

EQUESTRIAN – DRESSAGE ARENA

Quick introduction

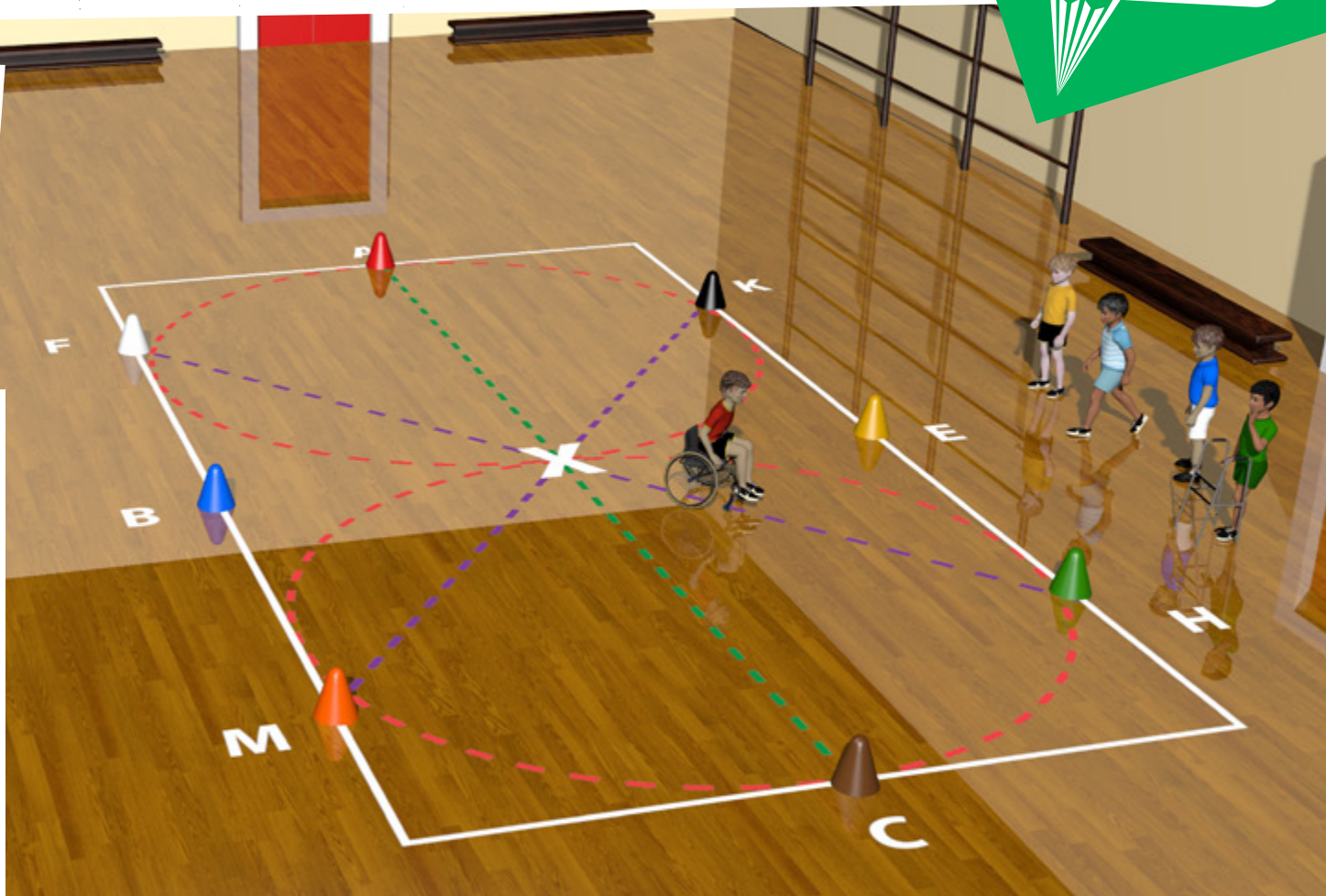
Equestrian partner organisations have been working together to introduce more schools to competitions through the School Games. These School Games cards are designed to bring a taste of equestrian activity and competition into the classroom. Dressage is a riding competition, which can also be done on foot for fun, with specific movements between markers. When all the movements are connected together it is called a dressage test.

Getting started

- Please refer to www.ponyprep.org for resources.
- Learn the dressage markers (letters) in a dressage arena (A, K, E, H, C, M, B, F, X). A rhyme that can aid learning is 'All King Edwards Horses Can Master Big Fences' and 'X marks the spot'.
- Learn the history of where the dressage markers originated from.
- Learn the positions of the dressage markers in relation to each other.
- Colours may also be used to help learn the position of the markers in relation to one another.

Practice

- Set up a basic dressage arena shape including the markers (see www.ponyprep.org for resource). An actual arena should be 20 x 40m but can be scaled down to 10 x 20m, or smaller, for use in a gym or playground.
- An activity to help children learn the markers can be used, e.g. everyone runs to X and does five star jumps.
- Learn some of the basic movements found in a dressage test, such as a circle, diagonal, centre line and figure of eight.
- Perform some of the basic dressage movements (as above).



Equipment required

- Eight markers/cones.
- Chalk for marking out the arena (optional).
- Letters for markers (A, K, E, H, C, M, B, F, X).

Health and safety points

- Surrounding area to be clear of bags and equipment.
- Flat ground to be used, free from holes.
- Area used should be traffic-free.

EQUESTRIAN – DRESSAGE ARENA

PHYSICAL ME

- Accuracy when moving from letter to letter doing basic movements.
- Accuracy of the shape, e.g. straight line, circle etc, carried out.

SOCIAL ME

Leading and volunteering

- Equipment managers to check all equipment is laid out correctly and space is safe. At the end of the session, check all equipment is put away correctly.
- Young leaders could work in pairs to help a younger person move around the letters.

Think inclusively (STEP)

Space

- Ensure there is enough space for the arena and that the markers can be navigated around easily.
- Consider using a hard surface when including SEN/disabled athletes.
- Ensure equal distances between markers to assist orientation.

Task

- Explore individual movements before adding them together to do a routine.
- Walk or wheel through the movements before attempting to perform them at pace.

Equipment

- Use string covered by tape to create a tactile surface to assist visually impaired athletes.
- Ensure that the colour of the markers contrasts with the hard surface.

People

- Allow visually impaired players to work with a guide.
- If beneficial allow SEN/disabled athletes to work in teams.

THINKING ME

- How can I remember all the letters?
- How can I remember the movements?
- Can I try riding at my local riding school?

SPORTING ME

Spirit of the Games



Share your love of horses.
Help each other to succeed
and encourage everyone in
the team to try their best.

TACTICAL ME

I always try to know
letters and movements in
advance of the next one.



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EQUESTRIAN – UNMOUNTED GAMES

Quick introduction

Equestrian partner organisations have been working together to introduce more schools to competitions through the School Games. These School Games cards are designed to bring a taste of equestrian activity and competition into the classroom. Mounted games is a Pony Club team activity, where games are played on horseback, but they can also be played on foot for fun.

Getting started

Please refer to www.ponyprep.org for the learning resource for mounted games.

- Learn about how mounted games began, and the connection to Prince Philip.
- Learn about the games within mounted games.
- Learn about the types of equipment used for the different games.
- Learn about the basic rules of mounted games.

Practice

Game 1: Baton relay 4x2 length relay

- Split into teams of four.
- Each of the four team members complete two lengths (up and down), passing the baton to the next team member.
- Practising passing the baton will improve results.

Game 2: Obstacle relay 4x2 length relay

- As above, but include an obstacle such as stepping stones, cones to weave in and out of or a hoop to go through.

Game 3: On target

This skill is often needed in Pony Club activities of mounted games and also tetrathlon.

- In teams or as individuals, stand a set distance from a target area such as a bucket or simple target marked on the floor.
- Each person has five opportunities to throw their item, such as a beanbag, quoits or ball, into the target area.
- To increase the challenge the distance from the target can be increased.

Health and safety points

- Team members waiting their turn should stand behind the line until the baton is passed to them.
- Surrounding area should be free of bags and equipment.
- Flat ground should be used to ensure safe usage of equipment.
- For stepping stones the equipment should be strong enough to step on.
- Ensure all runners stay within their lanes.
- In the event of a team causing an obstruction or failing to complete in the prescribed format the team, at the discretion of the referee, will be placed in last position; no teams should be disqualified.



EQUESTRIAN – UNMOUNTED GAMES

PHYSICAL ME

- Runners should:
 - walk, jog and then run the course
 - practise the changeover with the baton
 - practise balance, especially for stepping stones
 - look forward and plan ahead for any obstacles
 - practise throwing accuracy.

SOCIAL ME

Leading and volunteering

- Team captains should motivate and encourage the team and individuals, and ensure all teams play to the rules and respect others.
- Equipment managers should ensure equipment is set up correctly and the relay baton is with the first runner from each race

Think inclusively (STEP)

Space

- Wider lanes can be used to accommodate wheelchair users.
- Consider using a hard surface when including SEN/disabled athletes.
- If appropriate adjust the distances of the relay and 'On target' games to include SEN/disabled athletes.

Task

- If beneficial allow SEN/disabled athletes to work in pairs or teams to complete the activities.

Equipment

- 'Tag' or similar can be used at changeover if a baton is inappropriate.
- Consider using spots in the obstacle when including SEN/disabled athletes.

People

- Those who find balance hard can be aided with the stepping stones element.
- Allow visually impaired players to work with a guide.
- If beneficial allow SEN/disabled athletes to work in pairs or teams to complete the activities.

Equipment required

- Two cones to mark each end of the lane, more if to be used for weaving.
- One baton per team.
- Starting whistle/gun.
- Numbered/coloured bibs to denote teams.
- Stepping stones – blocks, benches or buckets strong enough to be stepped on.
- Throwing items – beanbags, quoits or balls.

THINKING ME

- Do I know how I am going to turn quickly at the end of the lane?
- Have I practised my changeover?
- Do I know how to keep my balance?
- Can I try riding at my local riding school?

SPORTING ME

Spirit of the Games



Share your love of horses. Help each other to succeed and encourage everyone in the team to try their best.

TACTICAL ME

I always try to know what order I am going in next for my team.



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EQUESTRIAN – PONY KNOWLEDGE

Getting started

- Ponies come in different colours, shapes and sizes but all with certain things in common. Go to www.ponyprep.org to learn more about these differences and similarities.
- Learn about the different colours ponies can be.
- Learn about the different markings ponies can have.
- Learn about the different parts of the pony (see www.ponyprep.org for template resource).
- Learn about the different paces a pony can go at.
- Learn about rhythm and balance.

Paces

- Group into teams of four – each person represents a pony's hoof.
- Make a square shape (2x2) (see Riding paces on www.ponyprep.org)
- Choose a pace, e.g. trot, and 'stamp' the hoof beats in the correct order as a group.

Balance

- It is important that when riding, both the pony and rider are in balance with each other, to allow the pony to move with ease and efficiency.
- To practise:
 - Use a gym ball (peanut shape) to seat one person at each end in a steady position.
 - Get one person to do a small bounce, and see how it affects the person on the other end of the peanut.
 - Get each person to do a small bounce alternately, if in balance they should be able to continue this activity. This demonstrates the action of a balanced trot technique.
- As an extra challenge learn about impulsion.

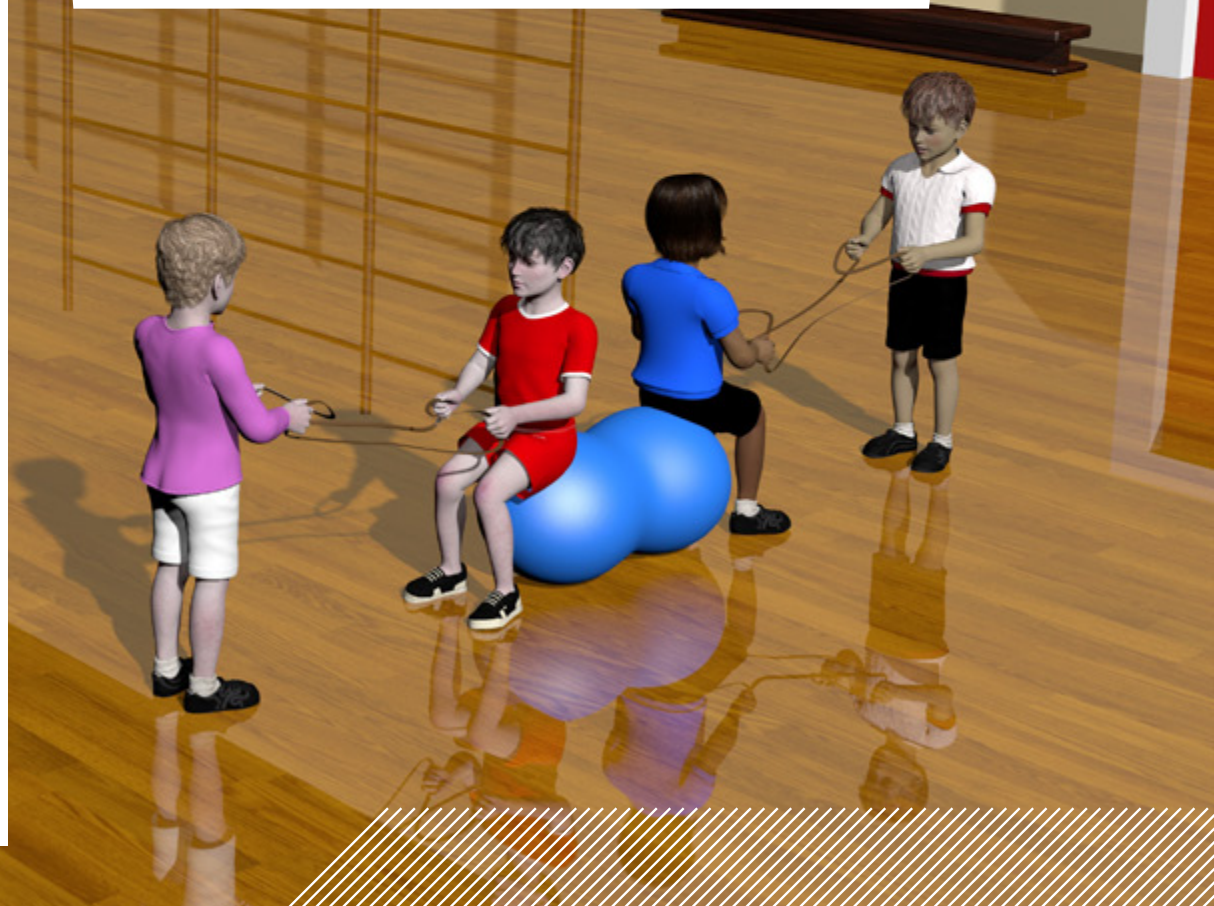
Impulsion

- Definition: "Energy asked for by the rider and supplied by the horse. This means moving forward actively but does not increase speed."
- To practise:
 - Working in pairs, one person to walk a set distance and the other to time how long it takes.
 - Repeat the activity, with the person walking raising their knees higher but aiming to complete the activity in the same time.
 - This could also be performed using skipping, jogging or hopping.

Quick introduction

Equestrian partner organisations have been working together to introduce more schools to competitions through the School Games. These School Games cards are designed to bring a taste of equestrian activity and competition into the classroom.

The Pony Club is the largest equestrian youth organisation in the world. Both boys and girls can join, with or without their own pony, and take part in a number of different equestrian activities and competitions! These challenge cards are based on both increasing knowledge about ponies and some exciting practical challenges using the Pony Club website www.ponyprep.org



EQUESTRIAN – PONY KNOWLEDGE

PHYSICAL ME

- Ensure that stamping/clapping/playing is in time with the beat.
- Using arms can help with balance skills.
- Working as a team will help with accuracy for learning the sequence of hoof beats.
- Start with the lower level tasks in Pony Prep and work up to the harder quizzes.

SOCIAL ME

Leading and volunteering

- Work in pairs or small groups on www.ponyprep.org.
- Each team or group can take it in turns to have a spokesperson to answer questions.
- Teams can be mixed to include those with some pony knowledge to help those with less.

Think inclusively (STEP)

Space

- Consider using a hard surface when including SEN/disabled athletes.
- If appropriate adjust the distances to include SEN/disabled athletes.
- Ensure suitable wheelchair access to IT work stations.

Task

- Impulsion: encourage wheelchair athletes to extend their arm movements to represent raising the knee higher, then try repeating the activity in the same time.
- Balance: sitting on a chair or in a wheelchair, support the SEN/disabled athletes to create a balance routine which another pupil has to replicate while remaining stable e.g. side to side with arms in different positions.

Equipment

- Use mats for safety in balance activities.

People

- If beneficial allow SEN/disabled athletes to work in pairs or teams to complete the activities.

Health and safety points

- Refer to best practice guidelines for classroom or IT room set-up.
- Observe safety guidelines when using musical and gym equipment.
- Provide a chair or bench for SEN/disabled athletes to develop their balance.

Equipment required

- Access to computers with internet connection and/or projector (groups).
- Basic musical equipment, such as a drum, to be used for rhythm and tempo.
- Gym balls for use in balance exercises.

THINKING ME

- How can I ensure I stay in time with the beat?
- How can I improve my balance?

SPORTING ME

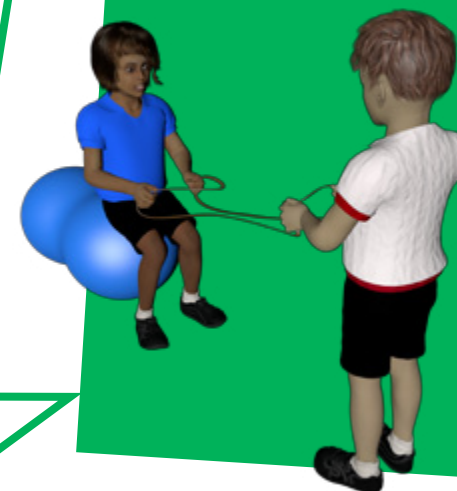
Spirit of the Games



Enthusiasm is contagious. Share your love of horses with your friends and develop a passion that will last for life.

TACTICAL ME

I always try to work closely with my team and communicate well in order to stay in time.



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