

LESSON PLAN 12 – Teach rider over series of small jumps of different design.

<u>Pony Club Venue:</u>	<u>Date:</u>
<u>Rider:</u> 1. 2. 3. 4. 5. 6. 7. 8.	<u>Pony:</u> 1. 2. 3. 4. 5. 6. 7. 8.
<u>Topics and goals for session:</u> <ol style="list-style-type: none"> 1. Rider to maintain a safe and correct position over and between jumps. 2. Rider to have control of the pony on the approach, over jump and getaway. 3. Rider to be able to turn pony/horse left and right and keep straight approach and getaway throughout a series of jumps. 4. Give rider the feeling of correct placement (take off) over a jump – use placement pole if necessary - and to learn different styles of jumps. 5. To revise, integrate and consolidate previously learnt skills, school figures, arena language/protocol into the lesson, wherever appropriate. 	
<u>Equipment needed and layout:</u> Enclosed arena. Cones – used for direction if necessary. Spare neck straps in case needed for riders who turn up without one. 10 jump poles (includes 2 spare to use as placement poles if needed) 4 sets of jump wings Distance trot poles to be set apart - 1m-1.35m for ponies & 1.3-1.5m for horses Distance from trot pole to small jump - 2.7m (for ponies) Horses canter stride 3.6m – ie. 2 non jumping strides = 10.8m, 4 non jumping strides = 18.0m etc. This will depend on the jump height – smaller for ponies. Measuring tape / stick. Helper to place poles in position etc. <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="239 1635 718 1926"> <p>(View A) (6 poles used)</p> </div> <div data-bbox="845 1635 1356 1926"> <p>(View B) (8 poles used) (2 spare poles)</p> </div> </div>	

Introduction to session (key points):

- 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).
- Revise previously taught skills, school figures, arena language/protocol (if appropriate) – a good time to integrate & consolidate areas causing problems.
 - ** Specifically revise 3 point position, use of neck strap and crest releases.
 - ** Revise and check that the stirrup lengths have been adjusted.
- Explain the position between jumps and over jumps.
- Explain importance of rhythm & straightness and how it assists with control.
- Explain the different styles of jumps being used and how we jump them.
- Explain the 5 phases of jumping – Approach, take off, moment of suspension, landing and getaway.

Gear Check (List gear to be checked): As per Gear Checking Rules for Pony Club.

- **Rider:** Clothing - Clean & correctly attired with appropriate Club uniform including safe boots & correctly numbered helmet;
Hair - Long hair tied back;
Jewellery - Check jewellery;
Fitness - Age of rider; weight of rider in comparison to mount.
- **Horse:** Gear - clean; correctly fitted; approved; stitching OK; safe;
Condition - clean/groomed (no bot eggs), including feet;
Fitness - age; soundness; what work has mount been doing?
(Are pony/horse and rider capable of doing planned lesson?)

Warm up activities and rider exercises:

Halt, walk and trot using upward and downward transitions, changing rein through transitions, and large school figures (where appropriate), 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.) Change from upright to 3 point position. Have riders warm up in and around poles, wings and cones so that horses get used to them prior to lesson.

Select some rider exercises to complete on a 20 metre circle.

New Skill/s (name of skill):

- To correctly ride a small series of jumps of different design.

Key teaching points and demonstration method:

Demonstrate using rider/s out in front of group (use different rider for each demonstration and ask riders questions to keep them alert and interested).

Revise the correct 3 point position with crest release to neck strap, the importance of a straight approach and getaway from the jump, the importance of rhythm and check that stirrup lengths have been altered.

Demonstrate how the use of the body can assist with turning and ½ halting to assist rhythm and control.

Demonstrate the jumping exercise/s using one of the riders.

Practice activities:

- Various different courses can be devised using the given plan, with 2 spare poles being left to use as placement poles if considered necessary, however if this is the case, then the jumps with placement poles should only be jumped in the one direction. Also in View A, single poles only have been placed on the ground – you must not place 2 poles on the ground side by side (dangerous).
- Explain the devised course over the single poles and nominate the first rider to complete it, getting others to follow on one at a time. Do first at trot, and then if riders are capable, can be done also at canter. Can change course and do several times until satisfied that all riders complete successfully (View A). Riders to change from upright position to 3 point position over the poles. Keep stressing importance of straightness and rhythm all the way through.
- Gradually introduce one small jump at a time (ie. building blocks) until all jumps have been added to make a small course that allows riders to change direction frequently, experience different jumps and ride different courses. (View B) Remember that `placement poles' can be used in View B if needed. There should be a mixture of both vertical and spread jumps. Jumps that could be set up in View B would be simple cross rails, an upright, ascending oxer and perhaps a square/box oxer.

Cool Down:

Long rein walk in, out and around jumps.

Session Evaluation and Summary:

- Riders to line up in an orderly fashion.
- Discuss with riders if they understand how to jump the different designs and how to put them together in a series – PRACTICE MAKES IT EASIER. Give them some more tips - something to take home to practice – stress the importance of using a neck strap at home. All riders to be involved in this session using question techniques rather than dictating coach's thoughts.
- Evaluate the lesson – BE HONEST! - What did you as the coach like?
 - What worked well or didn't work?
 - What would you do differently?

Note: You will not have a standard jumping canter stride until the jumps are at least 80 cm, if not bigger.

Also give your novice riders more time between fences to begin with (eg. 5 non jumping strides – will be more if ponies are in the group).