

Name		Level	Silver
Topic	Flatwork	Lesson	1 of 11
Subject	Riding in Open Order	Location	Arena
Resources & Requirements	Horse suitable for riding in open order		

Time	Activity
15 mins	<p>INTRODUCTION: Introduce the terms: Closed order, Open order, riding as an individual</p> <p>Warm up –ride in closed order with focus on the rider developing awareness for the other riders and horses. Could include exercises that demonstrate rider has control over their horse e.g. rear file halt and take up lead file when ride catches up, individual riders to circle away from ride, leave two horses distance in between horses</p>
40 mins	<p>ACTIVITIES: Ask the rider what rules they know about for riding in open order.</p> <p>1) Rules of riding in open order (walk and trot) - on the same rein (inner track for walk), using both reins (passing left to left), outer track has right of way</p> <p>2) Awareness of others, safe distances (between horses, inner and outer tracks), awareness of horse’s reactions to other horses, discuss horse’s warning signs – facial expressions, head movements,</p> <p>3) Value of riding in open order - independence, greater influence on the horse, ability to develop own skills, feel, and thought processes.</p> <p>4) Exercise ideas:</p> <ul style="list-style-type: none"> a) Keep riders on the same rein and gradually increase the distance between them. Halt the riders individually, starting from the rear, at set points around the arena and challenge riders to keep those distances between the horses. Riders have to observe other riders and alter the speed of their own horse as required. b) Start to include halt/walk transitions and changes of rein all riders change in same place keeping distance. Remind of left to left c) Go large in walk (same rein), under instruction riders individually turn across the arena into a free space on the other side of the arena. (It sometimes takes a bit of time for the riders to develop the skill to predict where the space will be by the time they reach the other side of the arena - this may need discussion.) When riders are confident in walk repeat the exercise in trot. d) On their own staying on the same rein, rider’s ride 1/2 20m circles across

	<p>the arena into a space (This can be built up to include transitions across the centre line). Outer track has right of way.</p> <p>e) Riders space out and go large staying on same rein, ride a 20m circle at free end of the school.</p> <p>Progress to riders to work on different reins within the group:</p> <p>f) In walk ask half the riders to change the rein and the other half to stay on the original rein, practice passing left hand to left hand. (spacing/distances), repeat using different changes of rein with one ride riding the same exercise e.g. ride A. go large ride B. change rein across diagonal. In trot practice passing left/left going large</p> <p>g) When riders confident space riders out into open order and on command each rider to change the rein in their own space (encourage riders to look up and ahead, aim for the space and to look out for each other!)</p> <p>h) Build up to working in trot and adding exercises such as circles, transitions</p> <p>5) Cool down, riders to still maintain their distances in the free walk . Discuss any issues, use of the aids to control horses.</p>
<p>10 mins</p>	<p>SUMMARY</p> <p>Give each rider feedback on how well they controlled their horse and their ability to maintain their distances</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Open order in walk and trot on both reins</p>	

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Name		Level	Silver
Topic	Flatwork	Lesson	2 of 11
Subject	Developing rider position	Location	Arena
Resources & Requirements	Cones to use to help guide riders		

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Warm up - during warm up, each rider to identify strength and weakness in their own position. Discuss why position is important (balance and security, coordination of the aids) and the positional lines trying to achieve. In walk or halt ask riders to take feet out of stirrups and stretch legs down. Can do some simple warm up exercises such as; circling ankles, circling arms to help rider loosen off.</p>
40 mins	<p>ACTIVITIES:</p> <p>Although the focus is on developing the seat don't allow riders to forget about their upper body position. Ask the riders to consider how they sit normally e.g. at a desk and whether they can feel if they are leaning to one side or tipping forward. If you have mirrors use them to you and your riders' advantage.</p> <p>Exercise ideas:</p> <ol style="list-style-type: none"> Work without stirrups in halt and walk - exercises such as knees up to front of the saddle, rider should feel either seat bone and keep upper body straight and then push legs down etc to develop the rider's depth and suppleness of the joints. Riders can take feet out of stirrups no need to cross stirrups over. Introduce sitting trot for canter transition and improve rider balance and co-ordination by rider rising in the trot and sitting for 2 beats before rising then 3 beats and continue up to 5 beats of sitting trot before rising again. This is more achievable in rider's mind than half lap etc of the school and enough to prepare for canter transition. Riders should hold the front of the saddle and use it to 'pull' themselves into the saddle to help keep their balance Work in sitting trot for very short bursts with stirrups. Start with a slow trot, and gradually build the energy. (The aim is balance in a forward trot before the canter transition is introduced.) Encourage holding saddle to help with balance Improve rider balance and co-ordination by reversing the above exercise and asking rider to stand for 2 beats then sit for one then progression to longer periods of time. Encourage the rider to take weight down to the leg and not hold on with the knee, use a neck strap to help with balance and not pulling down the

	<p>reins</p> <p>Keep sitting trot sessions short especially if riders not confident or particularly stiff through hips, gradually build up amount of time.</p> <p>Cool down encourage rider to take feet out of stirrups and relax legs, don't allow riders to slouch with upper body when walking round to cool off.</p> <p>Make suggestions to improve suppleness and strength whilst not riding - Pilates, yoga, CrossFit (all help develop core and balance).</p>
<p>10 mins</p>	<p>SUMMARY</p> <p>Reassure riders that this takes time to develop the sitting trot and a secure seat. Give riders feedback on their position and suggest two things to concentrate on in the next session</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Introduction of canter</p>	

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Name		Level	Silver
Topic	Flatwork	Lesson	3 of 11
Subject	Introducing Canter	Location	Arena
Resources & Requirements	Demo horse and rider for the canter if possible. Horses used to teaching novice riders to canter that will listen to coach voice or be lead if required in canter		

Time	Activity
15 mins	<p>INTRODUCTION: Introduce the canter - third pace of the horse, three beat rhythm.</p> <p>Warm up - focus on rider ability to ride confidently in walk and trot and ride active trot transitions. When both horse and rider warmed up include short periods sitting and standing trot to prepare for the canter transition (use exercise from previous session)</p>
35 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1) Ask riders to name the sequence of footfalls in walk and trot for revision and then discuss the sequence of footfalls in the canter - demonstrated by the coach. (Useful if there is a demo horse available with different colour bandages on both diagonal pairs of legs. Left and right canter. Moment of suspension. 2) Discuss the aids for canter transitions, and reasons - influence of left or right canter. 3) Discuss the movement of the hips and pelvis in the canter - best achieved when the rider is relaxed and allowing their joints to move. Encourage rider not to grip up with legs or tip upper body forward as makes canter bouncy and unbalance them. Downwards transition – can unbalance riders if not prepared – take up rising trot quickly to rebalance. Riders to use neck straps 4) Location of transitions to canter (corner, circle) and the reasons. 5) Exercise ideas: <ol style="list-style-type: none"> a) Recap sitting and standing trot with stirrups to help riders with security in saddle and taking weight down legs. b) Introduce the first canters as appropriate for the centre’s horses/ponies. (Ride in halt, ride in walk, ride halted on the centre line.) Riders can hold the front of the saddle. Leaning back slightly behind the vertical also helps feel the hips moving forward with the horse rather than down into the saddle - watch that the legs do not become too loose and flap in this position. c) Begin on the short sides of the school as it helps horse balance and gradually develop longer periods and confidence in the canter. (Very often, the horses become long and flat when going large). As soon as possible, introduce

	<p>20m circles, which help the balance of the horse.</p> <p>d) Ride halt – lead file picks up trot and trots 20m circle as finishes the circle picks up canter for the short side</p> <p>e) Use half the arena space – halt ride over centre line E-B, lead file in turn moves into trot and canters at start of short side, cones can be placed in the corners to help riders keep horse out.</p>
<p>10 mins</p>	<p>SUMMARY</p> <p>6) Cool down, ask riders to think about the session – how did they find the canter transition and the trot afterwards?</p> <p>Riders can cool down without stirrups to stretch legs and continue to work on position.</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Develop balance through upward and downward transitions in the canter</p>	

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Name		Level	Silver
Topic	Flatwork	Lesson	4 of 11
Subject	Developing the Canter transitions	Location	Arena
Resources & Requirements	Cones/blocks on standby		

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Developing coordination of the aids and balance during trot-canter and canter-trot transitions.</p> <p>Developing feel for the horse and rider's balance in the canter.</p> <p>Warm up - aim to have the horse listening to the rider, warm up in walk and trot encourage the riders to think about how responsive the horse is? How active is the trot? Help the riders to achieve a forward going trot.</p>
35 mins	<p>ACTIVITIES:</p> <p>1) Recap the aids for trot-canter and canter-trot transitions. The need for balance, security and coordination of the aids.</p> <p>2) Position of the rider - initially, the rider being slightly behind the vertical encourages greater feel for the movement through the seat. Once this is achieved, they can be encouraged to sit more upright. Holding the saddle for support</p> <p>3) Exercise ideas:</p> <p>a) Sitting and standing trot exercises to develop feel for the horse's balance and to develop the rider's balance and confidence</p> <p>b) The 'feeling' of an active trot (the horse being prepared for canter trans) so that the transition is successful (active, responsive and balanced).</p> <p>c) Achieving a good response to the aids during walk /trot transitions encourages the horse to be more responsive to the canter aids.</p> <p>d) Maintenance of position during the upwards and downwards transitions, common mistakes and how to improve. (Horse runs in trot before the transition - keep rein contact and position; insufficient energy in the trot, rider leans forwards - create responsive and forward horse; rider loses balance in downward transition - action plan to immediately rise and secure the lower leg.)</p> <p>e) Discuss clarity of the aids into the upwards transition, and a plan to repeat if the transition is unsuccessful.</p> <p>f) Using 20m circles to help horse and rider balance.</p> <p>g) Develop the rider's feel for using their seat to influence the downwards transition, and to rebalance the horse once in trot.</p>

10 mins	SUMMARY 4) Cool down, feedback to riders about their position and control of the horse, questions A balanced, secure position leads to improved coordination of the aids and a better response from the horse.
PROGRESSION: Able to ask for canter in various places around the arena	

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Name		Level	Silver
Topic	Flatwork	Lesson	5 of 11
Subject	Recognising the Canter Lead	Location	Arena
Resources & Requirements			

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Recap - sequence of footfalls in the canter, left and right.</p> <p>Warm up - Prepare the horse to work in canter using exercises to develop responsiveness to the aids such as quick transitions. Riders to be attentive to their position. Include short bursts of sitting trot with stirrups</p>
35 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1) What is the correct canter lead and reasons for recognising canter leads – balance 2) Methods to recognise canter leads - looking at the shoulder, feel. (Feel will develop.) Watching other horses canter 3) Where to ask the horse to canter to encourage the horse to pick up the correct canter lead and what to do if pick up the incorrect lead. How rider position can influence the lead e.g. rider leaning to inside 4) Exercise ideas: <ol style="list-style-type: none"> a) Riders watching can observe the one cantering to practice recognising the lead. b) Repeated transitions to canter to practice recognising the canter lead. c) Canter transition at E/B (less help from the corner, so possibility of the incorrect lead). d) Using the aids to influence the leading legs in transitions at E/B, and recognising the lead afterwards.
10 mins	<p>SUMMARY</p> <p>5) Cool down, feedback to riders about their position in the canter transition, questions.</p> <p>Reasons for recognising the canter lead.</p> <p>How to recognise the canter lead.</p>

PROGRESSION:

Figure of eight in canter with a change of lead leg through trot over X.

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Name		Level	Silver
Topic	Flatwork	Lesson	6 of 11
Subject	Transitions	Location	Arena
Resources & Requirements			

Time	Activity
15 mins	<p>INTRODUCTION: Introduce the terms: transitions, riding from leg to hand</p> <p>Warm up - focus on getting the horse active and responsive to the aids. Help the riders to learn what an active pace is and a less active pace. Make positional corrections as required.</p>
45 mins	<p>ACTIVITIES:</p> <p>1) Discuss why it is important to ride good transitions – upwards and downwards. What do the riders think makes a good quality transition? The horse should push into the transition not gradually build speed</p> <p>2) How to prepare the horse for a transition – planning ahead so transition happens at required marker/spot</p> <p>3) Importance of position – being in balance with the horse makes it easier for the horse to move and balance himself. Check rider position throughout. It is common for riders to lose their position when trying hard to get the horse to go forward.</p> <p>4) Exercise ideas:</p> <p>a) Ride transitions at specific markers around the arena – rider preparation, horse response, encourage rider to be reactive to what is happening does the horse respond when the leg is used.</p> <p>b) 1/2 20m circles across the arena. Ride transitions across the centre line. Does the horse respond quickly, can the rider keep balance as the horse moves forwards? Can also do this using changes of rein and other school movements.</p> <p>c) Can build on this exercise to ride a specific number of steps in each pace e.g. walk 10 steps/ trot 10 steps, transitions to happen on the 10th step. Teaches rider about preparation and response, gradually decrease the number of steps in each pace as rider gets more practiced.</p> <p>d) Transitions within a pace – move the trot forward and bring it back, helps the rider to learn the difference in the activity of the pace</p> <p>5) Cool down – encourage riders to let the horse stretch in the walk and take the rein forward and down and then pick the walk up again (free walk – medium walk)</p>

	can they notice the difference in how the horse walks in each.
10 mins	<p>SUMMARY</p> <p>Ask each rider to list something that makes a transition good or bad</p> <p>Ask for and give each rider feedback on their position when riding the transitions</p>
<p>PROGRESSION:</p> <p>Feel for the horse's response, rhythm and balance</p>	

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Name		Level	Silver
Topic	Flatwork	Lesson	7 of 11
Subject	Improving Transitions with a Focus on Downward Transitions	Location	Arena
Resources & Requirements			

Time	Activity
10 mins	<p>INTRODUCTION: Introduce the term: on the forehand</p> <p>Re-cap from previous session on what makes a good transition? Warm up – all 3 paces on both reins asking riders to focus on the transitions and how their horse responds</p>
40 mins	<p>ACTIVITIES: Discuss with riders why downward transitions are important and the weight distribution of the horse over front and hind legs. Tendency of the horse to want to lean onto the forehand into downward transitions. Create a mental image of the horse using each of his legs evenly into the downwards transitions. 25% on each leg, not weighted onto the forehand.</p> <p>How to ride a good downward transition: Use of aids (position, weight, legs, hands) to influence the horse to use hind legs, Downward transition to feel smooth and not abrupt. Hind legs should not stop in a downwards transition but step underneath him to push forward in new pace. Encourage rider to use legs in the downward transitions – very common to just use rein and pull. Discuss rider aids to use e.g. check position, think about slowing seat, gradually and gently increase pressure down rein, keep leg against horse's side to keep horse stepping forward in new pace.</p> <p>Exercise ideas:</p> <ol style="list-style-type: none"> Progressive downward transitions between trot, walk, halt, with the focus on the balance of the horse and riding forwards into transitions. ('Start walking, not stop trotting'.) Rider to rise slower and lower with the horse into the transition instead of sitting. Ride half a transition - as the horse reaches walk ask rider to trot on again. Helps horse and rider to think forwards in the transitions. The transitions

	<p>should be smooth and riders need to focus on their position.</p> <p>c) Ride quick transitions – trot – walk 5 steps- trot away to encourage riders to keep using legs and think forward in the downward transitions</p> <p>d) Ride downwards transitions as approach the short side, walk round the corner and then trot again, walk as approach the next corner and then trot away down long side. Walk for a few strides over E and B. Use cones in the corners to encourage riders to ride corners and straight lines not half a circle around the short end.</p> <p>e) Ride 20m circle ask for canter transition over X, trot at A/C, canter X. Depending on rider ability 20m circle canter for X number of strides, trot for X no strides, canter etc. The rider needs to be able to balance in sitting trot and co-ordinate canter aids quickly.</p> <p>Cool down – riding downwards transitions trot to walk) without pulling on reins e.g. lowering and slowing rising. Allow horses to stretch in free walk</p>
<p>10 mins</p>	<p>SUMMARY</p> <p>Ask riders what they found easy and difficult about riding downwards transitions. Suggest an area to focus on for the next lesson.</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Develop the focus onto downward transitions canter - trot.</p>	

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Name		Level	Silver
Topic	Flatwork	Lesson	8 of 11
Subject	Feel for developing rhythm and balance	Location	Arena
Resources & Requirements			

Time	Activity
10 mins	<p>INTRODUCTION: Introduce the terms: Rhythm, balance, speed, Suppleness, feel down the reins</p> <p>Warm up – Before you start discuss with the riders the concept of rhythm; When we run/swim/cycle, we have a speed that feels comfortable. The same applies to the horse. What do the riders understand about rhythm? Recap the beats of each pace. As the riders walk talk to each about the rhythm of the walk – can they count the 4 beats? Repeat in trot using simple exercises and changes of rein</p>
40 mins	<p>ACTIVITIES: Discuss with the riders the need to be able to use legs for faster and outside rein for slower speed / tempo and get a response from the horse. The importance of being in balance and correct position to be able to influence the horse and feel what is going on. It is important that the riders don't lose their position in order to get the transition.</p> <p>Working in open order:</p> <p>Exercise ideas:</p> <p>a) Riders to experiment in the walk and trot. Start with the 'working' pace then ask riders to slow it down, and progressively move through the range to too fast. Encourage riders to think about what they are feeling, what does the best speed for that horse feel like?</p> <p>b) Once an understanding of the speed required is achieved, ride transitions between the walk and trot, aiming to achieve the correct speed in each. Encourage riders to think about any repeat patterns of imbalance, for example, the horse increases the speed of the walk before the trot transition. Was the walk active enough in the first place? Can they notice if the horse slows down around the corners or as they change the rein?</p> <p>c) Ride canter transitions on a circle to help rider and horse balance. Experiment with the activity in the trot and ask for canter transition – ask rider which trot makes the best/easiest canter transition? Why is it difficult for a horse trotting too fast to canter? What happens to the trot after the canter – is it</p>

	<p>faster/unbalanced/easier to get the horse going.</p> <p>Cool down – focus on keeping the walk active on a long rein, rider position.</p>
10 mins	<p>SUMMARY</p> <p>Give feedback to each rider on their ability to recognise the ‘correct’ speed for their horse. Compare horses within the group to emphasise that each horse is different.</p>
<p>PROGRESSION:</p> <p>Develop work to include variation within the canter.</p>	

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Name		Level	Silver
Topic	Flatwork	Lesson	9 of 11
Subject	School figure: Figures of 8 and 1/2 15m Circles	Location	Arena
Resources & Requirements	Cones/blocks to assist mapping school figures. Poles.		

Time	Activity
10 mins	<p>INTRODUCTION:</p> <p>Introduce the terms: suppleness/bend, inside leg to outside rein, falling in/out</p> <p>Warm up – In walk and trot focus on rhythm and finding the ‘correct’ speed for the horse. Introduce canter work as appropriate for the group. Make positional corrections in each pace and give the riders one area to concentrate on.</p>
40 mins	<p>ACTIVITIES:</p> <p>Figure of 8</p> <ol style="list-style-type: none"> 1) Ride 20m circles at either end of the school – place markers at the tangent points and at either side of X (20x40) for riders to ride through. Discuss the bend and aids required to ride a circle. 2) Discuss aids to influence bend and straightness and how to maintain rhythm 3) Using the markers demonstrate how to ride a figure of 8 using 2 x 20m circles - discuss how and where to change the bend, where riders should be looking, aids to use. Circles should be symmetrical 4) Can be ridden as two diagonal lines (changing the rein across long diagonal) <p>½ circle back to the track</p> <ol style="list-style-type: none"> 5) Also known as teardrop, half circle incline back to track, demi volt... 6) Place cones to mark out the half circle and poles on the diagonal to guide the riders 7) Discuss the aids, where the riders should be looking, the change of rein/bend at the end <p>8) Exercise ideas:</p> <ol style="list-style-type: none"> a) Open order 2x20m circles figure of eight with focus on changing the bend fluently. The bend begins with the horse’s inside leg - rider’s inside leg to influence. Use the exercise to highlight the horse’s soft and stiff side. Ask the

	<p>riders to compare each circle and if they are symmetrical - discuss falling in/out, how to correct.</p> <p>b) Ask riders to think about the rhythm throughout each movement – does it change as they change the rein, how to correct.</p> <p>c) Open order figure of eight including transitions over X. (It’s helpful to position a pole either side of X to create a transition channel - it provides focus for preparation of the transition.)</p> <p>d) 1/2 15m circles inclining back to the track at the end of the long side ride them on each long side- ask riders to compare how easy the horse is to half circle (stiff side), does the rhythm vary? What each rider has to be aware of when riding half circles – outside aids, not letting horse swing quarters out, changing diagonal and bend.</p> <p>Cool down – walking the school movements on a long rein – using body and position aids to turn and less rein aids.</p>
<p>10 mins</p>	<p>SUMMARY</p> <p>Give feedback to each rider recognising their strengths and weaknesses and the horses during these exercises. Discuss how to improve for future.</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Progression to a three loop serpentine.</p>	

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Name		Level	Silver
Topic	Flatwork	Lesson	10 of 11
Subject	Three Loop Serpentines	Location	Arena
Resources & Requirements	Cones/blocks/poles		

Time	Activity
10 mins	<p>INTRODUCTION:</p> <p>Recap – rhythm, speed, suppleness of horse and rider</p> <p>Warm up – Ask riders to focus on the rhythm and bend in each pace. Use basic school figures and changes of rein. Focus on rider position.</p>
40 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1) Use poles and cones to map out a 3 loop serpentine. These can be removed as the riders gain familiarity with the exercise. 2) The benefits of riding serpentines - rhythm and balance, suppleness, 3) Recap falling in/out and how to recognise and correct 4) Walk the riders through how to ride a 3 loop serpentine- emphasis on straight lines and half circles and evenness of loops. Include questions on the aids for bend and straightness, accuracy, comparing how easily the horse turns on each rein 5) Exercise ideas: <ol style="list-style-type: none"> a) Open order three loop serpentine from A/C. (Place a block/cone on the inner track at E/B - those on the serpentine ride inside the block, those going large to return to the start of the exercise use the outer track). Also helpful to position poles to create channels across the centre line, and cones/blocks on an inner track opposite the points to leave/arrive at the track. These can be removed as the riders become familiar with the school figure.) b) Ask the riders to recognise if the horse is slowing down or speeding up and work to improve (the horses tend to lose balance around the half circles). c) Include transitions over the centre line between the poles in the above exercise. Start with walk – halt transition between the poles good for accuracy and encouraging rider to plan ahead. d) Focus on rider position around each turn and straight line – how position can influence the horse around the turn e.g. leaning to the inside instead of turning with the horse 6) Cool down

10 mins	SUMMARY Ask riders which side they found it easier to bend their horse to encourage them to think about what was happening through the exercise. Give feedback on their position and highlight good and weak areas that may affect their riding.
PROGRESSION: Four loop serpentine.	

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Name		Level	Silver
Topic	Flatwork	Lesson	11 of 11
Subject	Developing rider understanding	Location	Arena
Resources & Requirements			

Time	Activity
10 mins	<p>INTRODUCTION: Discuss the rider's understanding of how the horse moves and how it has developed from their increased experience, knowledge and understanding from Bronze to Silver.</p> <p>Warm up - advise riders that the lesson centres around practicing, experimenting and developing existing knowledge. The aim is to develop confidence in riding with greater independence. Be receptive to how the horse feels and work to warm up the horse in relation to rhythm, speed, evenness down the rein</p>
40 mins	<p>ACTIVITIES:</p> <p>1) Recap of all covered: Rhythm, speed, feel down the rein, transitions, seat and hands, balance in position, application acceptance of the aids, school figures, canter, canter leads, open order.</p> <p>2) The riders possess the skills to ride various exercises. The next step is to start to encourage riders to think about how they influence the horse via their position and how the horse is reacting. Growth in confidence and ownership of knowledge.</p> <p>3) Exercise ideas:</p> <p>a) Using any of the exercises previously covered, encourage riders to think about and reflect on what is happening and suggest possible corrections e.g. horse falling out around circle – use outside aids. Ask the riders if they can feel the horse falling in or drifting out, see that his head and neck are not in a straight line and relate that to what is happening down the reins, at this stage you are not expecting riders to make their own corrections but just to recognise what is happening underneath them. Encourage riders to use school mirrors to check their own position and the horses (does what they feel match what they can see). Help riders to make corrections to their positions.</p>
10	<p>SUMMARY Give feedback to riders regarding their progression on the course so far. Discuss</p>

<i>mins</i>	areas to work on and aims for future progression.
PROGRESSION: Further independent riding on a variety of horses.	

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