

Plan an Equestrian Practice (Lesson Planning)



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**EQUESTRIAN
CANADA
ÉQUESTRE**

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INSTRUCTOR PORTFOLIO

The Instructor Portfolio consists of:

- Two written lesson plans focused on a topic that is assigned to you by NBEA (flat lesson & unmounted)
- One lesson plan focused on a jump topic that is assigned to you by NBEA (if applicant is working towards Instructor Jump)
- Emergency Action Plan for their primary facility.

An Effective Lesson Plan

The written lesson plan outcomes are focused on the organization of a series of lesson activities (in a written plan) that enhances the learning of one or more skills

An effective lesson plan must take into consideration the following aspects:

- Logistics and Structure
- Goals and Objectives
- Athletes involved (horse and human)
- Safety
- Demands of the Sport

Outcomes to be Evaluated

The candidate will be evaluated on the following areas:

- Structure & Organization
- Teaching Skills
- Professional Conduct
- Safety
- Ability to Analyze and Correct Performance

Structuring a lesson

1. Introduction
2. Warm-up
3. Explanation
4. Demonstration
5. Progressions
6. Cool-down
7. Conclusion

Structuring a Lesson

Introduction

Warm-up

Explanation

Demonstration

Progressions

Cool-down

Conclusion

Introduction

- The Introduction should take 2-3 minutes
- Introduction of the instructor/coach and the riders; ask about potential medical issues (inhalers, epi-pens)
- 2 way communication – Ask questions and require more than a “yes” or “no”
- Mounted/Drive Lesson - Tack check; stirrup length, girth tension, helmet/footwear, harness/vehicle check, whip length, etc.

Structuring a Lesson

Introduction – Does Not Meet Requirements

Check the tack.

Introduce myself to the students

Tell them the topic

Check safety

Structuring a Lesson

Introduction - Meets Requirements

Do a quick safety check of tack and equipment checking the saddle, girth, stirrup length, fit of the bridle, helmet and harness and footwear.

Ask each student how they are feeling today? Do they have any medical issues? (inhaler, epi-pen)

Introduce myself, ask the riders what their names are, what their horses names are and if they have ridden them before.

Explain that today they are going to work on posting to the trot.

Check the arena for safety hazards (gates closed, equipment not being used stored safely, Safe footing.

Remind students of basic riding safety rules (leaving at least one horse length between you and the other riders, circle or cross the arena if your too close to the horse in front of you.

Always pass to the inside. If at anytime there is an emergency in or outside the arena please come to the center and halt, dismount if safe to do so.

Structuring a Lesson

Introduction

Warm-up

Explanation

Demonstration

Progressions

Cool-down

Conclusion

Warm Up

- The Warm up should take 8-15 minutes.
- Does the warm-up link to the main part of the lesson?
- Is it developmentally appropriate?
- Are the skills sequenced properly?

Structuring a Lesson

Warm Up – Does Not Meet Requirements

Have the students walk around the ring, make sure that its a working walk and that the horses are listening to the riders aids. Practice steering with the weave pylons.

Have the students practice standing up in their stirrups, pushing the weight into their heels.

Structuring a Lesson

Warm Up – Meets Requirements

Riders will warm up with exercises that will prepare them for the trot exercise. Through the warmup I will gauge where each rider's capabilities stand and assess the horse's suitability for the lesson.

- Riders will begin on the rail on the left rein at the walk, and practice the sequence of “seat, leg, hand” in walk/halt/walk progressive transitions. Repeat in the other direction. Review steering aids with the students and have them practice walking down the quarter line steering around a cone.
- After successful completion, riders will progress to riding the same sequence of aids for a short trot transition from a walk. Riders will be assessed if this can be done with tangent points. In a group, if not it will be done individually.

Structuring a Lesson

Introduction

Warm-up

Explanation

Demonstration

Progressions

Cool-down

Conclusion

Explanation

- The explanation should take 1-2 Minutes
- An explanation of the skill to be learned/practiced – the lesson objective - (WHAT)
- An explanation of:
 - WHY the skill is important (CC & CCS relate skill to competition)
 - HOW the skill is accomplished (Aids) i.e. appropriate activities progressively sequenced to promote learning, safety and success
 - WHERE the skill will be practiced i.e. arena/venue diagram and/or description to show where activities occur
 - WHEN the skill will be practiced i.e. explanation of when the riders attempt activity described/explained
- Two way communication – list some questions that might be asked and list your desired answers to questions

Structuring a Lesson

Explanation – Does Not Meet Requirements

Tell the kids that they are going to be learning posting trot. The posting trot is when you move up (butt out of the saddle) and down (butt in the saddle) while the horse is trotting.

Structuring a Lesson

Explanation – Meets Requirements

Explain to the group that today they will be learning how to post to the trot.

The trot is a two beat gait, the horse's legs move in diagonal pairs (show the group with my arms and legs what diagonal pairs looks like).

The two beat gait can make the trot feel bouncy.

Today we are learning the posting trot, which means you will rise your seat out of the saddle and then sit in the saddle with the horses two beat motion. This will make that bounce feel more comfortable for you and your horse.

You will ask for the trot at the first pylon and then post for 3-4 strides and then at the second pylon go back to the sitting trot.

We will start with counting the beats together one, two, one two, up, down, up down. Until you find the rhythm and can feel when to rise and sit.

Questions: How many beats is a trot? How do you post to the trot?

Structuring a Lesson

Introduction

Warm-up

Explanation

Demonstration

Progressions

Cool-down

Conclusion

Demonstration

- The demonstration should take 3-5 Minutes

Should include:

- A demonstration of the first progression from beginning to end.
- Reinforcement of the aids or key elements i.e. Counting and maintaining rhythm in trot, observing diagonal legs
- Describe points of reference and tangent points
- Goals/objectives of a well-executed skill i.e. Skill learned to be repeatable at least two out of three times with some degree of proficiency

Structuring a Lesson

Demonstration – Does Not Meet Requirements

Explain the the rider will go to the rail and then pick up a trot. Once at the trot they will stand up to post and then sit down.

Structuring a Lesson

Demonstration – Meets Requirements

The lesson students will stay lined up in the centre of the arena (with safe spacing) to watch. They will be facing the direction of my demonstration for better viewing.

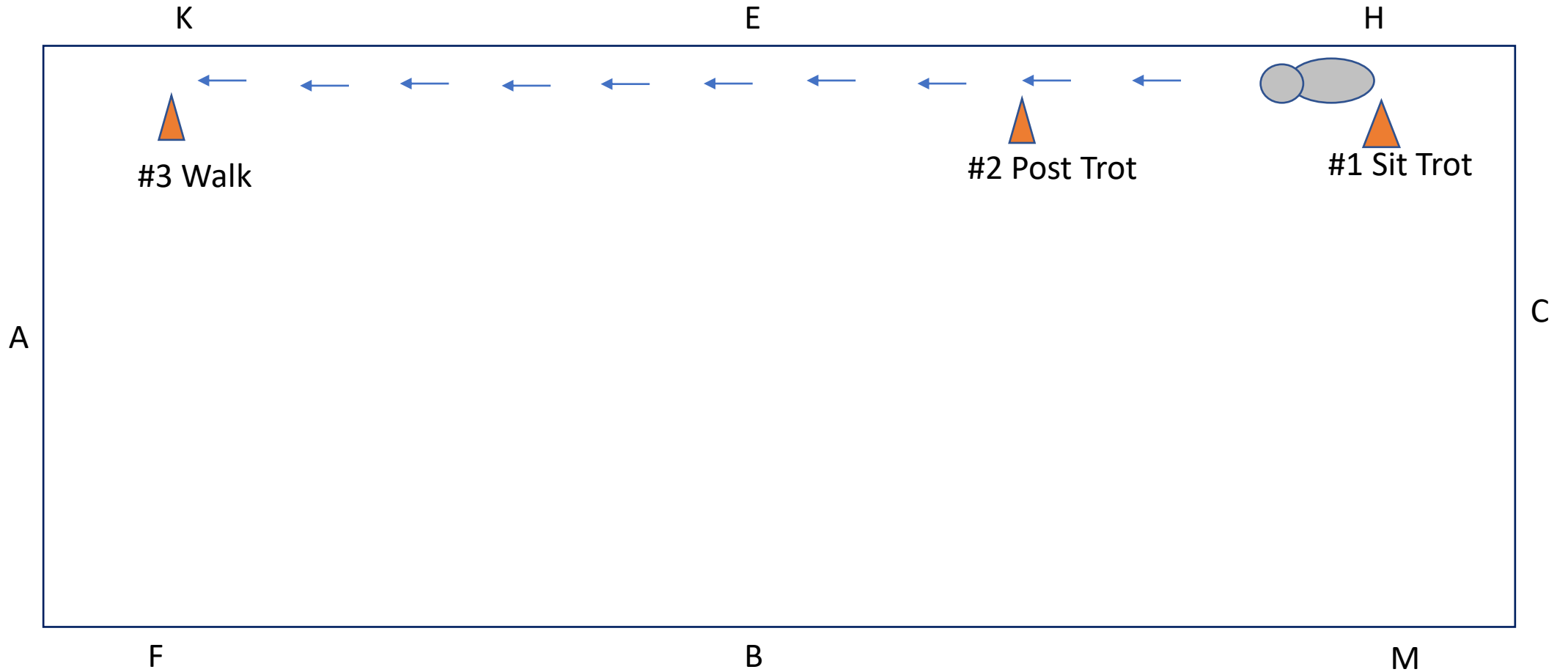
I will walk to the first marker and explain that the the rider will make sure that they have even contact with both hands, squeeze with the leg at the girth, cluck with the voice if needed to get an upward transition to the trot.

Once at the trot the riders will push the weight into the stirrups and keep the leg on the horse. They will stand up for the count of one and then sit for the count of two all the way to the second marker. (one...two...one...two)

I will continue to the second marker and explain the downward transition aids to the walk (sit in the saddle, pull with both reins).

Before we get started I want everyone to practice the trot at the standstill.

Ring Setup



Structuring a Lesson

Introduction

Warm-up

Explanation

Demonstration

Progressions

Cool-down

Conclusion

Progressions

- Each progression should take 10-15 minutes

Outlines the activities and skill(s) to be developed/practiced. (The 2nd and 3rd progressions will build on these skill(s).)

Progressions should include:

- Objective/goal of each progression – outline what you want to see as an outcome for the progressions.
- A clear description of the exercise/activity to be used to develop/practice the desired skill(s)
- Key factors (use of aids, rider's position and balance, eyes, etc) the candidate will be observing; possible concerns and corrections that could be made and reinforced as required
- Outline teachable points/moments (opportunity for all to learn) that can be used to educate riders
- Safety reminders as required.
- CC & CCS relate skill to competition.

Structuring a Lesson

Progressions – Does Not Meet Requirements

- #1 – Send the students to the rail and have them pick up the trot. Once at the trot they can try to post, stand up ... sit down.
- #2 – At the posting trot have the students check to see if they are on the correct diagonal.
- #3 - Same exercise on the right rein.

Structuring a Lesson

Progressions - Meets Requirements

#1 – At the standstill the riders will push the weight into the stirrups and stand up for the count of one and then sit for the count of two all the way to the second marker. (one...two...one...two). While they are doing this I will make sure I'm standing close by to prevent the horse from walking away and will keep count with them (one...two...one...two). Safety: I will make sure the horses are evenly spaced. Positional Corrections: I will make sure the riders hands are not pulling on the horses mouth, that the weight is in the heels, eyes are straight ahead and the body is tall. Outcome: the riders show they can maintain the ... one (up) ... two (down) rhythm while maintaining their position.

#2 - Riders will start on the rail on the left rein. At the first marker, they will pick up a sitting trot. Make sure that they have even contact with both hands, squeeze with the leg at the girth, cluck with the voice if needed to get an upward transition to the trot. Once at the trot the riders will push the weight into the stirrups and keep the leg on the horse. At the second marker they will start to post. They will stand up for the count of one and then sit for the count of two all the way to the third marker. (one...two...one...two). At the second marker they will sit in the saddle, pull with both reins to get the walk transition. Repeat. Outcome: the riders show they can maintain the ... one (up) ... two (down) rhythm while maintaining their position in movement.

#3 - Same exercise on the right rein.

Structuring a Lesson

Introduction

Warm-up

Explanation

Demonstration

Progressions

Cool-down

Conclusion

Cool Down

- The cool down should take 5-10 minutes
- Is it developmentally appropriate?
- Is it sequenced properly?
- A description of how the cool down will be conducted
- A description of a game if appropriate for this lesson.

Structuring a Lesson

Cool Down – Does Not Meet Requirements

Have the students walk on a long rein to stretch out their horses.

Structuring a Lesson

Cool Down – Meets Requirements

To the left have the students walk on a long rein, making sure they still have enough contact for control if the horse should spook or go forward. Ask them to drop their left stirrup, stretch the leg, then rotate the ankle.

Change direction and repeat.

While they are cooling down start the conclusion of the lesson.

Structuring a Lesson

| Introduction

Warm-up

Explanation

Demonstration

Progressions

Cool-down

Conclusion

Conclusion

- The conclusion should take 3-5 minutes.
- List sample questions to ask, “What did you learn or what were you reminded about in this lesson?”
- Relate the lesson topic’s skill to future training/lessons.
- CC and CCS should relate the lesson topic’s skills to specific competition environments.

Do not repeat the entire lesson!

Structuring a Lesson

Conclusion – Does Not Meet Requirements

Tell the students they did a good job with today's lesson.

Remind them that the posting trot is a 2-beat gait where the rider goes up and down in the saddle.

Structuring a Lesson

Conclusion – Meets Requirements

Reiterate the goals and achievements of the lesson with each rider.

Ask riders to recap to demonstrate their understanding of the lesson.

Why do we post to the trot?

How many beats is a trot?

What are the aids and preparation of aid for the skill?

Did you find yourself successful today?

What about your horse specifically makes this exercise easy/difficult?

Let the students know that in their next lesson they will practice posting to the trot for a longer duration

Organize Your Practice

Safety

- Have you considered safety in every part?
- What notes would you add to each part of the practice to ensure participant safety?
- Have you considered the “Rule of 2” and your behaviour?
- What about weather and facilities?
- Facility Safety Check and Risk management - facility check (removal of potential hazards, closed gates, etc)
- Review of arena/venue safety rules as they apply to the lesson

Topics are assigned a minimum of two weeks before the evaluation. Candidates have one week to submit completed lesson plans to the evaluator.

Although the evaluators are to evaluate and not teach, feedback will be provided to each candidate in a formal prebrief session before the evaluation and a debriefing session after.

The areas in which more practice/training is required will be clearly outlined to each candidate in the debriefing. An action plan for further training to enhance performance and/or plan for the future will be provided to the candidate.

A lesson plan must be submitted on the day of the exam for the mounted topic assigned if it is different than the one submitted prior to the evaluation.

Although the plan will be based on a one-hour lesson the candidates should assume that the horses and riders are warmed up and should deal directly with their assigned topic

Lesson Topics English/Western Instructor

Unmounted Lesson Topics

Introduce and practice...

- Fitting of helmets and safe riding attire
- Grooming Procedure
- Tack Cleaning
- Proper leading and turning of the horse
- Bridling - Proper fitting and technique
- Saddling - Proper technique and fitting, including girth and breastplate
- Fire Safety - Procedure
- Fire Safety - General
- Foot Care
- Tying a horse properly in the stall
- Blanketing and un-blanketing a horse
- Fitting martingales
- Bandaging

Lesson Topics English Instructor

Mounted Lesson Topics (Flat)

Introduce and practice...

- The trot
- The posting trot
- The canter
- A circle
- A turn
- Changing the rein
- Exercises to practice eye control
- Exercises at the walk to teach steering and control
- Identifying the correct canter lead and how to correct the lead
- Changing the leading file
- 3-point position at walk & trot
- 2-point position at walk & trot

Lesson Topics English Instructor

Mounted Lesson Topics (Jump)

Introduce and practice...

- Exercises over poles to teach the mane release
- The 2-point position throughout a simple gymnastic
- Control of trot and straightness on the approach to an “x” and departure from the “x” at the canter
- Riding a line with a trot approach to the first element
- Canter the approach to a single fence
- A course of cross-rails

Lesson Topics Western Instructor

Mounted Lesson Topics

Introduce and practice...

- Introducing the walk
- Introducing the jog
- Introducing the lope
- Mounting/dismounting safety
- Speed control
- Body position
- Stop
- Back up
- Circling
- Rein effects
- Open rein
- Direct rein
- Indirect rein
- Rein of opposition
- Introducing leg yielding
- Posting trot
- Correct diagonals
- Identifying leads at the lope
- Introducing turn on the forehand
- Introducing turn on the haunches
- Figure 8

Lesson Topics English Competition Coach

Mounted Lesson Topics (Flat)

Improve...

- Progressive transitions
- Riding a horse on contact between leg & hand
- Change of lead through trot
- Lengthen stride at the trot
- Lengthen stride at the canter
- A 3-loop serpentine
- Leg-yield
- The horse's lateral suppleness
- 15m circles

Lesson Topics English Competition Coach

Mounted Lesson Topics (Jump)

Improve ...

- Riding a line of two fences with a related distance
- Riding a turn to a fence on the diagonal
- Riding a combination (1 or 2 non-jumping strides)
- Eye & stride control at canter over poles.
- Riding a gymnastic of three or more elements using a crest release
- Riding a single oxer on the diagonal

Lesson Topics Western Competition Coach

Mounted Lesson Topics

Improve...

Rail Lesson

- Speed control (Pace Control)
- Collection
- Upward & downward transitions
- Rider position
- Progressive & non-progressive transitions
- Spacing in a group
- Stop
- Back-up

Manoeuvres

- Turn on the haunch
- Turn on the forehand
- Circles (large & small, fast & slow)
- Side-pass
- Two track (jog)
- Simple lead change through jog
- Stop
- Back-up
- Upward & downward, progressive & non- progressive transitions

Lesson Topics English Competition Coach Specialist

Mounted Lesson Topics (Dressage)

Improve and Develop...

- Rein back
- Counter canter
- The horse's engagement & collection at trot and/or canter
- Non-progressive transitions (Canter to walk/walk to canter/trot to halt/halt to trot)
- Medium canter
- Shoulder-in
- Half halt
- 10m circles
- Travers
- Renvers
- ½ turn on the haunches

Lesson Topics English Competition Coach Specialist

Mounted Lesson Topics (Jump)

Improve and Develop...

- Riding a line of two fences set as a broken line
- Riding a line with optional striding, i.e. ride 60' line in 5 or 4
- Picking up the correct lead over a fence
- An automatic or out of hand release
- Jumping fences on an angle
- Adding a stride on a line
- Riding a line vertical to oxer & oxer to vertical
- Riding a roll back turn to a fence
- A horse's jumping form through a gymnastic
- Canterng an oxer off a long approach

Lesson Topics English Competition Coach Specialist

Mounted Lesson Topics (Eventing)

Improve and Develop...

- Galloping at speeds (400/450/520 mpm)
- Riding a bank/step up
- Riding a drop/step down
- Riding a ditch
- Jumping in and out of water
- Riding a Coffin Jump
- Riding a Corner Jump
- Riding a skinny or narrow fence
- Riding an Arrowhead
- Jumping fences on an uphill or downhill grade
- Riding a hilltop jump
- Riding a combination

Lesson Topics Western Competition Coach Specialist

Mounted Lesson Topics

(Reining)

Improve and Develop...

- Speed changes
- Lead changes
- Spin
- Roll back
- Run down
- Stop
- Back
- Circle

(Speed Events)

Improve and Develop...

- Leg Yield
- Flexion
- Rate
- Speed Control
- Side Pass
- The Pocket
- Rollback
- Lead Changes

(Western Pleasure)

Improve and Develop...

- Collection
- Pace control
- Stop
- Back
- Progressive & Non-progressive transitions

Lesson Topics Western Competition Coach Specialist

Mounted Lesson Topics Continued

(Horsemanship)

Improve and Develop...

- Circles
- Turn on the Haunches
- Figure 8's
- Progressive & Non-progressive transitions
- Stop
- Straight lines
- Collection
- Change of lead
- Back

(Showmanship)

Improve and Develop...

- Correct walk & jog
- Stop
- Turn on the Haunches
- ¼ system
- Squaring the horse
- Back

(Trail)

Improve and Develop...

- Jog over poles
- Lope over poles
- Gate
- Side Pass
- Backthrough
- Bridge
- Transitions between obstacles

(Western Riding)

Improve and Develop...

- Flying Lead Changes
- Stop and Back
- Two Track at Lope
- Counter Canter
- Jog /Lope over Pole
- Serpentine around Cones