

Online HorseCollege



Student Workbook

3.T.23 Full Arena

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Full Arena 3.T.23 Workbook

Students are to complete 3.T.17-20 teaching online assessments prior to attempting 3.T.21-24 and to follow all recommended safety considerations.

Practical assessments for 3.T.21-24 are as follows

- A) 3.T.21 Small Arena
- B) 3.T.22 Half Arena
- C) 3.T.23 Full Arena
- D) 3.T.24 Final Summary

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

SISSEQS303A teach the fundamental skills of riding

SISXRSK301A Undertake risk analysis of activities

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

Full Arena Introduction

Teaching in a full arena (20m by 60m) opens up a whole lot of opportunities for both rider and coach. Some riders will find it exciting that they have finally reach a stage where they can have more freedom to move and ride the horse whereas others may find the prospect a little daunting.

Group Lessons

The number of riders in a group lesson can vary depending upon the policies of the riding school. Usually to keep the lesson safe, to allow enough practice time and for the quality of instruction for each rider group lessons with up to 4 riders are large enough however if the riders are experience there can be more.

For group lessons riders are matched with other riders whom are at the similar level of experience, for example some riding schools have beginner, intermediate and experienced group lessons. Each level will work on skills that are of relevant difficulty to that level. Beginner group lessons tend to focus on further developing rider position, seat and horse control. Intermediate lessons can focus on building the rider's independent seat and refining aids and control of the horse. Experienced group lessons are for riders who are established in all three paces and work on exercises which look at influencing the horse's way of going.

Riders in beginner group lessons are learning to maintain distances between their horses and will need prompting from the instructor on how to do this, whereas riders in group lessons for the experienced will be able to anticipate problems and ride the horse accordingly.

Group lessons allow riders more time in the saddle and can be a more affordable option. They will provide social interaction and friendly competition or motivation for development of riding skills. Running for usually and hour they are also fun and provide the opportunity to make friends especially for shy or reserved riders.



Ride Organisation

Ride organisation is an important part of group lessons and contributes to the safety and learning of your riders and horses. Organising a group and remaining in control of how horse and riders move about the arena is a skill that improves as you become more familiar with coaching groups. There are a few different skills that you will need to develop for coaching and controlling group lessons, they include an eye for how fast each horse moves or is likely to move, which horses are most likely to get along and which horses are not, the capabilities of each rider and what is being practiced in the lesson.

There are three common orders to controlling group lessons:-

- Single file
- Open order
- Working independently

Single File

For this ride organisation horses and riders follow a designated leader in a designated order one behind the other. They all travel at the same speed and in the same direction. Single file is most commonly used for beginner riders and for large group lessons as it is an order which the riders are least likely to be confused and requires minimal control of the horse to maintain. The order the ride (i.e., group) will maintain should be established from the very beginning of the lesson. For example:-

(Riders are mounted with their horses standing on the centreline) "You are going to work in single file today with Elise as the leader followed by Karen, Jessica and then Scott. When I call your name you will walk forward to the outside track and track left, make sure you maintain 2 – 3 horse lengths between your horse and the horse in front of you. Elise.....Karen.....Jessica....."

Note that in the example above the riders are instructed to walk forward when the coach calls their name, if the riders are lined up in the same order they will form single file in (e.g., Karen is on the right of Elise, Jessica is on the right of Karen, Scott is on the right of Jessica) and they are capable of steering their horses to the outside track at the same time then the command "Whole ride walk forward and track left" could have been used instead of calling each individual.



Ride Organisation (cont.)

To move the group between gaits phrases such as *“Whole ride prepare to go forward to rising trot (or: - working trot rising).....and trot on (or: - and ride trot)”* and *“Whole ride prepare to go forward to walk..... and ride walk”* are used. You should make sure that riders understand that even though you have given the command for the whole to trot on, they should make sure the horse in front of them has begun trotting before putting their horse into trot so to avoid horses running up the tails of those in front, this is common in beginner riders whom aren't as quick or effective to apply the aids.

In single file riders must regulate the speed of their horse to maintain the distance between horses without leaving their position in the line. In other words if a horse and rider get too close to the horse and rider in front of them (riders should maintain a distance of about 2 to 3 horse lengths between their horse and the horse in front of them or if they cannot see the hind legs of the horse in front they are too close) they have to slow their horse down rather than turning away to the end of the ride.

If a horse and rider is too slow where they get too far away from the horse and rider in front of them and subsequently making the horses and riders behind them slow down or return to a slower pace, then the rider on the slow horse needs to either push the horse forward within the pace or cut off the short end of the arena (the rider should still ride two corners, no corner cutting as you are trying to improve the rider's accuracy of guiding the horse) to catch up but the riders behind the slow horse should still ride to the end of the arena to fix the distance between their horse and the slower one. The slow rider should not be allowed to canter to catch up; it is an unsafe practice to have horses cantering up behind other horses.

If maintaining distances is a consistent problem you may wish to change the order of the horses in single file (e.g., make Scott the leader or move Karen to the end of the ride). A new leader can be moved into position by having the rider turn across the arena to the front of the ride. Horses can be moved to the end of the ride by having riders circle to the rear. No matter which method you use to rearrange the single file order you need to ensure that the riders maintain distances between the horses so it is achieved safely without biting or kicking.

Open Order

In this ride order horses and riders also work on the same rein at the same speed but riders are not designated to stay in a set position in the line and they also maintain greater distances between horses. If a rider catches up to the horse in front they can turn away and find a new place in the ride. The space between horses is kept at about 4 to 5 horse's lengths allowing riders greater freedom to gradually introduce them to riding independently (covered in preceding pages). Open order is suited for intermediate through to experienced riders as these riders are more capable of controlling and guiding the horse and require less supervision and specific direction from the coach in how to influence the horse and use aids effectively.

Ride Organisation (cont.)

Open order also helps to develop rider awareness for other people using the riding area and will encourage riders to ride their horse rather than plodding along as a passenger following the horse in front. Riding in open order will increase the rider's eye for distances and anticipating the speed of movement.



Maintaining a view of all riders whilst they are in open order can be more difficult for the coach as the riders are spaced further apart. The coach should position themselves on the outside of the exercise or on the outside of the arena and project their voice so that the rider can hear them. To initiate changes of direction the coach needs to elect a leader, for example *"Following Jessica the whole ride will change rein from H to F"*. Open order can be formed simply from single file through the command *"Whole ride form open order"*. The ride can be formed back into single file by nominating a leader (and if necessary instructing who follows who in single file) *"Whole ride form single file behind Karen"*.

The same approach can be taken to establish open order from the centreline as is done for single file.

Working Independently

This type of ride organisation is for experienced riders who are capable of guiding and controlling the horse accurately and maintaining seat and balance at all three gaits/paces. When riders work independently they are free to choose the gait they work in, the direction they travel and figures they ride. Common in lessons with experienced riders, working independently allows riders to work and focus on different skills and exercises in the same lesson. So whilst all riders ride as part of a group lesson they may focus on different areas of skill execution or different exercises from each other. Working independently can be likened to the warm up arena at a competition, horses and riders are there to perform similar skills but they all work their horses separately whilst adhering to common arena rules.

Ride Organisation (cont.)

When coaching riders working in this ride organisation coaches need to be aware of where all the riders are so that they can provide feedback and ride control when necessary. Riders should be made aware of common arena rules such as:-

- Announce to the other riders when the gate to the arena is being opened on your entry and exit. This can be as simple as calling out "GATE". In some places you may be required to ask for permission before entering and you should certainly check with the instructor if a lesson is being conducted. The purpose of this rule is to let other people using the arena that the gate will be open and to alert them to your location and presence in the arena.
- The gate should always be closed when mounting or dismounting. This is so a horse doesn't try to leave the arena.
- Maintain safe horse distances. A minimum of 2 horse length between each horse will ensure you stay out of kicking or biting range.
- Walking should be done on the inside tracks. Because it is the slowest pace walking is kept towards the centre area of the arena to keep out of the way of riders working at faster paces.
- The faster pace has right of way. This means trot has right of way over walk, canter has right of way over trot.
- Halting should be done on the centreline. If you are going to bring your horse to a halt the middle of the arena is the place to be because it will keep you out of the way. This means that if you are mounting or dismounting it should be done on the centreline.
- Lateral work (sideways work) has priority over walk, trot and canter.
- Jumping has priority over lateral work, trot and canter. Let other riders know you are going to approach a fence by calling out "JUMPING" or similar.
- When passing another rider (head on) you should pass left shoulder to left shoulder. It is desirable for riders to ride in the same direction however this is not always possible.
- Avoid horses which are being lunged.
- If a rider falls off everyone should come to a halt as safely and quickly as possible.
- Give way to riders on horses which are out of control.
- When passing another rider from behind pass to the inside or request the track by calling "TRACK PLEASE" or similar.



Teaching Groups

In group lessons there will be times when the whole group can practice the exercise and times when it will be better for skill development and safety to have the riders practice one at a time. There are advantages and disadvantages to both methods of group practice.

Whole group practices at same time:-

Advantages

- More opportunity for riders to practice
- More time spent riding
- Group involvement, riders less likely to get bored
- Horses and riders remain warmed up

Disadvantages

- Less direct feedback to individuals from the coach
- Less opportunity to apply skills as an individual may lead to riders simply following the leader
- Some exercises may be unsafe to practice with the group as a whole

Riders practice one at a time:-

Advantages

- Allows riders to practice skills individually
- Allows other riders a break between practice
- Opportunity for other riders to learn from the rider practicing
- More direct feedback for individuals
- More opportunity to focus on specific individual problems

Disadvantages

- Some riders may become bored and distracted
- Horses and riders cool down
- Fewer turns for practicing
- Can be difficult to include riders in line up

If the whole group is to practice together you need to make sure the group is organised so that safety is maintained and that all riders will be able to practice the exercise appropriately. Pay attention to maintaining safe distances between horses and positioning yourself so that you can see each rider practice the whole exercise. Try to give feedback to each rider each time they ride through the exercise, if this is not able to be done then you may need to look at re-organising the ride or having riders practice one at a time.



Teaching Groups (cont.)

When riders practice one at a time the riders awaiting their turn need to be positioned so that they will not interfere with the practicing rider but also in a position where the coach can keep an eye on them. Usually it is appropriate, particularly with inexperienced riders to line up the waiting riders in a position that is out of the way but where they can still see, learn and be part of the lesson. To keep riders in the line-up involved you can ask them to give some feedback on the practicing rider, or give them something specific to look for, for example one rider might watch to see if consistent speed is maintained, and another can watch to see if the rider is on the correct diagonal.

It is important that you encourage positive and constructive comments from other riders in the group to maintain group cohesion and confidence of all riders.

With some good group control skills and experienced riders it is possible to have riders working around on a circle usually in walk and call them one at a time to come off the circle and ride through the exercise. This technique is particularly useful for lateral and simple jumping exercises; you will just need to make sure that any rider re-joining the circle returns to walk well beforehand so that horses are not learning to rush back to the group.

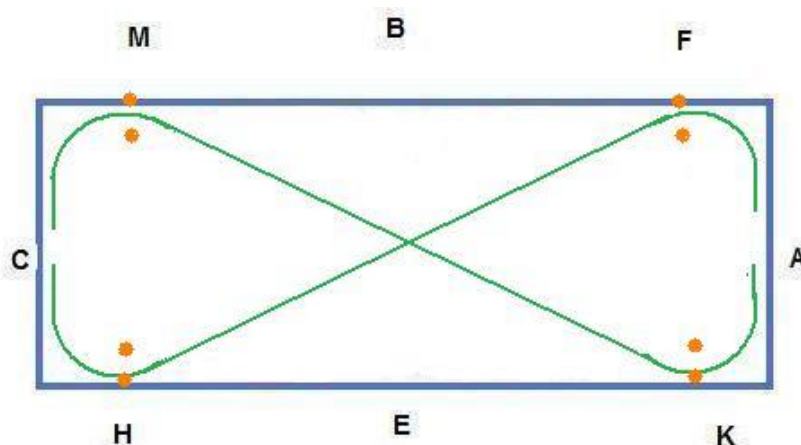


Teaching Change Rein across the Long Diagonal

Long diagonals are a good exercise for developing and testing the level of control the rider has over direction and guiding the horse. Beginner or novice riders riding long diagonals (or short diagonals for that matter) will often cut the corner on beginning across the diagonal and on arriving to the new long side thus changing rein across the diagonal also teaches the rider the importance of accuracy. For more experienced riders long diagonals can help to develop further influencing of the horse through bending, flexing and straightening as appropriate through the exercise.

For the horse this exercise can encourage looseness and suppleness from the flexibility that is required to go from position left or right through the corner, straighten and then position left and right on the new outside track. When the corners are ridden correctly they can also encourage engagement of the hindquarters.

Long diagonals can provide lots of variation in regards to where the rider can start in the arena.



This exercise can be started from any of the four corners of the arena. It is important that the rider rides through the corner before and after the line across the diagonal. Cones and markers can be set out as in the diagram above and they can also be used to help guide the rider straight (trot poles could also be used however care should be taken to ensure that trot poles are not located in the way of other diagonal lines). The markers in the corner should be set approximately 1 metre in front of the arena letter (not shown in the diagram), this ensure the rider arrives at the outside track on the new rein at the letter (important for accuracy) and it will also help in getting the horse and rider out onto the outside track so that they can ride into the corner rather than cutting it off.

Riders should be encouraged to change their diagonal upon reaching the new outside track (e.g., changing rein from H to F this would be upon reaching F). The reason for this is so that the act of changing the diagonal does not interfere with maintaining the horse along the diagonal line which will be especially important later when it comes to movements which ask for lengthening strides across the diagonal (not required to be demonstrated at this level).

Long Diagonals Troubleshooting

Common Problem/Fault	Possible Solution
The rider cannot get the horse to turn away from the outside track to go across the arena.	Observe how the rider is using their aids and make any relevant corrections. Check the length of the reins and suitability of the horse for the exercise.
The horse loses momentum in moving away from the outside track.	Encourage the rider to use their leg aids to maintain rhythm and tempo.
Horse and rider cut off the corner before and/or after the diagonal line.	Check the positioning of the markers. Ensure the rider understands to ride into the corners. Observe and make relevant corrections into the rider's use of the aids. Check the length of the reins. Practice the exercise at a slower pace.
The rider turns in the wrong direction upon reaching the new outside track (i.e., doesn't change rein).	Ensure the rider understands that they are changing direction. Ensure the rider knows where they are going. Give more verbal feedback and instruction to keep the rider going in the correct direction.

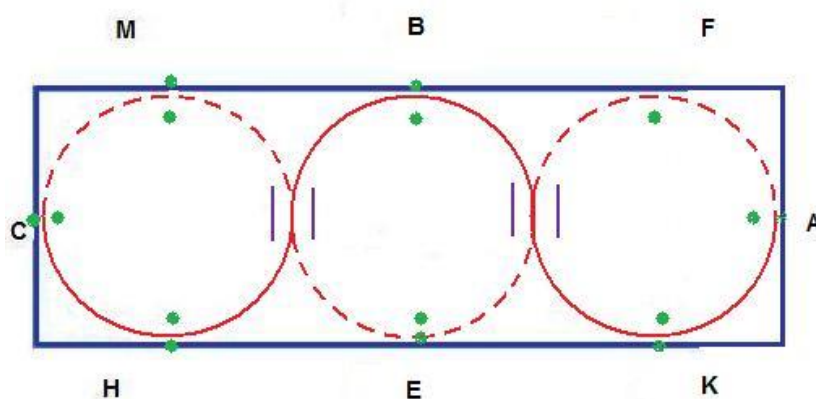


Teaching Serpentine

Serpentines can be varied in the number of loops they contain and the depth of the loops to suit the level and skill of the horse and rider (note that you are only required to teach three loop serpentines at this level). For the rider they are beneficial in encouraging co-ordination of the aids, preparation of the aids and horse and the rider to use their position and weight correctly. They also encourage suppling and encourage the horse to bend.

It is important when teaching serpentines to ensure that the rider rides a straight line (about 1-2 horse lengths) when changing from one loop to another. This is because the straight line allows time for the rider to change from one position to another (i.e., position left to position right), to prepare the horse for the change in direction, to change trot diagonals and to differentiate between the loops.

Trot poles can be used to guide the rider in a straight line between loops. Cones and markers should be set at the same tangent points which would be used for a 20m circle and they should be set wide enough apart to accommodate the rider's skill in accuracy.



The warm up should be relevant for the lesson so in the case of teaching serpentines 20m circles at A, C or B/E could be used or even turns across the arena to focus on riding straight across the centre line. In the image above trot poles have been used to indicate and guide the rider straight into the change onto the next loop however cones and markers can also be used for the same purpose.

Keep in mind that riders should start and finish the serpentine, meaning that if for example the rider starts the exercise at C and finishes at A then the rider should continue large after A and not simply stay on the serpentine. This is so that the rider doesn't interpret a serpentine as riding continual loops up and down the arena. You should also ensure that the rider rides corners before and after the serpentine. For example if a rider was beginning a serpentine at A on the left rein they should ride the corner between K and A (a quarter of a 10m circle) and the corner between C and H at the end.

Serpentines Troubleshooting

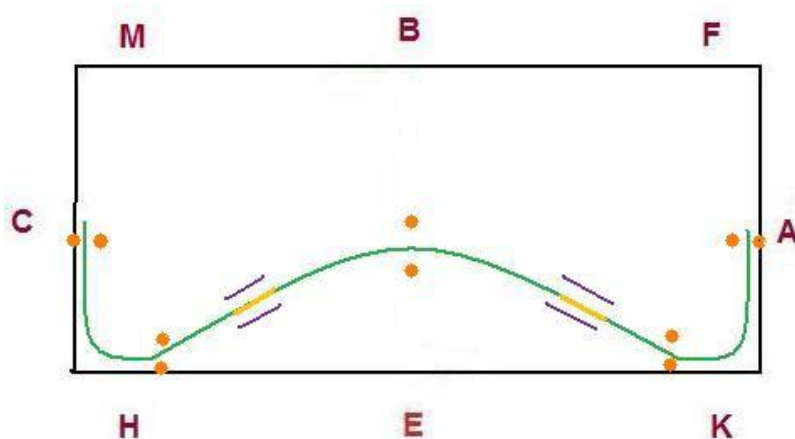
Common Problem/Fault	Possible Solution
The rider gets confused and loses direction of where they need to be.	Provide another demonstration. Practice at a slower pace. Give more verbal feedback and instruction on where the rider is going.
The half circles of the serpentine lack shape and consistency.	Utilise more markers. Practice at a slower pace.
The sections of the serpentine where the horse and rider move from one loop to the next across the centre line resemble diagonal lines.	Utilise more markers. Demonstrate the line to be ridden by walking it yourself.
The rider forgets to change their trot diagonal when they change to a new loop.	Use some kind of sign (e.g., different coloured cone) to indicate when the rider needs to change diagonal. Verbally prompt the rider.



Teaching 10m Loops

Ten metre loops are another good exercise for suppling the horse and teaching the rider co-ordination of the aids. They are also a very adaptable figure in that they can be adjusted to suit the skills and abilities of horse and rider. For example the loop can be made shallower and performed at slower paces for novice riders and can be made deeper and ridden at faster paces for more experienced riders. For these reasons they are also a good exercise to use to teach counter-canter to both horse and rider (note that teaching counter-canter is not required and not assessed at this level).

The deeper the loop the more demanding it is to manoeuvre the horse around the changes of bend. When in trot the rider should change trot diagonals as they change position to follow the curve of the figure (in a 10m loop this point is approximately as the rider cross the quarter line). Like the serpentine the horse and rider should straighten for 1-2 horse lengths to change from left to right, right to left position.

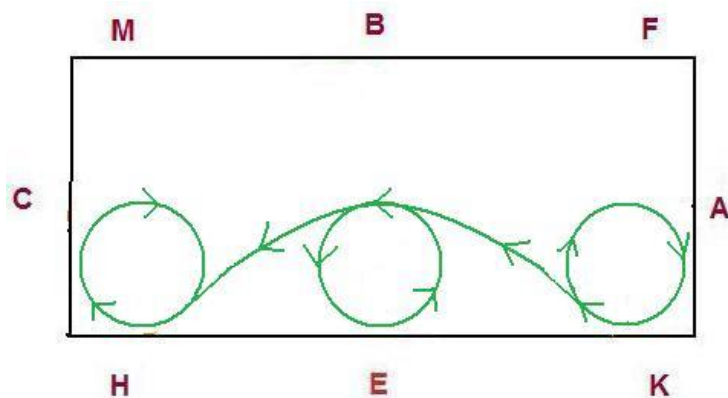


In the above image the yellow section of the line indicates approximately where the rider would change trot diagonals. It is important to note that the corner would not be ridden as deeply as indicated either. Markers are used to guide the rider through the corners and also to indicate where the rider needs to touch the centre line. In the image trot poles are used to guide the rider between changes of position (bend etc) but markers can be used for the same purpose.

It is important that the exercise is ridden as a *loop with curves* rather than straight lines to and from X.

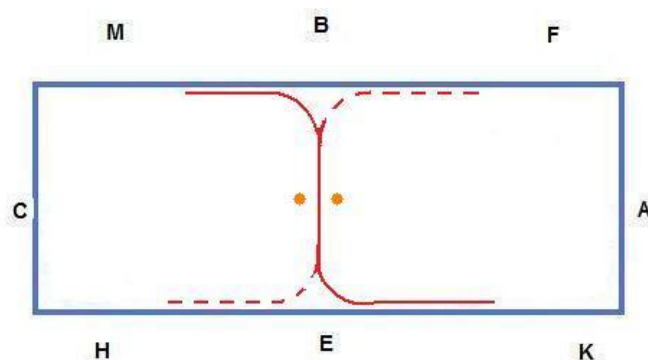
10m Loops Troubleshooting

Common Problem/Fault	Possible Solution
The rider cannot get the horse to turn away from the outside track to go across the arena.	Observe how the rider is using their aids and make any relevant corrections. Check the length of the reins and suitability of the horse for the exercise. Practice at a slower pace.
The horse loses momentum in moving away from the outside track.	Encourage the rider to use their leg aids to maintain rhythm and tempo.
Horse and rider cut off the corner before and/or after the loop.	Check the positioning of the markers. Ensure the rider understands to ride into the corners. Observe and make relevant corrections into the rider's use of the aids. Check the length of the reins. Practice the exercise at a slower pace.
The loop is ridden as straight lines rather than curved.	Use 10m circles to help encourage curved lines by having the rider do a 10m circle in the corner before the loop on completion riding off that circle to X and riding another 10m circle then from there riding to the final corner and performing another 10m circle in the corner (see diagram).
The rider forgets to change their trot diagonal when they change to a new loop.	Use some kind of sign (e.g., different coloured cone) to indicate when the rider needs to change diagonal. Verbally prompt the rider.

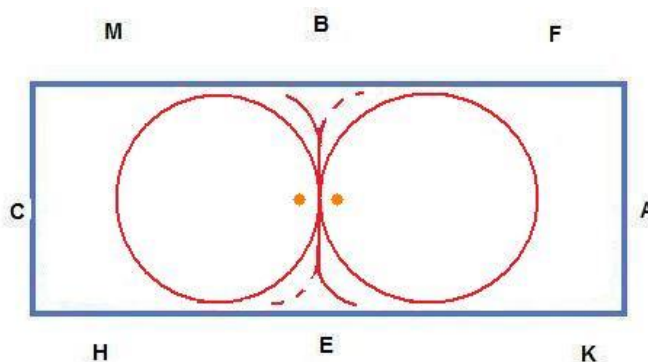


Teaching a Figure of Eight

Figure of eights are another lesson which is quite adaptable to the level of horse and rider. This exercise is taught from the centre of the arena, that is the rider makes a turn off the outside track at either B or E then starts the first circle of the figure of eight from X. They can be quite confusing for the rider so ensure you give a clear and thorough demonstration.



This image shows the turns which are part of a figure of eight. A turn/corner is ridden from B or E and a straight line is ridden to X where the first circle will start. If the rider turns left off the outside track then the first circle from X will be to the left, if the rider turns right off the outside track then the first circle from X will be to the right. The reason for this is that the horse and rider will already be positioned for the direction of the circle.



On the completion of the first circle at X the rider then rides the second circle on the opposite rein. On completion of the second circle at X the rider rides straight towards the outside track then rides a corner onto the outside track. The direction the rider turns on returning to the outside track depends on which rein the last circle was ridden on, so if the second circle was on the right rein then the corner onto the outside track will be to the right. The reason for this is that the horse and rider turns in the direction they are already positioned for.

Teaching a Figure of Eight (cont.)

So to clarify how a figure of eight is ridden, if a rider is on the left rein and turns left at B then the first circle at X is on the left rein, upon reaching X again the rider rides a circle to the right, again upon completion of that circle at X the rider then rides a straight line to E and tracks right.

Riders may initially find the location of the circles in figures of eight and when positioned directly between B and E more difficult as they no longer have the arena fence to guide them for half of the circle and a greater level of control is required to guide the horse with both the inside and outside aids in the centre of the arena.

Figure of Eight Troubleshooting

Common Problem/Fault	Possible Solution
The rider cannot get the horse to turn away from the outside track to go across the arena.	Observe how the rider is using their aids and make any relevant corrections. Check the length of the reins and suitability of the horse for the exercise.
The horse loses momentum in moving away from the outside track.	Encourage the rider to use their leg aids to maintain rhythm and tempo.
Horse and rider cut off the corner when leaving or arriving on the outside track.	Check the positioning of the markers. Ensure the rider understands to ride into the corners. Observe and make relevant corrections into the rider's use of the aids. Check the length of the reins. Practice the exercise at a slower pace. Practice turning across the arena/school.
The rider gets confused about which way they are supposed to be turning or circling.	Give more verbal feedback and instruction to keep the rider going in the correct direction. Practice at a slower pace. . Demonstrate the line to be ridden by walking it yourself.
The rider forgets to change their trot diagonal when they change to the new circle	Use some kind of sign (e.g., different coloured cone) to indicate when the rider needs to change diagonal. Verbally prompt the rider.



Extension Lesson

Prepare a lesson plan for teaching the following:-

- 20m circles at A, C, B/E
- 3 loop serpentines
- 10m loops
- figure of eight
- change rein across the long diagonal

A lesson plan template can be found at the end of this workbook.

How could you show progression in a lesson on 3 loop serpentines?

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Apart from A, C, B/E where else in a dressage arena can 20m circles be ridden?

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How could you help to improve the shape and consistency of the loops in a 3 loop serpentine?

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Recommended Reading

Publication:-

The Principles of Riding

Author:-

German National Equestrian Federation

References

Publication:-

The Principles of Riding

School exercises for flatwork & jumping

Author:-

German National Equestrian Federation

Eleanor Ross

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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<p>Explanation - What:</p> <ul style="list-style-type: none"> • • • • • <p>Reference:</p>	<p>Explanation - Why:</p> <ul style="list-style-type: none"> • • • • • <p>Reference:</p>	<p>Explanation - How:</p> <ul style="list-style-type: none"> • • • • • <p>Reference:</p>
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<p>Demonstration - Who:</p> <p>What:</p>
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Relevant Warm Up:	<p>Progression to Lesson Plan (Map on back of page): (Include Class Formation, Changes of Rein and Position of Coach)</p>
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Name:
Student Number:

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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">•••••	<ul style="list-style-type: none">•••••

