

USPC RESOURCES FOR YOUR LESSON



WHERE TO BEGIN?

- Go to your browser
- Type in pony club
- Click on ponyclub.org website
- Go to volunteers
- Go down to rulebooks

RULEBOOKS

Dressage, western dressage, eventing and show-jumping □ do you have an independent rider that may be interested in going to a schooling show?

- Things to consider:
 - Can they ride independently in the open and in an arena with other horse/rider combinations?
 - Can they do a dressage test and/or course on their own with limited or no assistance while in the arena?\

EVENTING, DRESSAGE, WESTERN DRESSAGE AND SHOW-JUMPING

- Adjust and adapt to the riders in your class
- Riders can/should be working on turns, circles, changes of direction regardless of saddle style
- Terminology: make sure your riders/volunteers know jog vs trot, lope vs canter, etc.
 - Its good as a refresher—just in case you have a new volunteer or rider.

EVENTING, DRESSAGE, AND WESTERN DRESSAGE.

- Additional resources available for dressage tests:
 - USDF (United States Dressage Federation)
 - USEA (United States Eventing Association)
 - WDA (Western Dressage Association)
 - All are able to be downloaded and/or printed.

GAMES, GYMKAHNAS, VAULTING, AND POLOCROSSE

- Vaulting—resource for a new program
- Games and Gymkanahs
- Polocross

USPC BADGE PROGRAM

- Unmounted plans—can also work with EAL
- Mounted plans
- <https://shopponyclub.org/collections>
- ****adjust and adapt for your riders****

HORSE MANAGEMENT BADGES

- Grooming
 - Feeding
 - Horse parts
 - Tack
 - Health care
 - Shoeing
 - Boots and bandages
 - Travel safety
- leading
 - turnout/attire
 - stable management
 - land conservation
 - breeds
 - conformation
 - conditioning



EXAMPLE: GROOMING

- Objective: To be able to properly groom a mount in a safe manner.
 - *riders must know grooming tools, what it is used for and how to use it.
 - * how to tie a quick release knot

Can our riders achieve this?

- *independent riders/EAL program
- *riders that need us to adapt/adjust

EXAMPLE: HORSE PARTS (THIS INCLUDES MARKINGS AND COLORS)

- Objective: To be able to properly identify the parts of a mount & to properly describe a mounts markings, coloring and height.
 - EAL programs can work on this.
 - All riders can work on at least SOME of these.
 - Ex: shoulder, mane, neck, belly, flank, poll, ears, muzzle, dock, loin □ can be done while mounting, while mounted during lesson, and during dismount/leading.
 - Colors can be done during class: Sally riding Black Beauty, your horse is black. Paul on Zippy, your pony is a bay.

EXAMPLE: TACK

MY VERSION ONLY HAS ENGLISH TACK—WESTERN TACK CAN BE ADAPTED

- Objective: to be able to properly identify the parts of a bridle and saddle and to safely tack and untack a mount.
 - Adjust/adapt with western tack.
 - If riders are able to help tack up or untack—give them an opportunity to do so with their leader.
 - All riders can work on some parts of the tack □ pick up the reins, feet in stirrups, hand on pommel, hand on horn,
 - Bitless headstalls may be used, BUT some independent riders will use bridles

EXAMPLE: LEADING

- Objective: to be able to properly and safely halter, lead and tie a mount
 - How to approach a mount from the front and rear, what is a safe area to tie a mount, and how to tie a quick release knot.
 - Adjust/adapt everyone needs to know how to approach from the front and rear □ have riders show you or tell you (if possible).
 - Tie a mount: we can adjust/adapt—do you use trailer ties or cross ties? Riders can work on this or have help working on this.

MOUNTED BADGES

*THIS IS GEARED FOR ENGLISH RIDERS, BUT YOU CAN ADJUST TERMINOLOGY AND WORK FOR WESTERN RIDERS

- Mount/dismount
 - Balanced seat/good hands
 - Walk
 - Trot/jog
 - Diagonals
 - Half seat/jumping position
 - Canter/lope
- Canter leads
- Jumping
- Riding in the open

EXAMPLE: MOUNT/DISMOUNT

- Objective: to be able to safely mount and dismount while maintaining control of mount.
 - Safety checks: independent riders can show you what todo—BUT instructor is still responsible for doing this.
 - Adjust/adapt: all riders can demonstrate how todo this.

EXAMPLE: BALANCED SEAT/GOOD HANDS

- Objective for balanced seat: to have and maintain a balanced seat while riding and to be able to hold the reins properly while keeping them at the correct length to maintain control of mount without pulling at the mounts mouth.
- This needs to be a goal for ALL of our riders.

EXAMPLE: WALK

- Objective: to be able to maintain control of mount at the walk performing halts, turns, and changes in direction.
 - How to ask for a walk □ this is a discussion for more independent rider, however, to adjust and adapt—riders can demonstrate this, some riders may not be able to verbalize the information.

EXAMPLE:TROT

- Objective: to be able to maintain control of mount at the trot (posting or sitting) and perform halts, turns, changes in direction, and transitions to and from the walk.
 - Discussion for independent riders or those who can verbalize.
 - Adjust/adapt demonstrate or ask questions (if riders can respond—even with a thumbs up/down or yes/no)
 - Questions such as: pull back on reins (yes or no), go faster to sit the trot.

JUNIOR PONY CLUB

- 14-week program for young members and their parents.
 - Covers
 - Getting started in pony club
 - Getting to know about horses
 - Grooming introduction
 - Grooming practice
 - Visit a tack shop □ adapt/adjust, use your tack room.
 - Saddles, bridles and pony club attire □ adjust/adapt by using your tack room
 - People who take care of your horse—have farrier come trim or shoe a horse

JUNIOR PONY CLUB, CONTINUED.

- Introduction to shoeing and trailering
 - What is important about lessons?
 - Demonstrate a lesson at a barn
 - Choose a pony or horse (for purchase)
 - Practice finding a horse or stable
 - Graduation party.
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- This can be incorporated into a EAL program, or if you have a small group that can not ride yet, but can still work with horses.

THANK YOU!

- CONTACT INFORMATION

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