**COACHES DEVELOPMENT WORKBOOK & ACTIVITY GUIDE**



Name:

**CONTENTS**

**1. HEALTH AND SAFETY**

**2. THE RDA COACH**

**3. VOLUNTEER MANAGEMENT**

**4. HORSE CARE & STABLE MANAGEMENT**

**5. TEACHING THEORY**

**6. MEDICAL KNOWLEDGE**

**7. RDA KNOWLEDGE**

**8. CASE STUDIES**

**5. TEACHING THEORY**

You will cover:

1. learning styles.

2. pre-requisites.

3. structure of a lesson.

4. rider records.

5. health and safety.

6. reporting procedures.

7. mounting & dismounting.

8. mounted games and activities.

9. special equipment.

10. horses.

11. riding areas.

12. RDA Health & Safety Guidelines for riding on the roads.

13. RDA and the National Curriculum.

14. self assessment.

**Aims**

Your aims are to have gained the RDA Badge and certificate for teaching within your own Group and be working towards the RDA Coaches exam.

**Objectives**

On completion of this part you should be able to:

  understand the requirements of an RDA Coach.

 Coach to an acceptable standard within the RDA guidelines.

 realise the importance of keeping rider records.

 know the accident procedure.

 understand safety precautions as laid out in the RDA Health & Safety Guidelines.

 know the different styles of mounting & dismounting.

 know how to make lessons progressive & fun.

 understand the therapeutic value of the horse.

 know how & when to use special equipment.

 know how to select, train & care for RDA horses.

**The Log Book holder**

Group Coaches must hold an RDA Instructors Log Book, which is kept up-to-date. It is proof of accreditation and contains a record of the coaches past and current experience with horses, ponies & riders.

The Log Book also contains records of all trainings attended and assessments carried out by County and / or Regional Coaches on their visits.

**The Group Coach Badge and Certificate**

These are awarded to a coach whose Log Book records personal experience, attendance at RDA trainings and experience with RDA riders, horses and / or ponies; who has completed a minimum of twenty hours instruction of RDA riders in a period of not less than six months and whose Log Book contains a satisfactory assessment of competence, endorsed by the Regional Instructor.

N.B. This first qualification provides evidence of competence (and thereby eligibility for cover under the RDA Insurance Scheme) for the session(s) indicated on the assessment sheet and for no other RDA session(s). The holder may act as Assistant / Deputy / Stand-in Coach at other RDA sessions and should have his /her Log Book available at such sessions but may not take full responsibility for such a session without prior assessment.

The Group Coach must be visited at least once yearly by County and / or regional Instructor and an additional assessment / appraisal sheet must be put into the Log Book following each visit.

**The Coaches Examination**

This is designed for the experienced Group Coach who holds the Badge and Certificate, is listed at Headquarters and has at least fifty hours’ experience of teaching RDA riders. All sections of the Coaches Log Book must be completed and up-to-date. Potential candidates should study the syllabus and prerequisites, which are printed in the Log Book and can be found on the RDA website.

Application forms are available via County and Regional Instructors and from RDA National Office.

The Examination tests the Coaches competence to instruct previously unknown riders in an equally unknown setting and assesses the ability to take full responsibility for any riding session within RDA. A further certificate and badge are awarded to successful candidates who may then instruct any RDA session. The RDA Coach must be visited once every two years or attend the RDA National Coaching Conference.

**The Senior Coaches Examination**

This, with its special badge and certificate, is for those who have passed the Coaches Examination and who wish to pursue their study of RDA Instruction to a substantially higher level. The current syllabus and application form can be obtained from RDA National Office, along with a list of additional elements to be completed and attached to the RDA Coaches Log Book.

**LEARNING STYLES**

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| 1. People learn in different ways. Complete the *learning styles*  questionnaire (*found at the back of this section*). |
| 2. What did you discover about your own learning style? |
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**PRE-REQUISITES**

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| 1. What must every rider have completed before riding? |
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| 2. Enclose a copy of an application form. |
| 3. What information is kept on the application form? |
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| 4. How will you use the information? |
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| 5. What is a rider profile? |
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| 6. What information should be on it? |
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| 7. Enclose three completed copies. |

**RIDER RECORDS**

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| 1. As well as application and profile forms what other records should be kept about your rider? |
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| 2. How will you keep your records updated? |
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| 3. How often should enrolment / application forms be renewed? |
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**LESSONS**

Lessons should be safe, planned, progressive and fun.

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| 1. Who is responsible for safety before, during and after a lesson? |
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| 2. State the accident procedure during a lesson. |
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| 3. Who as an Coach should you nominate at the start of every lesson? |
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4. Read through the RDAs, first aid policy on Dangerous Occurrences and Diseases at: http://www.rda.org.uk/assets/First-Aid-Policy-0913.pdf

5. Then complete the report of an injury or dangerous occurrence form. (RIDDOR)

**Planning**

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| You will be allocated a group of riders and an individual. You will act as an assistant for other lessons.    1. Plan six lessons each around grade 1/2/3 for a group and for an individual. *(Enclose copies).* |
| 2. What do you need to do with your helpers before & after each lesson? |
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| 3. Who might you need to talk to before the lesson starts? |
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| 4. What could you use in a lesson to make it interesting e.g. props & equipment? |
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| 5. What is the least number of poles that you should use? |
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| 6. How far apart should the poles be? |
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| 7. List five different games you could use and state how they might benefit the riders. |
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| 8. Where should you stand when coaching a session? |
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| 9. What will you do with your riders at the start of the session? |
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| 10. What will you do with your riders at the end of the session? |
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**Mounting & Dismounting**

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| Mounting & Dismounting can be one of the most dangerous parts of the riding session.  We recommend reading the Mounting and Dismounting notes on the RDA website at: http://www.rda.org.uk/assets/Mounting-and-Dismounting1.pdf    When mounting riders with physical disabilities you will need to consult with the physiotherapist on the best way to mount them.    1. You should not mount your riders from the ground. List what types of mounting facilities are available. |
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| 2. List what safety precautions you will take throughout the mounting process. |
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| 3. State the usual way for dismounting from a horse. |
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| If you have a rider who cannot dismount in the usual way, you will need to discuss the best way for that particular rider with the physiotherapist. |

**Equipment**

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| 1. List any special equipment that your riders may need and state what they are used for. |
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| 2. State the advantages of each item of equipment. |
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**Horse**

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| We recommend reading the Equine Welfare Resources at http://www.rda.org.uk/runningyourgroup/horses-and-rda/equine-welfare-special-equipment/guidance-notes/    As an Coach you are responsible for the welfare of the horse during the session.    Most yards have a weight limit for their horses. RDA has a standard weight chart list which should be displayed.    1. List five key points from the chart. | | | | | |
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| 3. Complete the weight chart using three different horses on your yard. | | | | | |
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| NAME | HEIGHT | AGE | MAXIMUM CARRYING WEIGHT | TACK WEIGHT | MAXIMUM RIDING WEIGHT OF RIDER \* |
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|  |  |  |  |  |  |
| \*MAXIMUM RIDING WEIGHT **NOT** SCALE WEIGHT | | | | | |

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| 4. If you are given a lame horse to use, what should you do? |
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| 5. If you are given a horse that is coughing, what should you do? |
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| 6. How would you deal with ill-fitting tack? |
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| 7. State the qualities you would look for in an RDA horse or pony. |
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| 8. What is the minimum age of a RDA horse or pony? |
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| 9. List what training is likely to be needed with a new RDA horse. |
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| 10. If the horses & ponies belong to your group, what exercise will you give them? |
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| 1. Complete a photocopy of the following *self assessment sheet* for each of your next three lessons.    When you have three completed sheets, evaluate the information. Does it show any consistent problem areas? If so, what are they and how will you deal with them? |
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**Self-assessment**

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| 1. Complete a photocopy of the following *self assessment sheet* for each of your next three lessons.    When you have three completed sheets, evaluate the information. Does it show any consistent problem areas? If so, what are they and how will you deal with them? |
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**SELF ASSESSMENT SHEET**

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|  | **Introduction** |  |
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| 1. | Preparation - Before the lesson started: |  |
|  | did you know who the riders were? |  |
|  | did you know what their disabilities were? |  |
|  | did you know what their aims and goals were? |  |
|  | did you have a lesson plan? |  |
|  | did you check last week’s notes? |  |
|  |  |  |
| 2. | Horses & Volunteers |  |
|  | Did you ask for the horses to be led around the school? |  |
|  | Did you check the tack? |  |
|  | Did you prepare any special equipment? |  |
|  | Were the horses comfortable, sound and happy? |  |
|  | Were your helpers dressed correctly? |  |
|  | Did your helpers have a completed green Card |  |
| 3. | Briefing - Did you allow time to brief your Volunteers on: |  |
|  | the rider’s disability? |  |
|  | the long term and short term goals of the rider? |  |
|  | how much help they would need to achieve these goals? |  |
|  | any foibles the horse or pony may have? |  |
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| 4. | Communication |  |
|  | On arrival did you speak to the carers/parents to find out how the rider was (sick, moody etc.)? |  |
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|  | Did you pass this information on to the relevant Volunteer? |  |

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| 5. | Equipment |  |
|  | Was the mounting block sensibly placed? |  |
|  | Was all the equipment set out or readily available? |  |
|  | Where was the first aid box? |  |
|  | Were those not involved in the session in a safe area? |  |
|  | Were those waiting to ride in a safe area? |  |
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| 6. | Notes |  |
|  | Was each rider’s hat size and stirrup length noted? |  |
|  | Was there an up-to-date horse weight chart visible? |  |
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|  | **The riding session** |  |
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| 1. | Bearing in mind that the coach is in overall charge of any RDA session did you: | |
|  | Either delegate a well briefed, trained Assistant Coach, physiotherapist or team to supervise the mounting process whilst you kept an overview on those mounted? |  |
|  |  |
|  |  |
|  | or delegate an Assistant Coach to maintain an over view of those already mounted  (whilst you supervised the mounting)? |  |
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| 2. | Emergency procedures |  |
|  | Did you check with volunteers that they had discussed an emergency procedure for the rider in the event of an accident / incident where it may be necessary to act quickly? |  |
|  |  |
|  | Do you have an action plan for such occasions? |  |

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| 3. | When everyone had completed open order, did you: |  |
|  | ask them for feedback i.e. had they achieved what they set out to do? |  |
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|  | make any suggestions / modifications for them to try next time? |  |
|  |  |
| 4. | Class lessons - did you: |  |
|  | make ongoing individual suggestions for progress? |  |
|  | include a variety of changes of rein during the lesson? |  |
|  |  |  |
| 5. | Did you finish the lesson by including: |  |
|  | a game relevant to the lesson content? |  |
|  | Was the game fun for everyone involved? |  |
|  | Did it end on a high note of achievement? |  |
| 6. | Volunteers - did you: |  |
|  | involve them throughout the session? |  |
|  | use them to rely on your instructions (where necessary)? |  |
|  | make it interesting as well as fun for them? |  |
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| 7. | Ponies - did you: |  |
|  | remind your riders to make fuss of their ponies? |  |

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| 8. | Helpers |  |
|  | Are your volunteers trained to dismount your riders safely (in accordance with their disabilities)? |  |
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|  | Did you feel any of your volunteers needed advice or  training? |  |
|  |  |
|  | If so, did you give this quietly and tactfully? |  |
|  | Do you hold regular training sessions for your volunteers? |  |
|  |  |  |
| 9. | Volunteers |  |
|  | Did you ask your volunteers for comments on the riders achievements during the lesson? |  |
|  |  |
|  | Did you speak to the parent, teacher or carer at the end of the lesson for their views? |  |
|  |  |
| 10. | Did you complete the riders records with: |  |
|  | suggestions for lesson plans? |  |
|  | personal goals for the following week? |  |
|  | notes of any difficulties you nay wish to discuss with the parent of carer? |  |
|  |  |
|  | notes on how well matched the ponies and volunteers were to the riders? |  |
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| 11. | If you do not have a group physiotherapist present every week, do you: | |
|  | ask the school’s physiotherapist? |  |
|  | or the rider’s own physiotherapist? |  |

**RIDING AREA**

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| 1. State what type of riding area you have. |
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|  |
| 2. What type of fencing does it have? |
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| 3. What is the surface? |
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| 4. What do you think a good riding area should look like? |
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|  |
| 5. Using RDA guidelines state minimum requirements for riding on roads. *(You will find them in the Health & Safety Guidelines).* |
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