

Eventing C Unmounted Lesson Plan

TITLE: EVENTING RULES CHALLENGE RELAY

OBJECTIVES

Long Term Goal: To remember and apply the rules of a Horse Trial or Eventing Rally

Short Term Goal: To become acquainted with the format of the USPC Eventing Rulebook and the rules within.

EQUIPMENT NEEDED:

Each participant should have their own copy of the Current Eventing Rulebook. However, make sure that all participants know that USEF rules for Eventing form the basis for all regulations of the discipline. The “Relay” described is not integral to the lesson, but does make it more fun. Suggested items for the relay: An egg timer or timepiece with some sort of bell or ringer, 1 sweat scraper and 2 buckets per team (or individual if number of participants is too small for teams) placed about 25 feet apart, a white eraser or paper “scoreboard”

AGE & RATING OF STUDENTS: D3 or C, age 10 and up

What (Phases)	How (Exercises, system, games)	Why (Goal Setting)	Time (Estimates can be adjusted)
<i>Intro/ Welcome</i>	Game or Method: Greet the participants. Let them know that they’ll be playing a quiz game today to help them learn Eventing rules that they would need if competing in a Horse Trial or Rally. Divide participants into teams. Team members may confer until bell goes off, then they must take turns giving the answer. While the timer is counting down, teams members may work together to look up the answer of the question in the rulebook if it is not known already. Relay: When the bell rings, the team players taking the turn to respond must run their sweat scrapers from one bucket to the other then sit down before being given permission to answer. First one back gets the 1 st chance to answer. If incorrect, the next team player to sit down gets a turn until the correct answer is given.	Teacher’s goal: The purpose of the relay is to set up interest for learning the rules. This game can be played in teams of 2 or more or as individuals, depending upon the number in the group. The purpose of the timer is to give each team or individual time to look up the answer. All teams must run the relay before trying to answer each question..	3-5 minutes
<i>Warm-up</i>	Game or Method: Give sample question (keep as easy as possible) Suggest 3-4 minutes set on timer, but this may be shortened or extended based upon the group.	Mental/Physical Prep Clear up any game rule confusion. Agree on time lapse before bell.	2-3 minutes
<i>Feedback</i>	Question/Sharing Clarification: If they think they know the answer, they may run the relay once the bell has rung even without consulting the rulebook. If challenged and incorrect, the team challenging gets the point.	Teacher’s Assessment They must state the answer. If accuracy is “challenged”, they must go to rulebook to prove their answer is correct or the team challenging gets the point	3-4 minutes
<i>Transition</i>	Practice or one time around to get idea of lesson/game, relax Ask if they are ready to go and start the game!	Cement for lesson	1 minute

<i>Lesson</i>	Game/Method to teach Goal: Play the game for a set time period. Add up points at end. Losing team must give three cheers to “winners”	Achieve Goal Objective is to learn/review the basic rules.	20 minutes
<i>Conclusion/ Feedback</i>	Slow paced game/activity while teacher & students ask/answer questions Ask each team/individual to name a rule that they found unusual or surprised them or might be most useful next time they compete.	Check for understanding and/ feedback for next lesson Reinforce memory for rules used	5-10 min.

Some Sample “Eventing Rules Challenge” Questions

(Feel free to use the rulebook and make your own questions!!!)

Remember: We are always looking for good reasoning and answers that reflect the intent of the rule, not exact wording unless the question requires a specific numerical type of reply.

Possible Warm-up Sample Questions:

- 1) How many members are there on a team?
 - a) 3-4 riding members and a stable manager (p. 2, Article 3)
- 2) What is the Team Captain’s job?
 - a) Team Captain is the official spokesperson for the team and represents the team in the event of an inquiry, protest, or appeal (p.2, Article 3)

Question Bank Examples

- 1) What is the relative influence of the three tests?
 - a) XC should be the most influential. Dressage Test, while less influential than the XC test, should be slightly more influential than the Jumping test. (p.8, Article 20)
- 2) Give 2 examples of Unauthorized Assistance on XC
 - a) Intentionally following another horse or anyone else on course, to post friends to call or make signals, to have someone encourage your horse at a jump, to tamper with obstacles or any part of the course, to have anyone draw your attention to a deviation of the course. (p.12, Article 26)
- 3) You have been eliminated in the XC test. Are you allowed to ride the next day? If so, how to you find out if you are permitted to do so?
 - a) You must check with the Ground Jury and request permission (p.6, Article 12)
- 4) What sort of use of a whip would entail “abuse of the horse”?
 - a) Excessive use of whip (Never more than 3 times for 1 incident), marking the horse with the whip, hitting the horse’s head, or neck with the whip. (p.4, Article 7)
- 5) You have made an “error of course” in your dressage test and the judge blows their whistle or rings their bell. What are you supposed to do?
 - a) Stop, then follow judge’s directions for resuming the test. (p.9, Article 22)
- 6) You have entered the arena for the Jumping Test. When do you start the test?
 - a) Within 45 seconds after the bell as rung to signal permission to start. (p.16, Article 33)

- 7) You are on the cross country test, and the jump judge alerts you that another rider is overtaking you. What do you do?
 - a) Quickly clear the way in a safe manner (p. 11, Article 26)
- 8) What is the maximum jump height for Novice in the Jumping Test?
 - a) 2 foot 11 inches (p. 40, Appendix 5)
- 9) Name 3 reasons that you might be eliminated from the dressage test.
 - a) Failure to enter the arena within 45 seconds of the signal, entering the arena before the signal, unauthorized assistance, improper saddlery or illegal spurs, marked lameness, leaving the arena between the time of entry and the final salute, resistance longer than 20 seconds. (p. 10, Article 24)
- 10) When are faults (refusals, run-outs, circles and falls) penalized on XC?
 - a) When they occur in connection with the negotiation or attempted negotiation of a numbered obstacle or element for the competition in progress. (p.14, Article 29)
- 11) In the jumping phase, how many disobediences are allowed in the whole test for BN, N and T level before being eliminated?
 - a) Two, (p.18, Article 36)
- 12) What is the job of the Ground Jury at a competition?
 - a) The ground jury is responsible for the judging of the rally and for settling all problems that may arise during its jurisdiction. (p. 24, Article 47)
- 13) What constitutes a “fall of the horse” and what is the consequence of this?
 - a) When at the same time its shoulder and quarters have touched either the ground or the obstacle and the ground: Mandatory retirement (p. 14, Article 29.p.20, Article 37)
- 14) What is the speed (meters per minute) for BN cross country course?
 - a) 300-350 mpm, (p. 40, Appendix 5)
- 15) In the Jumping Test, the signal (bell, whistle, horn, etc) may be used to signal at least four different things. What are these?
 - a) Permission to start, when being asked to stop for any reason or following an unforeseen incident, to signal the rider to continue his round after an interruption, to indicate that an obstacle and/or flag knocked down or displaced following a disobedience have been replaced, and to indicate by prolonged and repeated ringing that a competitor has been eliminated. (p. 16, Article 33)
- 16) In the XC test, what is considered “Willful Delay”?
 - a) If, between the last fence and the finish line, the horse halts, walks, circles or serpentine. (p.14, Article 29)