

Group Lesson Exam

General Description and Emphasis: The examinee will teach a section of a group lesson for two to three students. The section and content of the lesson will be selected at random from a list of common novice level topics made by the judges. Examinees will be judged as to the fulfillment of the lesson content, communication style, positioning and use of voice in the arena, safety practices and structure as well as appropriateness of the selected exercises. While the students will not be complete beginners they will also be no more experienced than a novice level rider.

Procedures: Examinees will begin their exam by drawing a topic or group of topics common to novice level students, such as changing diagonals, half seat, leading rein, or 20 m circles. The paper that gives their drawn topic will also indicate order of go within that lesson. They will then have five minutes between when the topic is drawn and the beginning of the first 15 minute section of the lesson. When it is each examinee's turn, they will teach a 15 minute section of a group lesson to two to three students on the topic or topics drawn. When there is a minute left of the time allotted a visual warning will be given. One group of students can be taught by a maximum of four examinees before the group must be switched. While riders may be used for multiple groups back to back, horses in the group lessons will be used in a maximum of two hours per day, with at least a three hour break in between hour sessions.

Equipment: Students will come with their horse tacked in the tack that the horse they are riding typically uses. Examinee may ask a student to change equipment if they provide a reason for requesting the change that is approved both by the horse owner as well as the judge.

Location: Lesson will take place in an arena of a minimum size of 20x40m and a maximum size of approximately 20x60m. Larger arenas may be cordoned off to a minimum of 20x40m provided that the method of doing so is safe. Dressage letters must be on walls, fences or cones in their correct locations and be visible to the student.

Element	Description	Notes	Score
Teaching Technique			
Adhering to the drawn lesson topic	Instructor teaches the lesson segment according to the drawn topic, covering the most important elements of that topic without unnecessary tangents. Instructor adapts level at which they approach the topic if necessary.	<input type="checkbox"/> Content of drawn topic followed to the extent appropriate <input type="checkbox"/> Instructor gave the foundational information essential to this topic	
Time management	Instructor spends the time needed on lesson section, without dragging or going longer than necessary. Instructor keeps track of time such that the taught lesson phase ends around the given time.	<input type="checkbox"/> Spends appropriate time on relevant information <input type="checkbox"/> Finishes in the allotted time <input type="checkbox"/> Instructor uses time efficiently and appropriately	
Quality of communication	Instructions and feedback are clearly understood. Uses words that are easy to understand and projects voice appropriately for the space. Explanations are helpful and straightforward and help the riders to understand the topic.	<input type="checkbox"/> Appropriate volume and use of voice <input type="checkbox"/> Easy to understand explanations <input type="checkbox"/> Constructive feedback	

		<input type="checkbox"/> Clear speech <input type="checkbox"/> Word choice clarifies communication <input type="checkbox"/> Explanations are straightforward and easy to understand		
Positioning in the arena	Instructor moves around to maintain a good visual of the student, depending on the exercises ridden, without walking around excessively in a distracting, unnecessary or tiring way.	<input type="checkbox"/> Position changed to best evaluate and supervise horse and rider <input type="checkbox"/> Amount of movement is appropriate, conserves energy and is not distracting		
Body Language and Presentation	Instructor appears clean and professionally dressed. Confident body language used. Instructor is attentive and shows active listening. Behavior is professional	<input type="checkbox"/> Instructor is friendly <input type="checkbox"/> Instructor is attentive and shows active listening <input type="checkbox"/> Instructor projects confidence <input type="checkbox"/> Behavior and dress are professional		

Safety	Safety is seen to be a priority in the lesson. Instructor puts emphasis on the safety of riders and horses by checking equipment, tack and clothing. The instructor maintains order and organizes the group safely, for example, keeping safe spaces between horses, or having exercises be done individually when necessary.	<ul style="list-style-type: none"><input type="checkbox"/> Equipment checked by instructor<input type="checkbox"/> Ensured safe environment in arena and surroundings if necessary<input type="checkbox"/> Choose appropriate and safe exercises<input type="checkbox"/> Kept track of safe spaces between horses<input type="checkbox"/> Kept track of all students at all times		
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<p>Attitude</p>	<p>Instructor shows respect towards horses and riders while also expecting respect from students. Instructor keeps a generally positive, approachable tone without being condescending or giving false praise. Instructor gives helpful criticism without being harsh or disrespectful. Instructor asks students before touching them, borrowing their reins, or demonstrating something with their horse.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor is respectful of horses and riders <input type="checkbox"/> Instructor is positive and encouraging while being accurate and giving criticism when necessary <input type="checkbox"/> Instructor asks before touching students or borrowing their reins 		
<p>Teaching Content</p>				
<p>Quality of information</p>	<p>Information is accurate and helps riders to understand what is being asked, how the task is accomplished and why the concept is important. The students should have a good idea at the end of the lesson as to how they did and what they still need to work on.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor makes clear what is being taught and uses appropriate terms <input type="checkbox"/> Instructor correctly explains how to do what they are asking <input type="checkbox"/> Instructor explains why the 		

		<p>information is correct or important</p> <input type="checkbox"/> Instructor correctly evaluates how the exercise went, giving both praise and constructive criticism when appropriate		
<p>Appropriateness of information for age and experience level.</p>	<p>Information is presented and explained in a way that is appropriate and understandable for the age and experience level of the rider. Advice and information amount is actionable for the students. Comments are coherent and on topic for the lesson.</p>	<input type="checkbox"/> Information appropriate for age of students <input type="checkbox"/> Information appropriate for experience level of students <input type="checkbox"/> Information given in a way that is actionable for students		