



Coach Education

Introduction to Coaching

Workbook



2nd EDITION – 2016

**ALL RIGHTS RESERVED NO PART OF THIS PUBLICATION MAY BE REPRODUCED,
STORED IN A RETRIEVAL SYSTEM, OR TRANSMITTED IN ANY WAY OR BY ANY
MEANS, ELECTRONIC, MECHANICAL, PHOTOCOPYING, RECORDING OR
OTHERWISE, WITHOUT THE PRIOR PERMISSION OF THE FEDERATION
EQUESTRE INTERNATIONALE**

ACKNOWLEDGEMENTS

To the FEI Senior Tutors who gathered, reviewed and trialled the information contained within the First Edition, January 2014:

- Gerry Mullins (IRL)
- Peter Strijbosch (NED)
- Kathy Amos Jacob (FRA)
- Susanne Macken (IRL)
- Lars Meyer zu Bexten (GER)
- Jean-Philippe Camboulives (FRA)

To Coaching Ireland for the coaching skills expertise:

- Liam Moggan (IRL)

To the FEI Solidarity Department Team for the writing and editing of the workbooks

©Fédération Equestre Internationale

Reproduction in any form is not permitted without contacting:

Fédération Equestre Internationale
FEI Solidarity Department
Chemin de la Joliette 8
1006 Lausanne
Switzerland
Tel +4121 310 47 47
Fax +4121 310 47 60
Website www.fei.org

Purchase and enrolment:

The purchase of this workbook constitutes enrolment in the programme. Purchases/enrolments must be made in the name of the candidate. Qualifications will not be awarded for candidates using unauthorised copies.

TIMETABLE

Day 1:	Place:	TIME-TABLE
09.00-09.30	Meeting room	Registration of Coaches
09.30-10.00		Welcome & Introduction
10.00-10.30		Coffee break
10.30-12.00	Meeting room	Introduction to Coaching
		List the qualities of a good coach
		Create a Personal Profile
12.00-13.30		Lunch
13.30-14.30	Meeting room	Plan a Coaching Session
		Coach a Session
14.30-16.00	Arena	Skill 1: Mounting & Dismounting (30min)
		Skill 2: Basic Flatwork position "Deep Seat" (30min)
		Skill 3: The Athlete's Aids (30min)
16.00-16.30		Coffee Break
16.30-18.00		Skill 4: Stretching the neck forward/downward (30min)
		Skill 5: Giving Hands (30min)
		Skill 6: Basic Paces of the Horse (30min)
18.00-18.30	Meeting room	Review of the day
Day 2:		
09.00-10.30	Arena	Skill 7: Transitions (30min)
		Skill 8: Turns & Circles (30min)
		Skill 9: Lateral Bend (30min)
10.30-11.00		Coffee break
11.00-12.30		Skill 10: Flexion in the Poll (30min)
		Skill 11: Turn on the Forehand (30min)
		Skill 12: Leg Yielding (30min)
12.30-14.00		Lunch
14.00-14.30	Meeting room	IDEA Principles
14.30-16.30	Arena	Practical coaching (Group A and then B)
		Skill 1: Jumping Position (30min)
		Skill 2: Trotting Poles (30min)
		Skill 3: The 5 phases of the jump (30min)
		Skill 4: Simple Gymnastic Exercises (30min)
16.30-17.00		Coffee break
17.00-17.30	Meeting room	Clean Sport
17.30-18.30		Review of coaching practice
		Conclusion of the course / Course feedback / END

CONTENT

The Introduction to Coaching course is the first steps of the FEI Coach Education System, it is designed to introduce participants to the approach used throughout the system and as such does not qualify a person to coach. The Introduction course is a mandatory requirement for future Level 1 Course participants. The Level 1 Course will then provide coaches with the ability to prepare Athletes for competitions, emphasizing skills, develop participation and enjoyment.

1. INTRODUCTION	5
1.1 The FEI & Development – History	5
1.2 The FEI Coach Education Structure	5
1.3 The Welfare of the Horse	6
2. INTRODUCTION TO COACHING	8
2.1 What is Coaching?	8
2.2 The Qualities of a Good Coach?	9
2.3 Compile a Personal profile	11
2.4 How to Plan a Coaching Session	12
2.5 Coaching Points for Every Session.....	13
2.6 Session Planner.....	15
2.7 How to Coach a Session	16
3. DRESSAGE / FLATWORK	21
3.1 FEI Dressage Rules: Article 401.....	21
3.2 Coaching Skills.....	22
Skill 1: Mounting & Dismounting.....	24
Skill 2: Basic Flatwork Position “Deep Seat”	26
Skill 3: The Athlete’s Aids	28
Skill 4: Stretching the Horse Forward / Downward	30
Skill 5: Giving Hands	32
Skill 6: Basic Paces of the Horse.....	34
A) The Walk	35
B) The Trot	35
C) The Canter.....	36
Skill 7: The Transitions	38
Skill 8: Turns and Circles.....	40
Skill 9: Lateral Bend	42
Skill 10: Flexion.....	44
Skill 11: Turn on the Forehand.....	46
Skill 12: Leg Yielding	49
Appendix I: Rules of the Arena.....	52
Appendix II: The Dressage Arena	56

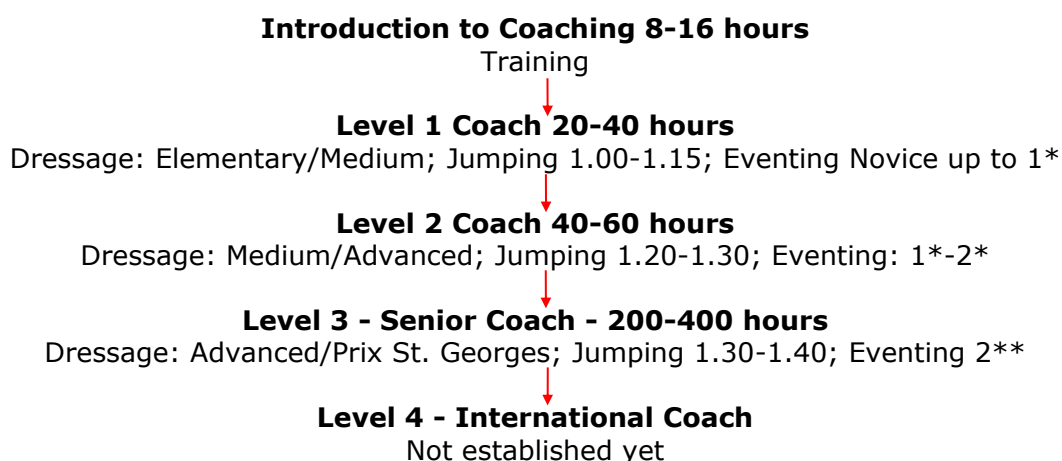
4. JUMPING.....	58
4.1 Coaching Skills.....	58
Skill 1: Jumping or Forward Seat.....	59
Skill 2: Riding over Trotting Poles	61
Skill 3: The Five Phases of the Jump	63
Skill 4: Jumping a Simple Grid	65
5. ANNEXES.....	68
5.1 Emergency Plan	69
5.2 Safety	70
5.3 Special Considerations for Athletes with Disabilities	72
5.4 Recommended Literature.....	73
5.6 Clean Sport – The Horse.....	77
5.7 Clean Sport – The Athlete.....	80
5.7.1 The Rules	80
5.7.2 Understanding the principle of strict liability.....	80
5.7.3 The Athletes' Responsibilities.....	81
5.7.4 Anti-doping rule violations and their sanctions	82
5.7.5 Fostering a "Clean Sport" philosophy	82
5.7.6 Finding Clean Sport information	83

1. INTRODUCTION

1.1 The FEI & Development – History

- In 1998: The FEI decided to create a Development Fund and appointed a Development Officer
- In 1999: One of the first tasks of the FEI Development Officer was to review the affiliations' process, making it more accessible for NFs interested in joining the FEI
- In 2001: The first meeting on Development was held in Riga, Latvia. The fast growth of development programmes led to the establishment of a FEI Development Office and the appointment of a Project Manager
- In 2003: In April, a working group in charge of outlining a development strategy for the next five years was formed. Its task was to:
- Create a basic structure for developing NFs, helping them develop their sport
 - Establish a practical Coach education system putting in place a recognised certification system for Coaches
- In 2006 March, creation of the FEI Development Department
- In 2009 June, creation of the FEI Coaching Department
- In 2011 June, FEI launch FEI Solidarity, the new Development programme of the FEI

1.2 The FEI Coach Education Structure



Note: The Introduction to Coaching course is the first stage on the coaching structure and as such does not qualify a person to coach

“GOOD COACHING MAKES A DIFFERENCE”

1.3 The Welfare of the Horse

1. In all equestrian sports the Horse's welfare must be considered above all other interests.
2. All handling and veterinary treatment must ensure the health and welfare of the Horse.
3. The highest standards of nutrition, health, sanitation and safety should be employed at all times.
4. During transportation adequate provision must be made for ventilation, feeding, watering and maintaining a healthy environment.
5. The highest standard of education and training should be encouraged and further studies in Equine Health should be fostered.
6. To ensure the welfare of the Horse, the Athlete's fitness and competence should be regarded as essential.
7. All riding and training methods must be take account of the Horse as a living entity and must not include any technique considered by the FEI to be abusive.
8. National federations should establish adequate controls to ensure that all persons and bodies under their jurisdiction respect the welfare of the Horse.
9. The national and international rules and regulations in equestrian sport regarding the health and welfare of the Horse must be adhered to not only during national and international events, but also in training. Competition rules and regulations shall be continually reviewed to ensure such welfare.

Coaching



2. INTRODUCTION TO COACHING

2.1 What is Coaching?

Coaching is about helping people develop social skills, by interacting with others.

Coaching is the process of identifying Athletes' desires, talents and dreams, and giving them confidence and skills to achieve their goals and aims.

"Coaching is an ongoing process of communication between the Coach and the Athlete(s) focused on improving current performance and building capabilities for the future. It includes a variety of activities, such as:

- ⇒ Orienting new Athletes,
- ⇒ Addressing poor performance
- ⇒ Providing instruction
- ⇒ Recognizing excellent performance
- ⇒ Directing Athletes' efforts
- ⇒ Listening to + responding to Athletes' concerns
- ⇒ Providing encouragement
- ⇒ Removing barriers to performance"

~ Ohio State's Performance Management Handbook

What is Coaching in Horsesport?

A coach is a professional, he/she is a project manager and he/she has to manage several competencies. A coach is more than a trainer. A coach is a leader. A coach has all competencies:

- ⇒ Technical
- ⇒ Physical
- ⇒ Tactical
- ⇒ Mental
- ⇒ Lifestyle

What is the difference between:

- Monitor: teaches at club level = 1 - way communication
- Instructor: builds blocks (initial education) = 1 - way communication
- Trainer: has technical & physical competencies = 1 - way communication
- Coach: has managerial competencies = 2 - way communication

Outcomes:

At the end of this session the Coach will be able to:

- List the qualities of a good coach
- Create a personal profile
- Plan a coaching session
- Coach a session

2.2 The Qualities of a Good Coach?

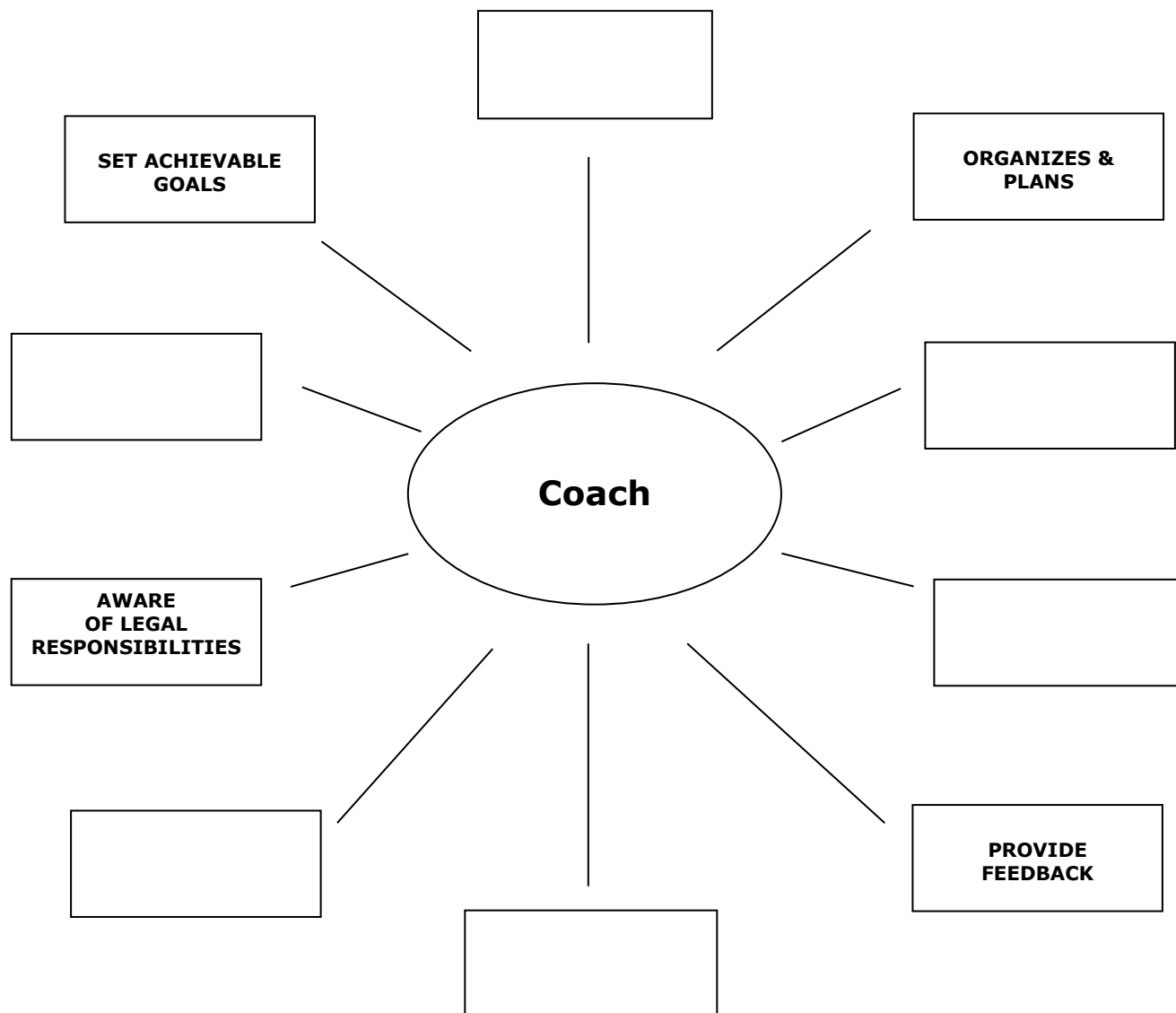
In groups of two, identify and list three or more qualities of a good coach. Think of someone who made a positive influence on you and describe that person:

1.
2.
3.
4.
5.

Now list the three most important which you and your partner agree on:

1.
2.
3.

Complete this diagram from the feedback of other groups:



2.3 Compile a Personal profile

Think about the statements below from your own point of view. Circle a number in the right hand column in each case

	Describes me well			Describes me Poorly	
	1	2	3	4	5
I like Sport	1	2	3	4	5
I like working with people	1	2	3	4	5
I like working with children	1	2	3	4	5
I like to help others	1	2	3	4	5
I am a good organiser	1	2	3	4	5
I like the idea of coaching	1	2	3	4	5
I respect other people	1	2	3	4	5
I am good at understanding how other people feel	1	2	3	4	5
I have a good knowledge of one or more sports	1	2	3	4	5
I am confident	1	2	3	4	5
I am a flexible person	1	2	3	4	5
I like to address problems in a positive way	1	2	3	4	5
I like to achieve things	1	2	3	4	5
I like to be punctual	1	2	3	4	5
I am a good communicator	1	2	3	4	5
I am a good listener	1	2	3	4	5
I can put success and failure in perspective	1	2	3	4	5

Personal strengths 1. 2.	Applied when coaching 1. 2.
Areas of weakness 1. 2.	Action steps to improve 1. 2.

2.4 How to Plan a Coaching Session

1. Plan well in advance
2. Decide on the aims for the session
3. A sample 1 hour session:

Warm up of Horse & Athlete	10 min
Practice previous taught skills	20 min
Teach and practice new skills	25 min
Cool down of Horse & Athlete and wrap up	5 min

4. Emphasise that correct practice is for improvement
5. Plan a variety of activities that provide safety, fun, and skill practice
6. List all the equipment required to carry out the session in your session planner
7. Plan space and equipment to maximum
8. Allow plenty of time for applied practice (e.g. full or modified version)
9. Be positive and encouraging in your comments
10. Let Athletes suggest exercises for next session and in the next session use the agreed suggestions
11. Finish on a positive note

2.5 Coaching Points for Every Session

Outcomes:

At the end of this session the Coach will be able to:

- Plan & Set out the equipment for the session
- Carry out the Warm up and assessment of Horse and Athlete
- Coach the skill – using the IDEA principle
- Complete the session with the Cool down
- Provide Feedback

Plan & prepare the lesson

- ⇒ Plan the session using the session planner, stating aims. Under the content section outline how you intend to achieve these aims, i.e. What will be covered in the session.
- ⇒ Set out equipment - Dressage letters, markers, cones or other coaching aids

Warm up and Assessment of Horse and Athlete

- ⇒ First Brief introduction. Then observe in warm up assess the Horse's way of going, physical and mental condition, suitability.
- ⇒ Collect information on:
 - 1) Athlete's age, experience and goals. If applicable also owner's goals
 - 2) Horse's age, experience, habits
- ⇒ The warm-up is an essential part of physical activity, and an essential feature of any safe training session
- ⇒ The warm-up helps prepare the body and the mind for the efforts that are to follow
- ⇒ The warm-up helps to reduce the risk of injury by increasing muscle temperature and blood flow

Coach the skill – using the IDEAS Principle

- ⇒ Use the IDEA principle to:
 - 1) **I** dentify/Introduce the skill
 - 2) **D** emonstrate the skill
 - 3) **E** xplain the skill
 - 4) **A** ttend to the practice of the skill

Cool Down

- ⇒ Cool down reduces the heart rate gradually from the exertion of the activity
- ⇒ Cool down will prevent stiffness and soreness after a session
- ⇒ Cool down allows the body temperature and blood components to return to normal in a gradual way

Feedback

Collect feedback from the Athlete and discuss plan for next session.

2.6 Session Planner

Date: _____ **Venue:** _____

Time: _____ **Duration:** _____

Number of Athlete(s) & Horse(s): _____

Equipment required: _____

Objective/s of the session:

1. _____

2. _____

3. _____

TIME	ORGANISATION
	Introduction: _____
	Warm up & Assessment: _____
	Main Information: _____ > > > >
	Cool down/Summary: _____

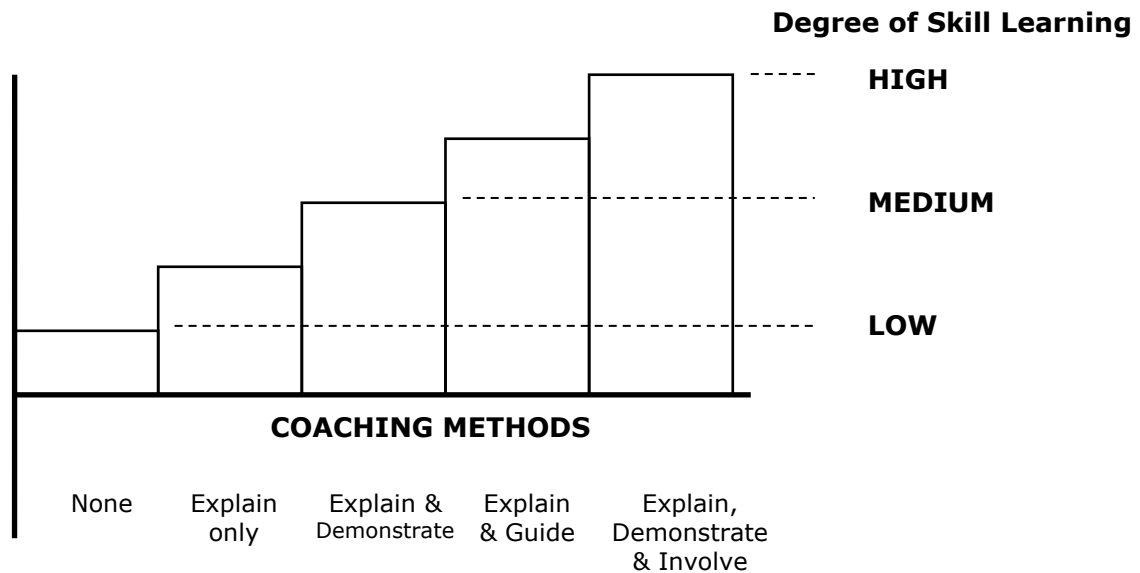
DON'T FORGET:

INCLUDE IN NEXT SESSION:

EVALUATION: (were the objectives of the session achieved?)

2.7 How to Coach a Session

How different Coaching Skills affect learning?



You can learn to coach successfully with this **IDEA**

I	I ntroduce the skill
D	D emonstrate the skill
E	E xplain the skill
A	A ttend to participants practicing the skill

"YOU TELL ME, I FORGET, YOU TEACH ME, I LEARN,
YOU INVOLVE ME, I REMEMBER"
(Benjamin Franklin)

Notes:

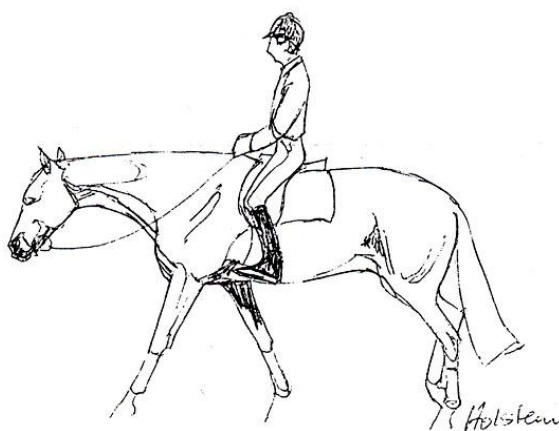
Warm-Up and Cool Down

Why Warm-Up?

- The warm-up is an essential preparation for physical activity.
- The warm-up mentally focuses the Athlete & Horse for the Session.
- It helps reduce the risk of injury.

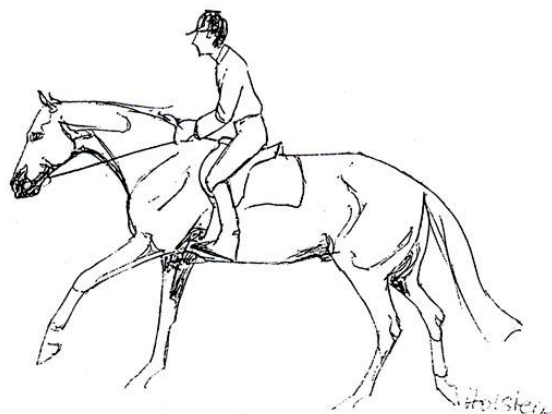
How to Warm-Up?

- Walk on a long rein (if safe) and allow the Horse to stretch head and neck
- Rising trot large circles
- Canter with the Athlete in a forward seat



Walk on a long Rein

Canter in a forward Seat

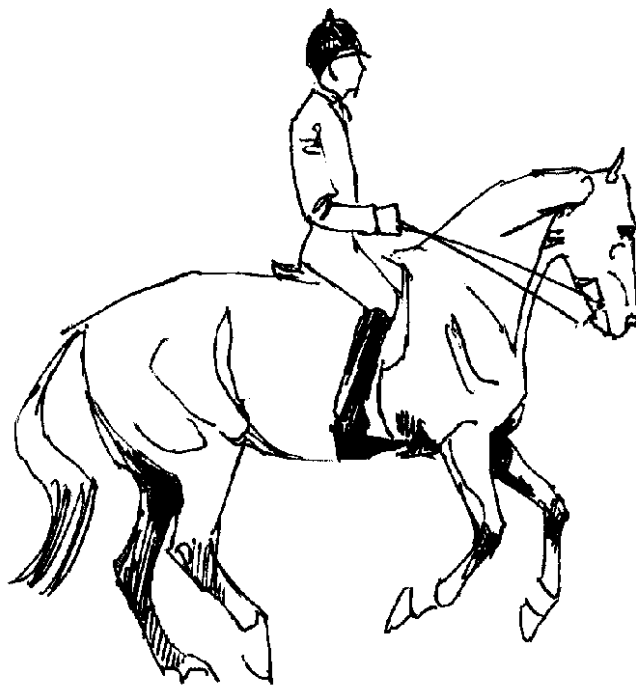


Why Cool Down?

- To reduce the heart rate gradually.
- To prevent stiffness and soreness after a session.
- This would be a good time to praise Athletes for their efforts, to agree details of the next session.

Notes:

Dressage



3. DRESSAGE / FLATWORK

3.1 FEI Dressage Rules: Article 401

OBJECT AND GENERAL PRINCIPLES OF DRESSAGE

The object of dressage is the development of the Horse into a happy Athlete through harmonious education. As a result, it makes the Horse calm, supple, loose and flexible, but also confident, attentive and keen, thus achieving perfect understanding with the Athlete.

These qualities are demonstrated by:




- The freedom and regularity of the paces.
 - The harmony, lightness and ease of the movements.
 - The lightness of the forehand and the engagement of the hindquarters, originating from a lively impulsion.
 - The acceptance of the bit, with submissiveness/throughness (Durchlässigkeit) without any tension or resistance.
1. The Horse thus gives the impression of doing, of its own accord, what is required. Confident and attentive, submitting generously to the control of the athlete, remaining absolutely straight in any movement on a straight line and bending accordingly when moving on curved lines.
 2. The walk is regular, free and unconstrained. The trot is free, supple, regular and active. The canter is united, light and balanced. The hindquarters are never inactive or sluggish. The Horse responds to the slightest indication of the athlete and thereby gives life and spirit to all the rest of its body.
 3. By virtue of a lively impulsion and the suppleness of the joints, free from the paralysing effects of resistance, the Horse obeys willingly and without hesitation and responds to the various aids calmly and with precision, displaying a natural and harmonious balance both physically and mentally.
 4. In all the work, even at the halt, the Horse must be "on the bit". A Horse is said to be "on the bit" when the neck is more or less raised and arched according to the stage of training and the extension or collection of the pace, accepting the bridle with a light and consistent soft submissive contact. The head should remain in a steady position, as a rule slightly in front of the vertical, with a supple poll as the highest point of the neck, and no resistance should be offered to the athlete.
 5. Cadence is shown in trot and canter and is the result of the proper harmony that a Horse shows when it moves with well-marked regularity, impulsion and balance. Cadence must be maintained in all the different trot or canter exercises and in all the variations of these paces.
 6. The regularity of the paces is fundamental to Dressage.

3.2 Coaching Skills

Outcomes:




At the end of the Dressage section, the Coach will have:

- Observed the coaching of various skills, i.e.:

	=	Control Balance
	=	Control Movement
	=	Control Direction

- Observed the application of the IDEA principles.
- Analysed the correct procedures demonstrated.
- The ability to provide feedback to the Tutor.

Skills:

	Skill 1	Mounting & Dismounting
Control Balance		
	Skill 2	Basic Flatwork position "Deep Seat"
Control Movement		
	Skill 3	The Athlete's Aids
	Skill 4	Stretching the neck forward / downward
	Skill 5	Giving hands
	Skill 6	Basic Paces of the Horse
	Skill 7	Transitions
Control Direction		
	Skill 8	Turns and Circles
	Skill 9	Lateral Bend
	Skill 10	Flexion in the Poll
	Skill 11	Turn on the Forehand
	Skill 12	Leg Yielding
Appendix I		Rules of the Arena
Appendix II		The Dressage Arena

Skill 1: Mounting & Dismounting

Outcomes:

By the end of the session the coach will be able to identify the key points of Mounting & Dismounting.



Observe while the session is delivered by the tutor and while individual coaches practice coaching the skill. Use this workbook to identify key points of the skill.

Checkpoints Mounting:

- Was tack checked (girths tightened, stirrups correct length) ☐
- Was Horse standing still and square ☐
- Was Athlete in control of the Horse before mounting ☐
- Did an assistant hold the Horse and stirrup on off side ☐
- Did the Athlete follow the correct mounting procedure ☐
- Did the Athlete sit down gently in the saddle ☐
- Was the Athlete able to pick up stirrups correctly ☐
- Did the Athlete pick up the reins correctly ☐
- Was the Horse standing still throughout, was it ready to move off ☐

Checkpoints Dismounting:

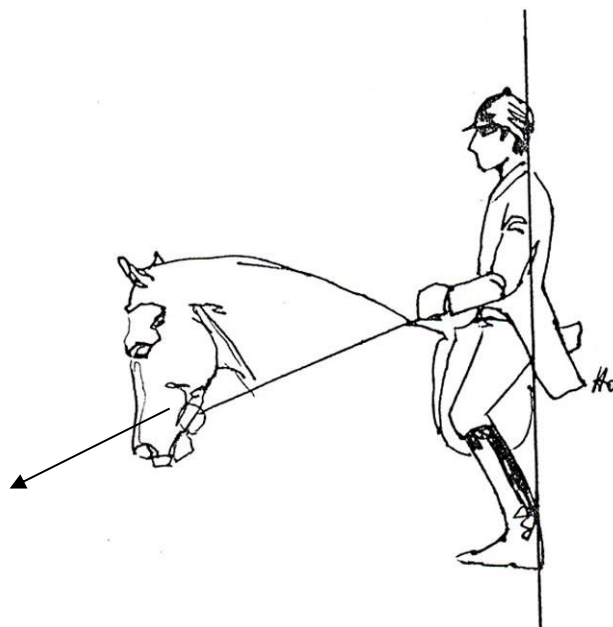
- Did the Horse stand still and balanced on all four legs ☐
- Was the Athlete in control of the Horse while dismounting ☐
- Did the Athlete take both feet out of the stirrups before dismounting ☐
- Did the Horse remain calm during dismounting ☐
- Did the Athlete dismount without touching the Horses croup ☐
- Did the Athlete take the reins off over the Horse's neck after dismounting ☐
- Did the Athlete run up the stirrups after dismounting ☐
- Was the girth loosened after dismounting ☐

What are the main issues that must be considered?**a) Regarding Safety:****b) Regarding the Athlete:****c) Regarding the Horse:****d) Regarding different ways of mounting** (Leg up, mounting block, jumping up):

Skill 2: Basic Flatwork Position "Deep Seat"

Outcomes

By the end of the session the coach will be able to identify the key points of the basic flatwork position of the Athlete (Control Balance).



Observe while the session is delivered by the tutor and while individual coaches' practice coaching the skill. Use this workbook to identify key points of the skill.

Checkpoints Basic Seat Position:

- The Athlete sits relaxed and upright in the saddle ☐
- Were Athlete's shoulder, hip and heel are on an imaginary vertical line (in a dressage saddle)? ☐
- Did the Athlete sit in the deepest point of the saddle? ☐
- When viewed from behind, did the Athlete sit straight with equal weight on both seat bones? ☐
- Were the heels the lowest point? ☐
- The arms hang relaxed with a supple elbow ☐
- Were hands carried correctly? ☐
- The elbow, hands and the Horse's mouth are on a straight line when viewed from the side ☐

What are the main issues that must be considered?**a) Regarding Safety:**

-
-
-

b) Regarding the effectiveness of the seat position:

-
-
-

c) Regarding the effects of an incorrect basic seat position:

-
-
-

Skill 3: The Athlete's Aids

Outcomes

By the end of the session the coach will be able to identify the key points of the Athlete's Aids (Control Movement).

Skill Description: We recognise three aids:

- (a) The Weight Aid
- (b) The Leg Aid
- (c) The Rein Aid

- a. The weight aid influences the Horse continuously by the fact that one is sitting on the Horse. The Athlete's weight should always be above the centre of gravity, which is constantly changing with movement.
- b. We have the forward and sideways driving leg aid.
- c. Rein aids have various functions. They guide the Horse into the desired direction and they control the amount of forward movement.

Observe while the session is delivered by the tutor and while individual coaches practice coaching the skill. Use this workbook to identify key points of the skill.

Checkpoints Weight Aid:

- Was the weight aid used while turning? ☐
- Was the weight aid used to make the Horse go forward? ☐
- Was the weight aid used to make the Horse slow down? ☐

Checkpoints Leg Aid:

- Were the leg aids used to make the Horse go forward ☐
- Were the leg aids used to make the Horse go sideways ☐

Checkpoints Rein Aid:

- Were the rein aid used correctly? ☐
- Was the Athlete able to carry his hands still and independently? ☐

What are the main issues that must be considered?

a) Regarding Safety:

—
—
—

b) Regarding the connection between a correct seat position and the aids:

—
—
—

c) Regarding the effectiveness of the aids:

—
—
—

Skill 4: Stretching the Horse Forward / Downward

Outcomes

By the end of this session the coach will be able to identify the key points of Stretching the Horse Forward/Downward (Control Movement).

Skill Description:

Stretching on a long rein: This exercise gives a clear impression of the "throughness" of the Horse and proves its balance, suppleness, obedience and relaxation. In order to execute the exercise "stretching on a long rein" correctly, the Athlete must lengthen the reins as the Horse stretches gradually forward and downward.

As the neck stretches forwards and downwards, the mouth should reach more or less to the horizontal line corresponding with the point of the shoulder.

An elastic and consistent contact with the Athlete's hands must be maintained. The pace must maintain its rhythm, and the Horse should remain light in the shoulders with the hind legs well-engaged.

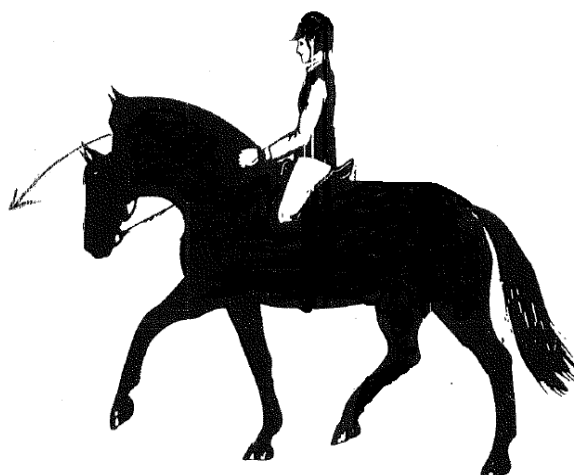
During the retake of the reins the Horse must accept the contact without resistance in the mouth or poll.

How do you perform it:

- The Athlete opens his/her fingers towards the Horses' mouth.
- The Horse stretches and slows down. It should go down and forward with its neck and nose.
- The mouth at the level of its elbows and the poll at the level of the wither.
- The reins are gradually lengthened as far as the Horse is prepared to stretch and maintain the contact.
- The forward and driving aids must keep the haunches active.

When can the exercise be used?

- ⇒ After all movements in flexion, in collection, after a big effort.
- ⇒ At all 3 gaits either to warm up and cool down to prevent stiffness the next day.
- ⇒ Several times (short time) during the session to stretch the outline (vertebra).



What are the benefits?

- ⇒ It improves the jumping style
- ⇒ It corrects wrong neck
- ⇒ It lengthens the short neck, rounder the top of neck muscle, it improves the lengthening of gaits
- ⇒ It lengthens the short and stiff outline
- ⇒ It lengthens the hollow back and give more power and strength
- ⇒ It relieves the weak hocks and gymnastic the hindquarters
- ⇒ It makes the Horse supple and relax

Problems:

There is a problem when:

- ⇒ The Horse does not stretch the neck forward and raise the neck and head
- ⇒ The Horse drops the contact
- ⇒ The Horse goes faster on the shoulders
- ⇒ The Horse pulls on the reins

Checkpoints stretching the Horse on a long rein:

- | | |
|---|--------------------------|
| • Was the Horse in balance? | <input type="checkbox"/> |
| • Was the Horse stretching its neck forward & downward? | <input type="checkbox"/> |
| • Was the Horse keeping the contact with the hands? | <input type="checkbox"/> |
| • Was the Horse lengthening its strides? | <input type="checkbox"/> |

Skill 5: Giving Hands

Outcomes:

By the end of this session the coach will be able to identify the key points of Giving Hands (Control Movement).

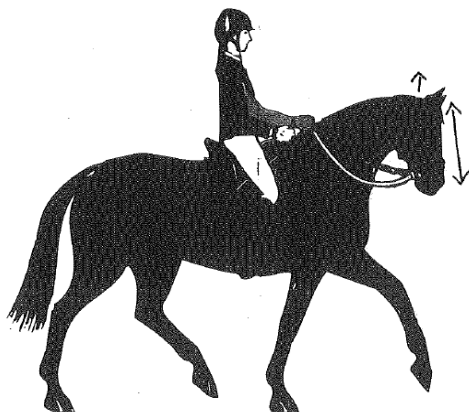
Skill Description:

Giving hands is rewarding the Horse.

Giving hands is an exercise to check the balance of the Horse and can be also a reward for the Horse.

How do you perform it?

- The Athlete pushes his/her hands 20-30 cm forward along the top of the neck or few strides and then return at the original hands position.
- The Horse nose can come slightly further forward in front of the vertical.
- The Horse remains in the same attitude, in self carriage; the pace, the rhythm, cadence (tempo) should stay the same.
- For more advanced Horses, the "Giving the Rein" (i.e.: Giving Hands) is imperceptible. The Athlete releases 3 to 5 cm and return to the prior same contact.



Checkpoints Giving Hands:

- | | |
|---|--------------------------|
| • Was the Horse obedient to the Athlete's aids? | <input type="checkbox"/> |
| • Was the Horse neck moving forward & downward? | <input type="checkbox"/> |
| • Was the nose of the Horse in front of the vertical? | <input type="checkbox"/> |
| • Were the Athlete's hands moving forward? | <input type="checkbox"/> |

What are the main issues that must be considered?**a) Regarding the Horse:**

-
-
-

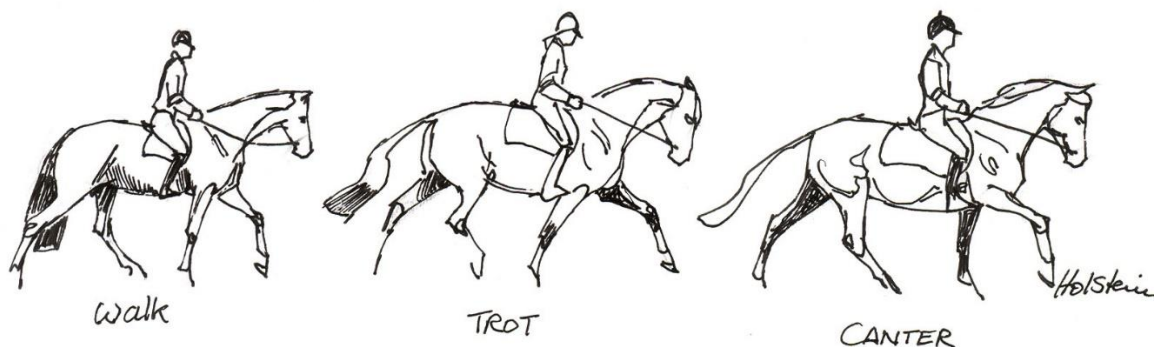
b) Regarding the Athlete:

-
-
-

Skill 6: Basic Paces of the Horse

Outcomes:

By the end of the session the coach will be able to identify the key points of the Basic paces of the Horse (Control Movement).



Observe while the session is delivered by the tutor and while individual coaches practice coaching the skill. Use this workbook to identify key points of the skill.

Identify and Coach the Paces at Novice Level

The Horse has three basic paces, walk, trot and canter. Each pace has various tempi, depending on the degree of collection or extension. At Level 1, the working paces are used.

A) The Walk

The walk is a movement in four time. The clear four-time rhythm is of the utmost importance.

The Tempi

Medium walk:

This is the basic walk tempo and the only one used at novice level. The Horse should move willingly and purposefully forward, in a regular four-time beat. The Horse should walk accepting the bit ("on the bit").

(Collected Walk and Extended Walk are the other walk tempi and are more advanced movements. They will be dealt with in Level 1 & 2.)

Free Walk on a Long Rein

This term is sometimes used in Novice Dressage competitions. The judge would like to see the Horse move rhythmically and purposefully forward with good ground cover, in harmony with a lengthened (not loose) rein the Horse should show a longer and lower outline.

Checkpoints for the Walk:

- | | |
|--|--------------------------|
| • Was the walk a regular four beat pace? | <input type="checkbox"/> |
| • Was the walk active? | <input type="checkbox"/> |
| • Was the walk relaxed? | <input type="checkbox"/> |
| • Was the walk covering sufficient ground (over tracking)? | <input type="checkbox"/> |

B) The Trot

The trot is a movement in two-time. The Horse moves forward with diagonal pairs of legs. The clear rhythm of the movement is of the utmost importance.

The Tempi

Working Trot

This is the basic trot tempo and is the one used at Novice level. It is the tempo most suitable for the Novice Horse and novice Athlete and for warming up a Horse. As it is a working pace it should show energy and activity and a clear regular rhythm.

(Medium Trot, Extended Trot and Collected Trot are the other Trot tempi. They are more advanced and are dealt with at Level 2).

Lengthened strides

This is a term sometimes used in Novice Dressage competitions. The judge would like to see trot strides lengthen (not quicken) and cover more ground. Lengthened strides are asked for to prepare the Horse for Medium trot in the higher-level competitions.

Checkpoints for the Trot:

- Was the trot regular? ☐
- Did the trot have a clear two beat? ☐
- Was the trot rhythmic? ☐
- Was the trot not running? ☐
- Was the trot not too sluggish? ☐

C) The Canter

The Canter is a movement in three-beat. We differentiate between right or left canter, named after the leading lateral pair of legs. A clear three beat, followed by a moment of suspension, is necessary for a clear canter rhythm.

The TempiWorking Canter

This is a basic pace, used like the working trot, showing energy and rhythm. Each stride is about one Horse's length long.

(Medium Canter, Extended Canter and Collected Canter are the other canter tempi. They are more advanced movements and will be dealt with at Level 1 & 2.)

Lengthened the Strides

This is a term sometimes used in Novice Dressage competitions. The judge would like to see canter strides lengthen (not quicken) and cover more ground. Lengthened strides are asked for to prepare the Horse for Medium Canter in the higher-level competitions.

Checkpoints for the Canter:

- Was the canter a clear three beat movement? ☐
- Was the canter relaxed? ☐
- Was the canter in balance? ☐
- Was the Horse taking a full stride? ☐

What are the main issues that must be considered?**a) Regarding Safety**

-
-
-

b) Regarding the Regularity

-
-
-

c) Regarding the tempo being too fast or too slow

-
-
-

Skill 7: The Transitions

Outcomes:

By the end of this session the coach will be able to identify the key points of the Transitions (Control Movement).

Transitions are a very important part of training. If executed correctly they improve the Horse's obedience, balance and athletic ability. The Athlete should prepare every transition with a half halt. This will alert the Horse and make him attentive to the aids. At this level transitions may be executed progressively.

There are two types of transitions at Novice level:

- a) Transitions from one pace to the neighbouring pace, or to halt
- b) Transitions within a pace, from one tempo to another. (working tempo to lengthened strides)

a) Transitions from one pace to the next pace (up or down), or to Halt

Halt	→	Walk	→	Halt
Walk	→	Trot	→	Walk
Trot	→	Canter	→	Trot

To proceed into walk use forward driving aids into a more or less allowing rein aid. (During the walk, the forward driving leg aids are used alternatively, during trot they are used simultaneously).

To strike off in canter, give the Horse a slight inwards flexion in the poll and transfer Athlete's weight to the inside. Give the impulse with the inside leg at the girth, supported by the outside leg further behind the girth. Initially the inside rein yields slightly to allow the first canter stride out.

Downward Transitions in hand and wait for the down transition (avoid to use your hands). The Horse has to "grow up" (become taller) in the impulsion.

b) Transitions within a pace

Medium Walk	→	Extended Walk	→	Medium Walk
Working Trot	→	Medium Trot	→	Working Trot
Working Canter	→	Medium Canter	→	Working Canter

Checkpoints for Transitions:

- Was the transition in the balance? ☐
- Was the transition performed in the straightness? ☐
- Did the Horse keep the contact with the hands during the transition? ☐

What are the main issues that must be considered?**a) Regarding Safety**

—
—
—

b) Regarding the obedience of the Horse

—
—
—

c) Regarding the balance of the Athlete

—
—
—

d) Regarding the difficulties when riding the transitions

—
—
—

Skill 8: Turns and Circles

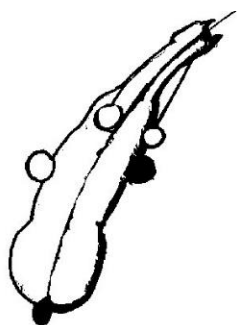
Outcomes:

By the end of this session the coach will be able to identify the key points of the Turns and Circles (Control Direction).

➤ **A circle** is a continuous curved line.

We recognise circles of various diameters.

A Horse on a circle must conform to the shape of the circle.



The aids are:

More weight onto the inside.

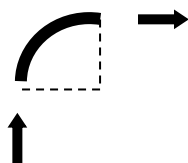
Inside leg close behind the girth creates impulsion. The outside leg further behind the girth controls the quarters.

The Inside rein indicates the direction and the outside rein controls the bend in the neck.

Checkpoints Circles:

- Were the circles round? ☐
- Was the Horse taking up the shape of the circle? ☐
- Was the Horse bent correctly? ☐

➤ **A Turn** is a ¼ of a circle, joined by a straight line at both ends.



A shallow turn is a ¼ of a large circle.

A sharp turn is a ¼ of a small circle.

The aids are the same as for circles.

Observe while the session is delivered by the tutor and while individual coaches' practice coaching the skill. Use this workbook to identify key points of the skill.

Checkpoints Turns:

- Were the turns approached on a straight line? ☐
- Were the turns approached with a straight Horse? ☐
- Was the Horse going through the corner correctly? ☐
- Was the Horse straightened correctly coming out of the corner? ☐

What are the main issues that must be considered?**a) Regarding Safety:**

-
-
-

b) Regarding a turn with a young Horse or with a more experienced Horse:

-
-
-

c) Regarding the advantages of riding on a circle (compared to riding on a straight line):

-
-
-

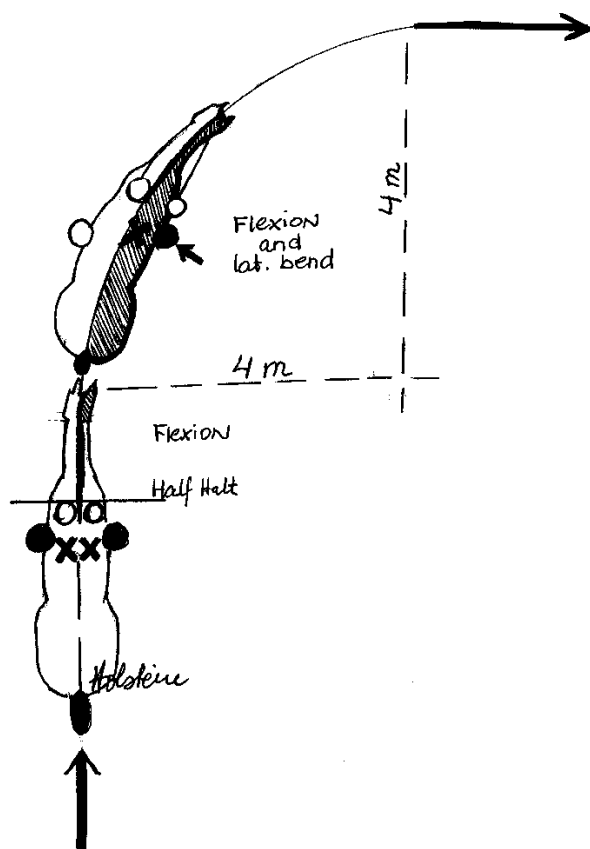
d) Regarding the difficulties when riding on a circle (staying on the correct line without deviation):

-
-
-

Skill 9: Lateral Bend

Outcomes:

At the end of this session the coach will be able to identify the key points of Lateral Bend (Control Direction).



There can be lateral (sideways) bend in the neck only, or throughout the whole body of the Horse.

When moving on a circle, through a corner, or in a lateral movement like Shoulder In or Half-Pass, we require a Horse to be flexed in the poll and bent laterally evenly from head to tail.

Since the neck is thinner than the body it is easier to bend. When a uniform lateral bend of the Horse is required one has to be careful that the neck is not bent more than the body.

The side the Horse is flexed and bent to is called the inside

When changing direction from one circle to another e.g. in a figure of eight, the Athlete should straighten the Horse for one Horse's length before flexing and bending it into the new direction.

There can be flexion without lateral bend, but there can be no lateral bend without flexion.

Checkpoints Lateral Bend:

- | | |
|--|--------------------------|
| • Was the flexion in the poll showing regularity? | <input type="checkbox"/> |
| • Was the Horse obedient to the inside leg? | <input type="checkbox"/> |
| • Was the Horse hindquarter continuously active on the circle? | <input type="checkbox"/> |

What are the main issues that must be considered?**a) Regarding Safety:**

-
-
-

b) Regarding the inside leg:

-
-
-

c) Regarding the advantages of the lateral bend:

-
-
-

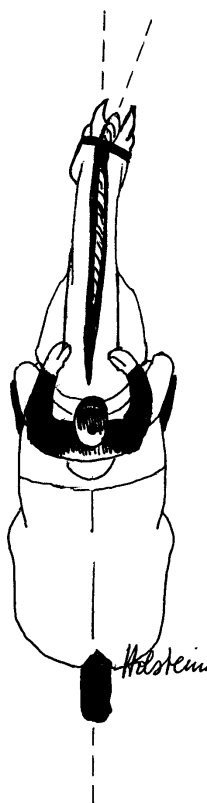
d) Regarding the difficulties when riding the lateral bend:

-
-
-

Skill 10: Flexion

Outcomes:

By the end of this session the coach will be able to identify the key points of the Flexion (Control Direction):



Flexion describes the sideways movement of the Horse's head in the poll. When a Horse is flexed, e.g. to the right, the right cheekbone comes closer to the neck, whereas the left cheekbone moves away from the neck. The cheekbone that moves closer to the neck slightly displaces the Horse's parotid gland, which becomes more prominent.

The rest of the Horse stays straight. When a Horse is relaxed and supple the crest will flip over towards the side it is flexed to.

Flexion makes the Horse submissive in the poll and is essential part of "gymnasticizing" a Horse. The side the Horse is flexed to is called the "inside" no matter where in the arena the Horse is at that time.

Checkpoints Flexion:

- Was the Horse head slightly before the vertical? ☐
- Was the Horse's mouth in a smooth and permanent contact with the bit? ☐
- Were the Athlete's aids correct? ☐
- Was the Horse submissive in the poll ☐

What are the main issues that must be considered?**a) Regarding the Horse:**

-
-
-

b) Regarding the Athlete:

-
-
-

c) Regarding the difficulties when performing the flexion:

-
-
-

Skill 11: Turn on the Forehand

Outcomes:

By the end of this session the coach will be able to identify the key points of the Turn on the Forehand (Control Direction)

Skill Description:

The turn on the forehand is a turn of 180°.

The Horse's forelegs execute a very small circle, nearly on the spot. The Horse's hind legs describe a bigger circle. The Horse is flexed to the inside but is otherwise straight.

The purpose of the exercise is to teach the Horse to yield to the Athlete's direct aids and to improve the Athlete's co-ordination.

The aids are:

The Athlete transfers more weight to the inside and flexes the Horse. The inside leg is active and behind the girth (how much depends on the sensitivity of the Horse, and the skill of the Athlete) causing the hindquarters to move sideways. The outside leg has a "guarding" role as it also prevents the Horse from moving around.

To teach this exercise, it is advisable to first teach it on to the track and only 2 steps. (This preparatory movement for leg yielding is explained hereafter).

Care must be taken when performing a Turn on the Forehand that the walk sequence is maintained. If the inside foreleg does not step in walk sequence, it would have to turn while standing still, which could cause injury.

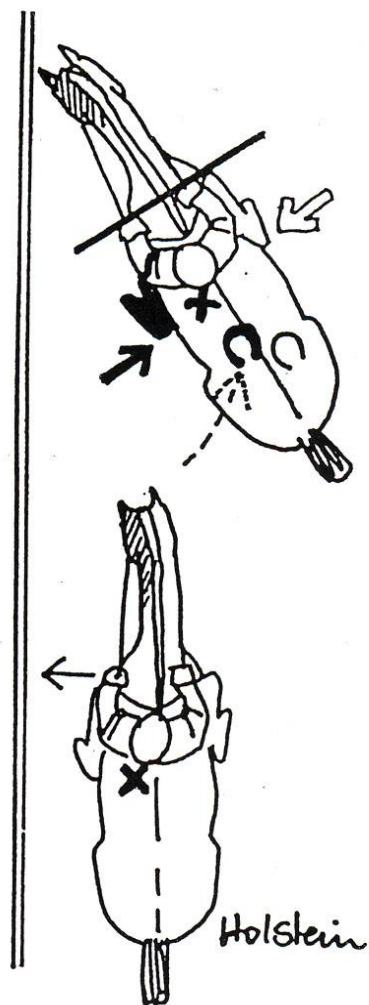
Preparatory movement:

To help the young Horse (and/or Athlete) to understand the difference between forward and sideways driving leg aids, it may be helpful to use the preparatory movement.

It is performed on the track while the Horse comes from walk to halt. At that moment, using the forward motion from the walk the Horse is asked to bring the hindquarters in from the track

It is necessary to teach the young Horse, which so far only knows the forward driving leg aid, the meaning of the sideways driving leg aid. By slightly facing the wall a young Horse will think he cannot move forward and will therefore be more inclined to move sideways on account of the leg aid which is applied further behind the girth.

- ⇒ While walking along the kicking boards – e.g. on the right rein – prepare the Horse by moving the weight towards the left and open the left rein which will bring the Horse's head slightly closer to the wall.
- ⇒ Apply half halt and while the Horse comes to halt, move the hindquarters in, up to an angle of 30 to 40 degrees.



What are the main issues that must be considered?

a) Regarding the Horse:

-
-
-

b) Regarding the Athlete:

-
-
-

c) Regarding the difficulties of riding a Turn on the Forehand:

-
-
-

Skill 12: Leg Yielding

Outcomes:

By the end of this session the coach will be able to identify the key points of the Leg Yielding (Control Direction)

Skill Description:

The Horse moves forward sideways, straight from head to tail, with a flexion in the poll away from the direction he is going.

Leg yielding teaches the Horse to yield to the sideways (lateral) driving aids. The Horse brings the inside hind leg closer underneath the centre of gravity

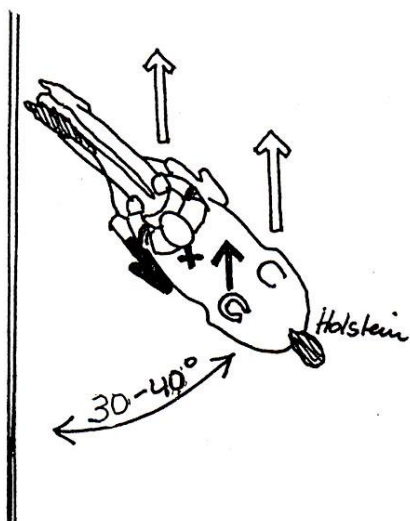
It is a supplying exercise, achieves leg obedience and improves agility. The Athlete learns co-ordination of the aids.

Prepare with a Half Halt

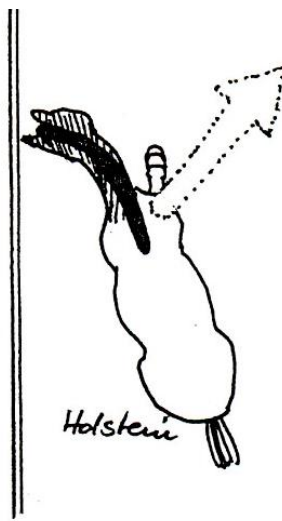
- 1) Weight aid: Move weight towards inside.
- 2) Leg aids: The sideways driving leg aid is applied further behind the girth, the other leg controls the degree of angle.
- 3) Rein aids: Inside rein opens and flexes the Horse.
Outside rein controls the straightness and allows the flexion.

First, it is performed with the head along the wall for support.

Correct Leg Yielding (along the wall)

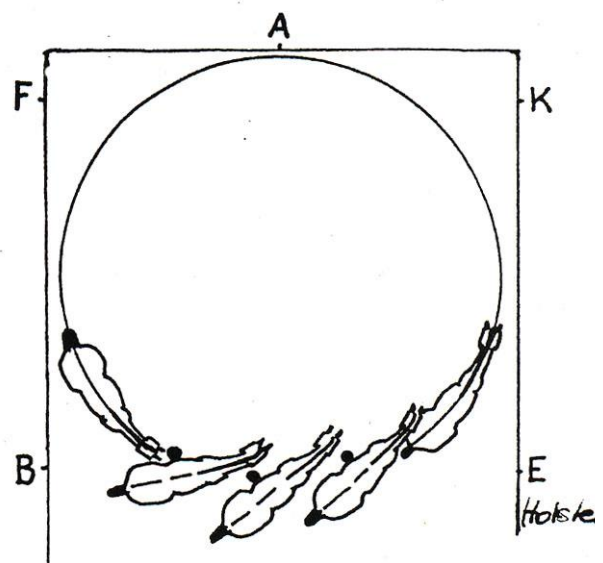
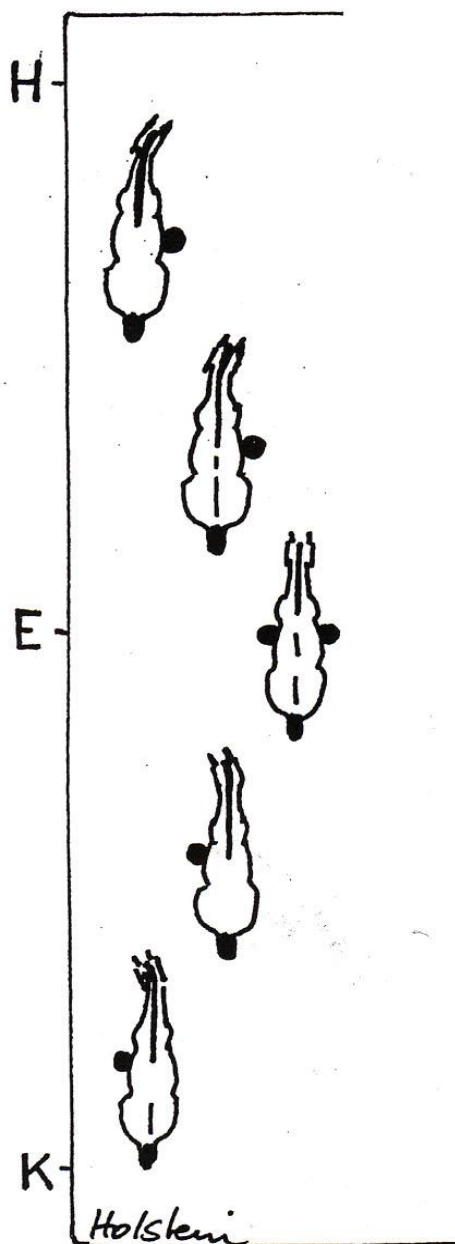


Incorrect Leg Yielding



- Too much bend of the neck
- Falling out over the shoulder
- Insufficient angle

After being taught to Leg yield with the head along the wall, the Horse learns to perform the Leg yielding exercise from line to line and finally on a circle.



What are the main issues that must be considered?**a) Regarding performing with a young Horse or with a more experienced Horse:**

-
-
-

b) Regarding the advantages of riding Leg Yielding:

-
-
-

c) Regarding the difficulties when riding Leg Yielding:

-
-
-

Appendix I: Rules of the Arena

Outcomes:

Arenas should be set out on level ground to the dimensions shown on the diagram 'A'

For competition arenas may be marked:

- a) By a continuous surround of white boards
- b) By intermittent white boards placed at each corner and opposite each marker

Markers

- ⇒ The centre line should, where possible be marked by a mown strip on grass or a rolled strip on sand
- ⇒ With the markers indicated by a strip across the centre line in a way that should not cause a Horse to shy.
- ⇒ The outer markers must be clearly visible with the letters displayed in black and white.
- ⇒ They should be placed 50 cm outside the arena
- ⇒ A gap of 1 meter each side of the centre line at A must be left to form an entrance. This should be closed if possible while the test is being ridden
- ⇒ The A must be positioned back 10 meters from the arena to allow the Horses to enter on a straight track

For more about dressage arenas, circles, loops, serpentines, dressage tests, etc. please also refer to www.dressage.net.au/dnlinks3.html

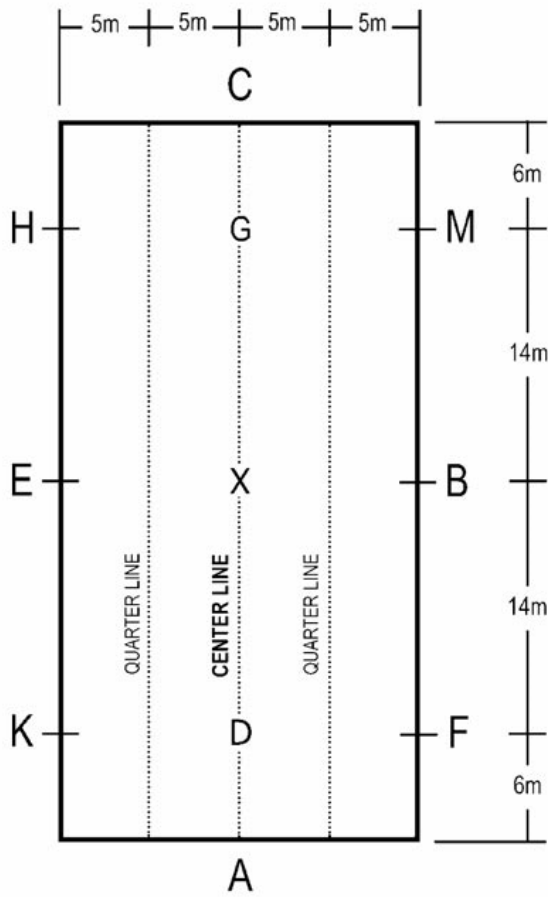
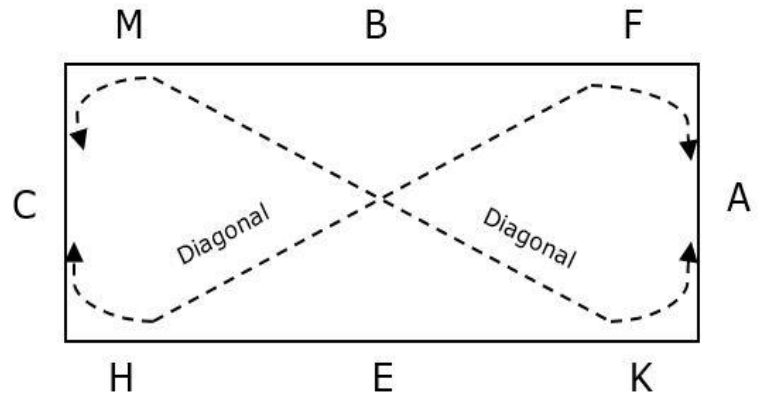
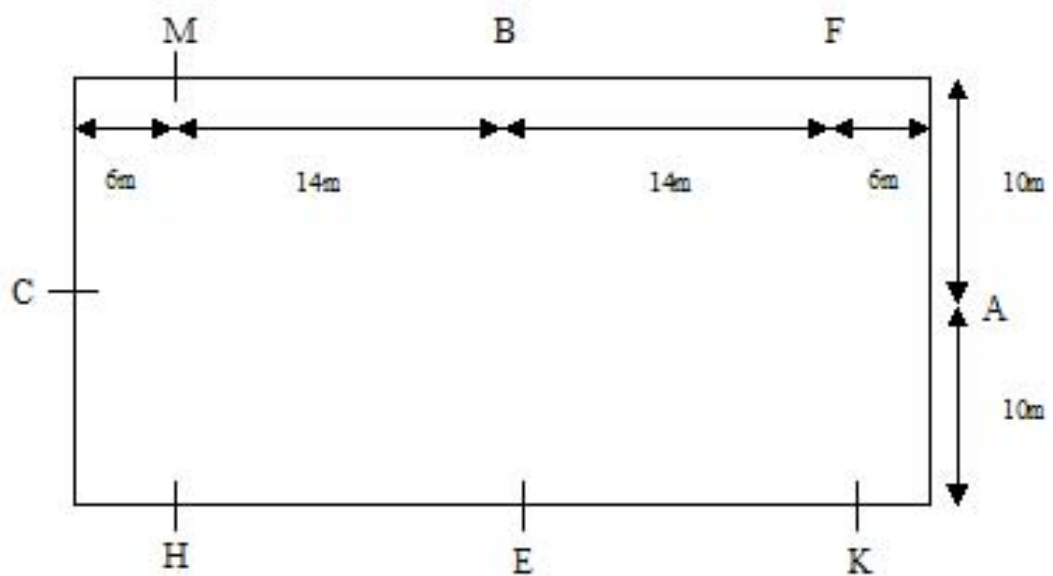
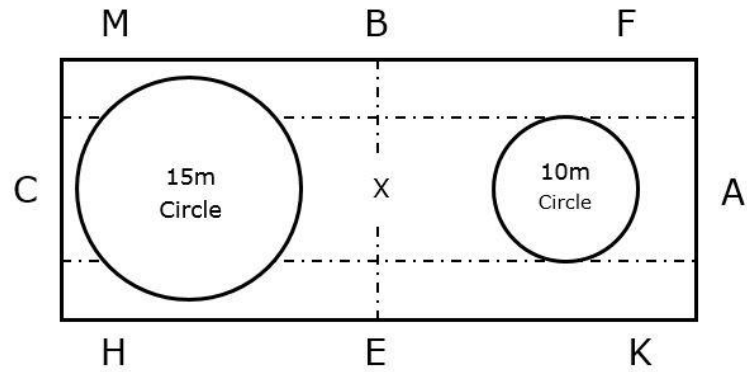
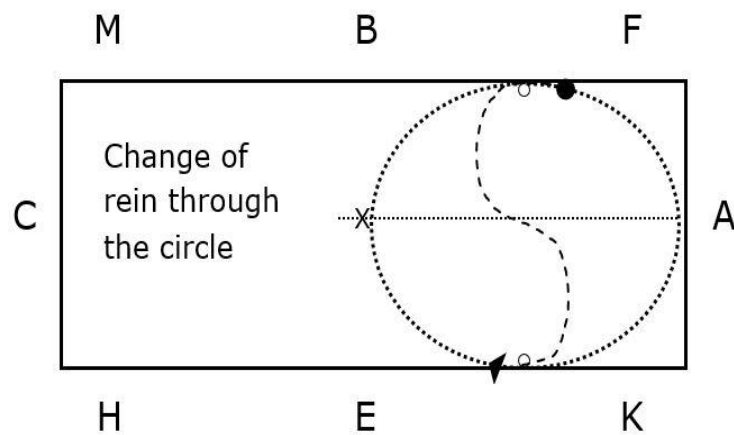
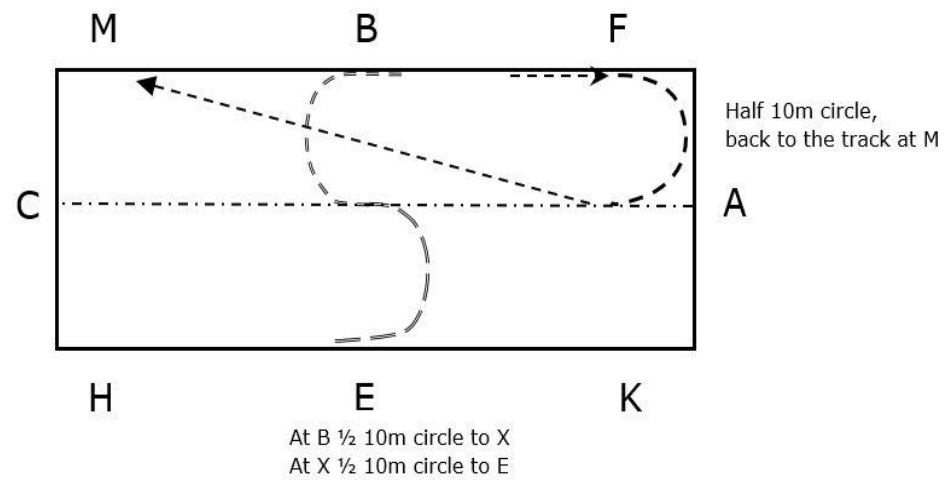
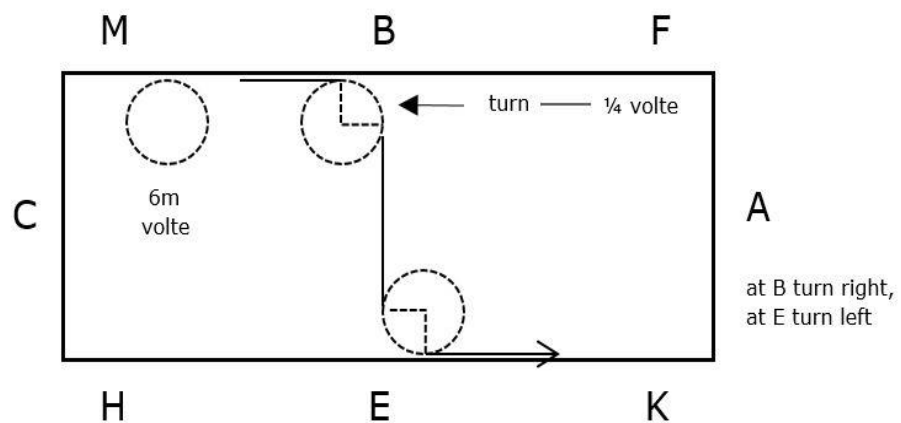
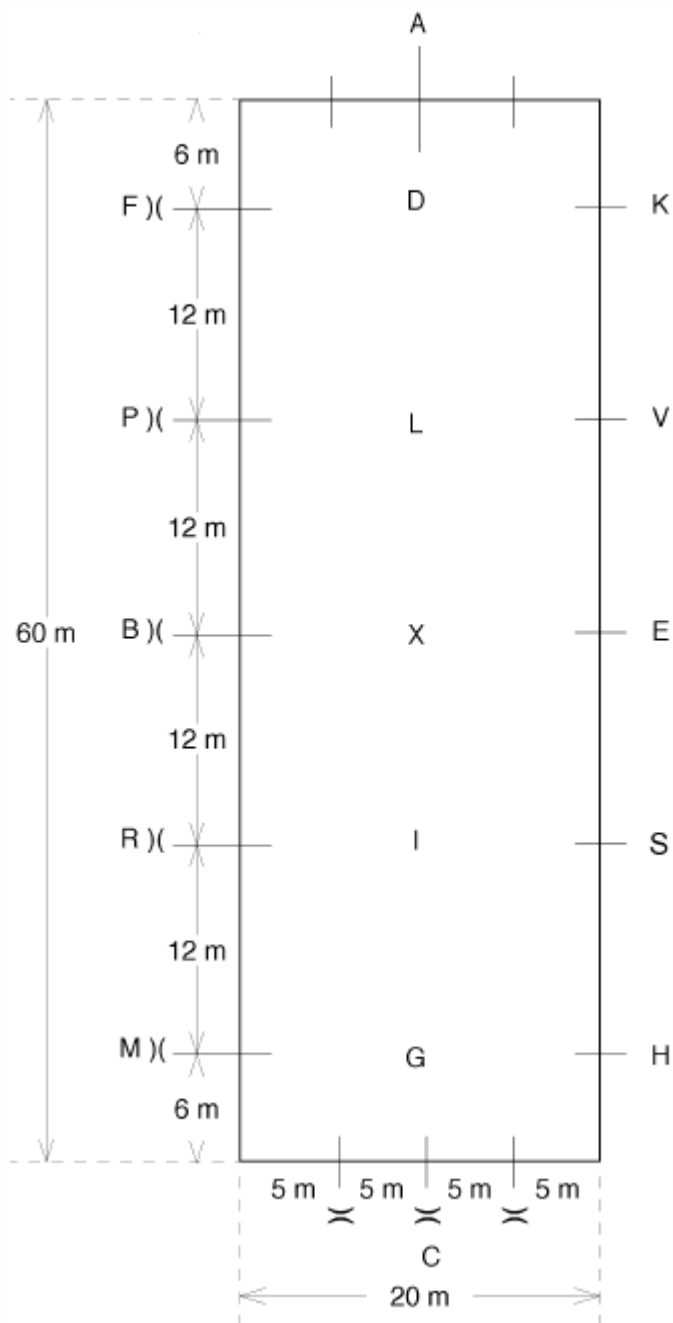
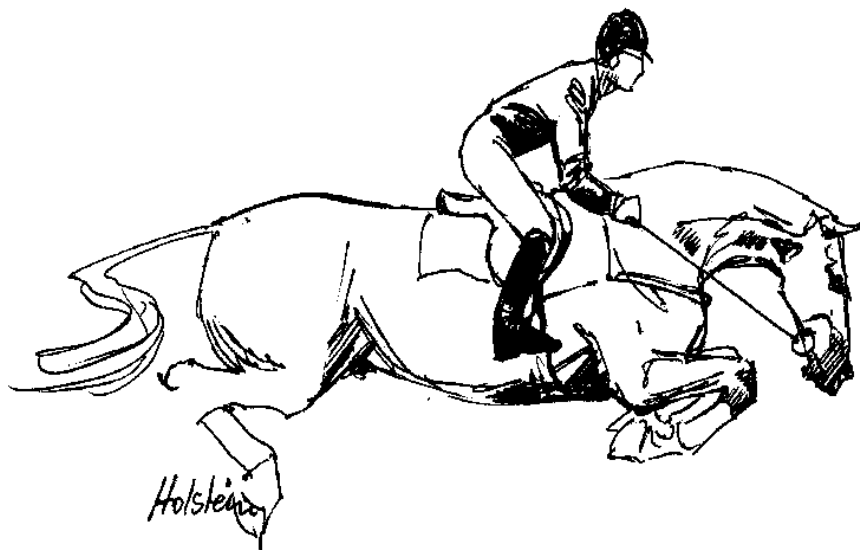
Diagram A:Diagram B:Diagram C:

Diagram D:Diagram E:Diagram F:Diagram G:

Notes:

Appendix II: The Dressage Arena

Jumping






4. JUMPING

4.1 Coaching Skills

Outcomes:

By the end of this session, Coaches will have:

- Observed the coaching of various skills, i.e.:

 = Control Balance
 = Control Movement
 = Control Direction

- Observed the application of the IDEA principles.
- Analysed the correct procedures demonstrated.
- The ability to provide feedback to the Tutor.

Skills:

Control Balance



Skill 1

Jumping or Forward Seat

Control Balance



+

Control Movement



Skill 2

Riding over Trotting Poles

Skill 3

Jumping – Five phases of the Jump

Control Direction



+

Control Movement



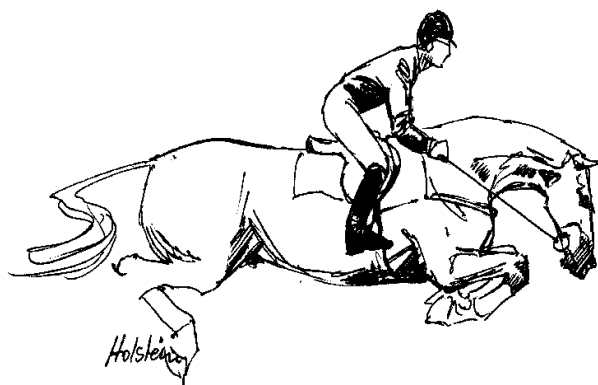
Skill 4

Jumping a Simple Grid

Skill 1: Jumping or Forward Seat

Outcomes:

By the end of the session, the Coach will be able to identify the key points of the Jumping or Forward Seat: (Control Balance).



Observe while the session is delivered by the tutor and while individual Coaches' practice coaching the skill. Use this workbook to identify key points of the skill.

Checkpoints Jumping Seat:

- Athlete's seat close to but not in the saddle ☐
- Stirrups short enough to sit in this position ☐
- Upper body leaning slightly forward ☐
- Arms carried more forward ☐
- Hands carried independently, not resting on Horse's neck ☐
- Arms flexible to allow hands to follow the Horse's head & neck movement ☐
- Heel the deepest point ☐
- Athlete maintaining his balance in the forward seat ☐
- Athlete able to ride in the forward seat in all three paces ☐
- Athlete able to apply aids in the forward seat ☐

What are the main issues that must be considered?

a) Regarding Safety

-
-
-

b) Regarding an independent and balanced forward seat

-
-
-

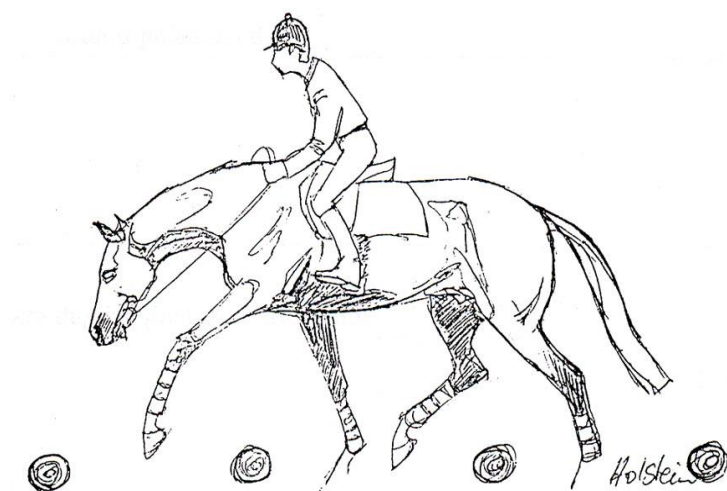
c) Regarding applying aids in the forward seat

-
-
-

Skill 2: Riding over Trotting Poles

Outcomes:

By the end of the session the Coach will be able to identify the key points of Riding over trotting poles (Control Balance/Movement).



Average Distances:

Walk:	Horse	0.90 m
	Pony	0.85 m
Trot:	Horse	1.30-1.50 m
	Pony	1.00-1.40 m

Note:

- ⇒ Variations in distances are due to the size of the Horse or pony and the level of experience of the Horse and Athlete.
- ⇒ Build up the exercise starting with only one pole, then 3, 4, 5 poles.
- ⇒ First place the trotting poles on a straight line, later also on a curved line.
- ⇒ The exercise should be done in forward seat, before, over and after the trotting poles. Rising trot may be used until the independent forward seat is established.
- ⇒ Observe while the session is delivered by the tutor and while individual Coaches practice coaching the skill. Use this workbook to identify key points of the skill.

Checkpoints Trotting Poles:

- Are trotting poles laid out correctly? ☐
- Athlete in correct forward seat approaching the trotting poles ☐
- Athlete in correct forward seat over the trotting poles ☐
- Athlete able to maintain the forward seat at all times – evenly if the Horse makes a mistake ☐
- Athlete able to use the aids (weight, leg and rein aids) in forward seat when approaching and riding over trot poles ☐
- Athlete able to maintain an evenly rhythm throughout ☐

What are the main issues that must be considered?**a) Regarding Safety**

-
-
-

b) Regarding maintaining a safe forward seat when working over trotting poles

-
-
-

c) Regarding suitability of trotting pole distances

-
-
-

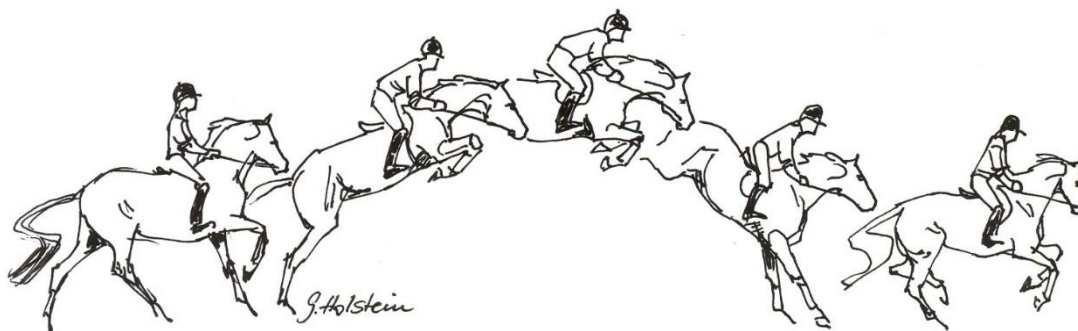
d) Regarding trotting poles as preparation for jumping

-
-
-

Skill 3: The Five Phases of the Jump

Outcomes:

By the end of the session the Coach will be able to identify the key points of the Five Phases of the Jump (Control Balance/Movement).



Note:

- ⇒ A fence should be small, inviting and safe (wings, placing poles if necessary)
- ⇒ A suitable Horse and Athlete to demonstrate the 5 phases of the jump: approach, Take off, suspension, Landing and Get away

Observe while the session is delivered by the tutor and while individual Coaches' practice coaching the skill. Use this workbook to identify key points of the skill.

Checkpoints Jumping:

- | | |
|--|--------------------------|
| • Fence correctly built | <input type="checkbox"/> |
| • Placing pole (if used) at correct distance | <input type="checkbox"/> |
| • Fence approached in trot | <input type="checkbox"/> |
| • Fence approached in canter | <input type="checkbox"/> |
| • Athlete in forward seat when approaching the fence | <input type="checkbox"/> |
| • Athlete in correct seat at take off | <input type="checkbox"/> |
| • Athlete in correct seat when over the fence | <input type="checkbox"/> |
| • Athlete in correct seat at landing | <input type="checkbox"/> |
| • Athlete in forward seat proceeding and after the fence | <input type="checkbox"/> |
| • Contact maintained during 5 phases | <input type="checkbox"/> |
| • Horse under control at all times | <input type="checkbox"/> |
| • Tempo and rhythm maintained at all times | <input type="checkbox"/> |

What are the main issues that must be considered?**a) Regarding Safety**

-
-

b) Regarding the type of fence, use of wings, placing poles etc.

-
-

c) Regarding suitability of Horse used in the exercise

-
-

d) Regarding Athlete's seat in all 5 phases

-
-

e) Regarding ways to improve the Horse's performance

-
-

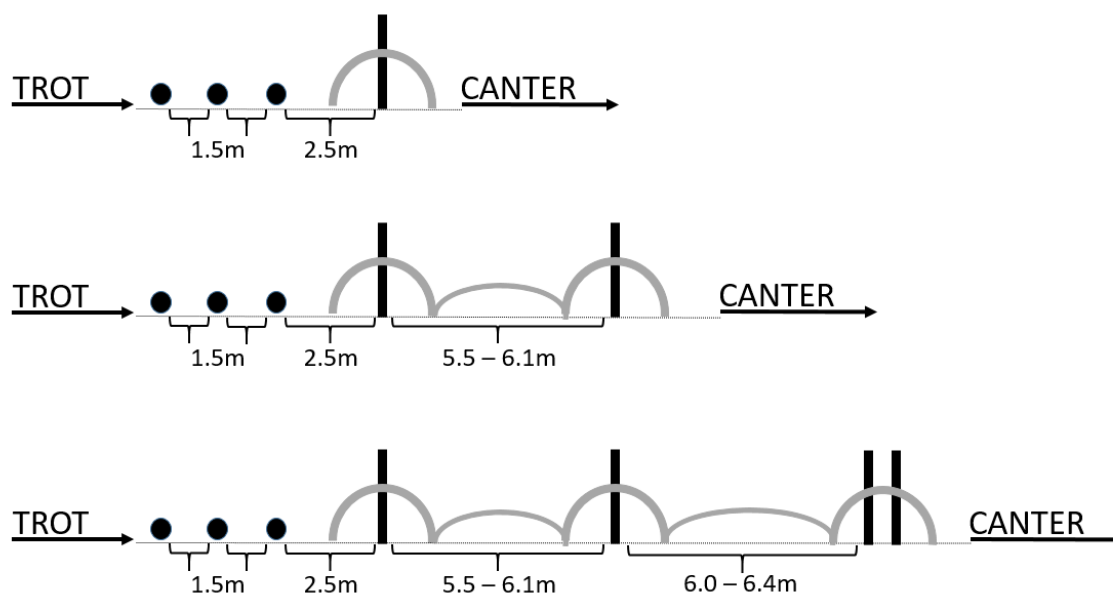
f) Regarding ways to improve the Athlete's seat

-
-

Skill 4: Jumping a Simple Grid

Outcomes:

By the end of the session the Coach will be able to identify the key points of jumping a simple grid (Control Direction/Movement).



Note:

- ⇒ Variations in distances are due to varying size of Horse and pony, the height of the fences and the level of experience of the Horse and Athlete.
- ⇒ Start the exercise with one pole only, then place three trotting poles, next a small cross pole fence at 2.50m.
- ⇒ Then add another fence on 5.5-6.10m distance.
- ⇒ Another fence may be added on 6.0-6.40m distance.

Observe while the session is delivered by the tutor and while individual Coaches practice coaching the skill. Use this workbook to identify key points of the skill.

Checkpoints Jumping:

- Was the grid exercise built step by step? ☐
- Were distances measured? ☐
- Were wings used? ☐
- Were guide poles used for approach and get away? ☐
- Did Horse remain calm throughout the exercise? ☐
- Did the Horse maintain an evenly pace throughout the exercise. ☐
- Did the Athlete maintain an independent balanced forward seat throughout the exercise? ☐
- Did the Athlete maintain an evenly light contact throughout the exercise? ☐

What are the main issues that must be considered?

a) Regarding Safety

—
—
—

b) Regarding the suitability of the set up

—
—
—

c) Regarding suitability of Horse and Athlete used in the exercise

—
—
—

d) Regarding the importance of maintaining an evenly calm pace

—
—
—

e) Regarding ways to improve the Horse's performance

—
—
—

Notes:

Annexes

5. ANNEXES

5.1 Emergency Plan

- | | |
|--|---------------------------------|
| <ul style="list-style-type: none">• Doctor: | Name:
Address:
Telephone: |
|--|---------------------------------|

- | | |
|--|---------------------------------|
| <ul style="list-style-type: none">• Hospital: | Name:
Address:
Telephone: |
|--|---------------------------------|

- | | |
|---|---------------------------------|
| <ul style="list-style-type: none">• Vet: | Name:
Address:
Telephone: |
|---|---------------------------------|

Action Plan:

- Have a phone or mobile phone (check batteries!)
- Know where the nearest phone is
- Stop the activity
- Notify the doctor
- Stay with the injured participant
- Keep participant warm
- Keep participant still
- Notify family if dealing with young participants

Emergency Kit:

- Have a phone or mobile phone (check batteries!)
- Dettol
- Vaseline
- Participants information sheet
- Antiseptic gauze and cream
- Bandages
- Bottle of water
- Band aids
- Plastic bags
- Cotton wool
- Material for sling

Calling for an Ambulance:

- Dial emergency number
- Give your telephone number
- State the nature of the accident
- Give the exact location (give landmarks if necessary)
- State the number of casualties, sex, approximate age and type of injuries.
- Give details of any special needs - pregnancy, spinal injuries, heart attacks.
- **Note: Never hang out the phone unless you are told to do so.**

5.2 Safety**Describe the safety aspects of an arena suitable for a coaching session****Arena:**

- | | |
|------------------|--------------------------|
| • Size | <input type="checkbox"/> |
| • Kicking boards | <input type="checkbox"/> |
| • Lighting | <input type="checkbox"/> |
| • Access | <input type="checkbox"/> |
| • Surface | <input type="checkbox"/> |

Equipment:

- | | |
|--------------------------|--------------------------|
| • Condition | <input type="checkbox"/> |
| • Sufficient for session | <input type="checkbox"/> |
| • Safe position | <input type="checkbox"/> |

Check that there are adequate facilities in the event of an accident:

- | | |
|-------------------------------------|--------------------------|
| • Telephone | <input type="checkbox"/> |
| • Phone number for ambulance | <input type="checkbox"/> |
| • Phone number for doctor | <input type="checkbox"/> |
| • Phone number for vet | <input type="checkbox"/> |
| • Phone number for Police station | <input type="checkbox"/> |
| • Complete first aid kit | <input type="checkbox"/> |
| • Clear access to arena | <input type="checkbox"/> |
| • Clear access to centre | <input type="checkbox"/> |
| • Fire extinguishers fully serviced | <input type="checkbox"/> |

Check the fitting and type of equipment/tack/condition of the Horse for a jumping coaching session:

- | | |
|---------------------------|--------------------------|
| • Fitting of bridle | <input type="checkbox"/> |
| • Fitting of saddle | <input type="checkbox"/> |
| • Type of bridle | <input type="checkbox"/> |
| • Type of saddle | <input type="checkbox"/> |
| • Saddle Pad | <input type="checkbox"/> |
| • Boots | <input type="checkbox"/> |
| • Bandages | <input type="checkbox"/> |
| • Martingales and stops | <input type="checkbox"/> |
| • Condition of Horse/pony | <input type="checkbox"/> |
| • Condition of shoes | <input type="checkbox"/> |

Explain the reasons for the tack for lungeing a Horse:

- | | |
|----------------------------------|--------------------------|
| • Cavesson | <input type="checkbox"/> |
| • Side reins | <input type="checkbox"/> |
| • Lunge line (minimum 12 metres) | <input type="checkbox"/> |
| • Lunge whip | <input type="checkbox"/> |
| • Boots | <input type="checkbox"/> |

5.3 Special Considerations for Athletes with Disabilities

Hints

- Assess fitness, body weight, physical disabilities, and level of understanding of the Athlete
- Use mounting blocks or ramps
- Use trained volunteers to assist - one holding Horse at off side and a second on the mounting/dismounting side
- Demonstrate mounting and dismounting procedure to Athlete so that he/she may learn this before attempting it on the Horse

Mounting Check Points

- Position of foot in stirrup
- Hold down stirrup on off side of Horse in case the weight of the Athlete pulls the saddle over
- Take care that the Athlete's right leg clears the Horse's hindquarters and that the Athlete lands gently in the centre of the saddle

Dismounting Check Points

- From the right side of the Horse ensure the right foot is removed from stirrup
- Check that the right leg clears the Horse's hindquarters - assistance can be given by pushing on the Athlete's right knee
- From left side of Horse ensure that left foot is free of the stirrup
- Assistant on left side of Horse form a triangle with their hands on the pommel and cantle of the saddle leaving enough space between Horse and themselves for the Athlete to slowly slide to the floor without falling backwards

Note:

Once these techniques are understood by the Athlete then the level of assistance may be reduced, if safe to do so, until the Athlete is confident enough to mount and dismount with minimal assistance.

5.4 Recommended Literature

The Pony Club Manual of Horsemanship 11th Edition. Available from the Irish Pony Club shop: Mrs Rita Lyons, Tipper, Naas, County Kildare (phone/fax 045 871196)

Complete Horse Riding Manual by William Micklem
ISBN: 0789493381
Pub. Date: September 2003
Publisher: DK Publishing, Inc.
Barnes & Noble Sales Rank: 34,710

Saddlery - pages 271-338.
Transporting Horses page 258-266.
Lungeing by Judy Harvey, Threshold Picture Guides published by The Kenilworth Press Ltd, Addington, Buckingham, England, MK18 2JR,
Lungeing equipment - page 5

The Manual of Horsemanship, 11th Edition.
Available from the Irish Pony Club bookshop:
Mrs Rita Lyons, Tipper, Naas, Co. Kildare, Ireland
Fax/Phone +353 45 871196

The Principles of Riding
Handbook of the German National Equestrian Federation
The Kenilworth Press Ltd
Addington, Buckingham, MK 18 2LR, UK
Fax 0044 1296 715148 Free

Training Showjumpers by Anthony Paalman
J.A. Allen & Co. Ltd., 1, lower Grosvenor Place,
Buckingham Palace Rd., London SW1 OEL, UK

Manual of Horsemanship 11th Edition
Available from
The Irish Pony Club bookshop:
Mrs Rita Lyons, Tipper, Naas, Co. Kildare, Ireland
Fax/Phone +35345 871196

BHS Complete Manual of Stable Management
The Kenilworth Press Ltd Addington, Buckingham, MK 18 2LR, UK
Fax 0044 1296 715148 Free-phone 0800 716 229
Success from Within by Brendan Hackett BA, MA
NCTC Limerick University, Ireland
Phone +35361 202895 Fax +35361 338174

Secret and Method of a Great Champion

Michel Robert

Belin – Arthesis –

www.equistore.net – available in French, Italian, German and English

Le Cheval Juste

Bernard Maurel

Editions Belin 2006 – ISBN 2-7011-4190-7

Dressage, Technique et Apprentissage

Kathy Amos Jacob

Editions Amphora, September 2000

ISBN : 2-85 180-521-2

Tug of War: Classical versus "Modern" Dressage

Why Classical Training Works and How Incorrect "Modern" Riding Negatively Affects Horses' Health

Dr. Gerd Heuschmann

Janne Winther Christensen

Associate professor

Dept. of Animal Science

Aarhus University

Blichers Allé 20, Postboks 50

DK-8830 Tjele

<http://www.equitationsscience.com/learning-theory-in-equitation>

Complete Horse Riding Manual by William Micklem

Dorling Kindersley Limited, 80 Strand, London WC 2R ORL England

www.dk.com

Deutsche Reiterliche Vereinigung – FN Verlag

Freiherr-von-Langen-Strasse 13

PO Box: 11 03 63

D-48231 Warendorf - Germany

www.fnverlag.de

vertrieb-fnverlag@fn-dokr.de

Richtlinien Bd. 1: Grundausbildung für Reiter und Pferd

27. Auflage 2000

ISBN 3-88542-262-X

Richtlinien Bd. 2: Ausbildung für Fortgeschrittene

13. Auflage 2001 - ISBN 3-88542-283-2

Richtlinien Bd. 3: Voltigieren

Neuaufgabe 2002 - ISBN 3-88542-337-5

Richtlinien Bd. 4: Haltung, Fütterung, Gesundheit und Zucht

11. Auflage 2003

ISBN 3-88542-284-0

Richtlinien Bd. 5: Fahren

7. Auflage 2002 (Nachdruck 2003)

ISBN 3-88542-285-9

Richtlinien Bd. 6: Longieren

7. Auflage 1999 (Nachdruck 2003)

ISBN 3-88542-326-X

Anatomie des Pferdes

Prof. Dr. Bodo Hertsch

4. Auflage 2003-10-20 ISBN 3-88542-040-6

VIDEOS AND DVDs**Grundausbildung des Reiters im dressurmässigen Reiten FN-Lehrfilm 3.**

Video Post – www.videopost.de

Training Cross Country Part III by Mark Todd

The BHS Book Shop

Stoneleigh Deer Park, Kenilworth, Warwickshire, CV8 2XZ, UK

Phone 0044 1926 707762

Web. www.britishHorse.com

The Pony Club Training Series, the More Experienced Athlete

Martin Bird Productions, Equestrian Vision,

Saucelands Barn, Coolham, Horsham

West Sussex RH13 8QG, UK.

Deutsche Reiterliche Vereinigung – FN Verlag

Freiherr-von-Langen-Strasse 13

PO Box: 11 03 63

D-48231 Warendorf - Germany

www.fnverlag.de

vertrieb-fnverlag@fn-dokr.de

- Der Sitz des Reiters – Teil 1 (ISBN 3-88542-801-6)
- Der Weg zum richtigen Sitz – Teil 2 (ISBN 3-88542-802-4)
- Grundausbildung des Reiters im dressurmässigen Reiten – Teil 3 (ISBN 3-88542-803-2)
- Basic – Dressage Training for the Athlete – Part 3 (ISBN 3-88542-833-4)
- Grundausbildung des Reiters im Springreiten – Teil 4 (ISBN 3-88542-804-0)
- Grundausbildung des Reiters im Geländereiten – Teil 5 (ISBN 3-88542-805-9)
- Fortgeschrittene Ausbildung im Springreiten – Teil 6 (ISBN 3-88542-806-7)
- Balance in der Bewegung – Susanne von Dietze (ISBN 3-88542-822-9)
- Gewöhnung und Anreiten – Teil 7 (ISBN 3-88542-807-5).
- Doppellonge - ISBN 3 - 88542-327-8
- (Double longeing rein - a classical training method)

5.5 Clean Sport – The Horse

Quiz: Play your part!!

Clean Sport is everyone's responsibility. It's about fair play. It's about Horse welfare. It's about best practice. It is Clean Sport. Play your part.

TIPS: To solve this quiz you can check our website:

<https://inside.fei.org/fei/cleansport>

The website is divided into six sections:

1. Your Role
2. Prohibited Substances List
3. Rules
4. FAQs
5. Media
6. Resource Centre

Our quiz relates to sections 1 to 3.

If you read the website you notice that part one is also divided into six parts:

- National Federation
- Athletes
- Veterinarians
- Officials
- Organisers
- Managers, Coaches and Grooms

If you are very curious about Clean Sport, you can read the "FAQ" section. In it you will find additional questions and their answers.

NOW... PLAY YOUR PART!

- What is the role of the National Federation in the FEI Clean Sport Campaign?
 - To finance the campaign
 - To uphold the ethos of Clean Sport
 - None
 - a and b
- The Coach has to encourage respect for the rules and fair play to the Athletes because Athletes can most directly influence whether or not fair play is upheld.
 - True
 - False

- The Athlete ultimately takes the blame for the irresponsible behaviour of the support crew.
 - True
 - False
- What could managers and coaches do to encourage Clean Sport and fair play?
.....
- How can Athletes influence fair play?
.....
- If a Horse that the Athlete competes with, tests positive for a prohibited substance, the Athlete is not responsible.
 - True
 - False
- The FEI publishes an Equine Prohibited Substances List that lists the substances prohibited for use in competition. Where can you find this list?
.....
- How long do you have to wait before competing if you have prescribed 1mg/kg of Flunixin?
 - 12 days
 - 6 days
 - 2 days
- The responsibility of an organiser is to work alongside FEI officials, to implement the FEI rules and regulations relating to the conduct of international competitions, which include enforcing the rules on Clean Sport.
 - True
 - False
- Why did the FEI draw up a list with all prohibited substances?
 - a) To be clear and fair
 - b) To respect the new rules made by WADA
 - c) a and b

- Before a sanction for doping is applied after a change in the list, there is a notice period.
 - True
 - False
- The goal of the Athlete's Guide is to inform the Athlete about fair play and Clean Sport.
 - True
 - False
- The FEI has put a lot of resources and effort into looking closely at doping and medication issues in equestrian sport because some Athletes were not satisfied with the current rules.
 - True
 - False
- In your opinion, what could the FEI do to encourage Clean Sport and Fair play?

.....

5.6 Clean Sport – The Athlete

To protect the spirit of the sport as well as Horse welfare, and to guarantee a level playing field, the FEI runs anti-doping systems for both human and equine Athletes. As a result, Equestrian Athletes must be familiar with two anti-doping systems. To avoid anti-doping rule violations it is essential that Athletes know the rules, recognize the various anti-doping rule violations, and understand their responsibilities.

Coaches play a major role in the Clean Sport approach due to their mentoring position with Athletes. As a Coach, you:

- Must know and comply with all anti-doping policies and rules that apply to you or the Athletes you support.
- Must not use or possess any prohibited substance or method without a valid justification.
- Must use your considerable influence to promote a clean sport philosophy
- Must encourage the Athletes you support to develop their knowledge and develop a proactive attitude with regards to anti-doping matters.

5.6.1 The Rules

- The FEI Anti-Doping Rules for human Athletes are based on the Code of the World Anti-Doping Agency (WADA). WADA's List of Prohibited Substances and Methods applies to human Athletes in all sports.
- The FEI Equine Anti-Doping and Controlled Medication Regulations govern equine doping and medication control, along with the FEI Veterinary Regulations and the FEI Equine Prohibited Substances List.

Both lists can be found on the Clean Sport hub of the FEI's website and smart phone applications exist for each of them.

5.6.2 Understanding the principle of strict liability

What is strict liability and what does it mean?

Equine Anti-Doping: Under the EADCM Regulations, the Person Responsible (Athlete who rides, vaults or drives a Horse during an event) is strictly liable whenever a Prohibited Substance is found in a Horse's sample. This means that it is an anti-doping rule violation whether or not the Person Responsible intentionally or unintentionally, knowingly or unknowingly, used a Prohibited Substance or was negligent or otherwise at fault. It is also irrelevant whether the Prohibited Substance actually had any performance-enhancing effect.

It is very important therefore for the Person Responsible to understand not only what is prohibited, but also what might potentially cause an inadvertent violation. Even though this strict liability principle exists, the Person Responsible will always have the opportunity to explain why he or she is not at fault and the circumstances surrounding what happened will always be taken into consideration when

determining sanctions (suspension and/or fine). But the strict liability principle means that disqualification of the Horse/Athlete combination for the competition in which the Horse tested positive is automatic even if the Person Responsible can prove that he or she was not at fault.

Human Anti-Doping:

Strict Liability: the presence of a Prohibited Substance in an Athlete's sample, and the use or attempted use of a Prohibited Substance by an Athlete both constitute anti-doping rule violations which do not require that intent, fault, negligence, or knowing use on the Athlete's part is demonstrated in order for the violation to be established.

The Coach's liability

In both equine and human anti-doping rules, the concept of "support personnel" is intended to ensure that all participants in equestrian sport who violate the anti-doping rules will be held accountable. Coaches are included in the "support personnel" category.

5.6.3 The Athletes' Responsibilities

Below is a non-exhaustive overview of the Athlete's main responsibilities:

- **Athletes must know and comply with all applicable anti-doping policies and rules.**

In particular, Athletes must know what constitutes an anti-doping rule violation. The presence of a prohibited substance in an Athlete or a Horse's sample is a common example.

There are also other types of anti-doping rule violations, which are detailed in the human and equine anti-doping rules.

- **Athletes must proactively ensure that they and their Horse are not taking anything prohibited :**
 1. Athletes must take responsibility for what they "ingest", meaning what they eat and drink and anything that may enter their body. To do this, Athletes must:
 - ⇒ Inform medical personnel that they must not take any prohibited substances or use any prohibited methods;
 - ⇒ When prescribed medication, or buying over-the-counter remedies, systematically verify that the products do not contain prohibited substances;
 - ⇒ Apply to the FEI for a Therapeutic Use Exemption (TUE) or a Veterinary Form (the latter for the equine) if a prescribed treatment contains prohibited substances;
 - ⇒ Be extremely cautious with dietary and nutritional supplements, never assuming that a product is safe to use simply because it is a supplement. Many supplements contain undeclared ingredients including Prohibited Substances.

2. Athletes must be aware of what is given to their Horse and when. Athletes are responsible if their Horse tests positive, so to protect themselves as well as the Horse they must:

- ⇒ Select their support teams carefully and make sure everybody is familiar with the Equine Prohibited Substances List, as well as the Equine Anti-Doping and Controlled Medication Regulations;
- ⇒ Make sure that no Banned Substances enter the Horse's body at any stage.
- ⇒ Consult a veterinarian or other qualified person prior to any use of Controlled Medication Substances. Any Controlled Medication Substance used must be entered into the Horse's FEI Medication Logbook.
- ⇒ If a Horse needs to be treated with Controlled Medication Substances just before or during an event, the permission of the FEI Official Veterinarian must be sought.
- ⇒ Be aware that the use of supplement is at their own risk and may result in an anti-doping rule violation. The FEI has issued a warning against the use of supplements which can be found on the FEI's website at:
<https://inside.fei.org/system/files/FEI%20Warning%20re%20Supplement%20Use%20-%202019%20December%202015.pdf>

- **Availability for sample collection. This includes:**

- Being available for sample collection when selected for human testing; and
- If their Horse is selected for testing, making sure that it is submitted to sample collection and that all sampling procedure requirements are complied with.
- Non-compliance with the sample collection requirements may constitute an Equine Anti-Doping Rule violation.

5.6.4 Anti-doping rule violations and their sanctions

Anti-doping rule violations can lead to ineligibility and a fine. A positive sample will also result in disqualification, loss of medals and could affect the placing of the entire team.

5.6.5 Fostering a "Clean Sport" philosophy

Sharing and transmitting values

Spirit of the sport, Horse welfare, and a level playing field are intrinsic values to equestrian sport which should be promoted at all times during the Coach's interaction with Athletes. A Coach who educates himself about anti-doping, demonstrates a responsible attitude, and develops the Athletes' Clean Sport awareness by encouraging questions and helping them find answers will be of tremendous help to avoid anti-doping rule violations.

Identify and clear misconceptions

Incorrect beliefs can cause Athletes to commit unintentional anti-doping rule violations, so it's important to identify them and provide the correct information.

For example, few equestrian Athletes realize that under the human anti-doping rules they have the same obligations as Athletes in all other sports such as cycling and athletics.

Also, many Athletes believe that supplements and natural remedies are safe to take or give to their Horse.

5.6.6 Finding Clean Sport information

You will find detailed information, including simple educational tools such as the "Clean Sport Toolkit", on the Clean Sport hub of the FEI's website.

For more information, refer to:

FEI Clean Sport: The Horse: <https://inside.fei.org/fei/cleansport/horses>

FEI Clean Sport: The Athlete: <https://inside.fei.org/fei/cleansport/humans>

Miles to Run, Promises to Keep