

## Eventing Unmounted Lesson Plan

### ***TITLE: INTRODUCTION OF EQUIPMENT USE FOR CROSS COUNTRY***

#### **OBJECTIVES**

**Long Term Goal:** To learn some basic guidelines for common XC equipment or required equipment

**Short Term Goal:** Participants will see examples of splint or brushing boots, running martingales, bell boots, approved helmets, approved vests and medical arm bands

#### **EQUIPMENT NEEDED:**

A selection of boots, running martingales, bell boots, 2 brands or so of approved vests, medical arm band, approved helmet (show tags), and as a comparison for why/what NOT to use, include polo wraps. For the game: index cards with equipment names written on them, pencils and paper for the participants to draw on, paper for scoring, timer (45 Sec time limit for drawing)

**AGE & RATING OF STUDENTS:** Any age or rating, select challenge level accordingly.

Note Age generalities:

Age 4-7: Lateral motion, body position, spatial body awareness, lots of imagination;

Age 8-11: Group activities, socialization, one key concept, increase vocabulary;

Age 11-14: Relationship w/ teacher important, one-to-one, increase vocabulary level

<b>What</b> (Phases)	<b>How</b> (Exercises, system, games)	<b>Why</b> (Goal Setting)	<b>Time</b> (Estimates can be adjusted)
<i>Intro/Welcome</i>	<b>Game or Method:</b> Welcome everyone and tell them that they are going to be learning about some equipment that some things about XC equipment and it's use and safety information	<b>Teacher's goal:</b> Overview of lesson objective.	(Est. 5 min)
<i>Warm-up</i>	<b>Game or Method:</b> Have a selection of actual boots, running martingales with rein stops, a safety vest or two (with rating tags attached), a helmet (with tags), and a medical arm band. Show polo wraps to share as a "don't use" for XC and SJ and probably discourage use of standing martingales. (Since it is OK for D's, we can emphasize fit if they are being used) Hopefully have a horse available if it works to show fit of martingales and few boot selections.	<b>Mental/Physical Prep</b> In this case, this is probably the meat of the lesson. The game to follow will reinforce the learning and allow for discussion and retention.	(Est. 15-20 min)
<i>Feedback</i>	<b>Question/Sharing</b> See if there are any questions or additional discussion.	<b>Teacher's Assessment</b> Check for understanding; be sensitive about opinions from their own private instructors	(Est. 1-2 min)
<i>Transition</i>	<b>Practice or one time around to get idea of lesson/game, relax</b> Divide into teams. Describe how to play plus point system.	<b>Cement for lesson</b> Have a stack of cards with the name of each equipment piece listed. Have a timer and point system in place	(Est. 2-3 min)

<i>Lesson</i>	<p><b>Game/Method to teach Goal:</b>  Each team has a member take a turn pulling a card. They then have to draw the piece of equipment that they were given on the card for their teammates within 45 seconds. If the team guesses, they get 5 points. If not, 0 points.  Bonus opportunity for every correct guess:  Explain how the equipment would be used for an additional 5 points.  Each team needs equal opportunity to draw and guess.</p>	<p><b>Achieve Goal</b>  Only the person drawing the card gets to see it (opposite team can see, too) since team-mates are guessing what they are drawing.   Reinforce or correct names and/ or explanations for use of equipment as the participants play</p>	(Est. 15 min)
<i>Conclusion/ Feedback</i>	<p><b>Slow paced game/activity while teacher &amp; students ask/answer questions</b>  Talley up points... congratulate everyone</p>	<p><b>Check for understanding and/ feedback for next lesson</b>  Clarify anything as needed</p>	(Est. 2-3 min)

Last updated 4/16/07