

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

Topic: Introduction to riding a jumping course. **Level:** D2

Class Size: Max 6 **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, 16 or more poles, 6 pairs of standards

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 jumping at the D3 test, introducing students to the importance of control and straightness while jumping several fences in a row, and to have each student successfully jump six fences in a row while maintaining control of their horses.

Lesson Procedure:

Notes to Remember:

A. Safety Check/Introduction

Perform before lesson begins.

B. Warmup

On flat, walk and trot both directions

C. Evaluation

Make sure each student can perform tasks of lesson safely and are comfortable with jumping up to 18”

D. New Material:

Explanation – I will discuss how control and straightness become more and more important as we jump fences at increased heights. We will talk about how if you can't control your pony over a crossrail there is a good chance it will be even harder to maintain control as the fences grow. I will also discuss the things that help us control our ponies such as our seats, legs, hands, and eyes. (3 Minutes)

Demonstration – To warm up the students and ponies I will have them walk on a circle and practice using their seats to speed up and slow down their ponies without using their legs or hands. Then I will have them use their seat with their hands and their hands alone to stop their ponies. I want them to notice that when they use their seats their ponies respond quicker than when they just use their hands. I will also have the students turn their ponies with looking where they want to go, and looking in the opposite direction. It should be easier to turn when they look where they want to go. (3 Minutes)

Application – I will start by having the students go over 4 trot poles. I will stand behind them as they go through and then ask if they think they were straight or not. Once each student has done the trot poles a couple times I will set up a course of six fences. The fences will start as poles on the ground. I will then start the students on the course by playing follow the leader. I will walk on path that they should take to get correct approaches to each fence. Then the students will trot through the course one by one. The goal will be to maintain the same speed before and after each pole. If there is time I will raise each fence to a 12” crossrail and have the students trot the course again. (12 Minutes)

Critique – This will take place during the application as the students are completing the course each time. I will discuss their personal strengths and what they need to focus on to help them gain better control over their ponies while jumping a course.

Summary – I will review the D3 test expectations for jumping and answer any questions the student may have. (1 Minute)

Practiced Assigned – I will discuss how each student should practice performing jumping courses without jumps. They should focus on turning, straightness, and control before they add fences. (1 Minute)