

HB Flat Lesson Plan
Hannah Gordon - Canterbury Pony Club, Northern Lakes Region, 2007

Topic: Basic Balanced Position **Level:** D3

Class Size: Max 3 **Time:** 20 Minutes **Location:** U of W River Falls

Students Names & Ages: Fill out nametags before lesson begins.

Equipment Needed: A safe enclosed space, large enough for the number of riders.

References: The United States Pony Club Manual of Horsemanship D Level, The United States Pony Club Manual of Horsemanship C Level, The United States Pony Clubs, Inc. D Standards

Objectives: The objectives of this mounted lesson include informing students of the requirements for basic balanced position at the C1 test, have each student understand the importance of the basic balanced position while riding on the flat, and have each student be able to find and hold a basic balanced position at a halt.

Lesson Procedure:	Notes to Remember
A. Safety Check/Introduction	Perform before lesson begins.
B. Warmup	Will take place during application to save time
C. Evaluation	Make sure each student can perform tasks of lesson safely
D. New Material:	

Explanation – I will discuss the importance of the basic balanced position while riding on the flat and how without the basic balanced position we cannot develop independent aids. I will also touch on how we must sit squarely on our seat bones to have this position. (3 Minutes)

Demonstration – First I will have the students stand in a circle and have each student drop their stirrups and stretch their legs down. Then I will show the two lines that make up the basic balanced position, the ear, shoulder, hip, heel line and the elbow to bit line. I will then have each student roll forward and backwards on their seat bones and watch what happens to their lines when they do this. (3 Minutes)

Application – After each student can hold the correct position at the halt I will have the students walk on a circle. While on the circle I will have the students perform simple tasks such as stretches or smaller circles and pay close attention to what happens to their positions as they perform each task. I will then have each student trot and canter independently and have the other students discuss whether or not they have the two lines of the basic balanced position. (10 Minutes)

Critique – This will take place during the application as the students finish trotting and cantering independently I will discuss their personal strengths and what they need to focus on.

Summary – I will review the C1 test expectations on position and answer any questions the student may have. (2 Minutes)

Practiced Assigned – I will show the students a couple of simple exercises they can perform to increase their strength and ability to maintain the basic balanced position. (2 Minutes)

Other Notes on Lesson: I want to discuss how the position we have while riding is not something we only need to learn once. The best riders are the ones who are constantly working and improving on their positions. Also, it is important that the students understand our positions while riding reflect how we live our lives. If we tend to slouch in chairs or look at our feet while we walk we tend to have those same issues on the horse.