

III. SAMPLE JUMPING CONTENT

CREATING LESSON PLANS

The most difficult course is nothing more than the sum of its parts.

- Each “part” of the course tests the horse or rider in some way.
- To do well, the rider must first be able to correctly identify what is being tested at each obstacle.
- The rider must then be able to demonstrate mastery of the skills required to “pass each test.”

Since every course consists of a series of tests, have your students practice at home for what they will encounter in competition.

- Practice pieces of courses so the students can master one aspect before moving on to something else.
- When practicing, keep fences low and easy as often as possible, so the student can learn without overtaxing the horse.
- Raise fences slowly and incrementally.

The amount of time spent jumping (as opposed to practicing on the flat) is directly proportional to the horse and rider’s proficiency. **The more advanced the horse and rider, the more time can be dedicated to work over fences.**

When including jumping during a lesson, don’t have the student go out and endlessly jump courses.

- Spend practice sessions on exercises that will build skills the rider needs.
- When the time comes, the student will be able to apply those skills to any course “test” he or she encounters.

Jumping Seats

Riders need to practice and use different seats while jumping.

- A half-seat is most efficient when galloping from one point to another.
- A full-seat using three-point contact may be required to ride a rollback turn to a wide oxer going away from the in-gate.
- Work in different seats with and without stirrups will help students develop better balance and body control.

Suggested Jumping Exercises

- Work over **ground rails** to learn a *feel for distance*.
- Work over **ground rails** also allows students to *repeat an exercise* without overjumping the horse.
- Riding a **single jump on a circle** also helps students learn to *jump from a turn* and enhances the feel for distance.
- Riding a **figure of eight over a single fence** helps students *improve rhythm, track, flying changes, and jumping off both leads*. The repetition involved in this exercise improves riders' use of aids and execution, but should not be overly repeated at any one time.
- Work over **two ground poles** set at **specific distances** teaches the students to *accurately gauge and regulate stride*.
- **Trotting into a line** and **cantering out** improves students' understanding of *rhythm, pace, and striding*.
- Work over jumps in a **straight line** teaches the students to *regulate stride* and to be accurate with both pace and distance.
- Jumping a fence **at different angles** will improve the students' *eyes and steering*.
- Practice on a **bending line** to learn to use *different tracks to connect two fences*.
- Ride **two or three vertical fences** positioned on a circle to learn *how to negotiate end jumps*.
- Work over **in-and-outs** can help perfect the riders' *feel for pace*.
- **Alternating between straight lines and turns** helps with *stabilization* and maintaining *rhythm*.
- **Gymnastics** help riders learn to *analyze obstacles* and to apply the *right aids in the right sequence at the right time*.

CORE CONTENT:

A jumping course is simply a series of tests in the form of lines, obstacles, turns, and distances. When incorporating jumping in a lesson, work to master the various pieces of courses, rather than drilling over an entire course.

In order to exhibit confidence and capability on a complete course, students should practice different seats, different approaches, different lines, and different paces during their instruction time.

SAMPLE LESSON PLANS

Course Design for Lesson Plans

The following (#1, #2, and #3) “Lesson Plans” are examples showing how one ring set up might be used for Beginner, Intermediate, and Advanced lessons with minimal adjustments.

Trainers need to understand the size of the ring they are working in, and the level at which the riders and horses are working.

The example diagrams are done using a 100' x 200' ring with 10' rails and post standards unless wing standards are noted. (Post standards free up more riding space in smaller rings, are easier to move, and are usually sufficient for training.)

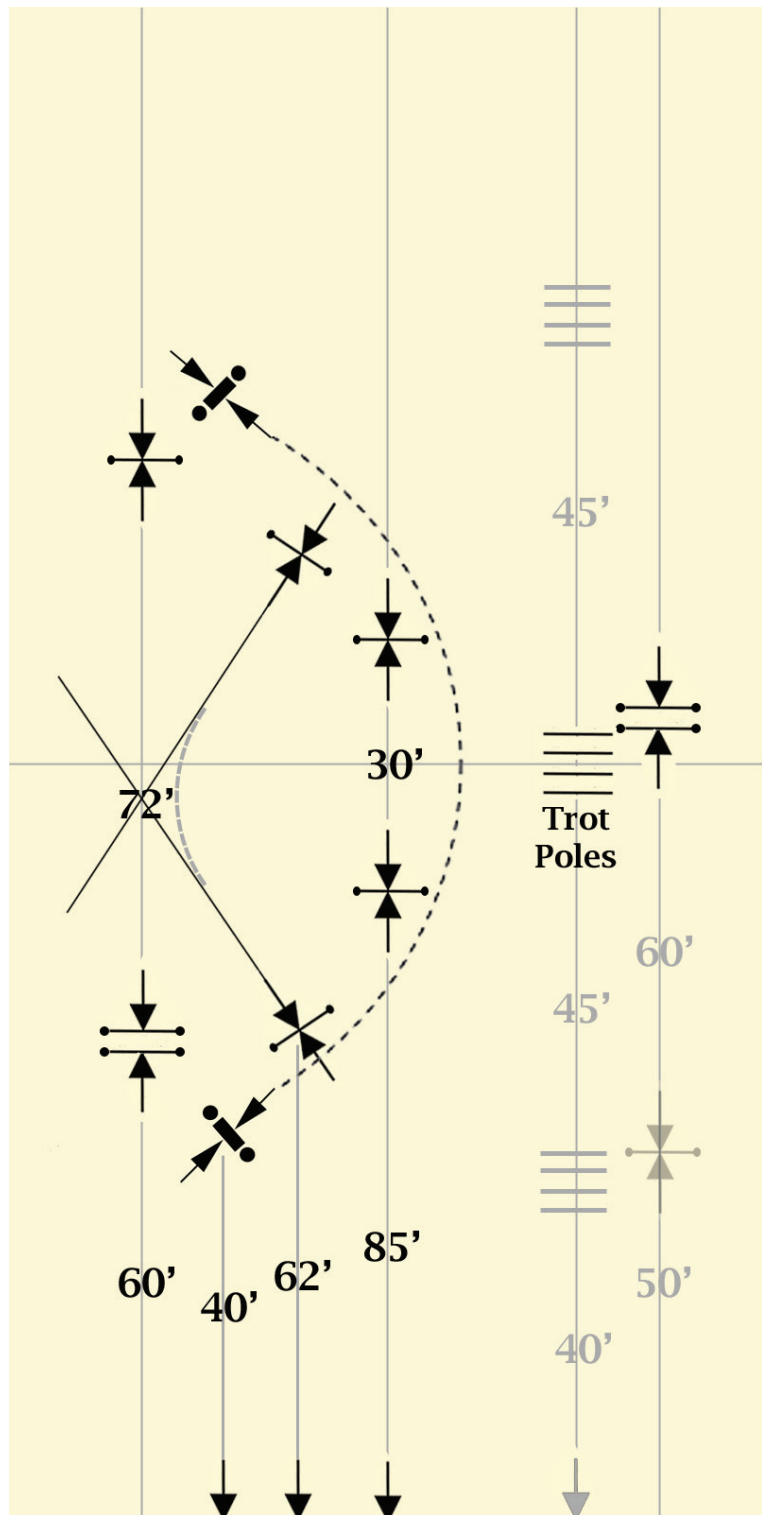
In addition to the dimensions of the ring, it is good to know dimensions of jump equipment, what “fill” is available, and other key elements such as location of the in / out gate relative to the barn area and what the footing is like.

You will see that in the example plans, the distances from one end of the ring to the jumps are noted. This is to make it easy for whoever is building to follow the plan, and insures that if set accurately, the exercises will be rideable. These distances are often different when set for training exercises than those suggested for “show ring design.”

Lesson Plan I

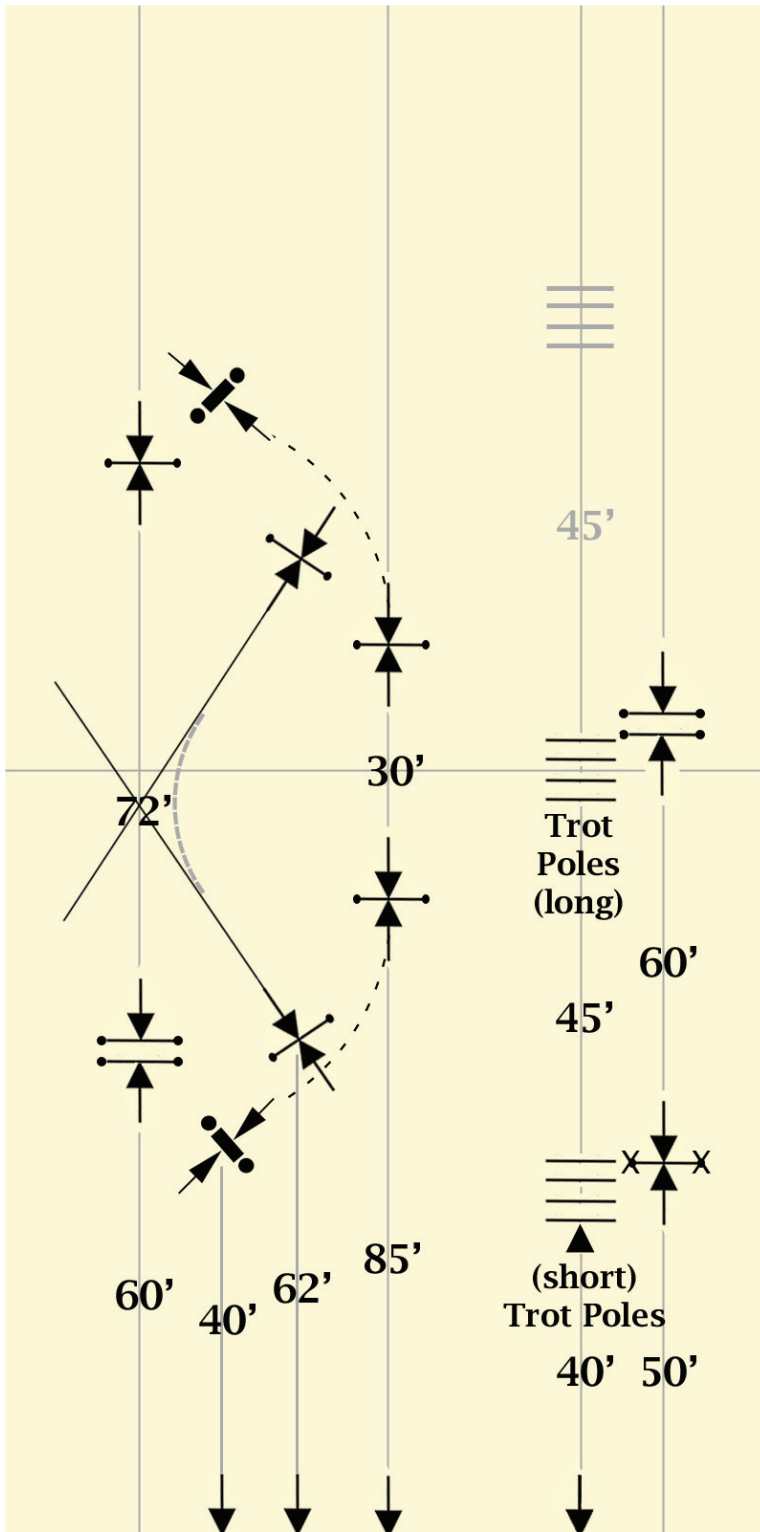
- Trot Poles:
4'-4'6" (Regular),
5' (Long), 3' 6" (Short).
- Canter single verticals on the diagonals.
- Slow canter 30' gymnastic.
(2 strides)
- Trot, then slow canter low skinny boxes, no standards—just cones or plants. ● ■ ●
- Regular canter to single oxer.
- 72' line
Slow canter in 6
Regular canter in 5.
- Various bending lines as you like.

Arena: 100' x 200'



Beginner

Lesson Plan 2



Intermediate

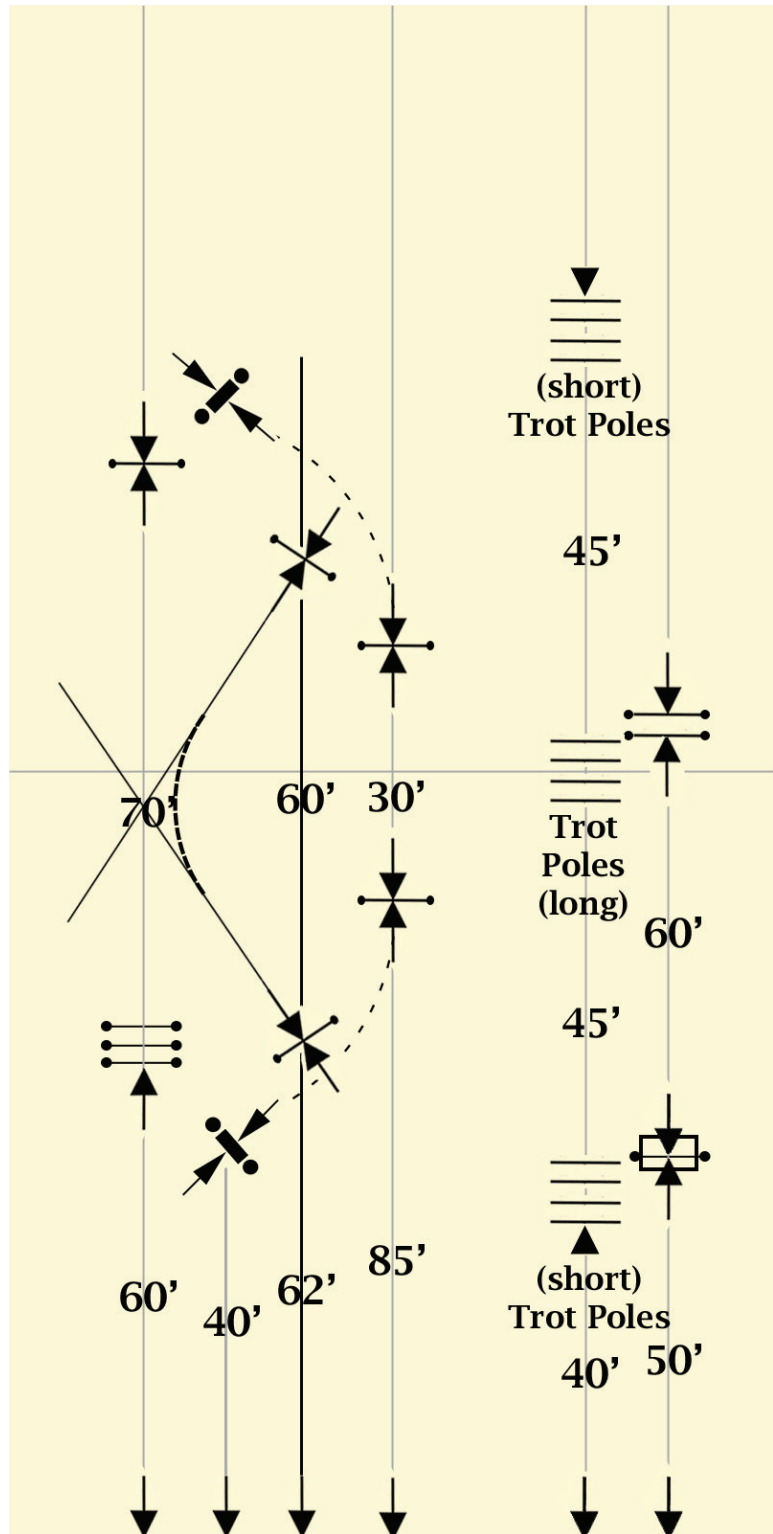
- Trot Poles:
Do Regular, (adjust) and then long.
Then go to other set (short).
Then back and forth over both sets opening and closing the stride.
- Low single oxer to cavaletti or very low "X" in quiet 5, short 6.
- Trot and canter low skinny boxes. ●■■●
- Add 30' verticals.
Box—steady 4 to gymnastic (2 strides)—steady 4 to box. Both directions.
- Open and close the stride on 72' line 5 and 6.
- Various bending lines as you like.

Arena: 100' x 200'

Lesson Plan 3

- Trot Poles
Start with regular (adjust) then long—go to other sets for short (3' 6"—3' 0"). Then do whole line short, long, short.
- Skinny boxes can get bigger—still bending 4's to 30' (2 strides) gymnastic.
- Triple Bar to vertical
Flow in—straight and quiet out (5 strides).
- Add Liverpool in 60' line, do 4 and 5 strides both ways.
- Various bending lines vary strides as you like.
- Jump the two verticals on the diagonals
Straight ahead on the angle (60') in steady 5 and flowing 4.

Arena: 100' x 200'



Advanced

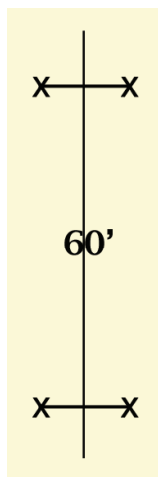
Sample Lesson Plans

Exercises

The following “Exercises” are examples of single-line exercises that can be set up easily.

You may incorporate some of these exercises into your lessons or evolve your own teaching style. These examples are meant to encourage trainers to “think outside the box” in designing interesting exercises for their students.

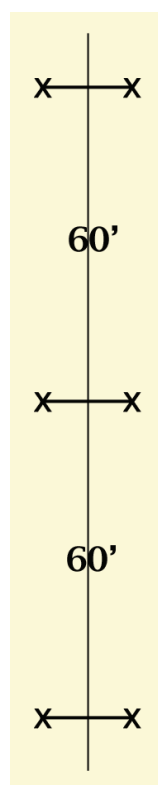
Additional Sample Exercises #1



A

Cavalletti or Very Low Crossrails.

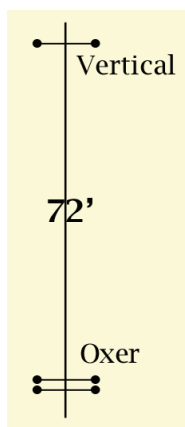
Canter in 5 strides
Short canter in 6 strides
Forward canter in 4 strides



B

Add a third Cavalletti or Very Low Crossrail.

- 5 & 5 strides (easiest)
- 5 & 6 strides (more difficult)
- 4 & 5 strides (most difficult)



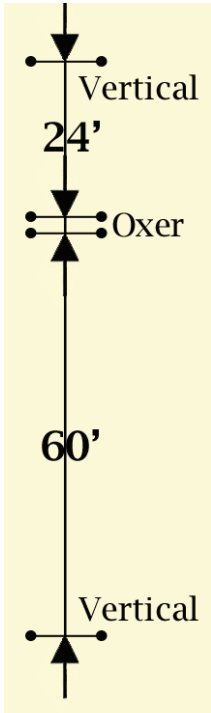
C

2 Jumps, both directions

- 5 strides (normal)
- 6 strides (short)

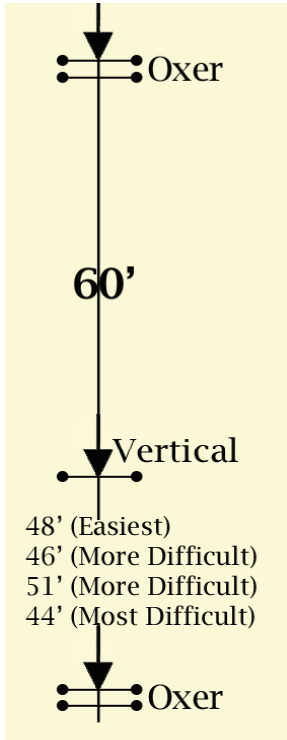
These can be both verticals (easiest)
both oxers (most difficult)

Sample Exercise 2



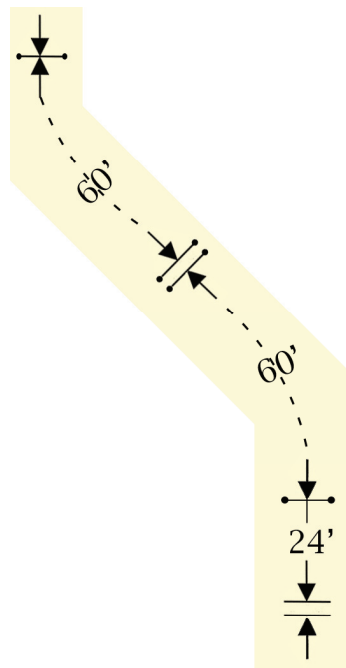
- 1 and 4 strides (normal)
- 1 and 5 strides (difficult)

Sample Exercise 3



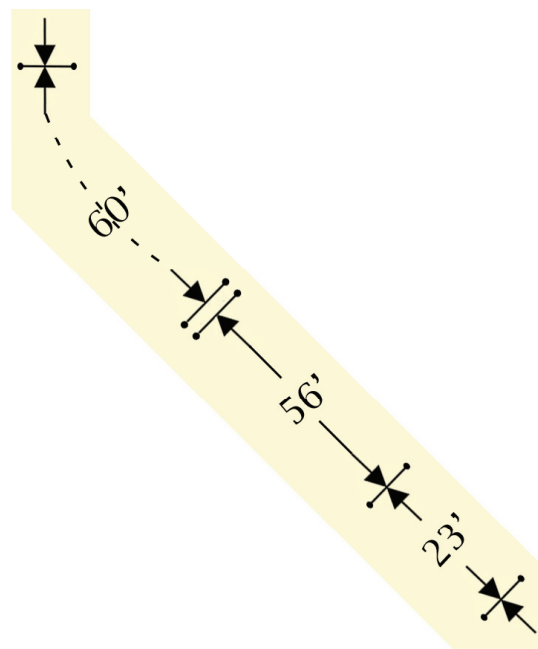
- Normal 4 strides to 3 strides.
- Narrow oxers (easiest), normal width oxers (more difficult), wide oxers (most difficult).

Sample Exercise 4



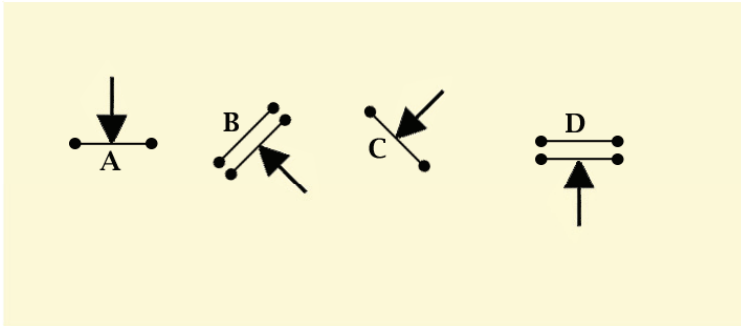
- Do 3 jumps in 5 steady strides to 5 steady strides (easiest).
- Do 3 jumps in 4 flowing strides to 4 flowing strides.
- Then add the combination Do 5/5/1, 4/4/1 Then the other direction starting with the combination (more difficult).

Sample Exercise 5



- Start without the combination. 56' to 60', 4 strides to 4 strides (easiest).
- Then reverse—back in steady 5 to steady 4.
- Now add the combination do one stride to easy 4 to steady 5 or flowing 4.
- Then reverse—flowing 4 to steady 4 to steady 1.
- Add an oxer out of the combination (more difficult).

Sample Exercise 6



Practice these types of turns.

- Do just A to D.
- Then A, B, D backwards (oxer D must be built to jump safely from both directions).
- Then use all 4.
- Use your imagination.

JUMPING

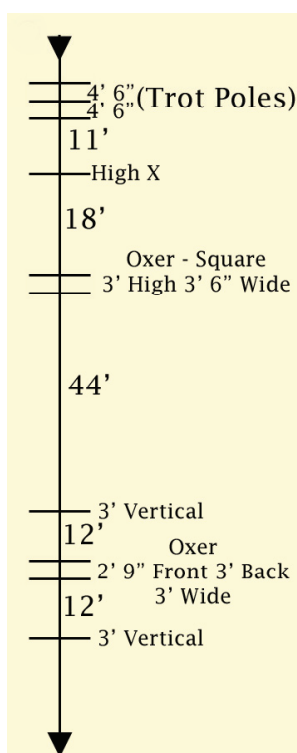
Cronin, Paul D. *Schooling and Riding the Sport Horse*. Charlottesville/London: UVA Press, 2005. "Setting Combinations and Jumps for Different Levels of Schooling."

Kursinski, Anne. *Anne Kursinski's Riding and Jumping Clinic*. New York, NY: Doubleday, 1995. "Basic Jumping," "Advanced Jumping."

Teall, Geoff. *Geoff Teall on Riding Hunters, Jumpers and Equitation*. North Pomfret, VT: Trafalgar Square Publishing, 2006. "Course Work."

IV. SAMPLE COURSES AND LESSON PLANS

Additional Sample Exercises #1



MOST IMPORTANT TO NOTE HERE:

- In this example of a simple gymnastic, the use of a ground person is essential.
- Begin with only trot poles or cavalletti to establish the horse's rhythm and straightness.
- Add one fence at a time as the horse gains confidence without rushing or losing technique.

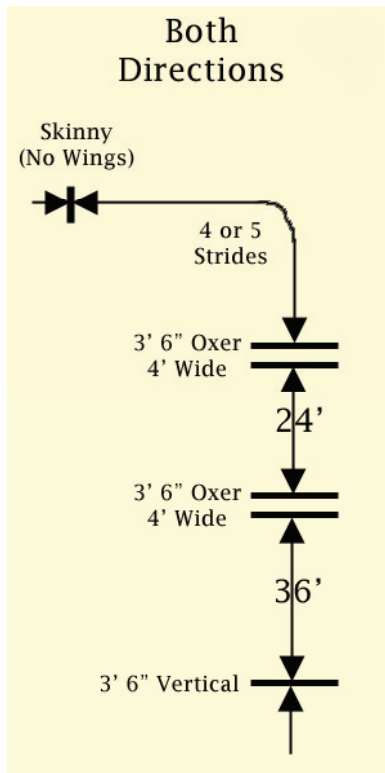
When schooling gymnastics, the number, height, and width of the jumps, as well as the distances, should be adjusted from the beginning of the school to the end.

As horses and riders gain confidence and consistency, jumps may be added and/or raised and spread.

The gymnastic in the diagram here might be used "as is" for a prep for USET Talent Search Finals riders, but would usually be broken down for normal schooling.

Author: Claudia Cojocar

Sample Exercise 2



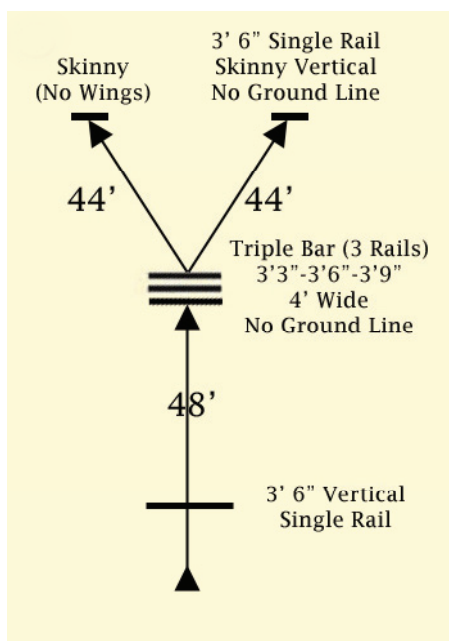
Too often, the exercises we use are all about a steady/compressed stride. This one is about using an open stride as well.

The skinny (no wings) fence at the beginning requires a steady stride and the turn in 4 or 5 strides to the combination requires accuracy of track while maintaining enough impulsion to handle the forward oxer-oxer distance. Understanding how to keep impulsion in a short turn is an important skill.

The other direction—in on the vertical—requires a more open stride into the combination and then the rider must land in a secure position off the oxers in order to make an accurate turn to the skinny (no wings). Regaining position after a forward effort is an important skill.

Author: Claudia Cojocar

Sample Exercise 3



This exercise requires the rider to jump the vertical with enough stride to meet the triple bar comfortably so that the steady 3 strides to the “careful” jumps which require steering/focusing skills, can be accomplished successfully.

Author: Claudia Cojocar

Sample Exercise 4

(BOTH DIRECTIONS)

This exercise is designed to work on the rider's understanding of the use of track as well as stride length.

- **Easiest:** Starts with vertical, comfortable 3 to oxer, steady bending 5 to the bounces jumped in the middle at 13'6".
- **More difficult:** Starts with the bounces, forward 4 to the oxer, steady 3 to the vertical.
- **Most difficult:** Starts with the vertical from a steady stride so the rider can come a little forward to the oxer and then continue directly forward in 4 strides to the bounces.

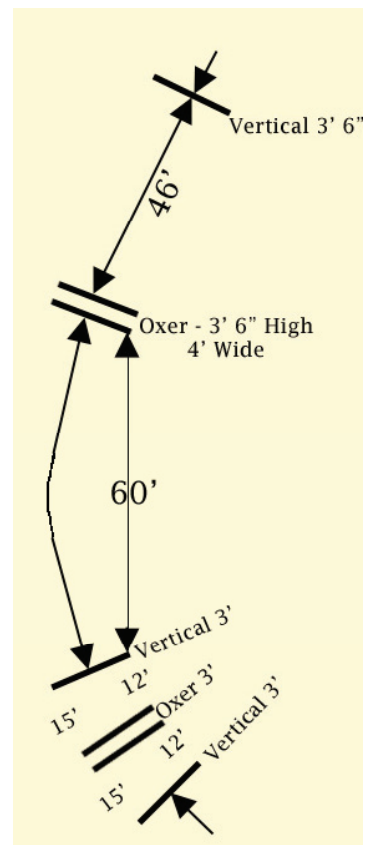
MOST IMPORTANT TO NOTE HERE:

When schooling gymnastics, the number, height, and width of the jumps, as well as the distances, should be adjusted from the beginning of the school to the end.

As horses and riders gain confidence and consistency, jumps may be added and/or raised and spread.

The gymnastic in the diagram he might be used "as is" for a prep for USET Talent Search Finals riders but would usually be broken down for normal schooling.

Author: Claudia Cojocar



Sample Exercise 5

FLATWORK TO PREPARE FOR JUMPS

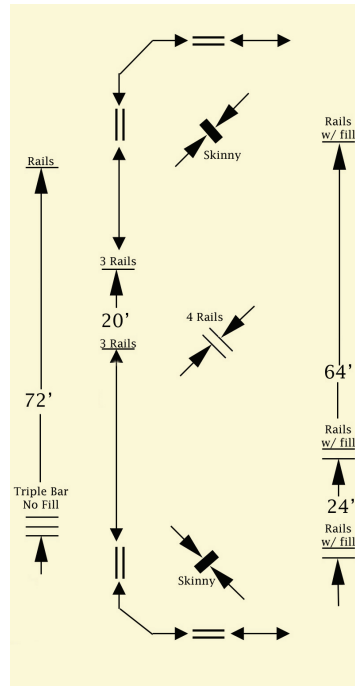
- Working paces.
- Control & balance in a bigger stride
- Straightness in shorter strides.
- Control before the corners allows positive ride out of the corners.

JUMPING EXERCISES

1. Ride through ground rails which set up accurate corners before and after the 20' gymnastic.
2. Add skinny fences keeping the stride very accurate with a steady connection between leg and hand.
3. Learning to find the “deep” distance to an oxer out of the forward stride is a skill. Use a forward stride out of the turn to the triple bar. Continue to the vertical in 5 strides. After it is smooth, make the vertical an oxer. This exercise helps riders learn to be comfortable with the forward ride to the “deep” distance at an oxer.
4. Oxer to oxer 24' then steady 5 strides to vertical. Again, big canter to the oxers (big, not fast!). Work on even hands, good upper body control and straightness to and after careful vertical.

Many more exercises are possible with this plan. For instance you can do the triple bar, bending the oxer in the center, bending to the vertical rails with fill. One focus here would be on holding the track on the bending lines. Be inventive in putting various components together, forward and steady, easier and more difficult.

Author: Claudia Cojocar



Sample Exercise 6

HOW TO RIDE BY AND TOWARD SPOOKY THINGS



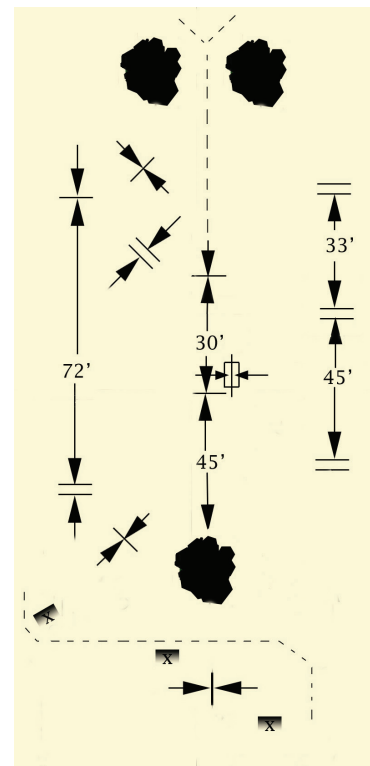
= Spooky Island.

X = Spooky boxes or blankets on the ground.

- Flatwork**—Riding toward and past “spooky” things. Review shoulder-fore and shoulder-in as they are helpful here. Lower poles in 30' gymnastic to the ground for this. Then rebuild when horse is confident.
- Oxers down the sides**—33'—45'
Easy distances—oxers can be bigger / wider. Focus on technique of horse and position of rider.
- 72' line down the side**—work on opening (5) & closing (6) the stride. “Matching” the canter to the exercise.
- 30' steady 2 strides** toward the “Island” and away from it on through a “Spooky Gap.” Notice the Liverpool next to the 30' combination. Most horses will want to drift away from it and this will give the rider a good feel for holding the line over jumps.

Trainers need to remember that advanced students must learn how to cope with unusual things. In this lesson plan there is a “spooky island” and some “spooky boxes or blankets on the ground” that simulate distractions that might come up in competition. Horses are often more spooky about things they have to go toward or past than the actual jumps. In this lesson students will be focusing on how to keep the horses between the leg and hand in order to do the exercises successfully.

Author: Claudia Cojocar



Sample Exercise 7

CLINIC / PRACTICE COURSE

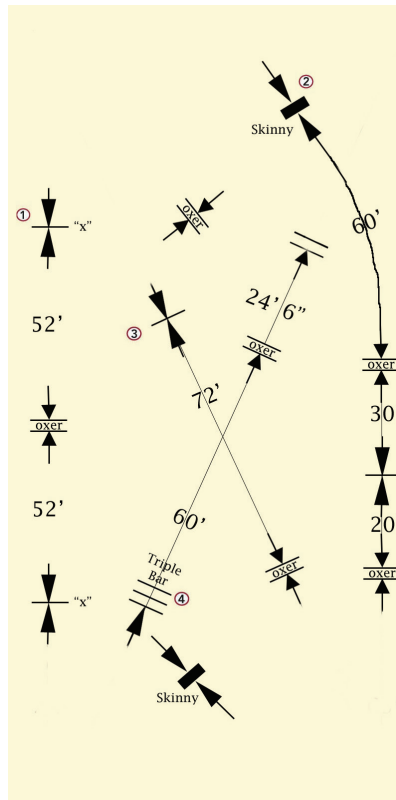
Exercise #1 both ways: Steady 4 / steady 4.

Exercise #2 both ways: still using steady strides. Right lead (steady 5 / steady 2 / steady 1) and vice versa.

Exercise #3 both ways: opening and closing the stride flowing 5 / steady 6.

Exercise #4 one way: flowing in on triple bar to oxer combination followed by either exercise #1 again or a series of turns over fences in that end.

- Mix up exercises for more advanced work. i.e., Start with forward work.
- Add “Spooky” Boxes, Liverpools, etc.



Author: Claudia Cojocar

Sample Exercise 8

JUNIOR OR A/O JUMPER PRACTICE COURSE

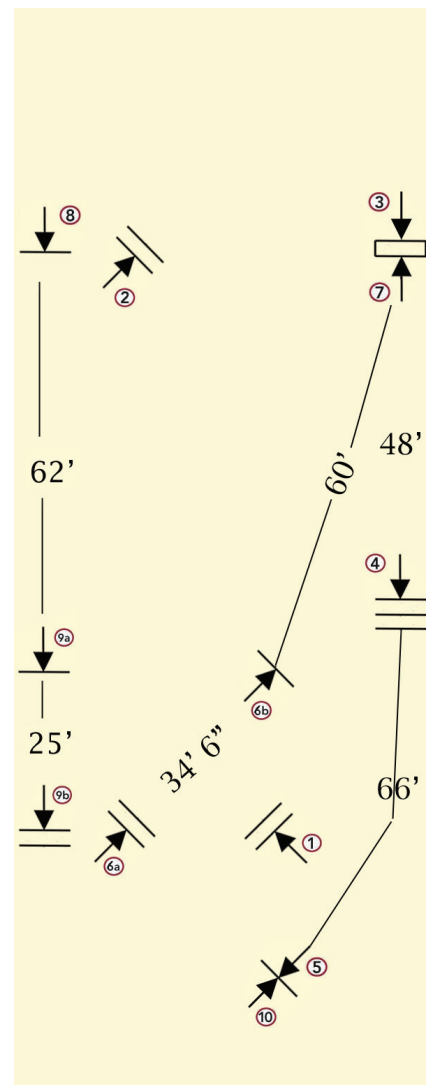
SMALL INDOOR RING 80' X 190'

1. Oxer: 3'6" front, 3'9" back, 4' spread.
2. Oxer: 4' front, 4' back, 4' spread.
3. Liverpool: Rails over plastic.
4. Triple Bar: 2'9", 3'6", 4'3", 5' spread.
5. Skinny Vertical: 4'.
6. A. Oxer 4' front, 4' back, 4' spread.
B. Vertical 4'3".
7. Liverpool: Rails over plastic.
8. Vertical 4'3".
9. A. Vertical 4'3".
B. Oxer: 4' front, 4'3" back, 4' spread.
10. Skinny Vertical: 4'.

Jump Off: 1, 4, 6A, 7, 9A, 9B, 10.

NOTE: This was designed for a small indoor ring. As a "practice course" it includes the following elements:

- Related lines both forward and steady.
- Bending lines, related and unrelated.
- "Awkward" turn (2 to 3)
- Various kinds of jumps (verticals, oxers, triple bar, liverpool and skinny).
- Optional turn inside in jump off exercise (4 to 6a)
- Deciding what to do with the striding in the jump off from 6a to 7 when 6b is removed.



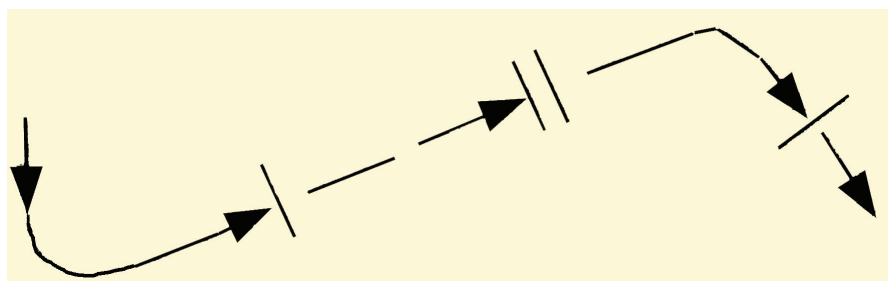
Author: Claudia Cojocar

Sample Lesson Plan

SITUATION:

A student is having trouble with tight right-hand turns in difficult places.

Example:



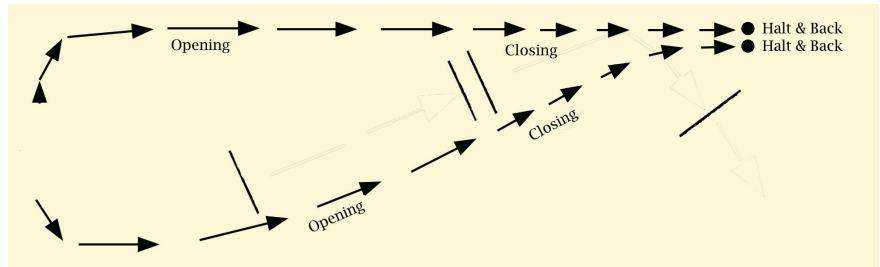
1. Explain to the student what is going wrong:

- After landing from the previous fence or line, the horse is too strong and wants to “fall in” before the turn.
- Therefore, the horse is unbalanced and crooked.
- Because the horse is likely counter bent, it doesn’t see the fence coming out of the tight right turn.

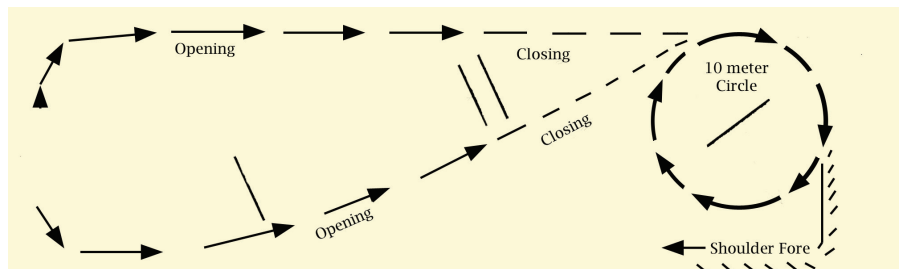
2. Explain the exercises you want the student to do to correct the problem.

3. Work on each component.

- Opening and closing the horse’s stride, focusing on the straightness of the horse.
- Use of half halts, halts, and rein backs until the horse responds well to the aids.



- Adding a 10m. circle after closing the stride and before the corner, focusing on the accuracy of the student's aids and the submission of the horse to those aids. The inside leg (holding leg) at the girth, the outside leg (displacing leg) just softly behind the girth, the hands centered with a light squeezing of the inside rein asking for the bend, and a steady outside (dominant) rein receiving the feel of the mouth from the inside (dominant) leg.
- Then, adding Shoulder Fore or Shoulder In along the track after the 10m. circle to emphasize the horse staying around the inside leg. I prefer Shoulder In on three tracks instead of four, for hunters and jumpers, with the outside leg softly behind the girth to keep the haunches from falling out. This control of the haunches is important in avoiding "swapping off behind" through turns in the canter and in corners when jumping. (A good tip here is that if the hands shift to the left in a right Shoulder In, then the horse is not around the right leg. The inside rein should not touch the neck.)



- Now add poles or low crossrails to the exercise. Then use a jump into the line and a pole or a low crossrail out of the line before the right hand turn. When this is satisfactorily accomplished, put the jumps back in and do the whole exercise as it was originally built.

The Teaching Process:

- The student learns how to identify the components of the problem.
- The student learns how the flatwork exercises fit into solving the jumping problems, and how to use them in a sequence that works.
- The key word here is "sequence." Teach one thing at a time.