

# Online HorseCollege



**Student Workbook**

**3.T.20 Corners**

[www.OnlineHorseCollege.com](http://www.OnlineHorseCollege.com)

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**www.OnlineHorseCollege.com**

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## **Contents**

Unit Information	Pg. 4
Corners Introduction	Pg. 5
Coaching Corners	Pg. 6 & 7
Establishing Control	Pg. 8
Troubleshooting	Pg. 9
Extension Lesson	Pg. 10
Recommended Reading	Pg. 11
References	Pg. 12
Lesson Plan Template	Pg. 13 & 14

## **Corners 3.T.20 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](http://www.training.gov.au)*

## **Corners Introduction**

Corners are ridden as a quarter of a 10m circle however this size can be made slightly larger (a quarter of a 15m circle) for beginner or less experienced riders. Accurately ridden corners are important for rider development as they will be useful in preparation for movements and figures in the arena and also in teaching the rider to balance and control the horse.

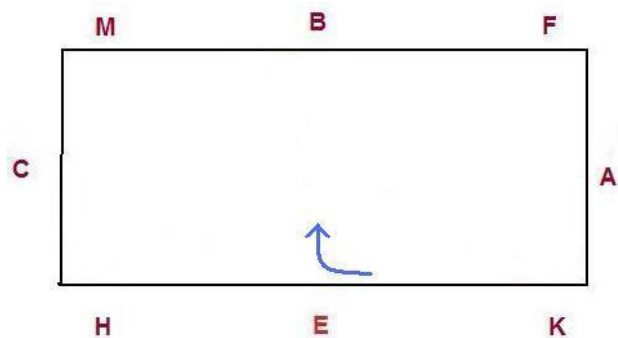
## Coaching Corners

As for transitions, when teaching a lesson about riding corners there are correct and incorrect terminology to use. Instructing a rider to ride corners in the ends of the arena is fairly straight forward and requires little directional guidance from the coach but when asking the rider to perform turns on and off the outside track is where it can become a little confusing.

When you instruct a rider to ride a corner which turns them off the outside track the phrase “turn” is used.

Example:-

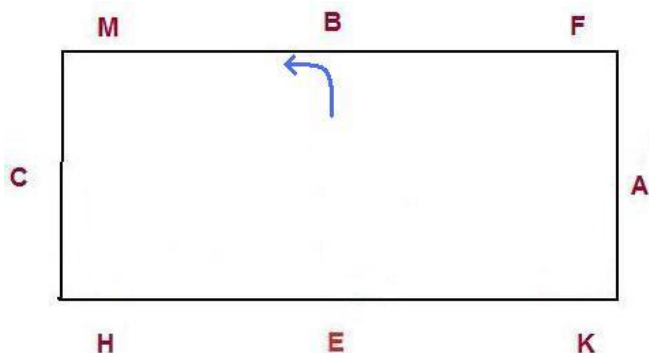
“At E **turn** right....”



When you instruct a rider to ride a corner which turns them onto the outside track the phrase “track” is used.

Example:-

“At B **track** left...”



It can help to remember this by thinking about whether the rider is turning onto or off the outside track (i.e., turning onto the outside track is tracking, turning off the outside track is turning).

## Coaching Corners (cont.)

When teaching exercises where the rider is off the lunge it is important for the coach to position themselves so that they can see both sides of the horse and rider. This allows the coach opportunities to view the rider's position and aid use on the inside and outside of the horse (it is particularly important when it comes to teaching group lessons so that the coach can see all the riders at the same time for safety).

The position of the coach should be such that the coach will not be in the way of the horse and rider. Avoid sitting down inside or on the edge of the area as this puts you at an unsafe height should the horse kick, makes it more difficult for the coach to get out of the way quickly and can give the coach an air of disinterest and un-professionalism to the lesson.

Where possible the rider should be allowed time to practice the skill/task/exercise on both reins. This will help to build proficiency and competence of the rider's aids and also to build suppleness equally on both sides of the horse.

The warm-up for a lesson on corners needs to be relevant. An ideal warm-up exercise for riding corners would be 10 metre circles because a corner is a quarter of a 10 metre circle (a larger corner may need to be allowed for novice riders and horses). Consideration needs to be given to the level of rider as to what pace corners will be ridden in. Faster paces are always more difficult when a rider is attempting a new skill, exercise or movement for the first time. Slower paces allow the rider more time to co-ordinate and prepare themselves and the horse and respond to feedback, they also allow the coach more time and opportunities to provide feedback and corrections to the rider. Once a rider begins to exhibit adeptness for the skill, exercise or movement the task can be attempted in a faster pace.



Corners become more difficult to ride accurately and correctly at faster paces. This is because the horse is covering the ground at a faster rate and so the rider needs to be able to prepare themselves and the horse, be able to co-ordinate the aids and be effective with them much quicker. Faster paces and smaller lines, figures and movements also requires the horse to be balanced otherwise accuracy, rhythm and regularity (quality of the pace) will be lost. A rider which has an independent seat will be able to balance the horse but a rider who doesn't will not because they are still learning to balance and control themselves.



## Establishing Control

At the beginning of each lesson you need to establish control of the ride or in other words, explain what the rider/s should do in the case of an emergency.

Depending upon your situation emergency procedures may vary a little however an example of establishing control is:-

*"If at anytime I raise my hand and yell HALT! I want you to come to a halt as quickly and safely as possible."*

In a group situation:-

*"If at anytime I raise my hand and yell WHOLE RIDE HALT! I want everyone to come to a halt as quickly and safely as possible."*

(\*Note- The group situation is just an example as teaching groups are not part of this course.)

It is important that you co-ordinate a clear, physical action with the verbal command to halt. A physical action provides a cue for riders who are hearing impaired or in circumstances where it may be difficult to hear (e.g., windy situations, lessons near heavy traffic).





## Troubleshooting

Common Problem/Fault	Possible Solution
The horse and rider cuts the corner making it too shallow.	Instruct the rider to use the outside rein and inside leg to guide the horse further into the corner.
The horse and rider take the corner too deeply and as a result the horse loses rhythm and tempo.	Place markers to help guide the rider to the depth of the corner. Practice 10 metre circles. Instruct the rider to use the outside aids to guard against the horse going deep and the inside rein to guide the horse through the corner.
The horse slows down through the corners.	Encourage the rider to use their leg aids to maintain the same tempo through corners. Ensure that the rider is not riding the corners too deeply.
The rider misses or the horse knocks over the markers being used to help guide through the corner.	Make sure the markers are spaced far enough apart for the ability of the rider. Encourage the rider to prepare earlier for the corner and to look where they are going.
The rider shortens the one turning rein, making the reins uneven in length, the hands uneven in position and difficult to ride straight after the corner.	The reins should remain even in length whether riding circles, turns or straight lines. Ensure if the rider shortens one rein that they shorten both reins.

## Extension Lesson

Prepare a lesson plan for teaching a lesson on riding corners. A lesson plan template can be found at the end of this workbook.

Imagine you are teaching a rider and explain the aids for riding a corner to the right. (Review your workbook R3.1-3.2bUsingAids)

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Imagine you are teaching a rider and explain the aids for riding a corner to the left. (Review your workbook R3.1-3.2bUsingAids)

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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

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:
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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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**Name:**  
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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:
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

