

TEACHING GUIDELINES

Bibliography:

- Pony Club Instructors Manual
- Manual of Horsemanship
- CEF Level I Manual
- Thinking Riding, Molly Sivewright

TURNOUT

Candidate should wear breeches, boots, neat sweater or suitable jacket (according to the weather); should carry whip, spurs, approved helmet and gloves. Should be turned out as for riding but show jacket not required.

LEVEL

B2/HB2 to teach D1/D2 level, D2 preferred, 2 - 4 riders in a group; to demonstrate a safety check prior to instruction, and the elements of a lesson.

- Turnout - correct attire - neat and tidy.
- General Teaching Method - safety check, warm-up, voice, explanation, demonstration and practice.
- Topic - lesson plan, subject knowledge, corrections.

Time: 15 min. lesson.

HA to teach C/C1 level, C1 preferred, 2 - 4 riders in a group; to form a lesson plan to effectively deal with problem horses and riders and to demonstrate the ability to achieve the teaching objective.

- Lesson Plan - warm up, preparation, conclusion, turnout.
- Voice - manner, positioning.
- Effectiveness - safety, organization, control, variety, goals & problems.
- Self Critique.

Time: 20 min. lesson.

SAMPLE SUBJECTS

B2/HB2 - Basic position at walk/trot; up/down transitions; first canter lesson, sitting trot, riding a circle, positional corrections over trotting poles; riding small fences to 2'.

HA - Riding on the correct diagonal; riding forward on contact; riding serpentines; turn on the forehand; canter on a named leg on a circle; forward seat position; riding a gymnastic grid; maximum 2'9".

LESSON PLAN

Candidates should be able to develop a concise workable lesson plan according to the attached sheet. The lesson plan should be written in point form and include a copy for submission to the examining panel.

PREPARATION

The candidate usually has a minimum of 1 week to prepare the lesson. Apart from the lesson plan, preparation includes the collection of a teaching kit (extra gloves, stirrup leather, etc.) and any props required (cones, letters, jump material) needed to develop the subject. HA candidates will receive their teaching topic a minimum of one week and not more than two weeks prior to their test.

TEACHING THE LESSON

(Times given are for guidance only)

INTRODUCTION 2 minutes

Candidates should place their class and themselves in the best position (with regard given to wind, sun, light, etc.) for the pupils to hear and concentrate. Remembering that teaching under examination conditions is at best a rather false and stylized situation, the candidate must also remember that the examiners must be able to hear and should consider their placement to the Chief Examiner as well. The examiners will tend to situate themselves at various locations in the arena if possible so don't attempt to place yourselves to three separate locations!

Candidates should then introduce themselves to the students, get their names in return and ask if there is any information the student would like to give regarding themselves or their horses; a quick perusal of area safety is done (gates closed, etc.) with a comment on this fact to the examiners. A short tack check is also made - bit, reins, girths, stirrup length, etc. and rider safety - harnesses done up, etc.

EXPLANATION AND DEMONSTRATION 3 min.

The lesson subject is explained and then demonstrated by the candidate: by using a pupil's horse, by another competent student or by blackboard, etc. Demonstration is very important and the instructions must be clear both verbally and visually. "The eye is the window to the brain!" This area includes what is expected in the lesson, any new skills students may not understand, where and when it is to be done.

APPLICATION, CORRECTION AND PRACTICE 8-9 min.

Candidates should then get the riders out on the rail for a brief warm up or mention that the warm up was accomplished by a previous lesson (if guinea pigs were used for the last candidate).

This is now the "meat" of the teaching session where students practice the subject with good verbal input from the instructor as to directions, positional corrections made in a positive way - i.e. "keep your heels down by _____", rather than "try to get your heels down" or "don't let your heels come up", not forgetting to give praise or positive advice as and when it is required.

Technical information on the subject must be correct with proper terminology (be careful of excessive use of "OK", "you guys", etc. or even good when it is obviously not.) Ride control is very important; not to turn one's back on the group, to give clear instructions on what to do, how to do it, when to begin or end and where to be - with equal work on both reins.

Stick to the subject at hand and include frequent positional correction.

Lack of safety will be heavily penalized particularly at B2/HB2 level - losing control of the ride, unclear directions, allowing leg to slide back to flank when altering girth, holding the whip in the hand when doing arm exercises, no hat harnesses, etc.

EVALUATION

Bring students in 1-2 min. before the end of the time allowed. Line them up so students and examiners can hear. Use question/answer method to reinforce knowledge - "Our subject today was riding a 20 m. circle - does everyone understand the aids to ride a circle? Susan, where is the inside leg used and what is its purpose?" Suggest some exercise that each one might work on to improve the performance of the subject taught before the next lesson.

CRITIQUE

The examiners may ask for a self evaluation. Be honest - start by explaining the parts of the lesson that went well, how it might be improved and outline any areas that were forgotten, i.e. "I forgot to do the tack check".

Be honest - be open - be authoritative - be confident. This all comes through a lot of practice. Good luck!