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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 1 of 13 |
| **Subject** | The Importance of Warm Up and Cool  Down | **Location** | Arena |
| **Resources &**  **Requirements** |  | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**  The importance of warm up and cool down - physically and mentally for horses and riders  Discuss with the group what they understand about warming up and cooling down before and after exercise. How can this be related to the horse?  Warming up - physical - gradually increase cardiovascular system - raising temp and oxygen to the muscles - reduces the risk of injury. Mental - a relaxed horse is a prerequisite to work - relaxed body and mind - focus and concentration on the work.  Cool down - allows time for a gradual recovery. Heart and respiration rates return  to normal, Heat from working muscles is lost via evaporation or convection. Bloods removes waste products from the muscles. |
| ***60***  ***mins*** | **ACTIVITY**   1. Create a plan and ride through a warm up routine and the use of each pace: 2. How the horse stretches over back. Ask the rider to think about what they are feeling and how the horse is moving ready to compare this with how the horse feels after the warm up session. 3. Walk - low rate of cardiovascular warm up. Slowly prepares the body for work, warms the muscles. Gentle exercises (walk - halt transitions) and suppling (large circles and turns). Walk has to be active – relate work back to Silver sessions re rhythm. Look at the difference between free walk and medium. The size of the over track? 4. Trot - medium rate of work - greater oxygen to the muscles, heart and respiration increase. Further exercises to increase suppleness. Tracking up/activity? 5. Canter - higher work rate - increases the demands on the body. Can help to loosen a tight horse (rider in light seat) or wake up a sluggish horse. Create activity. 6. Gradually use transitions to make horse more responsive before main activity 7. Warming the rider up – feet out of stirrups to stretch legs, standing in stirrups to encourage weight to drop down leg, rider position |

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|  | Horse should be ready for work – compare the activity in the pace now to the start of the session. Can the rider feel/see a difference?  At the end of the session:   1. Allow horse to stretch to relax the horse’s mind. Not allowing horse to wander around, keep contact but allow a longer rein. Discuss horse’s head and neck position (lower head and neck =harder work/better stretch?) 2. Exercise ideas:    1. Use the lesson to practice warming up and cooling down exercises    2. Compare how the horse stretches at the start and end of the session – free walk on long rein looking at the position of the head and neck. Size of over track in walk?    3. Use an exercise as part of the warm up and then return to it later in the session- how do the two compare?    4. How do the riders themselves feel when they first get on, after the warm up, throughout the session and at the cool down. Do they feel they ride better after the warm up – what exercises can they do to loosen   themselves off (the importance of being fit to ride)! |
| ***15***  ***mins*** | **SUMMARY**  Discuss the importance of warming up and cooling down - physically and mentally for horse and rider.  Ask for feedback from each rider as to how they felt their horse went before and  after the warm up. Compare how long it takes for the horse’s breathing rate to return to normal at the end |
| **PROGRESSION:**  Develop feel for balance when the horse is in a long and low frame. | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 2 of 13 |
| **Subject** | Canter 20m Circles | **Location** | Arena |
| **Resources &**  **Requirements** | Cones to mark out circles | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Warm up – focus on rider position, balance and effectiveness of the aids. Discuss the use of warm up exercises from previous session and encourage riders to think about what they are feeling and make corrections where they can. Include 20m circles and transitions on the circle to prepare for session. Use canter transitions as  part of the warm up focusing on riders being able to canter smoothly. |
| ***60***  ***mins*** | **Activity**   1. Discuss how the rider’s position can affect the horse falling in/out on the circle. Remind riders that that generally horses push the rider to the outside of the saddle in canter on a circle, so mindful to remain securely in the centre. Ask riders to suggest some common issues on a circle and make suggestions of corrections e.g. Over use of the inside rein to turn 2. Influence of the preparation, timing of aids to turn, where to look, feeling through seat and in the contact. 3. Action plan for challenges - horse goes too fast, falls in/out, drops back to trot, rider loses position. 4. Positively ride the canter and 20m circle. The rider must develop positive influence on the horse. 5. Exercise ideas:    1. Use cones or markers to help rider keep the horse on the circle. Individually ride the circle in trot, focus on horse following line, bending and the rider sitting straight. Repeat with the rider asking for canter over X, this gives the rider time to establish the canter before having to turn off of the track (wall/fence helps to guide the horse around the turn). Canter circle and making a clear downward transition to trot. Make corrections to rider position where required.    2. Riders pick up canter in the corner and circle at the free end of the arena. Riders require to be secure and strong enough in their position to maintain canter down long side and around circle. Make sure rider is looking where going, have plan if horse breaks into trot.    3. Rider awareness of the preparation before both upwards and downwards   transitions, both horse and rider. Work to improve. |

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|  | 1. Rider to work on picking up canter anywhere on the circle or in the school and maintaining it 2. 6) Cool down |
| ***15***  ***mins*** | **SUMMARY**  Give each rider feedback about their position around the circle and areas to work on for next time. |
| **PROGRESSION:**  Maintain an active canter whilst riding large and on 20m circles. Be able to move the horse around the arena in canter. | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 3 of 13 |
| **Subject** | Introducing work  without stirrups | **Location** | Arena |
| **Resources &**  **Requirements** | Horses suitable for work without stirrups, neckstraps | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  The benefits of working without stirrups – improve security in saddle, lengthen leg, improve ‘feel’ for the horse’s movement and rider position.  Warm up – focus on rider positon and work to find the horse’s best balance and rhythm. |
| ***60***  ***mins*** | **ACTIVITIES**   1. Explain how to quit and cross stirrups. 2. Ask riders to let their leg hang down, talk about the influence of the knee block or the saddle type as relevant. Use some exercises to help the riders find their set bones and lengthen the leg. 3. Discuss any imbalances in position – rider not straight, hips right or left, particularly around corners. Use mirrors to help riders assess own position.  * 4) Use of the core to carry upper body and allowing the horse to move the rider.   Once the rider is balanced, and seat is absorbing the movement, work to develop straight line - ear, shoulder, hip, heel. Elbows and shoulders - soft joints to develop independent arms and still hands.   1. Exercise ideas:    1. Exercises in halt and walk on the horse to loosen hips, deepen seat and lengthen leg.    2. Riders must hold the saddle with the inside hand to begin with in trot if nervous or tense. Rider must not to use reins for balance. Encourage rider to think about what they are feeling – call out when the inside hind leg is moving forward – can the rider feel it and take over? Ride walk/halt transitions to build confidence. Take stirrups back and see if rider can feel a difference on the length of their leg    3. When the riders are confident in walk introduce short, slow trot, encourage rider to move hips with the movement of the horse. Hold front of the saddle for security. Make sure rider keeps upper body and head up. Keep   the trot short and slower than normal to allow rider to get used to the |

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|  | feeling. You can lead the horse if required. Watch out for the rider become tense or tired and gripping, if this happens leave the exercise and take the stirrups back.  d) Use of leg, seat, upper body and hands through transitions to influence the horse – can the rider halt without pulling back on the reins? Continue to develop rider feel for the horse’s way of going, developing into a working trot. Build up to trotting short sides of the arena and then gradually progress around the school. Short bursts of sitting trot done well is far more beneficial than riders going around the whole arena in a poor position bouncing on horse backs.  1. 6) Cool down – riders can take feet out the stirrups and stretch their legs in the cool down or keep stirrups and stand up taking the weight off of the horse back. |
| ***15***  ***mins*** | **SUMMARY**  Feedback to each rider about their position and areas they need to work on.  Encourage riders to think about their own fitness and how they can work on their suppleness. |
| **PROGRESSION**:  Feel for the horse’s steps through the seat. | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 4 of 13 |
| **Subject** | Developing work  without stirrups | **Location** | Arena |
| **Resources &**  **Requirements** |  | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Introduce the terms:  Work towards being able to feel how the horse is moving through the seat, legs and upper body, not just the reins.  Warm up – Focus on rider position – riders can start by taking feet out of stirrups and letting legs hang down in preparation for work without stirrups later on. Work the horse and rider in all 3 paces encouraging the rider to be aware of their  position throughout. |
| ***60***  ***mins*** | **ACTIVITY**   1. Information we receive through our seats (seat used in this context as a term to include legs and upper body) - straightness of the horse (relationship of hindquarters, barrel and front legs), relaxation/tension, swing (muscles relaxed), falling in/out, energy 2. Exercise ideas:    1. Work without stirrups in walk - a) free walk and medium walk (difference in feeling, ideal feeling), b) feel horse’s hips swinging (teach the riders to feel the lift of the hind legs) Can the rider feel each hind leg moving under the horse    2. Work without stirrups in trot - a) identify the horse’s hind legs in trot (more challenging to feel) - relate to feeling the diagonal, timing to apply of the aids into canter, b) feeling and being able to maintain position when without stirrups.    3. Half closing eyes (when safe to do so) in walk intensifies the feeling through the seat. Is the rider able to feel the horse drifting?    4. 3) Cool down, summary, feedback, questions. |
| ***15***  ***mins*** | **SUMMARY**  Use work without stirrups to develop riders feel of how the horse is moving |
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**PROGRESSION:**

Progress to developing feel in the canter

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 5 of 13 |
| **Subject** | Working in Open  Order | **Location** | Arena |
| **Resources &**  **Requirements** | Horses suitable for working in open order in canter. | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  The increased responsibilities of the rider to their horse and other riders when canter is included into working in open order.  Warm up – riders have already covered open order in Silver at walk and trot. Ask what rules they can remember and warm up in walk and trot on the same rein under instruction from the coach e.g. changing rein at same time, use simple exercises such as circling at free end of arena and transitions over the centre line.  Introduce canter individually as part of a ride. |
| ***60***  ***mins*** | **ACTIVITIES:**   1. Depending on the horses’ temperaments, including canter can add an element of excitement into the arena. 2. Talk about Safety considerations when everyone is cantering at same time - communication with other riders; awareness of challenging horses - giving extra space, not cantering past them; include short periods of canter at first; never canter on the inside of other riders; predict where space will be in the arena to include canter safely; control of own horse; actions to take in the event of an exciting moment! 3. Discuss the rules of the outer track - it does vary - some centres extend equal rights to trot and canter on the outer track, some give canter the priority. (Delegating canter with right of way on the track means horses will be trotting/cantering side by side, which could potentially create issues.) 4. Exercise ideas:    1. Ride on same rein designate a ‘canter area’ within the arena, for example, a 20m circle at A/C. Riders canter a circle then trot large. Make sure riders don’t get stuck on the circle or hide away at the opposite end.    2. Whole ride on same rein turning 1/2 20m circles across from one side of the arena to the other, riders canter as leave track and returning to trot on the other side. Extend the canter up the long side if safe to do so. Riders need to be confident at giving the canter aid as they leave the track as this can be tricky if the horse doesn’t respond. Riders also need to be aware of   heading for a space on the other side. |

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|  | 1. Split ride in two and allocate circles at either end of arena, have the rides on opposite reins to reduce risk of crashing over centre line. Space riders out on the circle and trot and canter on command. Challenge riders to keep their spacings on the circle. If riders/horses not very fit can have one ride walking while other trot and canter. Change ends of the arena and change rein. 2. For more confident riders specify a maximum number of strides of canter per transition (beware the rider’s concentration can be consumed by counting rather than awareness of others). Transitions can happen where the rider chooses, giving the rider more freedom to plan own work. 3. Ride trotting large, coach calls one riders name who turns across arena and picks up canter or have ride on inside track and rider moves to outer track and picks up canter. Focus on quality of transitions and canter - this helps to ride the canter with control 4. As communication, awareness and confidence improves, lengthen the periods in canter until they are all confident to use canter at appropriate times.   5) Cool down, summary, feedback, questions. |
| ***15***  ***mins*** | **SUMMARY**  Talk about any issues in the lesson such as horses not being willing to canter, trying to take rider towards another horse and how to deal with these issues. Ask riders what they think they need to focus on in the canter transitions what do they find  easy or hard. |
| **PROGRESSION:**  Open order using walk, trot and canter using both reins simultaneously. | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 6 of 13 |
| **Subject** | Maintaining the  rhythm | **Location** | Arena |
| **Resources &**  **Requirements** | Cones/blocks | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Introduce the terms: Transitions within the pace, slowing down and speeding up the pace (with clarity that the exercise is about varying the length of stride)  Warm up – Focus on rider position and working in all 3 paces, remind the riders of how the horse moves in each pace and the best of each, should be regular. |
| ***60***  ***mins*** | **ACTIVITIES:**   1. Talk about the number of different types of walk, trot and canter. The ‘Working’ paces are the ones they will use the most. Whichever pace horse is in the strides should be equal and the horse in a rhythm. 2. Aids to influence the horse’s length of stride. Influence of the rider’s position and aids on the balance of the horse. 3. Exercise ideas:    1. Counting strides between letters, for example, along the long sides. Start with working paces and then moving on and bringing each pace back and counting the number. Is there a difference? Should there be a difference? Can be done in walk, trot and canter with the idea of keeping the number of strides the same on each long side.    2. Aids to ask the horse to come back (shorten) the stride – rider should think of joints bending higher and rounder step not slower. Moving on   – strides should be longer not faster.   * 1. Counting the strides around a circle (which may help the balance of the horse and produce better results). Cones/blocks can help maintain the shape of the circle as rider focusses on the pace. Start by counting A-X. then X-A the number should be the same- if not the circle is not symmetrical. Encourage rider to work out what is happening – is the shape wrong, is the rhythm changing? Repeat this exercise asking the ride to bring the pace back and send the pace on (shorten and lengthen) Can they keep the pace around the whole circle?   2. Can progress the above exercise onto a figure of 8 using 2 circles! Is the number of steps equal in both reins on each circle? |

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|  | 4) Cool down- difference in stride length from medium walk to free walk.! |
| ***15***  ***mins*** | **Summary**  Talk about how many strides each horse took and the differences the riders notice in each pace. |
| **PROGRESSION:**  Varying the length of stride and pace in the canter | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 7 of 13 |
| **Subject** | Improving the horse’s responsiveness to the  aids | **Location** | Arena |
| **Resources &**  **Requirements** |  | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Recap with the riders what makes a good transition (covered in Silver)  Warm up – Encourage riders to think about how they are applying the aids and the horse’s response right from the start of the session. Remind riders that their  position will affect their ability to apply the aids and the horse’s response. |
| ***60***  ***mins*** | **ACTIVITIES:**   1. Discuss the greater challenge - upward or downward transitions and ask riders for their reasons. 2. Preparation - desired response from the horse in preparation for a transition. 3. Exercise ideas: 4. Ride in open order. On instruction ride progressive transitions between halt, walk, trot, canter with focus on creating the correct feeling and response during preparation. Rider’s awareness of their positional influence. Importance of square halt. 5. Ride in open order ride transitions in their own space and time, with a limit on the number of strides e.g. walk for 5 strides, trot 5 strides, canter 5 strides, trot 5 strides, walk 5 strides…. Use a number of strides that allow the riders to rebalance in between. 6. Ride half downwards transitions – rider to rise lower and slower asking horse to walk but just before he walks send horse forwards again, improve horse’s response to leg aids and encourages hind legs to stay active in downwards transitions, also useful for reminding the rider to keep using their leg in the downward transition. 7. Introduce direct upwards transitions – halt to trot. Preparation, square halts, allow horse to walk a few strides then gradually reduce to miss out walk. Focus on rider position and preparation for the transition. 8. How to move from walk to canter through trot e.g. reducing the number of trot strides required to reach canter focus on quality of transitions (walk-trot, trot-canter). This can build up to walk to canter over time. |

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|  | 4) Cool down |
| ***15***  ***mins*** | **SUMMARY**  Give riders feedback regarding their position and how it influences their ability to apply the aids clearly. |
| **PROGRESSION**:  The use of transitions to improve the horse’s responsiveness, riding a variety of horses. | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 8 of 13 |
| **Subject** | School Figures -  Shallow Loops | **Location** | Arena |
| **Resources &**  **Requirements** | Cones/blocks | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  The shape of a 5m shallow loops, changes of bend,  Warm up – focus on the rider’s position and influence of the aids. Include school figures in the warm up to prepare horses and riders for 5m loop. Remind riders about corrections to make if horse falls in or out and the aids for bend. |
| ***60***  ***mins*** | **ACTIVITIES:**   1. Discuss preparation - use of corners. Place cones in corners to encourage riders to use them 2. Place cones or poles to guide the riders through the movement 3. Highlight the benefits of this exercise - suppleness, frequent changes of bend, connection from leg to hand, co-ordination of the aids 4. Common mistakes - Loop not even, rider allows horse to fall back towards track   = steeper line, loop bigger than 5m   1. Exercise ideas:    1. Open order, ride walk, then trot the exercise. Make sure the riders are riding the exercise and not allowing horses to follow the one on front. Ask riders to think about what the horse does as you leave the track and head back towards it. Some horse may be reluctant to leave and keen to head back making the loop uneven. Is the rider aware of this? Corrections to make.    2. Discuss the horse’s stiff and soft sides and the use of stronger inside/outside aids in order to keep the horse straight between both legs and hands through the curves. Influence of symmetry of the rider’s position and rider’s stronger and weaker side can cause the loop to be uneven.    3. Once the riders have the hang of the shape add circles in the corners before and after the loop to improve the riding of the corners. Cones placed in the corners can act as a guide. Ask riders to think about the rhythm of the walk and trot as they ride the movement to ensure it stays the same.    4. Ride a transition at the widest part of the loop without allowing the horse |

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|  | to wobble or drift in or out. Can also add transitions in the corners to ensure horse listening.   1. Widen the loop to 10m 2. Cool down |
| ***15***  ***mins*** | **SUMMARY**  Ask riders to give feedback on which side they found it easier to control the shape of the loop. |
| **PROGRESSION:**  10m and 15m shallow loops. | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 9 of 13 |
| **Subject** | Working in walk | **Location** | Arena |
| **Resources &**  **Requirements** | Cones/blocks to map out 10 half circles | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Introduce the terms: Free walk on a long rein, medium walk, over-tracking Warm up – Encourage riders to think about what they are feeling through their  seat and the movement of the horse. Work in all 3 paces and school movements. |
| ***60***  ***mins*** | **ACTIVITIES:**  **These can used as part of the warm up, cool down or as a break in the middle of a session**   1. Talk about the free walk - the horse’s natural walk. Signs of quality in the walk - clear 4 beat rhythm, over-track (2 hoof prints good), triangle between front and hind legs on the same side, reins longer than normal to allow horse to take head and neck forward but should not be loose. (Riders watch other horses in the group. Ideal if there is a horse with a lateral or poor walk to demonstrate comparison.) 2. Medium walk - as above regarding quality, shorter stride (minimum one hoof print over-track), shorter frame, but greater energy, and flexion of the joints. The rider should feel the horse carry them up into the medium walk.   Changing the rein using half 10m circles   1. Walk the route of the half 10m circles at E/B. Place 2 cones either side of X, and possibly use cones to map the depth of the half 10m circles. Rider must identify X on the centre line and visualise the half circle to reach it. Ride straight on centre line for a few strides and then change the bend. Rider should be looking ahead to E/B. Half circles should be the same size and shape. 2. Exercise ideas:    1. This is a great exercise to use in hot weather or in the middle of a lesson if the riders (and/or horses) need a break    2. Open order. Right rein. Medium walk down long side to E/B ride half 10m circles to change the rein, free walk across the diagonal to change rein back again and repeat. Free walk around the short sides of the arena, medium walk on the long side and use half circles to change rein.    3. Practice riding half 10m circle on to the centre line, ride straight and then half circle back to the track. Vary where the riders leave the track.    4. Ride a series of half circles down the arena to change the rein each time.   Ask the rider to compare which side the horse is easier to turn. Help the |

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|  | rider to ensure their aids are clear and their position balanced to help the horse.  e) Develop riders understanding for the quality of the walk  5) Cool down – use the free walk and medium walk as part of the cool down. |
| ***15***  ***mins*** | **SUMMARY**  Give feedback to riders regarding their position and accuracy of the movements. |
| **PROGRESSION:**  Gain experience of feeling walks on different horses to have a clear understanding of quality | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 10 of 13 |
| **Subject** | Riding Corners | **Location** | Arena |
| **Resources &**  **Requirements** | Cones placed in corners | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Introduce the term: Inside leg to outside rein The necessity and value of riding good corners.  Warm up – Ask riders to focus on what their horse does naturally around a corner and on their own position. Use all three paces and school figures |
| ***60***  ***mins*** | **ACTIVITIES:**  Discuss the expression ‘everything comes out of a corner’.   1. The reasons we use corners - improve balance, ride from inside leg to outside hand, keep the horse forward, improve suppleness, prepare for next movement. 2. Discuss with riders what their horse does naturally through the corners - increase/decrease energy, balance, fall in/out. Discuss the riders’ assessment of the positive/negative influence of their position on the horse - leaning forward, gripping up with the inside leg etc. Relate to effectiveness of the aids and balance. 3. Discuss depth of corners in walk, trot, canter in relation to the horse’s level of training (strength, suppleness, balance) and rider’s ability to support the horse around the turn. 4. Exercise ideas:    1. Place cones in the corners to encourage riders to go deeper into them. Riders to address their positions first, then influence the horse to improve the way of going through the corners. Remind riders of the aids to ask the horse to bend around the corner. Short sides should be ridden as a corner and straight line not half circle! Work through walk and trot, for canter depending on the suppleness of your horses you may need to move the cones out slightly to make it easier for the horses.    2. Ride school movements such as circles where the rider come in front of the cones to ride the circle but behind to ride into the corners. This will help riders to feel the difference between a corner and circle.    3. Place cones on centre line for riders to turn around onto the centre line.    4. 10m circles can be added in walk in the corners to reinforce the bending aids 5. Cool down – ensure riders continue to ride horses into corners |

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| ***15***  ***mins*** | **SUMMARY**  Give feedback to riders about how effective they were at riding into the corners |
| **PROGRESSION:**  Link school movements together with the focus on preparation in the corners. | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 11 of 13 |
| **Subject** | Riding straight lines | **Location** | Arena |
| **Resources &**  **Requirements** | Poles and cones/blocks as guides | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  The horse is continuously supported by the wall/fence when riding on the track. The rider’s influence on being able to ride straight. What is meant by straightness?  Warm up – Ask riders to ride slightly off the track during their warm up and see how easy they find it to stop the horse drifting back towards the track. Riders to assess their positional influence and aids to keep the horse straight |
| ***60***  ***mins*** | **ACTIVITIES:**   1. Discuss the riders’ assessments of their own position focusing on how straight they are. Ask riders how easy it was to keep the horse off of the track and talk about why this might be. 2. Common mistakes -the horse falls out due to insufficient outside aids. The rider feels it through the inside rein and pulls on the rein to correct, making the situation worse. Correction - use all aids to quietly and positively channel the horse straight to the contact. Remind riders of the use of outside aids to help horse turn and stay straight. Think of turning shoulder not pulling neck round the turn.   These exercises can be added onto the corner exercises covered in the previous session.   1. Exercise ideas:    1. Place poles on the inside track to help riders channel the horse to keep them straight. (Gradually remove the poles/cones to make the exercise more difficult). Can position them on the ¾ line, centre line or across the diagonals. Place cones in the corners to help riders ride an accurate corner. Ask riders to focus on a fixed object in the distance and aim toward it. Be aware of riders looking down as this will affect their ability to ride straight.    2. Discuss turning onto and off the centre line (half 10m circles), preparation to ride straight, preparation for the turn off the centre line (understand from the horse’s perspective - they are being ridden towards a wall/fence. Self- preservation takes over unless the rider indicates which way they are turning.) Place poles to help rider channel horse straight.    3. Forward planning - corner, straight, corner, straight. Preparation. Make   turns across the school instead of half circles. E.g. E turn right B turn left. |

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|  | 1. Move to work on an inner track on the long sides in all 3 paces. Ask the rider which pace the found hardest to keep the horse straight in. Place cones/block at each corner to give riders something to aim towards. Horse naturally wants to drift back towards the track. Encourage rider to use outside aids to keep horse straight 2. Work to improve rider straightness in position and application of ALL of the aids in order to be effective in maintaining the horse’s straightness between leg and hand. If the rider’s outside leg is on the horse, they will feel the horse press into the outside leg as it falls out and be more inclined to correct with the leg rather than the rein.   4) Cool down – staying on an inside track |
| ***15***  ***mins*** | **SUMMARY**  Ask riders to give feedback on which rein they found it easier to keep the horse from drifting back towards the track and which pace. Give feedback on rider straightness. |
| **PROGRESSION:**  Add a pole on the inner track at E/B for the horse to step over. Very good exercise to develop turns and straight lines to a fence and clearly links flatwork and jumping**.** | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Riding on the flat | **Lesson** | 12 of 13 |
| **Subject** | Improving riders balance and strength using forward  position | **Location** | Arena |
| **Resources &**  **Requirements** |  | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Introduce term: forward seat (also known as; poised position, jumping position, light seat)  Warm up riders and horses using walk, trot and canter  Work riders independently in the arena using circles, turns and changes of direction  Work transitions through all paces in order to set riders up for working in forward  position |
| ***60***  ***mins*** | Activity   1. Talk about what is meant by a forward seat; a position a rider takes when leaning forward and lifting their seat out of the saddle. Used to benefit the riders balance and strength and encourage rider to take weight down through leg. 2. Consider each rider’s stirrup length: Riders may ride shorter than working on the flat. However thought should be given to the length of their stirrups as they may ride with a shorter leather already – riders at Stage One and Two often requiring a shorter leather length to provide security and support. There should be an increased angle at the knee but too short will stop a rider getting their weight from the saddle. 3. With the ride in halt show the rider how to take a forward seat. The rider should lift their weight from the saddle without pulling back on the rein. The use of a neck strap is recommended. The lower leg should still be positioned just behind the girth, calf resting up to the horse, toe may turn slightly out. Riders should use the neck strap for support.   Although the rider is leaning forward – their hip should remain directly over the heel. How far they lean, or how far out of the saddle they are may depend on their own strength, balance and conformation.   1. Help and encourage riders to find balance independent of the reins by moving forward and back with their shoulders and upper body to find a point of balance   were their leg is supporting their upper body. |

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|  | Suggested exercises:  This is likely to be tiring for riders especially if they are novice, aim for short bursts of forward seat and incorporate breaks for the riders into the session. Focus on the rider balancing on their leg and not bringing their shoulders too far forward.   1. Once riders have mastered the position standing still – work on into walk and possibly trot. Aim to keep control fairly simple, using the outside track and straight lines. 2. Riders to walk large, take up forward position between two letters, sit upright between next two and repeat. Riders may not be accurate in their steering in forward seat as they concentrate on balance. Ask riders to sit up around corners and turns and changes of rein. Build this up to riders holding forward position for the long side and sitting up around the short sides 3. Repeat the above session using work in forward seat in trot. Emphasise how the rider should move with the horse in the trot and hover above the saddle. Transitions should be ridden in an upright seat. 4. Ride going large in open or closed order – ask riders to move between upright and forward position either as they pass letters/markers or on your command. Can also include the rider standing straight up in stirrups, as well as the forward position and sitting. 5. Canter may only be attempted with riders with sufficient strength and balance. This could however be worked with riders over a number of sessions working up to canter if riders are able. Transitions should be ridden in upright   position. |
| ***15***  ***mins*** | **SUMMARY**  Give feedback to each rider regarding their forward position.  Show what happens to the upper body if the riders lower leg swings back or too far forward |
| **PROGRESSION:**  This session or subject may be work progressively over a period starting with walk, progressing to trot and canter.  It also provides a logical work basis to progress to jumping | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Flatwork | **Lesson** | 13 of 13 |
| **Subject** | Developing rider  understanding | **Location** | Arena |
| **Resources &**  **Requirements** |  | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Riders to demonstrate all that they have covered during training for the Gold syllabus with focus on developing a more secure position.  Warm up – ask the riders to suggest and follow their own warm up plan for the horse they are riding. Focus on rider position and horse responsiveness |
| ***60***  ***mins*** | **ACTIVITIES:**   1. Throughout the session ask riders questions about -, straightness of the horse, rhythm, balance and speed of each pace, tracking up/over-tracking/under- tracking, free/medium walk, transitions, school figures, riding corners, rider position development and influence. 2. Talk about how to begin to assess/discuss the horse’s way of going – with focus on: responsiveness to the aids, straightness, bend, the riders position 3. Exercise ideas:    1. Rider to warm horse up and talk about the horse’s way of going as discussed above and identify positional strengths and weaknesses    2. Work with the rider on school exercises to improve the horse and the rider.    3. Rider’s assessments of their improvements and areas for continued improvement.    4. 4) Cool down – as the riders walk off ask them simple questions about how   they felt their horse was going? To encourage riders to think about how they can influence their horse. |
| **15**  **mins** | **SUMMARY**  Talk about rider path to development of riding Set some goals for future sessions |

**PROGRESSION:**

Continue to develop position and confidence on a variety of horses**.**

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