

State Coaching School 2018

LESSON PLANNING for PONY CLUB RALLIES

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, unco-operative 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.

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PLANNING LESSONS FOR D & D STAR

When coaching D & D Star remember they learn best if it is fun and they are kept busy!

Generally younger riders are not interested in the whys, they just want to accomplish the goal for the sense of achievement. Younger riders understand better if there are practical demonstrations or Visual aids (Pictures / actual farrier's tools etc.), and then repetition where they can practice the skill.

Incorporating simple mounted games in flatwork, at this level helps develop hand-eye coordination, builds confidence and helps develop balance faster than just dressage alone, as activities encourage flexibility and independent movement of body i.e. hand grabs and object whilst legs, seat and shoulders control direction of pony!

If you have the same group for the whole pony club year, design a year planner by dividing the syllabus into the number of working rallies for the year. Make the lessons relevant to time of year whilst still ensuring a natural progression of skills and knowledge. Consider what events are coming up / the season (for rugging, worming etc) when planning what to incorporate into the lesson plan.

Below are suggested simple mounted games that can be used to reinforce a specific lesson aim.

<u>MOUNTING & DISMOUNTING</u> 1) Trains 2) Musical tyres 3) Stepping Stone Dash 4) Egg & Spoon 5) Walk, trot and Lead 6) Tyre race 7) Potatoes Race 8) Sack Race 9) Sock Race	<u>RIDING REINS IN 1 HAND</u> 10) Handkerchief Race 11) Flag Race 12) Mug Race 13) Horseman's Post 14) Ball & Bucket 15) Water carrying race 16) Reverse Flag 17) Tack Shop Race 18) Score a Goal
<u>STOP / START GAMES</u> 19) Postman Game 20) Shopping Game 21) Coloured Pegs 22) Policeman Game (Red light / Green Light) 23) Monte Carlo 24) Fox and the Hound	<u>DIAGONALS & TRANSITIONS</u> 25) Turn to diagonal 26) Change of Pace / Diagonal 27) Follow the Leader 28) Ride A Figure of 8 or Serpentine 29) Tortoise & Hare
<u>USE OF REINS – GUIDING</u> 30) Bending Race 31) Riding a Letter 32) Riding a maze 33) Tram Tracks (Ride Straight lines at walk) 34) Musical Stalls 35) Ride arena movements 36) Pole Bending (Circle each pole)	<u>WALK, TROT & CANTER</u> 37) Walking Race 38) Walk, trot and Canter 39) Dice Game 40) Dog & Bone 41) Judging Competition
<u>BALANCE & CONFIDENCE</u> 42) Feathers (Points of Horse) 43) Pass the Bean Bag / Ball / sml cushion 44) Simon Says 45) No Hands 46) Observation Test (individual) 47) Side Saddle (with leaders or advanced riders only) 48) Around the World 49) Apple Turnovers	<u>TEAM GAMES (3 + Riders /Unmounted)</u> 50) Pirate Game 51) Build a Bridle 52) Dress the Model (1 unmounted rider needed) 53) Egg & Spoon Relay 54) Mounted Drills 55) Vege Stew 56) Lucky Dip Race 57) Wheelbarrow Race

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Sample Year Planner D Star

	FLATWORK	THEORY	JUMPING	POSSIBLE ACTIVITIES
FEBRUARY	Position in Saddle	Structure of Pony Club	Jumping Position	Novelties & PPG
MARCH	Transitions on command	Approach, catch & lead pony	Control over poles	Drill ride
APRIL	Change Diagonals on Command	Points of Horse	Control over jumps	Cushion Polo
MAY	Mounting Dismounting either side	Colour & Markings	Types of Show jumps	Timed Games (Barrel, Keyhole etc.)
JUNE	Walk, trot & Canter circle & straight lines	Basic Feeding & Care of Pony	Walking a Show jump course	Scavenger Hunt
JULY	Use of Whip	Parts of Saddle & Bridle and Care of	Small Course of Varied jumps	Bareback riding
AUGUST	Walk, trot on loose rein	Grooming Kit & its uses	Types Cross country jumps	Navigation Ride
SEPTEMBER	Trot & Canter varying speeds	Basic Hoof Care & Farrier Tools	Riding Cross Country	Trail Ride
OCTOBER	Reins in one hand	Veterinary Care	Walking a CC Course	Pairs Novelties!

Sample Theory Lesson Plan using 2 Versions to keep interest teaching same topic!

IDENTIFY PARTS OF HORSE

"D & D*" Standard

Lesson Aims	<ul style="list-style-type: none"> Identify parts of the Horse(<i>Nostril, forehead, eye, ear, muzzle, forelock, crest, neck, mane, shoulder, wither, back, loins, rump, tail, hock, knee, fetlock and hoof – D STAR ONLY – throat, elbow, pastern, dock, coronet, hips, stifle, ribs, cheek</i>) 		
Equipment Required	Lesson 1 <ul style="list-style-type: none"> Large diagram of a horse (A2 or A3) Labels of horse (D / D* level) which can be removed / attached to diagram Workbooks / Worksheets to complete 	Lesson 2 <ul style="list-style-type: none"> Very Quiet <u>hairy</u> pony tied up! Sticky labels Black marker pen Workbooks / Worksheets to complete 	
INTRODUCTION	15 Minutes	<p>Explain why it is important to know the parts of the horse; to describe him or indicate where an injury is, where to put saddle etc.</p> <p>Whilst explaining to group where the basic parts of the horse are from head to tail; point to them using the diagram and labels or indicating on quiet horse. Discuss the features / characteristics i.e. he has two (2) eyes / ears; has four (4) hooves, 2 hocks ...</p>	
PRACTICE using Activities	30 Minutes	Lesson 1 Activities <ol style="list-style-type: none"> Ask group, 1 at a time to come up and identify a part of the horse, correcting if they have it incorrect. Next create in teams to come up and place the label on the horse in the correct place. (winners having the most correct answers) Ask riders to write down the Points of Horse in their workbooks or using Worksheets 	Lesson 2 Activities <ol style="list-style-type: none"> Using the quiet horse, ask group 1 at a time to put a sticky label on horse where it belongs (you write down a point according to the child's knowledge as some will know more than others) Ask riders to write down the Points of Horse in their workbooks or using Worksheets
REVIEW	10 Minutes	Ask group to explain why it is important to know the parts of the horse, and ask each rider to explain which parts of horse did learn't today	
FINISH	5 Minutes	Ensure workbooks /worksheets are completed and discuss what will be required for next theory lesson (perhaps they need their grooming kit or to know what pony eats!)	

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SAMPLE LESSON PLAN 2

START, STOP AND GUIDE “Pre D & D” Standard		
Lesson Aims	<ul style="list-style-type: none"> Know how to make pony go forward and stop with some assistance Be able to guide pony at walk and trot* 	
Revision	<ul style="list-style-type: none"> <i>Rider Position</i> <i>How to hold & use reins</i> 	
Equipment Required	<ul style="list-style-type: none"> Arena 20m x 40m with markers Small Red and Small Green Flag 	<ul style="list-style-type: none"> Bag of lollies for prizes!
WARM UP	(10 Minutes)	Warm group up with some mounted rider exercises, whilst they walk their ponies around the arena in single file, in both directions. For those who are up to it a little bit of trotting can be practiced as well. Check rider position and how they are holding reins
INSTRUCTION	(5 Minutes)	Remind them of how to hold the reins, and demonstrate how to shorten the reins when asking for stop. Explain that they must give with the reins when they want pony to go forward. Get them to practice this whilst you are talking to them.
PRACTICE using Activity	(10 Minutes)	Use the “Red Light, Green Light” activity to practice starting and stopping.
INSTRUCTION	(5 Minutes)	Bring the group back in and explain how to turn their pony with the reins. Practice whilst halted just shortening the rein enough to turn pony’s head.
PRACTICE	(10 Minutes)	Using a mounted drill to get them to practice turning, either down centre line, across the arena or along the diagonal lines
ACTIVITY	(10 Minutes)	Depending on age of riders, they can practice their turning skills by individually “Riding a Letter”, keep the letters simple like Capital P, D, O, C, L, M, N, U, V, Z!
WARM DOWN	(5 Minutes)	Whilst ponies walk around, play a game of “Simple Simon Says”
FINISH	(5 Minutes)	Riders form a ride along centre line, dismount and run stirrups up. Ask each rider what they learnt and what they liked best!



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SAMPLE LESSON PLAN 3

MOUNTING & DISMOUNTING “D Star” Standard		
Lesson Aims	<ul style="list-style-type: none"> Mount correctly holding the pommel (mounting block can be used) Dismount from either side 	
Revision	<ul style="list-style-type: none"> <i>Mounting (D Standard)</i> <i>How to Hold & use Reins</i> 	
Equipment Required	<ul style="list-style-type: none"> Flatwork arena with Dressage markers 4-6 Milk Crates with wooden base 1 Whistle 	<ul style="list-style-type: none"> 2 Witches Hats (76cm) 2 Witches Hats (46cm) 2 tennis balls
WARM UP / REVISION	(10Minutes)	<p>Whole ride in single file move around arena at walk and trot when asked, whilst coach observes rider position and how pony is responding to riders aides. Use this time to adjust rider position.</p> <p>Whilst ponies settle, ask riders to show how they hold and use the reins correctly in both directions at walk and trot.</p> <p>Use Arena Tracks and changes of direction i.e. Outside track, circles, Diagonal Line, Centre Line and Quarter Lines to keep the ride moving freely forward.</p>
INTRO TO MOUNTING & DISMOUNTING	(5 Minutes)	With whole ride dismounted along centre line, use one rider for purpose of demonstration at front of group (try to choose someone who mounts correctly) and describe the procedure for mounting correctly and safely. Also demonstrate how to use a mounting block and being legged up. At this time also discuss how to dismount safely, again using demo rider.
PRACTICE	(15 Minutes)	Ask each 2 nd rider to move forward, then when there is ample space between ponies ask riders to mount correctly, using a mounting block if necessary. Observe riders as they mount and discuss how they may improve and praise those who do it correctly. Once all riders are mounted ask them to dismount correctly from either side. Practice this a couple of times and encourage those who are having troubles to use mounting blocks.
ACTIVITY 1 Musical Crates	(10 Minutes)	With riders riding around arena; they must ride to nearest milk crate when the whistle blows and dismount. If they dismount poorly or miss out on a crate they are eliminated. One crate is taken away after each round. The riders must remount and continue around arena until whistle is blown again. Anyone not mounting correctly will also be eliminated!
ACTIVITY 2 Ball N Cone	(10 Minutes)	With two lanes set up, 1 with 2 large witches' hats and 1 with 2 small witches' hats divide the riders into two teams. The better riders have the smaller witches' hats! Aim is to take tennis ball off one hat and put onto the next; then return to team This activity will be most successful if riders ride one handed and keep eye on witches hats
FINISH	(10 Minutes)	<p>Riders to walk around arena and do position and balance exercises i.e. standing in stirrups at walk, bending upper body forward, with feet out of stirrups rotating ankles etc</p> <p>Riders form a ride along centre line, dismount and run stirrups up. Ask each rider what they learnt and what they could work on for next lesson</p>