

Online HorseCollege



Student Workbook

3.T.18 Turn Guide

www.OnlineHorseCollege.com

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Contents

Unit Information	Pg. 4
Turn Guide Introduction	Pg. 5
Pre-Requisites for Turning, Guiding and Transitions	Pg. 6
Teaching Turning and Guiding	Pg. 7 & 8
Turning and Guiding Troubleshooting	Pg. 9
Teaching Transitions	Pg. 10
Transition Troubleshooting	Pg. 11
Extension Lesson	Pg. 12
Recommended Reading	Pg. 13
References	Pg. 14
Lesson Plan Template	Pg. 15 & 16

Turn Guide 3.T.18 Workbook

Students are to complete 3.T.13-16 teaching online assessments prior to attempting 3.T.17-20 and to follow all recommended safety considerations.

Practical assessments for 3.T.17-20 are as follows

- A) 3.T.17 RiderAssessments
- B) 3.T.28 TurnGuide
- C) 3.T.19 TrotDiagonals
- D) 3.T.20 Corners

These assessments incorporate the following unit from the SIS30710 Sport Industry Training Package which include the listed elements

SROEQO003A Supervise horse handling

SRXRIK001A Undertake risk analysis of activities

Further information about this assessment is available at www.training.gov.au

Turn Guide Introduction

From their first lesson a rider will be learning about turning, guiding and transitions. These three topics can be broken down extensively to be simple enough for riders just starting out but they can also be made more challenging for more accomplished riders. As your coaching experiences grow so too will your ability to be creative in coming up with different and new exercises and games to assist in building your rider's skills.

Pre-Requisites for Turning, Guiding and Transitions

Before a rider begins to turn and guide the horse (on the lunge, in walk) they should be able to sit confidently in walk without holding onto the saddle. Games like Simon Says are good for encouraging children to let go of the saddle and exercises such as holding the arms out to the side are good for older riders.

Riders on the lunge in trot should be able to rise to the trot consistently and without thumping back into the saddle whilst keeping both hands on their hips before they are given tasks turning and guiding the horse in trot. This is to ensure that the rider has developed enough strength and co-ordination so that they are less likely to balance on the reins.

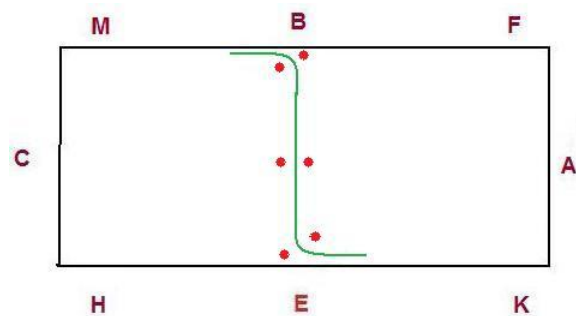
Before allowing a rider to practice turning and guiding off the lunge they should be able to turn and guide the horse with reasonable accuracy, be working at canter and be able to move the horse between halt, walk and trot. An effective way of assessing a rider's readiness for this is to set up cones on a twenty metre circle and while still on the lunge have the rider guide the horse around the circle going between the markers (start with walk then progress to trot, always introduce new tasks, skills and exercises in slower paces).

Before permitting a rider to ride with and use a whip or crop they should be able to maintain and independent seat in walk, trot and canter.

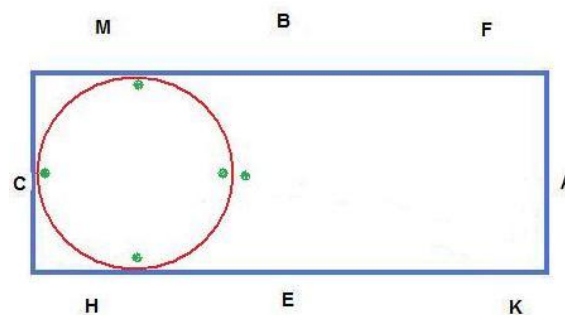
Teaching Turning and Guiding

A beginner rider can learn to turn and guide the horse, on the lunge from their first lesson provided they are confident and balanced enough to be able to let go of the saddle (very nervous riders will require lots of confidence boosting exercises before they will be willing to release their grip on the monkey strap/grip).

Markers and cones/witches hats should be set at least one metre apart for beginner riders. When setting out markers and cones use two (i.e., a pair) for each point they need to turn (see picture below, marker points in red) the marker to the inside of the turn will help prevent corner-cutting and the marker to the outside of the turn will help keep the rider from going too wide.



There are times when setting up markers and cones/witches hats that you will be able to use one marker. This is usually when the rider will be required to ride close to the arena fence and using a second cone would mean that cone would be placed on the outside track resulting in the rider coming in on the figure and losing accuracy. Therefore one cone may be used so that the rider can ride between the arena fence and the cone (see picture below, markers in green).



Teaching Turning and Guiding (cont.)

Cones and markers which will interfere with the travel of horse and rider should be moved (i.e., a cone from the previous lesson on the outside track).

Before a rider attempts an exercise which requires turning, guiding or figures you need to explain how, when and what for each aid is used. For example teaching a rider to ride a twenty metre circle could go something like the following:-

“When riding a twenty metre circle to the left the left rein indicates where you are going by turning the horse’s head slightly to the left, the left leg stays next to the horse’s girth and works with the right leg to keep the horse moving, the right rein remains on the right side of the horse’s neck and helps to keep the horse turning to the left, the right leg stays a little behind the girth and is used to encourage the horse to follow the left rein and works with the left leg to keep the horse moving.”

You can give demonstrations of how a rider will use the aids by adjusting the rider’s position or simply pretending that you are on a horse performing the same task.

Turning and guiding exercises can be made more challenging for advanced riders by setting up markers closer together. This will demand greater accuracy, co-ordination and horse awareness.

Also turning and guiding the horse in faster paces will require more preparation of horse and rider, the rider to balance the horse (especially in canter and small turns), the horse to be on the aids as well as accuracy, co-ordination and horse awareness.



Turning and Guiding Troubleshooting

Common Problem/Fault	Possible Solution
The rider leans to the inside of the turn.	Correct the rider's position. Ensure the shoulders are kept over the hips, are level and that weight remains even in the stirrups.
The rider brings the inside rein across the horse's neck when turning.	Demonstrate and opening rein, make corrections to encourage the rider to keep one hand on each side of the horse's neck.
The rider brings their hand past their hip.	Check the length of the reins. Possible corrections may be needed in the technique of how the rider uses the rein (Is the rider pulling the rein?).
The rider lifts their hand up to turn and guide the horse.	Check the length of the reins. Demonstrate and if need be physically correct the rider's hand position. A good exercise for keeping the riders hands low is having them wrap the little finger under the monkey grip (some riders with little fingers may have difficulty with this. Because this exercise will also restrict the ability to give some reins aids it may be useful to use it on the lunge rein/line).

Teaching Transitions

Teaching a rider to perform transitions and teaching a rider how to stay on the horse during transitions are two different things. Riders will learn how to 'ride' that is, stay on and maintain position through transitions from their first lesson however a rider may lack the balance and co-ordination to physically move the horse through transitions until much later.

The rider's first attempts at moving between paces and giving aids to move the horse between paces should be done on the lunge. This allows the coach to control the horse should the rider start to lose balance, or give an aid incorrectly (e.g., giving a leg aid too strongly resulting in the horse popping into canter instead of trot).

Before teaching a rider to trot they should be able to rise up and down in the walk with both hands on their hips.

Before teaching a rider to canter they should be able to stay in two point seat in trot for five circles on the lunge (this ensures they have the strength and balance necessary for canter).

Short periods of sitting trot can be introduced as soon as the rider is ready to attempt rising trot (because sitting trot will be required for moving into and out of trot).

For more experienced riders transition can be made more challenging by putting a limit to how many strides of each pace are allowed, for example five strides in walk and seven strides in trot (remember to change these amounts regularly so that the horse does not start to anticipate and perform the transitions without the rider's aids).

When giving directions and commands for moving riders to and from different paces how you verbally structure and the words you use when you give these directions is fairly important. Words like 'back' tend to influence the rider towards pulling on the reins or performing abrupt transitions. Phrases such as 'when you are ready' are undesirable as they remove the control and direction of the rider away from the coach. There needs to be two parts to any transitional command you give the first is a preparation instruction such as "prepare to go forward to walk", the second is the command to carry out the action "and walk on".

Transitions which require the rider to go into a faster pace are described as going "forward to", transitions when the rider comes into a slower pace as "return to" or "forward to".

Examples of correct commands:-

"Prepare to go forward to trot.....and trot on" "Prepare to go forward to trot...and ride trot"

"Prepare to ride trot..." "Prepare to return to trot....."

Transition Troubleshooting

Common Problem/Fault	Possible Solution
The rider looses the stirrup when they give a leg aid.	Ensure the heel is the lowest point in the body. Check the technique of how the rider gives leg aids and ensure they are given with an action where the leg comes in and squeezes slightly forward.
The rider leans forward when they give a leg aid.	Make corrections to the rider's position to ensure the shoulders stay back over the hips. Work on the lunge line will allow the rider to focus on maintaining position.
The rider stands up in trot to use the reins to bring the horse into walk.	Check the length of the reins. Re-coach rider in the preparation and steps to bring the horse into walk. Remind rider of how to use the reins and why. More practice in sitting trot may be needed.
The rider has a loose rein as the move the horse into trot.	Re-coach the rider in the preparation of moving the horse into trot.

Extension Lesson

Develop lesson plans for teaching a rider turning, guiding and basic transitions. A lesson plan template can be found at the end of this workbook.

For each of the pictures below describe the feedback you could give to the rider. Comment on what they are doing well and what they could improve.



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Recommended Reading

Publication:-

The Principles of Riding

Author:-

German National Equestrian Federation

References

Publication:-

The Principles of Riding

Author:-

German National Equestrian Federation

Images:-

Page 12 www.rockcliffefarm.com

Name:
Student Number:

Fantasy Saddle Club
StudyHorses.com

Fantasy Saddle Club Lesson Plan

(To be prepared in advance and discussed with Coach Educator before each lesson)

Unit No: Subject: Level of Students:

Number of Students: Support Personnel:

Facilities:

Equipment/Resources:

Introduce Self ✓ Check Disabilities ✓	Introduce Subject ✓ Check Experience ✓	Check Gear ✓ Establish Control ✓
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Explanation - What: • • • • • Reference:	Explanation - Why: • • • • • Reference:	Explanation - How: • • • • • Reference:
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Demonstration - Who: What:

Relevant Warm Up:	Progression to Lesson Plan (Map on back of page): (Include Class Formation, Changes of Rein and Position of Coach)
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Fantasy Saddle Club Lesson Plan

(To be prepared in advance and discussed with Coach Educator before each lesson)

Potential Problems:	Corrections:
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