

## EQUINE CANADA/NCCP WESTERN COMPETITION COACH

### **Outcome #2 - Provide Support to Riders/Horses in Training (Coach/Teach lessons)**

### **Outcome #3 – Analyzing Performance**

#### **Required coaching sessions**

Candidates are required to coach/teach FOUR sessions during the evaluation as follows:

- Lesson 1. Coach a lesson on the rail with 3 horses/riders. Candidate will coach skill deficiencies as observed
- Lesson 2. Coach a Basic Training pattern of candidate's design, to one horse/rider which has already ridden the pattern
- Lesson 3. Coach a Basic Training maneuver chosen by evaluator from topic list, to one horse/rider
- Lesson 4. Teach one student (who already knows how to lunge) to improve a horse on a lunge line using side reins

#### **Required Riders and Horses**

It is mandatory that Competition Coach have riders and horses to work with at the evaluation that perform at the Intermediate Rider Basic Training level.

Riders and horses must be able to:

- Ride with collection
- Perform the Basic Training maneuvers
- Perform a Basic Training pattern

#### **Session Topics**

<b>Rail Topics</b>	<b>Basic Training Topics</b>
<p>IMPROVE/DEVELOP:</p> <ol style="list-style-type: none"> <li>1. Speed control (pace control)</li> <li>2. Collection</li> <li>3. Upward &amp; downward transitions</li> <li>4. Rider position</li> <li>5. Progressive &amp; non-progressive transitions</li> <li>6. Spacing in a group</li> <li>7. Stop</li> <li>8. Back up</li> </ol>	<p>IMPROVE/DEVELOP:</p> <ol style="list-style-type: none"> <li>1. Turn on the haunches</li> <li>2. Turn on the forehand</li> <li>3. Circles – large fast, slow small</li> <li>4. Side-pass</li> <li>5. Two track at the jog</li> <li>6. Simple lead change through jog</li> <li>7. Stop</li> <li>8. Back up</li> <li>9. Upward/downward, progressive/non-progressive transitions</li> </ol>

## **Lunging Topics**

Teach:

1. Use of side reins
2. Safety with side reins
3. Fit of side reins
4. Adjustment of side reins
5. Reversing with side reins

### **Evidence required**

The evaluation panel will be looking for the following during the sessions:

### **Safety and Organization**

- Risk Management as required including tack check.
- Clear instructions re possible risk factors as appropriate.
- Clear lesson segments, warm-up, introduction, explanation, demonstration if required etc.

### **Exercises**

- Which contribute to development of skills and/or athletic abilities
- Sequenced to enhance learning or specific training effects
- Breaks are provided for appropriate recovery
- Which match the lesson goals

### **Communication**

Coach:

- Communicates appropriate reasons for his/her decisions
- Provides the rider with the opportunity for input so he/she can ask question
- Asks rider's consent for physical contact when assisting in correcting a skill
- Uses questions to allow rider to reflect on performance and to promote critical thinking
- Checks for clarification
- Explains clearly and concisely
- Asks appropriate questions to increase awareness of errors in technical execution

## Flexibility

Modifies exercises to:

- Deal with specific circumstances or logistics
- Facilitate the achievement or modification of the goal/training objective
- Provide challenges
- Manage rider's fitness and/or fatigue/mental state.

## Technical Knowledge

Coach:

- Demonstrates progressions and sequences of activities
- Provides feedback and instruction that clearly identifies *what* to improve and *how* to improve
- Appropriately addresses priorities in training of horse/rider
- Consciously and consistently selects effective interventions

## Professionalism

Coach:

- Promotes a positive image of Western. I.e., Turnout, tone of voice
- Uses respectful language when providing verbal interventions
- Constructively reinforces rider's efforts and correct performance

## Analyzing Performance

The coach is required to Identify and correct performance errors as follows:

### **Identifying errors**

#### **The coach**

- Observes performance effectively
- Appropriate errors Identifies appropriate errors and potential causes of the errors
- Consistently communicates **how** and **why** a critical error contributes to the performance.
- Helps the rider to understand how errors affect overall performance by asking appropriate questions
- Helps the rider to detect key performance factors (factors affecting performance) and to understand how and why these errors affect overall performance.
- Analyzes factors that could contribute to increased performance
- Uses a variety of observational strategies
- Provides a rationale (reason) for identifying skills or tactics that need improvement

### **Correcting errors**

#### **The coach**

- Makes specific corrections that identify **how** to improve the performance
- Identifies **why** the correction will have a beneficial effect on the performance and consistently identifies **how** to improve performance

- Uses demonstrations to model correct performance.
- Provides skill or performance corrections (emphasize how to improve, not just what to improve).
- Involves riders in a critical thinking process.
- Asks the rider's/parent consent for physical contact when assisting in correcting an error.
- Identifies if the level of difficulty in the task is relevant to the rider's/horse's capabilities
- Helps riders to identify individual corrections by asking open-ended questions
- Focus athletes' attention towards external cues or on the anticipated effects of the movement rather than the on way the movement is
- Helps riders to increase awareness of basic corrections by asking closed questions

### **Lunging**

Candidates are required to teach a student how to improve a horse's way of going on the lunge using side reins. The horse and the student should know how to lunge.

The evaluation panel will be looking for the following:

- Evident attention to safety
- Knowledge and confidence with regard to lunging
- An experienced eye to analyze the horse's performance and the ability to provide appropriate correction for the student to apply.
- Communication skills, stating what, why and how to correct the horse.
- Is able to involve the student in the decision-making and to use "teachable moments" effectively.