demonstrations and, when requested, clear, concise explanations. Demonstrations must match explanations. Candidates may be requested to explain and demonstrate how they would teach any of the casts included in this performance test.

Candidates should expect examiners to ask them to expand or give greater detail on any task in order to confirm knowledge or skills.

Loops are expected to have reasonably parallel legs (defined as the fly leg and rod leg stacked parallel to each other) and be approximately 4 ft. (1.22 meters) in width or less unless otherwise requested within a task. The loop size will be measured from the fly leg to the rod leg of the fly line as the nail knot (fly line to leader connection) passes the rod tip, measured approximately ½ the distance back from the leading edge of the loop. Tailing loops are not acceptable at any time during the performance test, except when requested within a task.

Tips:

- The loop size and line control are important components of taking the exam. Learn to vary the loop size, shape and speed. If your examiner cannot see the loop, you will be asked “Can you cast the loop at a slower speed?” Practice line control and loop shape and speed.

It is recommended that the roll casting tasks take place on water. Candidates are expected to perform all roll casts with a technique suitable for casting on water, regardless of the actual testing surface. When testing is not on water, examiners will make allowances for such things as a leader not straightening or not reaching the required distance. If water is unavailable, a tool may be used to simulate water tension.

Tips:

- This could be a clip board, roll cast tool, or simply a foot. Be prepared and practice for all possible scenarios.
When overhead or demonstration cast is specified for the task the pickup cast must be an overhead cast and **shall not** be an elliptical, swing around, “Belgium” or “Gebetsroither” cast.

**Tips:**
- The overhead cast shall be defined as a cast where the line and loop formation on the back cast travels over the top of the rod tip.

Prior to the test beginning, the candidate will announce which hand will be the dominant hand for the examiners. All off-shoulder casts will be performed off the opposite shoulder using the dominant hand.

All tasks must be performed with the same rod and line except in the event of equipment failure. Replacement equipment must meet the test requirements. When there is a wind, the casting direction will be at the discretion of the candidate. Lengths of line to be cast when specified are measured from the caster to the fly. **Marking the fly line to indicate specific distances required in the accuracy tasks is prohibited.** Hitting a target while executing a task is required only when specifically requested within the task.

**Tips:**
- It is recommended you have a back up rod, extra leaders, yarn flies, and a back up line.
- Remember this is your exam and you have the choice on how the course is set up, and if conditions change, you have the choice to change the layout.

**Equipment: Defined in the Performance test**

Rod: 9ft. (2.74 m) rod maximum.  
**Rod Length:** _________________

Line: 7-wt maximum.  
**Line Weight:** _________________

Leader: 7½ ft. (2.3 m) minimum with yarn fly  
**Leader Dimensions:** _________________

**Tips:**
- Choose the rod and fly line you plan to test with as soon as possible and practice with that combination. A 9’ faster action 6wt or 7wt rod would be a good choice, but match the rod to your casting style.
- Use a good bright colored fly line. The examiners have to be able to see your loops. Usually, bright orange is easier to see.
• An 0X tapered leader, approximately 8’ long is a good starting point.
• Choose a yarn color for your “fly” that is easy to see both in the grass and on water.

In all cases, the candidate must demonstrate the good, relaxed form that would be expected of an IFFF Certified Instructor, which would instill confidence in students. This is not a matter of requiring several attempts to accomplish a task.

**Recommended scoring:**

P = Pass / B = Borderline / F = Fail

B (borderline) can be scored when a task performance is uncertain as a P (pass) or F (fail).

Two B scores is the equivalent to one F (1B=1/2 F). To highlight a level of P (pass) performance for debriefing purpose, P+ or P- can be noted.

**Part One: Casting Demonstrations**

In this section, we discuss specific tasks 1 - 15. These are primarily performance tasks, though a few tasks have potential teaching considerations.

Tips:

• Normally, the examiner will read the task to you; some tasks list the expectations in the test document, some don’t. In any case, you should know the entire test document. It goes without saying you should have each task and its stated expectations memorized.

• One recommended way to keep the expectations and the task orderly and memorize the task is to develop index cards with the task, expectations, and potential answers.
CONTROL CASTS:
Loop Control – Rod Hand Only

_____ 1. Demonstrate a minimum of six false casts with controlled narrow loops on both the forward and back casts at 40 feet (12.2 meters).

Expectations: Narrow loops (4 feet /1.22 meters or less), parallel loop legs, consistent in size and shape front and back. Slow to medium speed.

(____) Tailing loops (____) Loops too wide, more than 4 feet (1.22m) (____) Loop legs out of parallel (____) Loop size inconsistent (____) casting too fast (____) Other

Tips:
• Unless a task specifies differently, every cast you make during your test must have narrow parallel loops on both the front and back cast with loops approximately 4 feet or less in width, including the pick up back cast loops. The loops are to meet the standard but are not required to be symmetrical. You want these loops to have parallel legs in the same plane; spend time and master this task.
• NOTE: Loops are to be consistently 4’ or less in width; this does not mean that both forward and back loops must be exactly the same size and shape.

_____ 2. Casting 40 feet (12.2 meters), demonstrate very wide loops on the forward cast on command.

Expectations: On command, the forward loops should exceed the width of the back loops by 3-4 feet (0.91-1.22m) or more. Forward and back loops should be in the same plane.

(____) Tailing loops (____) Wide loop too narrow (____) Wide loop not cast on command (____) Other

Tips:
• The test calls for 4’ or less on the standard loop size; the best way to achieve this wide loop task is to open your casting arc. Here is one way to do it. During the forward cast as the line is straightening, open the casting arc just prior to the forward stop. The next back cast should then be similar to the back cast of Task 1.
• The narrower your back loop, the more contrast with the wide loop you will create.
• Be sure to note that your loops should be in the same trajectory and plane front and back.
3. Casting 40 feet (12.2 meters), demonstrate a tailing loop on a forward cast. After a series of false casts, the candidate will announce his/her intent to form a tailing loop, which will be formed on the next forward cast.

**Expectations:** The top leg of the loop clearly crosses the bottom leg and is easily seen. The cast is done at a slow to medium speed. The top leg must cross the bottom leg as a result of concavity of the tip path as opposed to gravity. The tailing loop shall not be caused by a deliberate upward movement of the rod tip on the forward cast.

An examiner may ask a candidate to demonstrate a second manner of causing a tailing loop, if the tailing loop was caused in a manner inconsistent with typical faults that cause tailing loops.

(____) Did not tail when stated (____) Speed of cast was too fast (____) Top leg of the loop did not cross the bottom leg in an easily seen manner (____) Other

**Tips:**

- Your demonstration must match your explanation. For example, if you tell your examiner that you will demonstrate tailing loops caused by an inappropriate application of power, make sure that is how you make them.
- Make sure your tailing loops are clearly visible and made at a slow to moderate speed.
- Be sure to be familiar with three different methods of casting tailing loops: abrupt application of power, insufficient casting arc, and creep (clear example of creep being careful not to have too much abrupt application of power as a result of insufficient casting arc).
- Practice false casting continuously while including tails on the forward casts when instructed.

**Line Control**

4. Casting 40 feet (12.2 meters), demonstrate two reach mends to the left. The first reach mend will be made without slipping line. The second reach mend will include slipping line. The candidate may be asked to explain the uses of the casts with and without slipping/shooting line.

**Expectations:** The final rod position should be at 45 to 90 degrees to the direction of the cast. The line should land in a straight line from the fly to the rod tip. The fly should land near a chosen target.
(____) Final position of line and leader not straight (nearly straight is the expectation) (____) Line and leader dragged into position after the line/leader landed on the ground (____) Could not do the reach mend both ways (____) Poor explanation (____) Other

Tips:

• If you slow down your last forward cast and keep your rod tip high and reach immediately after the stop, you will go a long way towards not dragging your line on the water. (The line should not move once it hits the surface.)

• Be sure to exaggerate the reach, making it easy to see. Reach your arm straight out to your side 90 degrees from your target. Extending the reach from 60 degrees to 90 degrees helps straighten the leader to match the line.

• Once you can reliably make these mends with and without slipping line, practice them while casting to a target. Read the test expectations above.

• Be aware of why this cast is made and why the slipping line technique is used.

5. Casting 40 feet (12.2 meters), demonstrate two reach mends to the right. The first reach mend will be made without slipping line. The second reach mend will include slipping line. The candidate may be asked to explain the uses of the casts with and without slipping/shooting line.

Expectations: The final rod position should be at 45 to 90 degrees to the direction of the cast. The line should land in a straight line from the fly to the rod tip. The fly should land in the direction of the cast.

(____) Final position of line and leader not straight (nearly straight is the expectation) (____) Line and leader dragged into position at completion of the cast (____) Could not do the reach mend both ways (____) Poor explanation (____) Other

Tips:

• See above tips for Task 4 on performing this task and the exaggeration of the reach.

6. Casting to a distance of 40 feet (12.2 meters), make a series of casts beginning with the rod vertical and progressing to horizontal over a series of 6 to 8 casts. The candidate will make two false casts at each position, using the rod hand only.

Expectations: Candidate should increase line speed from vertical to horizontal while maintaining good loops of a consistent size with no ticking.
(_____) Did not progress from vertical to horizontal (a 90 degree change) (_____) Line speed did not increase significantly as angle changed (_____) Loop size not consistent (_____) Ticked (either ground or water) (_____) Other

Tips:

• Think of the vertical as being straight overhead 12 o’clock with false casts displaying a level trajectory and good straight tracking.
• While keeping a level trajectory and good tracking, drop your rod from 12 o’clock to the 1 o’clock plane. Make 2 false casts and, with 2 false casts each, progress to first the 2 o’clock plane and finally the 3 o’clock plane.
• Increase speed as you approach the 3 o’clock plane.
• Count your false casts and maybe pick out a landscape feature to help you track and monitor your rod tip’s path.
• You might also consider rotating your body as you go from vertical to horizontal.

7. Casting 40 feet (12.2 meters), make two slack line presentations with the fly landing at 30 feet (9.1 m). One presentation is to be made as a slack line cast with no aerial mend. The second presentation is to be the result of an aerial mend(s), using the rod hand only.

Expectations: The slack would achieve a drag free drift; the fly and leader must land in front of the fly line and nearly straight.

(____) Did not create slack that would result in a drag free drift (____) Did not create slack in two different ways (____) Fly did not land in front of the fly line and leader

Tips:

• There are a number of slack line casts and mends to choose from. Pick ones that create the required amount of slack, and the accuracy to land at the stated distance of 30’
• The Pile Cast is a slack line presentation without an aerial mend. The Wiggle Mend is a slack line presentation with an aerial mend.
• When performing a Pile Cast, don’t lower the rod tip too quickly after the stop or else it will become a Pile Mend.
• Reducing your line speed on the forward cast of a slack line mend helps make the “wiggles” more pronounced. Excess force can straighten your line. You can even reach forward after the stop to add more slack.
• Perform your aerial mends after the stop, but before your line hits the surface.
• Know the difference between a Cast and a Mend.
• An aerial mend occurs after the rod stops, but before the line hits the water.
• Be able to explain why these presentations are made.

_____ 8. Demonstrate slow, medium and fast false casting at 40 feet (12.2 meters) on command, using the rod hand only.

Expectations: The candidate must maintain consistent loop size and shape as false casting speed changes. There must be a noticeable difference in speed between slow, medium and fast false casting.

(______) Inconsistent loop size (______) Not enough change in casting speed between slow, medium and fast false casting (______) Other

Tips:
• There needs to be a noticeable difference between these three casting speeds. Be sure to practice casting very, very slowly as well as casting fast. The slower your slow cast, the easier it is to create contrast.
• Increased translation during the casting stroke helps with making smooth, slow casts.
• False casting faster requires the caster to apply more force during the casting stroke. By extending your stroke length, you can start the cast faster and accelerate more smoothly over a longer period of time without creating a tailing loop.

Roll Casts-Rod Hand Only

_____ 9. Demonstrate narrow loop and wide loop roll casts at 40 feet (12.2 meters) with the leader straightening.

Expectations: The D loop (the back loop) should be established by slowly dragging the line into position without the fly leaving the water surface; D loop must be positioned behind the caster; the anchor point should be even with or slightly ahead of the caster; the D loop should be static (or stopped) before the forward cast; the narrow roll cast loop should unroll above the water or surface; there should be a distinct difference in the sizes of the narrow and wide loops, which would be easily seen by a student.
(_____) Did not reach the required distance (_____) Leader did not straighten (relatively straight is the expectation) (_____) D loop and/or anchor not properly positioned (_____) Narrow roll cast loop failed to unroll above the water or surface (_____) Rod hand did not pause before forward cast (_____) Wide loops were not distinctly different in size (_____) Other

Tips:
• Be sure to practice your roll casts on grass using one of the many different types of anchors in case water is not available during your test.
• For narrow loops, start the casting stroke slowly at 1:00 (careful not to have too wide an arc at the start), apply your power late in the casting stroke, stopping the rod at about 10:30.
• On narrow loops, it is expected that the loop unrolls above the water or surface.
• For wide loops, simply open your arc. A stroke from 3 to 9 o’clock should do it.
• Make sure your anchor point is even with your feet.

____ 10. Demonstrate a roll cast at 40 feet (12.2 meters) over the opposite shoulder with the leader straightening.

Expectations: The D loop (the back loop) should be established by slowly dragging the line into position without the fly leaving the water (surface); D loop must be positioned behind the caster; the anchor point should be even with or slightly ahead of the caster; the D loop should be static (or stopped) before the forward cast; the roll cast loop should be elliptical and unroll above the water or surface; and the rod’s tip path must begin and finish over the opposite side of the caster’s body.

(_____) Did not reach the required distance (_____) Leader did not straighten (relatively straight is the expectation) (_____) D-loop and/or anchor not properly positioned (_____) Roll cast loop failed to unroll above the water surface (_____) Rod hand did not pause before forward cast (_____) On forward cast, rod tip path did not remain on opposite side of caster’s body (_____) Other

Tips:
• Be sure that the rod tip remains “off shoulder” throughout the entire cast, not just during the set up.
11. Demonstrate a roll cast pick-up at 40 feet (12.2 meters) and explain when this cast might be used.

Expectations: This cast should begin with the fly approximately 40 feet from the candidate; the roll cast should raise the fly from the water/ground; the fly should remain airborne (no ticking) until the completion of the delivery cast.

(____) Roll cast did not raise the fly from the water/ground (____) Fly did not remain airborne (____) Explanation was deficient (____) Other

Tips:
• Be sure to practice this cast on water and grass
• Aiming your roll cast a little high (about 11 o’clock) can help avoid ticking on the pick up
• Be prepared to finish the task with a controlled back cast and forward cast meeting the 4’ or less loop size.

ACCURACY CASTS—ROD HAND ONLY

12. Beginning with the fly in hand, present the fly to targets at 20, 30 and 45 feet (6.1, 9.1, 13.7m). The candidate shall begin this task with the line extended to 55 feet (16.7m) and then strip in the line until only 4 to 5 feet of fly line is beyond the rod tip. The line shall be adjusted during false casting between the targets. Once the desired amount of line is established, the line hand shall cease being used and casting should occur using the rod hand only. If the candidate misses the first target at 20 feet (6.1m), the candidate will strip in the line until 4 to 5 feet (1.2-1.5m) of fly line is beyond the rod tip and begin again with the fly in hand. If the candidate misses the second (30’ 9.1m) or third (45’ 13.7m) target, the candidate will strip in the line to the previous target. A candidate is allowed three attempts per target. Allowances should be made for adverse conditions.

Expectations: The fly shall land within a 30 inch (76 cm) ring or within 15 inches (38 cm) of the center of a target; loop trajectory should be adjusted as target distance changes; there should be no ticking of the fly before the presentation; the back casts should be approximately 180 degrees from the target. Loop control should be exhibited throughout the task in both forward and back casts.
Fly did not land in the target
Did not adjust loop trajectory as distance increased
Fly ticked while false casting
Back casts not properly aligned (approximately 180 degrees from target)
Tailing loops
Open loops
Loop control demonstrated
Other

Tips:
• Change your trajectory as you go from 20’ to 45’.
• Aiming your casts well above the targets when extending line can help prevent ticking.
• Choose a yarn fly color and size you can see easily on both water and grass.
• You may want to play with a closed stance (the foot on the side of the casting arm forward) and a more vertical cast. Both of these techniques are commonly used in accuracy competition.
• During your test, be aware of the wind direction. It is your prerogative to adjust the direction of your casts if the wind direction is not favorable.
• Inexpensive soccer cones make good targets. If you practice accuracy using rings, the addition of a small bulls-eye can help focus your aim on dead center.
• For the 20’ target, tip casting is very effective.
• Practice short tip casts using a very small arc, small stroke length (if any), and minimal force.
• As the length of line increases, so must your casting arc, stroke length, force and pause. Strive for 2’ -3’ wide loops with these short lengths of line.

13. Same as above except over opposite shoulder.
Fly did not land in the target
Did not adjust loop trajectory as distance increased
Fly ticked while false casting
Back casts not properly aligned (approximately 180 degrees from target)
Tailing loops
Open loops
Other

Tips:
• Changing your stance can help with this task. Try dropping your casting side foot (i.e., the foot on the same side as your rod tip) back a foot or two and turn your body a little sideways.
• Be sure that the rod tip stays beyond your opposite shoulder while casting.
• Having your casting partner watching your back cast loops can be a big help on this task.
• Don’t be afraid to change the tape (i.e., the direction you are casting)! Don’t cast with the wind blowing into your casting side even when casting over your opposite shoulder.
DISTANCE CASTS

14. Demonstrate continuous double haul casting. Make 6-8 false casts at 50 feet (15.2m).

Expectations: The hauls should be smooth and-consistent in length and timing. The hauls should not create slack. The loops should be well formed and not exceed 4 feet (1.22m) in width or less. Forward and back casts should be in the same plane.

(____) Hauling was not smooth (____) Hauling created slack (____) Haul timing is inconsistent (____) Loops exceed four feet in width (____) Forward and back cast trajectory are not on the same plane (____) Tailing loops

Tips:
• The length of haul for the back cast and the forward cast should be the same. Watching your line hand while casting or having a video taken of your shoulder and hands can be a big help in fine-tuning your hauls.
• Watch your loop size to meet the test standard.
• Focus on smoothness, not power.
• There are many good articles written on the subject of double hauling, several of which can be found in “The Loop” on the IFFF Website.

15. Demonstrate a distance cast to a minimum of 75 feet (22.9 m).

Expectations: The hauls should be smooth and consistent in length and timing. The hauls should not create slack. The loops should be well formed and not exceed 4 feet (1.22m) in width. Forward and back casts should be in the same plane. False casting and shooting of the line are accomplished in a relaxed manner without overpowering. Distance is achieved with the fly landing beyond the fly line.

(____) Tailing loop(s) (____) Did not reach distance (____) Distance achieved but cast was overpowered (____) Hauling ineffective (lacked smoothness, consistency or created slack (____) Fly did not land beyond the fly line (____) Other

Tips:
• In order to increase your casting distance, two essential elements must change; 1) Increase the length of line you can false cast with good loops (line carry), and 2) Increase line speed. A longer length of line weighs more and the faster we get that line moving the more energy it contains and the greater the distance potential. Both these
changes will result in more rod bend which will require opening the casting arc in order to maintain a straight line path of the rod tip.

• To make a 75’ cast most of us need to false cast (carry) to a distance of approximately 60’, then shoot 15’- 20’ of additional line on the presentation cast in order to hit the 75’ distance.

• Determine the maximum length of line you can false cast (Maximum carry) while still maintaining good loops. Note this distance exactly. Mark your line (with tape or a loose nail knot), where you would hold it with your line hand at this measured maximum distance. Once marked you’ll have a reliable starting point to begin your practice as well as a way to measure your improvement. Do not carry too much line!

• Just a reminder, your line cannot be marked in any way for the actual exam.

• You may want to learn to shoot line on your back cast.

• Improvements in distance casting are accomplished with practice and in small increments.

**Part Two: Teaching**

The following section of the test is used to assess teaching ability. Teaching can be defined as the process of transferring knowledge and skills to another person. This does not limit the candidate from using various teaching methods to connect and transfer knowledge to the student. All teaching should be clear, concise, and organized. Teaching should be at the level specified within each task or as outlined by the lead examiner, which may include teaching an individual or a group of students. Candidates are expected to use a combination of verbal, visual, and kinesthetic teaching techniques. Casting demonstrations should be consistent with explanations. Examiners are to take into account a diversity of teaching methods; looking for key content, mechanics, and intent of each task, rather than focusing too literally on casting terminology as outlined by the IFFF. Explanations should be consistent with good casting mechanics. Candidates must pass all the teaching tasks; consequently, these tasks are scored Pass or Fail only. The tasks will have an approximate time of 7 minutes per task: well thought out lesson plans are recommended.

**Task 16: Teach a beginning student the Pickup and Laydown (PULD) Cast:**

**Intent:** To determine the candidate’s ability to teach the Pickup and Laydown Cast at the level required for success with beginners.

**Expectations:**

_____A.) The candidate should teach the pickup and laydown cast by providing a step-by-step description of the Pickup and lay down cast using the test rod or having the examiner become the student.
Tips:

• There are various methods of performing and teaching this task to a beginning student. The key element is to include the steps required for a beginning caster to perform the task. Many beginning casters will not master the task and may require self discovery time or additional direction. Make certain you have various tools to accelerate learning if the student just cannot grasp the concept.
• Demonstrate the PULD cast.
• Use short, simple steps and remember the caster’s ability level outlined in the task
• Describe when the PULD cast might be used.
• What previous knowledge/skills will the student use to perform the PULD?
• Explain and teach each step in how to do the PULD cast including a description of: a) initial line organization, b) initial rod tip position, c) initial pick up, d) acceleration to a stop, e) a pause, f) forward loop formation, g) and a lay down.
• Have the student pantomime the PULD one step at a time or use a kinesthetic method.
• Have the “student” do the entire cast.
• Correct faults by involving the student and using kinesthetic teaching techniques.
• It is recommended by involving the student and using kinesthetic teaching techniques.

Task 17: Teach a beginning student about loop formation and control:

Intent: To determine the candidate’s understanding of and ability to teach loop formation and loop control at the level required for success with beginners.

Expectations:

_____ A.) The candidate should describe a loop and teach the basics of loop formation.

_____ B.) The candidate must exhibit an understanding of the rod tip path/loop shape relationship and convey this understanding to the student.

_____ C.) The candidate is required to correct basic faults related to loop control that commonly occur when teaching students. This must include tailing loops and big loops.

Tips:

• Avoid over-teaching! This task focuses on a beginning student. A common fault would be to overload the beginning caster with technical terminology.
• Define what a loop is, using both static and dynamic tactics; describe loop components and the three basic loop shapes.
• Explain and demonstrate how loops are formed. Emphasize rod tip path and its relationship to loops. Static and/or dynamic methods of demonstration may be used.
• Include student involvement in structured practice, drills, or exercises or a combination of any or all of these.
• Explain and teach the cause and correction for tailing loops and wide loops. Candidate’s corrective explanation should follow the Six Step Method. Involve your student.
• A kinesthetic method (“hands on”) is a potential way to teach loop formation.

Task 18: Teach an intermediate caster the cause and correction of tailing loops.

Intent: To determine if the candidate’s understanding of tailing loops and his/her ability to teach the cause and correction of tailing loops at the level required for success with intermediate students.

Expectations:

_____ A.) The candidate will describe a tailing loop and its effects on casting.

_____ B.) The candidate must exhibit an understanding of the rod tip path/tailing loop relationship and convey this understanding to the student.

_____ C.) The candidate will explain three common actions by a caster that induce tailing loops, the reason why each tailing loop occurs, and the corrections necessary to eliminate it.

_____ D.) The candidate will perform a demonstration of a tailing loop and its correction from one of three common actions by a caster that induces tailing loops. The examiner will select the one to be demonstrated.

Tips:

• In this task, be cognizant of the student’s ability level and direct your lesson plan to that ability. In this case, the student is an intermediate caster, potentially casting for many years and has some greater understanding of the physics of fly casting.
• Describe and demonstrate a tailing loop and why it is a problem.
• Teach the concept of a tailing loop and its relationship to the rod tip path
• Teach clearly the concept of how three actions by the caster (1. Insufficient casting arc for amount of line, 2. Creep that produces insufficient arc, 3. Inappropriate force/acceleration) result in tailing loops. Involve your student.
• Be able to demonstrate the cause and correction for all three common causes of tailing loops, and be able to provide corrections for each. The examiner will select which cause is to be demonstrated. Involve your student.
• A static visual aid of tailing loops is required, such as the line laying on the ground with the fly leg crossing the rod leg.
Task 19: Teach an intermediate caster the adjustments needed to maintain loop control when changing distance from 30 feet to 50 feet, and the reasons for those adjustments. (Hauling not allowed.)

Intent: To determine the candidates’ understanding of and ability to teach adjustments needed for moving from a shorter cast to a longer cast at the level required for success with intermediate casters.

Expectations:
The candidate must exhibit an understanding of

___A.) Rod arc/rod bend/tip path relationship and convey this understanding to the student.

___B.) Line length/stroke length relationship and convey this understanding to the student.

___C.) Line length/pause duration relationship and convey this understanding to the student.

___D.) Applied force and how this should be changed at various distances. The candidate will convey this understanding to the student.

___E.) Loop size should be maintained at approximately 4 ft. (1.21 m) width or less and with a relatively straight fly (upper) leg during the casting demonstration to validate competency with above concepts.

Tips:

• In this task be cognizant of the student’s ability level and direct your lesson plan to that ability. In this case, the student is an intermediate caster, potentially casting for many years and has some greater understanding of the physics of fly casting.

• Explain and demonstrate the concept of long cast-wider arc, short cast-narrower arc.

• Explain and demonstrate the concept of short line-shorter stroke, long line-longer stroke. Know that at 45 to 50' increasing stroke length may not be necessary, but increasing arc is! However in practice, increasing stroke length is common. Increasing stroke length can increase casting efficiency particularly when casting longer distances.

• Explain and demonstrate the concept of short cast-short pause, long cast-long pause.

• The concept that “as the length of the carried line increases, applied force/acceleration must also increase” must be taught. (Short cast-lower force, long cast-higher force/acceleration)

• The demonstration should make these adjustments easily seen while maintaining consistent loop size of 4’ or less. Candidate should not shoot line to 50’, but gradually slip line 30’-50’. At least two false cast at 50’ need to be made prior to the lay down.

• Any casting terms used must be defined.
Task 20: Teach the beginning student about good timing as it relates to casting.

**Intent:** To determine the candidate’s understanding of good timing and his/her ability to teach good timing at the level required for success with beginning students.

**Expectations:**

_____ A.) The candidate will describe and demonstrate good timing and explain why it is essential to good casting.

_____ B.) The candidate must exhibit an understanding of the line length/pause duration relationship and convey this understanding to the student.

_____ C.) The candidate will describe, demonstrate, and teach the correction for the two common examples of bad timing.

**Tips:**

- Remember you are teaching a beginning caster! This explanation needs to meet that requirement and not overwhelm the student with technical explanations.
- Explain and demonstrate good timing and explain why it is essential to good casting.
- Review the concept of: Short cast-shorter pause, long cast-longer pause.
- Explain, demonstrate and teach the correction of the two bad timing faults (too short & too long). The corrections of bad timing **must** be included. Make sure to involve your student. A kinesthetic method (“Hands On”) is recommended in teaching good and bad timing.

Task 21: Demonstrate to an intermediate student how to cast with a head wind and a tail wind. Then demonstrate three methods of casting safely with the wind blowing onto the casting arm side. (Hauling is permitted.)

**Intent:** The intent of this task is to determine the candidate’s ability to demonstrate how to handle wind blowing from three directions at the level required for success with intermediate students.

**Expectations:**

_____ A.) The candidate should explain the casting problem presented by each wind direction.

_____ B.) Explanations should describe how each demonstrated cast solves the problem(s) presented by each wind direction.

_____ C.) The candidate’s explanations and demonstrations should show how the cast should be made.

_____ D.) The three methods of casting safely with the wind blowing onto the casting side must include a side-arm cast, a cast which places the line over the downwind shoulder, and a continuous tension cast.
Tips:

• Keep in mind this task requests you demonstrate the various casts with wind direction. Investigate the methodologies of casting with varying degrees of wind speed and read the expectations on the task. Your audience is intermediate casters, so direct your demonstration to their level.

• Explain the challenges each different wind direction presents, including any safety concerns. **Do one wind direction at a time.**

• Offer casts that solve the stated problems and are important to fishing success. Explain and demonstrate how each cast is made and how each cast solves the stated problem. (Explanations of all wind directions must include descriptions of loop shape, line speed, and trajectory changes).

• Casts chosen for solving wind blowing onto the casting arm side must include; 1) a side arm cast (with the rod plane sufficiently horizontal to move the fly away from the caster 2) a cast which places the line over the downwind shoulder 3) a continuous tension cast.

• You could be asked how you might teach any one of these casts. Be prepared.

**Task 22: Identify and correct three of the casting faults below as selected and performed by the examiner as they relate to a beginning caster. (The candidate’s correction process should include both explanation and demonstration of the fault.)**

**Intent:** To determine the candidate’s ability to identify and successfully correct faults common to beginning casters through explanation and demonstration.

**Expectations:**

____A.) The candidate should first identify the fault as performed by the examiner.

____B.) The candidate should then correct the fault through explanation and demonstration.

____C.) Demonstration of the fault by the candidate should clearly and accurately reflect the fault identified.

____D.) All corrective explanations should be based on line/rod/caster relationships.

____E.) The faults selected will be three of the following:

1) Over use of the wrist

2) Poor stop

3) Inappropriate application of force

4) Failure to remove slack

5) Poor tracking

6) Creep.
Tips:

• Learn all the above faults, how to identify, and their correction as well as have an organized methodology to diagnose the faults. The demonstration and correction must match your explanation of the fault.

• Candidate should identify the casting fault when performed by the examiner. The candidate may ask the examiner to repeat the fault.

• Explain and demonstrate the faults and their corrections.

• Demonstrations of the fault should be performed slowly, accurately and clearly. The fault should be singular and not combined with other faults. Involve the examiner as a student.

• Candidate’s corrective explanations should be presented in a clear step-by-step manner, using the Richard’s 6 Step Method.

*CI Exam last modified: 12/15/14

*Tips last modified: 3/31/15*