



PONY CLUB
WESTERN AUSTRALIA

State Coaching School

10th & 11th
February 2018

HOSTED BY

Pony Club WA State
Coaching Panel

EVENT COORDINATOR

Denise Legge

ENTRIES CLOSE

29th January 2018



CONTENTS

SCHEDULE OF EVENTS	3
Saturday 10th February 2018	3
Sunday 11th February 2018.....	3
PRESENTER NOTES.....	4
Philippa Collier – Cross Country Training using Show Jumps	4
Dianne Colley – Fun with School Figures	6
Jan Lawrie – Lead Line Fun	7
Dan Foster PCNCAS Level 1 – Games for Older Riders	8
Wendy Claxon – Dealing with Typical Pony Club Accidents.....	8
Tracy Crocker PCNCAS Level 1 – Lesson Planning for D and D* Riders.....	8
Natasha Williams PCNCAS Level 1 - Lesson Planning for Pony Club Rallies C and Above.....	9
Rally Planning for Chief Coaches – Nyrell Williams PCNCAS Level 1	13
Nellandra Henry – Showjumping Challenges 45 – 60cm.....	17
Rebecca Thomas EA Coach Level 2 General - Development and Control of Line and Pace in Jumping .	19
Dr Warwick Vale BSc BVMS (Hons II) – Common Ailments and their Treatments	22
STATIC DISPLAYS AND BOOK SALES	24

SCHEDULE OF EVENTS

Saturday 10th February 2018

Time	Session	Location
8:00 am	Registration	KEP Club House
8:25 am	Welcome and Introduction State Coaching Panel Members and CEO Wayne Martin	KEP Club House
8:30 am	Cross Country Training using Show Jumps Philippa Collier EA Level 2	Showjumping Oval
10:00 am	<i>Morning Tea</i>	KEP Club House
10:30 am	Lead Line Fun Jan Lawrie	KEP Club House
11.00 am	Fun with School Figures Dianne Colley PCNCAS Level 1	Under Cover Arena
12.00 pm	Games for Older Riders Dan Foster PCNCAS Level 1	Showjumping Oval
1:00 pm	<i>Lunch</i>	KEP Club House
1:30 pm	Dealing with Typical Pony Club Accidents Wendy Claxon	KEP Club House
2.30 pm	Rallies and Lesson Plans D/D* - Tracy Crocker PCNCAS Level 1 C and Above – Natasha Williams PCNCAS Level 1 Rally Planning for Chief Coaches – Nyrell Williams PCNCAS Level 1	KEP Club House
3:30 pm	<i>Afternoon Tea</i>	KEP Club House
3.45 pm	Bits and their actions Dr Portland Jones – Sustainable Equitation	KEP Club House
4.30 pm	Ground Work Dr Portland Jones – Sustainable Equitation	Under Cover Arena
5.30 pm	Sundowner and Carriage Driving Demonstration Donna Readon and Gillian Woodstock	KEP Club House and Grounds

Sunday 11th February 2018

Time	Session	Location
8.00 am	Registration & Sign in	KEP Club House
8.30 am	Showjumping Challenges 45 to 60 cm Nellandra Henry EA Level 2 (Jumping) - Benell Park	Showjumping Oval
9.30 am	Showjumping Challenges 65 cm plus Rebecca Thomas EA NCAS Level 2 (General)	Showjumping Oval
10.30 am	<i>Showjumping Equipment Pack Away by All Participants</i>	
11:00 am	<i>Morning Tea</i>	KEP Club House
11.30 am	Common Ailments and their Treatments Dr Warwick Vale BSc BVMS (Hons II)	KEP Club House
1:00 pm	Feedback & Finish Please complete your feedback form so we can meet your needs in 2019.	

PRESENTER NOTES

Philippa Collier – Cross Country Training using Show Jumps

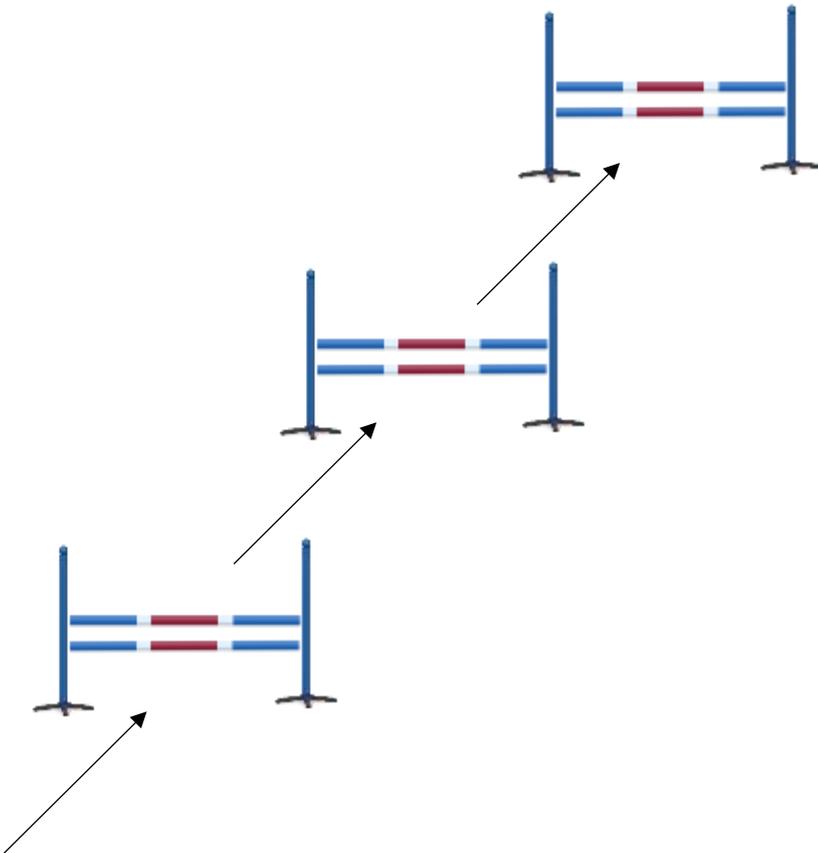
Giving the horse and rider feel for the different types of cross country fences can be easily built using showjumping equipment. The coach needs to have a clear understanding of the concept they are trying to replicate and the distances required.

Things to remember

- Distances
 - Canter between showjumps 3.6m
 - Human Step 0.90m
 - 4 Human steps make one canter stride $4 \times 0.90\text{m} = 3.6\text{m}$
- 2 human steps for take-off 1.8m
- 2 human steps for landing 1.8m
- A horse's stride during cross country is bigger than in showjumping due to the increased speed.

1. Angled Rails

14.4 metres or 16 steps in between each element.

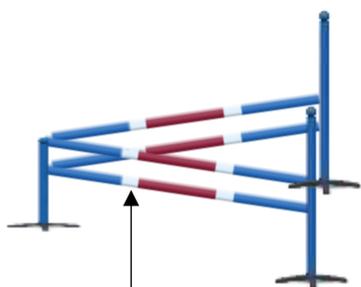


2. Narrow Fences
Guiding Rails
Narrow obstacle



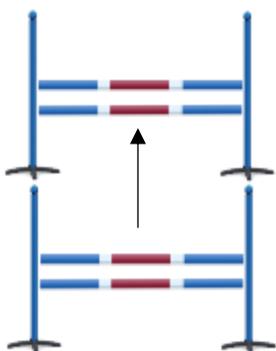
Notes:

3. Apex



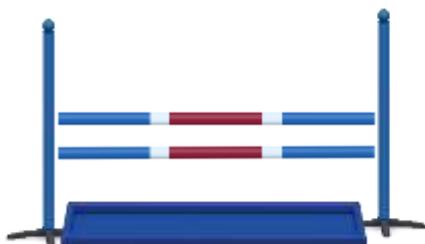
Notes:

4. Bounce



Notes:

5. Ditches/Water Trays



Notes:

Jan Lawrie – Lead Line Fun

My aim is to keep young riders engaged and having fun whilst learning to ride and become more confident on their ponies.

Lesson structure:

Equipment:

- Coloured Pegs
- Fruit – foam or plastic
- Laminated playing cards
- Wooden spoons
- Giant foam dice
-
-
-
-

Jumping

Bush walks

Natasha Williams PCNCAS Level 1 - Lesson Planning for Pony Club Rallies C and Above

To be a good coach you must get the message across in a way that your young riders can understand. There are 1000's of good horse riders, but not all of them make good coaches! To put it simply, there is skill and knowledge required to TEACH children, not just riding talent!

Firstly and most importantly is good planning. Being prepared will ensure you know the material you are teaching, your lesson is organised and results are achieved which after all is the aim. You may not know your riders personally but by knowing their age and riding ability, you will have two key components to PLAN YOUR LESSON! Lesson plans can be as simple or detailed as you wish but should indicate all that is required i.e. lesson aim / topic, equipment / resources required, time frames etc

If you don't plan your lesson, you are likely to run out of time to complete your objectives, and not allow your riders enough time to practice what you are teaching them. Remember not all riders may achieve your objective during the lesson but if you teach them well, they will have the understanding to go away and practice until they do get it.

Whether coaching Flatwork, Jumping, Theory or Games, have a flexible lesson Plan, according to the skill of the group you are teaching but which can be changed on the day according to weather, uncooperative ponies, nervous riders, smaller or larger group than planned etc!

Start with the Aim / topic; choose something from the PCA Syllabus of Instruction, at the level you are coaching. Keep it simple, so it is achievable, by choosing only one or two related aims/topics. There needs to be a natural progression through the syllabus with all subjects being covered over the year or two.

Break the skill into achievable goals, allowing adequate time to practice to ensure they can succeed, and encourage them for every little achievement. Riders will develop skills differently due to the way they learn, their physical stage of life and their pony so ensure your lesson allows everyone to achieve a goal, no matter how small the accomplishment.

Decide on Equipment and Resources needed; size and type of arena for ridden lessons, Club house or horse area for theory; do you need all the dressage markers? How many jumps do you want, how do you want them laid out, do you need fill, jump numbers / flags? What do you need for activity or game; domes or other markers, score sheets, balls, bending poles, witches hats, playing cards, feathers – the list depends on what you plan.

Timing is everything; break your lesson down to ensure there is time for everything. As an example if the lesson is 60 minutes

5 minutes **Warm-up** - use to assess rider & horse abilities; frame of mind; rider position; use rider exercises to develop position; use this time to revise previous lesson

5 minutes **Explanation** of new skill (goal to be achieved)

5 minutes **Demonstration** of new skill

20 minutes **Practice** the new skill – allow riders to practice through repetition and provide advice on how to improve

15 minutes **Activity** to reinforce new skill

5 minutes **Warm-down** – use this time to remind aim of lesson, and give each rider feedback – can use balance exercises as part of warm-down

5 minutes **Feedback and review** – gain feedback from riders on how they feel they went. Review the feedback for your next lesson.

PLANNING LESSONS FOR C & Above

When coaching C & above remember they learn in a multiple of ways. Whether that's through a demonstration by another rider, verbal instruction or learning whilst doing. Through keeping these learner styles in mind you will be able cater for every rider in your lesson.

The C and above rider wants to know why they are performing particular skills. It is important that whilst you are giving the instruction you outline the outcome of performing the skill. For example, counting strides in a pace allows you to check rhythm and tempo of the pace.

You are supporting the rider to develop knowledge and understanding of a range of skills in both riding and horse care. You can do this through breaking down the task and practising the skills in isolation and then reintroducing the skill whilst performing the task as a whole.

Sample Year Planner C Planner

	FLATWORK	HORSE CARE	JUMPING
FEBRUARY	Position and Transitions	Grooming and Trimming	Position and Control
MARCH	Position, Application of Aids and Diagonals	Footfalls and Aids	Position and Transitions
APRIL	Position and canter on nominated leg	Care and fit of the saddle. Parts of the saddle and bridle.	Establish balanced jumping position in grids
MAY	Long rein and loose rein.	Health and Aliments	Establish balanced jumping position in grids. Phases of jumping
JUNE	Ride with reins in either hand at walk and trot	Injuries & First Aid Kit	Establish balanced jumping position in small course.
JULY	Recognise the leading leg	Paddocking, Feeding, Watering and Conditioning	Establish balanced jumping position in small course.
AUGUST	Sitting Trot and work without stirrups	Care of Feet and Shoeing	Riding over XC obstacles and varying terrains
SEPTEMBER	Ride with reins in either hand at walk, trot and canter	Transport of Horses	Riding over XC obstacles and varying terrains
OCTOBER	Active Riding Games	Points of the horse and markings.	Pace and Hand Gallop

LESSON PLANNING for PONY CLUB RALLIES

SAMPLE LESSON PLAN

Topic -Teach the rider to recognize the correct leading leg at canter	
Pony Club Venue:	Date:
<p><u>Lesson Aims</u></p> <ol style="list-style-type: none"> 1. Rider to know correct aids to canter. 2. Rider to be able to identify the leading leg at canter. 3. Rider to understand correct procedure to bring pony back to trot if incorrect canter lead. 4. To introduce a new school figure/arena language to riders. 5. To revise, integrate and consolidate previously learnt school figures, arena language/protocol. 	
<p><u>Equipment needed and layout:</u></p> <ul style="list-style-type: none"> • Arena with letters. • 6 x Cones – 3 at each corner or arena with enough distance apart to allow rider to do the following: 1st cone –check position & ½ halt; 2nd cone – prepare to canter (thinking of aid); 3rd cone – ask for canter. Two different colours of chalk or tape – red and white. 	
<p><u>Introduction to session (key points):</u></p> <ul style="list-style-type: none"> • Introduce yourself and chat to riders about themselves and their mount (some combinations may be new to you, and you also need to know what they have been working on since the last rally). • Why the horse has a leading leg at canter – footfalls; beats; balance. • Dismounted riders to canter on the ground to assist in recognition. • Ensure the rider has the skills to recognise which is the leading leg and know if the horse is on the correct leading leg – mark shoulders of the horse with coloured chalk or tape (white for left and red for right). • Ensure correct canter aids are known and how to give them correctly on both reins. School figure/arena language – Serpentine 3 loops (at trot); 	
<p><u>Warm up activities and rider exercises:</u></p> <ul style="list-style-type: none"> • Halt, walk and trot using upward and downward transitions, and large school figures, to ensure pony/horse is sound, attentive and listening to rider. (Canter could be included in the warm up but would depend on the rider's level of skill & ability.) Select some rider exercises to complete on a 20 meter circle. 	
<p><u>Practice activities:</u></p> <ul style="list-style-type: none"> • Tape or chalk the shoulders of the horses – white for left and red for right. • Have riders trot in single file, two horse distance apart, with a leading rider. Get each rider, one at a time, to canter from the front of the ride to the back, and before reaching the back of the ride ask them to identify the leading leg. The rider can also be split into two group practicing canter on the 20m circles at A and C. They are to take up canter using the cones at the corners, following the steps as mentioned above under the heading 'Equipment Needed and Layout'. Once all riders have completed the exercise, they can change rein and change leaders. • It is easier for riders to take up canter on a corner or circle. A pole on the ground can be used to assist a pony going into canter. Telling a rider to keep their eyes on a person or cone in the centre of the circle can also assist them in getting the correct canter lead. 	
<p><u>Session Evaluation and Summary:</u></p> <ul style="list-style-type: none"> • Riders to line up on centre line facing B or E. • Discuss with riders if they understand the aids and are confident in recognising the correct leading leg at canter – give them some more tips - something to take home to practice. All riders to be involved in this session using question techniques rather than dictating coach's thoughts. • Evaluate the lesson – BE HONEST! <ul style="list-style-type: none"> - What did you as the coach like? - What worked well or didn't work? - What would you do differently 	

**LESSON PLANNING for PONY CLUB RALLIES
TEMPLATE**

<u>Topic:</u>	
<u>Pony Club Venue:</u>	<u>Date:</u>
<u>Lesson Aims:</u>	
<u>Equipment needed and layout:</u>	
<u>Introduction to session (key points):</u>	
<u>Warm up activities and rider exercises:</u>	
<u>Practice activities:</u>	
<u>Session Evaluation and Summary:</u>	

Rally Planning for Chief Coaches – Nyrell Williams PCNCAS Level 1

Responsibilities of a Chief Coach

- Convene regular Coaches' meetings with Club Coaches and see that all relevant information is circulated.
- Appoint Coaches for each Rally and discuss with them in advance the standard and subject to be taught from the PCA Syllabus of Instruction.
- Arrange the coaching programs for Club Rallies, Schools and Camps
- See that all the necessary facilities and properties are made available for the program planned for each Rally or advises the Rally Organiser of requirements
- Encourage attendance by Coaches at all courses and conferences which are made available
- Appoint people with specialist knowledge from outside the Club to give instruction in specific subjects
- Encourage Coaches, Potential Coaches and Parents within the Club by means of individual help and encouragement
- Organise and chair panels for team selection and arrange the training of club teams
- Advise on the preparation, training and nomination of riders for Efficiency Certificate Tests.
- Attend Zone Coaching Panel meetings or appoint delegate
- Ensure a First Aid Officer is appointed for each Rally and that an Accident Record Book is kept by the club and easily accessible.

**exert from the PCWA Handbook

WWC and registered under My Pony

Responsibilities of a Rally Coordinator

- Obtain program from Club Chief Coach
- Check equipment required
- Check canteen staff available
- Place rubbish bins
- Check water outlets for horses
- Check PA system and audio-visual equipment if required
- Open grounds and club room
- In the absence of the Club President – welcome – especially new riders and parents
- Ensure program is posted on the noticeboard with name of First Aid Officer on duty
- Ensure members and coaches sign the attendance register
- Remind coaches to keep riders to time

**exert from the PCWA Handbook

Networking BINGO

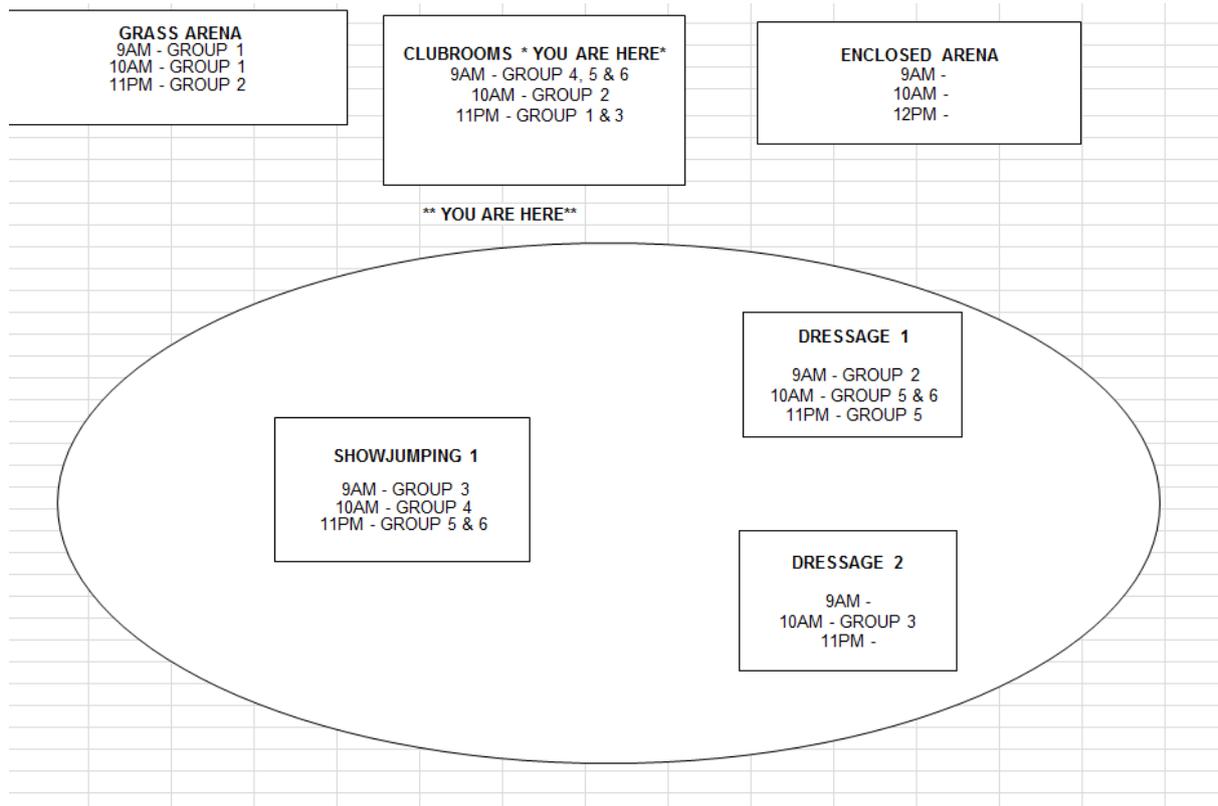
Rules:

1. You can only write a person's name down once
2. You may not write down members of your own club
3. The winner is someone who fills all boxes horizontally/vertically or on the diagonal

There is a prize for the winner!!

A person who coaches in the county Name:	A person who coaches D Star Name:	A person who is a parent Name:	A person who is a chief coach Name:
A person who coaches E Name:	A person who coaches in the metro region Name:	A person who coaches D Name:	A person who is zone representative Name:
A person who is an accredited gear checker Name:	A person who is a rally coordinator Name:	A person who owns a horse under 15hh Name:	A person who coaches Leadline Name:
A person who coaches C Star Name:	A person who owns a pony under 13hh Name:	A person who coaches C Name:	A person who competes dressage Name:

Example - Venue Plan



Example - Rally Plan

TIME	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
8:00 - 8:45 SET UP	GRASS ARENA	GRASS ARENA	JUMP ARENA 1	JUMP ARENA 1	FLATWORK 1	FLAWORK 2
9:00 - 9:55 COACH	AGILITY	FLATWORK	JUMPING	HORSE CARE	HORSE CARE	FLATWORK
	GRASS ARENA	DRESSAGE 2	JUMP ARENA 1	CLUBROOMS	CLUBROOMS	DRESSAGE 1
10:00 - 10:55 COACH	JUMPING	HORSE CARE	FLATWORK	AGILITY	FLATWORK	JUMPING
	GRASS ARENA	CLUB ROOMS	DRESSAGE 2	ENCLOSED ARENA	DRESSAGE 1	JUMP ARENA 1
11:00 - 11:55	LUNCH & BRIEFING					
12:00 - 12:55 COACH	HORSE CARE	AGILITY	HORSE CARE	FLATWORK	JUMPING	AGILITY
	CLUB ROOMS	GRASS ARENA	CLUBROOMS	DRESSAGE 1	JUMP ARENA 1	ENCLOSED ARENA
1:00 - 1:55 COACH	FLATWORK	JUMPING	AGILITY	JUMPING	AGILITY	JUMPING
	GRASS ARENA	GRASS ARENA	ENCLOSED ARENA	JUMP ARENA 1	ENCLOSED ARENA	JUMP ARENA 1
FINISH PACK UP	PACK UP BY ALL MEMBERS					

Nellandra Henry – Showjumping Challenges 45 – 60cm

Prevention is better than a cure and good basics prevent most of these problems!

Rider Problems

e.g. rider ahead of the movement, rider behind the movement, tight reins, rider too quick in the air, sitting IN the saddle, leaning to left/right over a fence.

Most rider position problems can be solved by having a good understanding of the 2 point and 3 point positions.



Three Point position (from page 16 of the C Manual)

Riders need to be able to be balanced in both positions and easily maintain balance changing between the 2. This is where I find that most people struggle.

Exercises:

- Transitioning from 3 point to 2 point and back over a set number of strides in walk, trot and canter
- Practice over poles/cavalletti.

Horse Problems

e.g. rushing, losing impulsion, running out, refusing, jumping to 1 side.

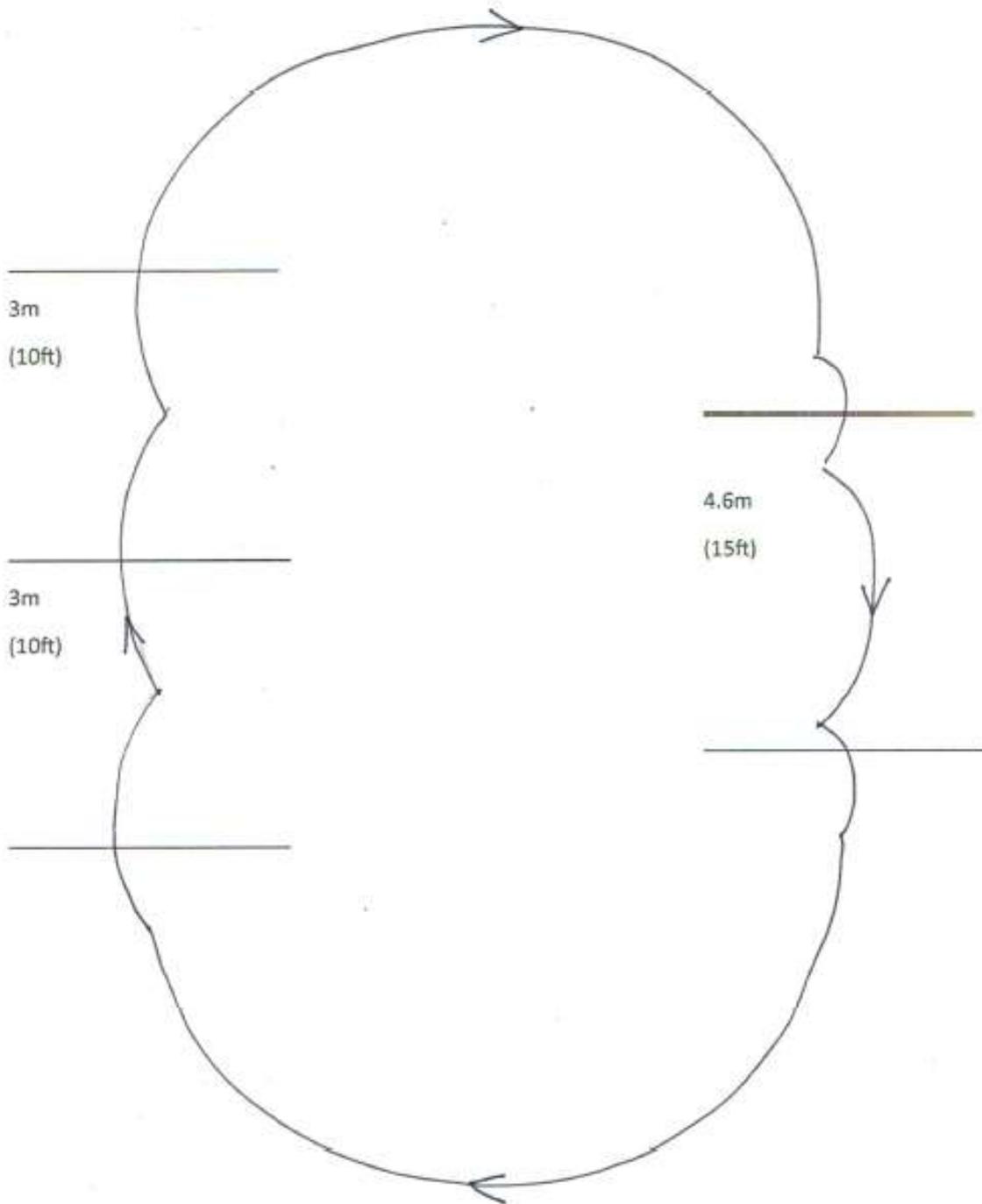
A good jumping session should increase the rider's awareness of the importance of flatwork and improve their flatwork skills. The stop, go, balance, tempo, line and use of half halts (yes, they are used in jumping!) are essential for a good jumping round.

All faults should be fixed by breaking down the issue into its most basic form, is it an issue with stop, go, balance, tempo or line and addressing that away from the fence and over poles before reintroducing the jump.

- Rushing is predominately a stop issue so I introduce lots of halting into the round, anywhere that the horse doesn't listen to the half halt it should be halted.
- Losing impulsion is basically a horse not trained to go forward from the leg, before jumping lots of transitions are required, where the horse must immediately go forward from the leg. The rider will likely need to learn how to correctly use the whip behind the leg to reinforce this.
- Running Out is a combination of rushing and not being able to control the line. If the rider is unable to ride the horse to the middle of the fence, we cannot expect the horse to jump it. Many ponies take advantage

Rebecca Thomas EA Coach Level 2 General - Development and Control of Line and Pace in Jumping

EXERCISE 1 – POLES to develop the canter. Stop rushing, develop suppleness, balance and straightness. Ride first in trot then in a “waiting” or collected canter. Place poles at 3m to engage HQ and encourage jump and strength of canter



EXERCISE 2 – POLES to develop straightness and balance in the canter.

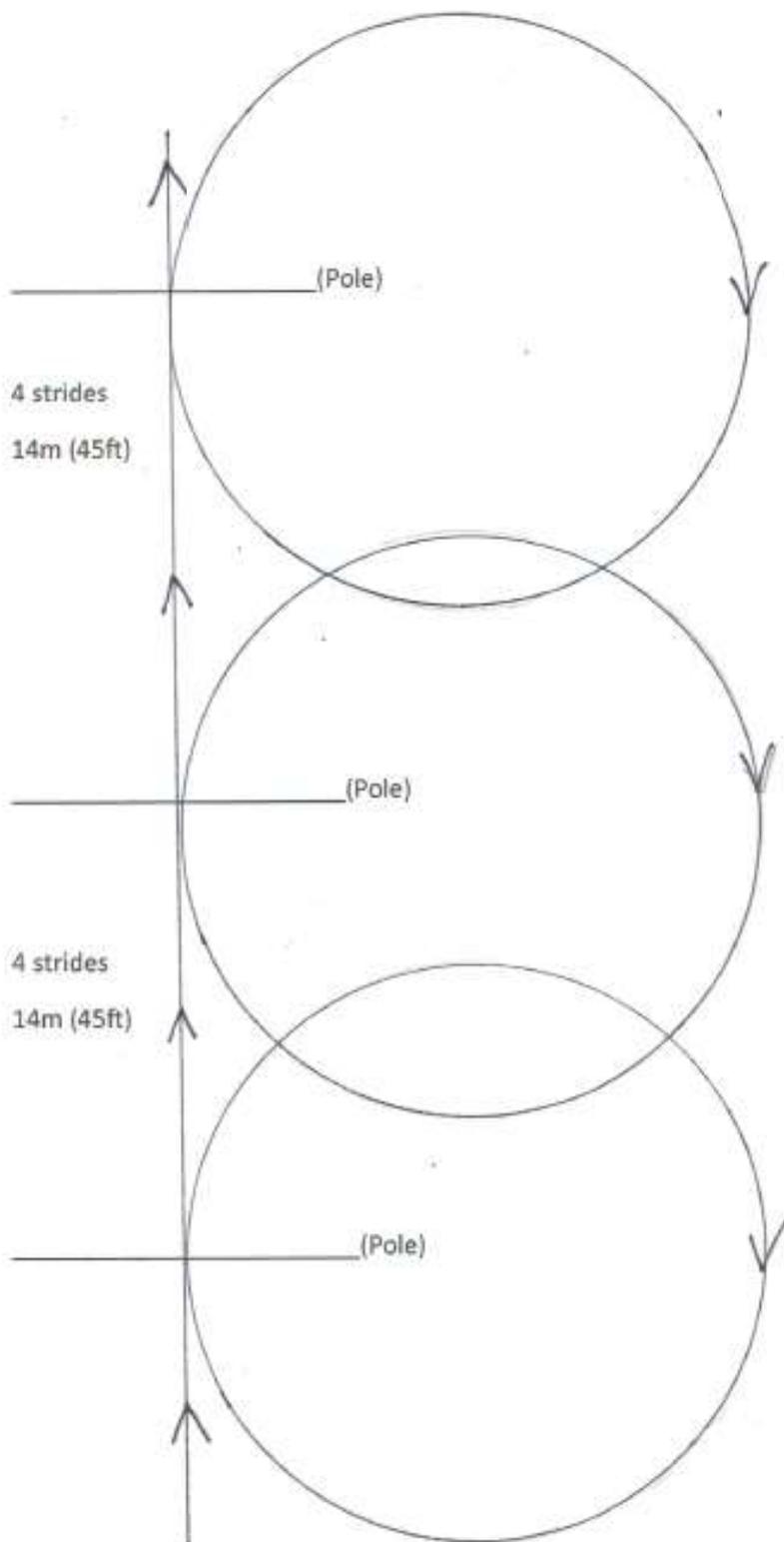
How to ride the exercise:

Trot the poles first.

Then canter. Type of canter used is a “waiting” more collected canter to engage and balance horse on hind legs.

Pretend you are cantering down centre line with poles in the way.

STRAIGHTNESS – Aim is to try and keep horse on same leading leg if it changes circle and correct lead then continue. Keep horse straight and on the aids during the exercise. Goal is achieved when horse canters over all poles remaining on correct leading leg and maintaining even 4 strides between each pole.



EXERCISE 3 – JUMPS Progress previous exercise now to jumps to develop straightness

Use circling after each jump if necessary to stop rushing then continue the line of jumps. Gives the rider options to make the decision to circle and continue depending if they are able to maintain their line and pace. Incorrect leading leg on landing – circle and more advanced horse can do flying change otherwise change through trot not to adrenalize horse then re-take jump and continue straight.

_____ (Vertical)

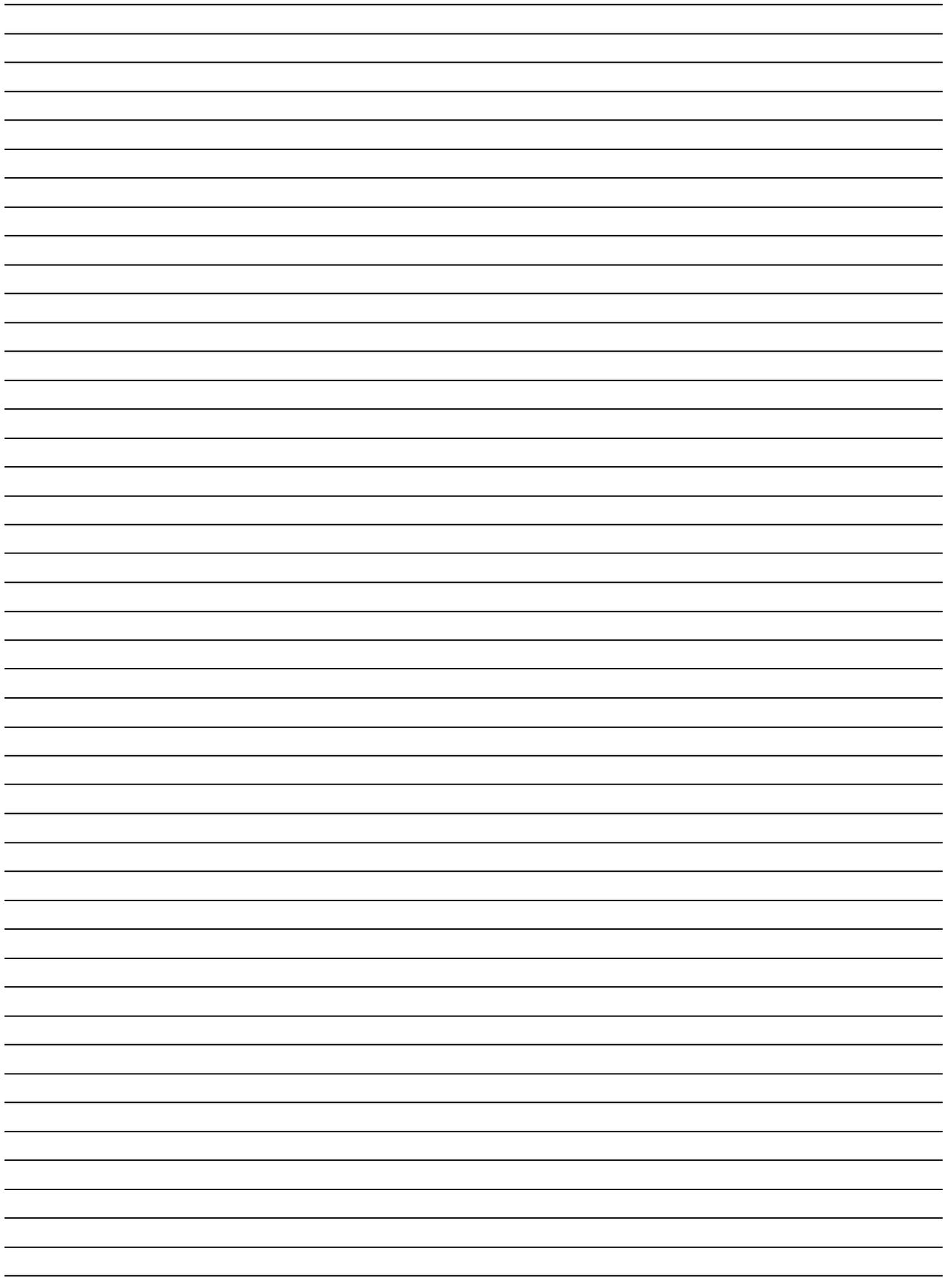
4 strides
18m (60ft)

4 strides
18m (60ft)

TIPS

1. Think of riding dressage after every jump. That means keeping control of line and tempo.
2. Use indirect rein (leg yield) eg on the getaway to correct any drifting of line and improve straightness.
3. Jumping (the act of all legs leaving the ground) can increase the flight response in some horses if their go and stop buttons are not trained obediently to light aids on the flat.
4. A horse is obedient to the aids when the go, stop, turn and yield responses happen of a LIGHT aid.
5. Use circling after the jump or downward transition to halt and then re-approach to reduce rushing and re-balance horse.
6. Downward transition to halt is done 6m after a fence from trot or 10m after a small fence in canter to reduce rushing. This will control speed of the horse's legs after the jump.

REMEMBER that well trained responses (go, stop, turn and yield) in the flatwork is integral to a good jumping performance as it lays the foundation of training – rhythm, suppleness, straightness, impulsion (Training Scale). This enables the horse to maintain a designated line (accuracy), maximise power and strength (even propulsion) and prevent injury (incorrect loading and wear of joints/soft tissue).



STATIC DISPLAYS AND BOOK SALES

DISPLAY	DISPLAY
Book Sales	PC NCAS Updating
Tabletop Showjumping	Hi Tech Coaching Resources
Gear Checking Advisory Panel	

**KARINYA EQUESTRIAN PARK
27 GRANT STREET, ORANGE GROVE WA6109**

