

## Eventing Mounted Lesson Plan

### TITLE: CROSS COUNTRY PACES AND SPEEDS

#### OBJECTIVES

**Long Term Goal:** Riders will learn how to pace themselves on cross country courses

**Short Term Goal:** Riders will practice finding the pace/speed needed to travel distance in 1 minute.

#### EQUIPMENT NEEDED

Large arena, field, or (best) XC course with markers at 300 m, 350 m, 450 m, etc.. Mark out a 3-4 minute distance for each delineated pace using cones or some other marking system. Include some small jumps within the course. Stop watches and helpers to do the timing will be needed. Any riders with timing watches, should bring them. Have at least 1 timing watch to demonstrate with and show to the riders.

**AGE & RATING OF STUDENTS:** D3 and up depending upon speed/jumps; Age 11 & up

What (Phases)	How (Exercises, system, games)	Why (Goal Setting)	Time (Estimates can be adjusted)
<i>Intro/ Welcome</i>	<b>Game or Method:</b> Welcome riders, let them know that they'll be experiencing a pacing activity today.	<b>Teacher's goal:</b> Meet riders, set expectations	2 min
<i>Warm-up</i>	<b>Game or Method:</b> Introduce concept of pacing/speed per minute by relating speeds to canter, hand gallop: etc. Generally a fast trot is around 220 mpm, balanced canter between 350-400 mpm and a hand gallop around 500 mpm, depending upon their horse's stride. Relate to Horse Trial expectations for BN(300-320), N(350-400), T(420-470), P(520) levels. Show them a timing watch and describe how it is used.	<b>Mental/Physical Prep:</b> Inexperienced riders may need some basic pace to relate paced speeds to. This will also provide basic Horse Trial information about expected pacing/speed to the riders. Check to see if they have any experience with timing watches and how they are used.	7-8 min
<i>Feedback</i>	<b>Question/Sharing:</b> Have the riders share back any experience they have had with pacing. Allow questions, discussion.	<b>Teacher's Assessment:</b> Check for understanding. You may be able to identify a rider or so with more experience who can model pacing/speed if needed	2-3 min
<i>Transition</i>	<b>Practice or one time around to get idea of lesson/game, relax:</b> Have the group line up where they can easily observe the 300 m distance marker. Have each rider travel the 300 m distance in as close to one minute as possible, calling out time and giving them feedback.	<b>Cement for lesson;</b>  Check for understanding. Repeat, if needed.	10 min

<i>Lesson</i>	<p><b>Game/Method to teach Goal:</b>  Have riders follow the course, without jumping; working from BN level up through whatever pace they are comfortable with and is appropriate for their riding level. Repeat this several times for each rider, providing feedback each time. For riders with timing watches, have them stop/start their watch for practice. Once they have done this comfortably on the flat, depending on the level of the students, have them then pick up the pace in between fences and come back to a balanced canter for the fence. Again, provide feedback on the time ridden for the course.</p>	<p><b>Achieve Goal:</b>  Riders will have some repetitive practice matching their pace to a designated speed. When jumps are introduced to the course, they will also learn that in order to make the time on course they will actually have to go faster than the published pace since they will be slowing down for the fences. This is also a good introduction to using a watch while riding.</p>	20 min
<i>Conclusion/ Feedback</i>	<p><b>Slow paced game/activity while teacher &amp; students ask/answer questions:</b>  Have riders join up again and share their experience about the pacing. (E.g., were the various paces faster or slower than expected, what did the addition of jumps do to the timing, what was it like to use a timing watch, etc.).</p>	<p><b>Check for understanding and/ feedback for next lesson:</b>  Check for understanding. Re-state anything that you have observed &amp; need to emphasize.</p>	3-4 min