

## # 1 OUTSIDE INSIDE

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**OBJECTIVE:** For students to practice riding through a simple **hunter-style ground pole course** at the **trot**, prioritizing a well-planned **track** and steady **pace**.

**EQUIPMENT:**  6 GROUND POLE "JUMPS", SECURED WITH JUMP STANDARDS OR CONES

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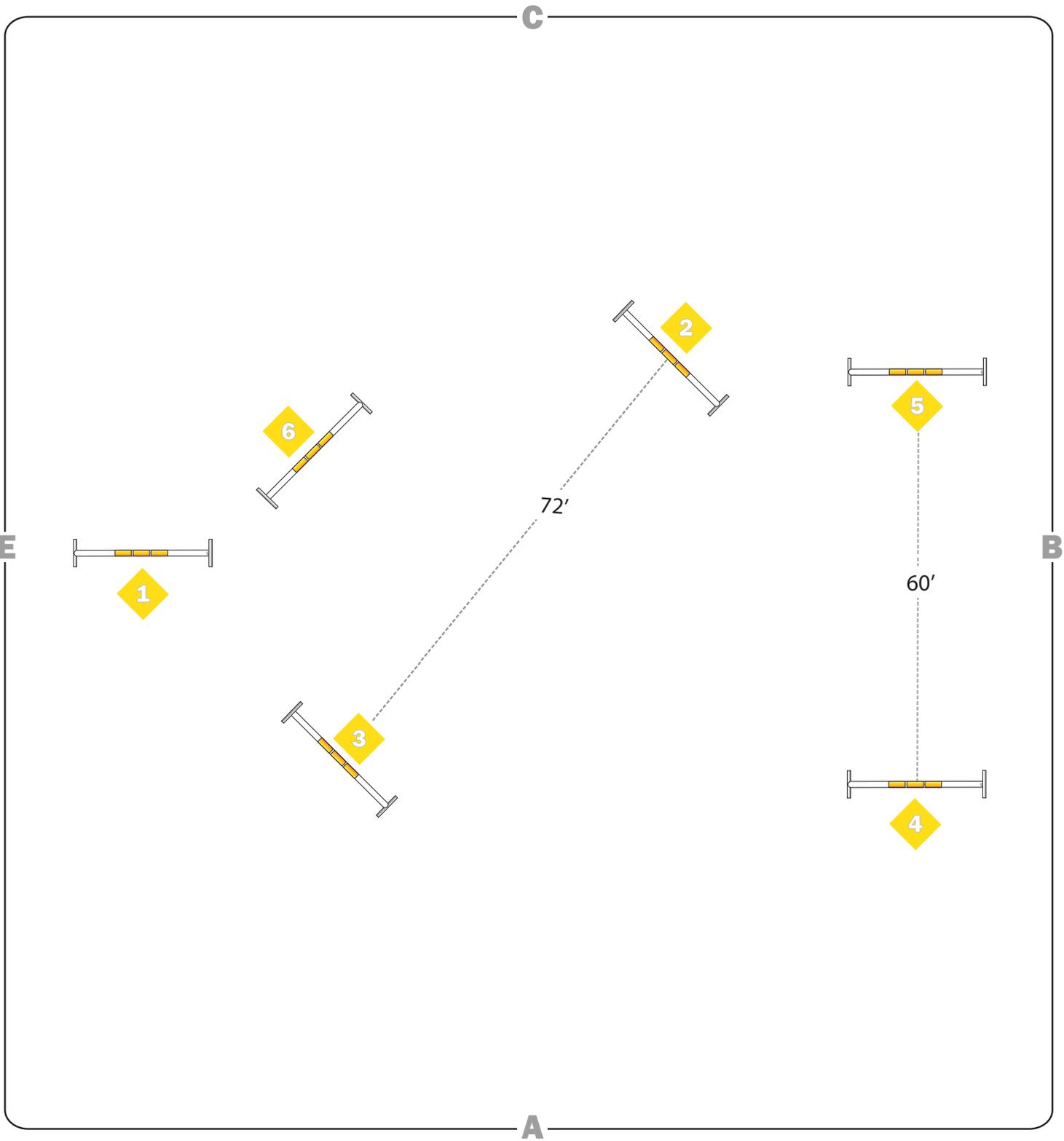
**NOTES:** **The ability to ride a precise, flowing track over fences is a skill that can be learned long before "real" jumping begins.** We like to emphasize this with our Yellow Level students, who are usually eager to jump but still developing the balance, security and control they need to do so safely.

For this course, we recommend setting your "fences" primarily as single ground poles. You may include a small grid of two trot poles, set at a comfortable distance, to simulate an **oxer** and to teach students to remain in two-point throughout the entire jumping effort. Otherwise, keep it simple!

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### VARIATIONS:

-  **Ride the course with invisible jumps first**, allowing students to test drive each approach and departure before riding over poles.
-  **Use gateway cones** to set students up for a successful approach and departure on each line, or to mark the path of an opening circle. This is particularly helpful for students trotting a course for the first time.
-  **Change the order of jumps.** Several of the fences may be used as the first jump on course, creating several possible variations.
-  **Play a simplified version of Take Your Own Line**, allowing students to create their own course. **Discuss** what makes a good approach, using the diagonal fences as an example.
-  **Ride a straight-line halt** in place of the closing circle.
-  Replace one or two of the ground poles **baby crossrails** or **pole stacks** to give students all the thrill of a "big" jump with minimal risk. We recommend this with more advanced Yellow Level students, on horses you trust to step over a raised obstacle without cantering or jumping enthusiastically!



# Jump Course - Yellow Level #1 - Outside Inside

## #2 CHOOSING SIDES

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**OBJECTIVE:** For students to improve their **jumping position** and **ability to hold a straight line** by approaching a **grid of ground poles** at the **trot**, turning both left and right to single fences.

**EQUIPMENT:**

- 4 GROUND POLES, SECURED WITH JUMP STANDARDS OR CONES
- 2-3 PAIRS OF JUMP STANDARDS AND POLES TO CREATE 2 GROUND POLE "JUMPS"

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**NOTES:** This variation on **Red Jump Course #3 Down Centerline** encourages the importance of a careful approach and departure, allowing the student **ride straight at a target**. Once students have the flow of the course down, you can use the centerline grid to include balance exercises such as riding with one arm outstretched or stepping over the poles with eyes closed.

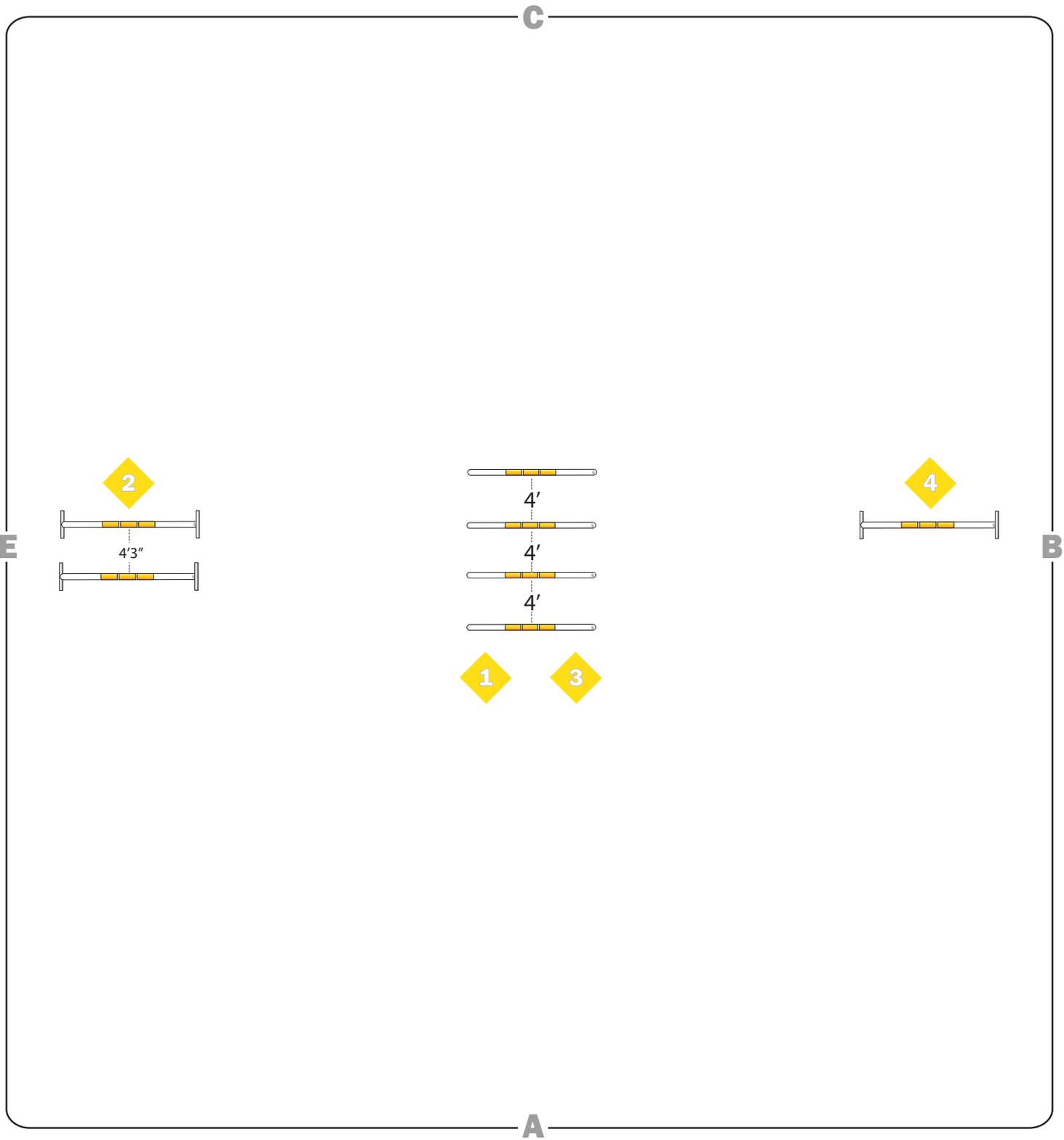
The **distance between the poles on centerline** should be set to allow horses to negotiate them comfortably at the **trot** without changing stride. Note that if you allow students to practice in the walk first, the distance between the poles should be tightened accordingly and adjusted before moving up to the trot.

We recommend using flat ground poles for the grids and a **baby crossrail** or **pole stack** for the outside fence, but you can modify this depending on your students' level of ability.

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### VARIATIONS:

-  **Ride an outside fence first** so students ride over the grid facing A. This is a great opportunity to discuss how horses sometimes trot differently heading toward the herd or the gate.
-  **Ride a straight line halt** after the final fence on the course.
-  **Use this lesson to practice posting diagonals** by asking students to identify the diagonal they land on after each trip over the grid. If this is a new skill for your students, you may wish to **replace the outside fences with invisible jumps**, or include them only once riders can check diagonals with efficiency and confidence.
-  **Play Traffic Conductor** and stand at the end of the arena. Use nonverbal arm signals to tell students to turn left, right, or halt after the grid, encouraging them to keep their eyes up. Students can also **choose their own destiny** and decide which obstacle on the long side they would rather jump.
-  **Increase the difficulty** by substituting any of the poles with **skinny poles**.



## Jump Course - Yellow Level #2 - Choosing Sides

## #3 GETTING BENDY

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**OBJECTIVE:** For students to **learn how to ride bending lines** as they negotiate a **ground pole course** at the walk and trot.

**EQUIPMENT:**  6 GROUND POLE "JUMPS", SECURED WITH JUMP STANDARDS OR CONES

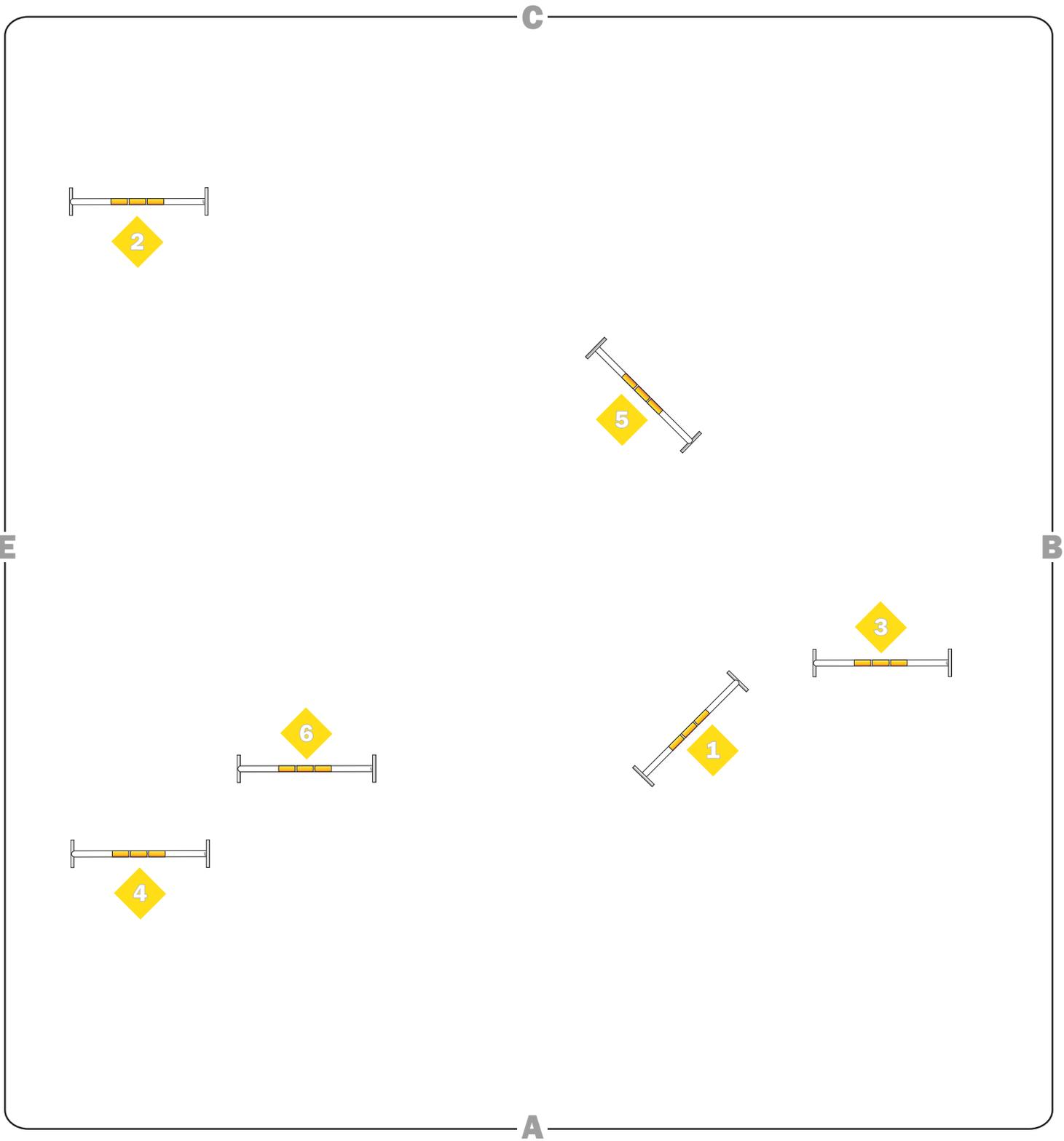
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**NOTES:** This variation on **#1 Outside Inside** introduces some simple **bending lines** and encourages **active steering** and planning ahead. This course can be used as a beginner-friendly "stadium jumping" course in your on-site schooling shows or pre-Amoeba horse trials.

**Distances** are flexible and it is not essential to measure bending lines as long as they will be ridden at the trot. We recommend setting fences **#2** and **#4** as a comfortable related distance if you will have more advanced students riding over the poles at the canter.

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- VARIATIONS:**
-  **Ride the related distance between #2 and #4** before attempting bending lines, with an emphasis on looking ahead and finding the straight approach to both fences.
  -  **Ride a straight line halt** in place of a closing circle.
  -  **Ride a more difficult bending line** between fences **#1** and **#5**. Invite your students to create their own course - group lessons can play **Take Your Own Line** - and see if they can spot the possibility of linking these two fences.
  -  **Use gateway cones** to help students find the smoothest track through the bending lines.
  -  **Create a visual target** by standing behind the second fence in each bending line. You can use the age-old trick of raising one hand and asking students to tell you **how many fingers you are holding up**. Change the number of fingers frequently as they negotiate the arc between the two fences.
  -  **Increase the difficulty** by substituting any of the poles with **skinny poles**. This is particularly challenging with the bending lines and drives home the importance of riding straight at the center of the second jump.



## Jump Course - Yellow Level #3 - Getting Bendy

## #4 BULLSEYE

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**OBJECTIVE:** For students to improve their ability to ride a good **approach** and **departure** by passing through narrow **gateway cones** while negotiating a course.

**EQUIPMENT:**

- 6 GROUND POLE "JUMPS", SECURED WITH JUMP STANDARDS OR CONES
- 8 CONES

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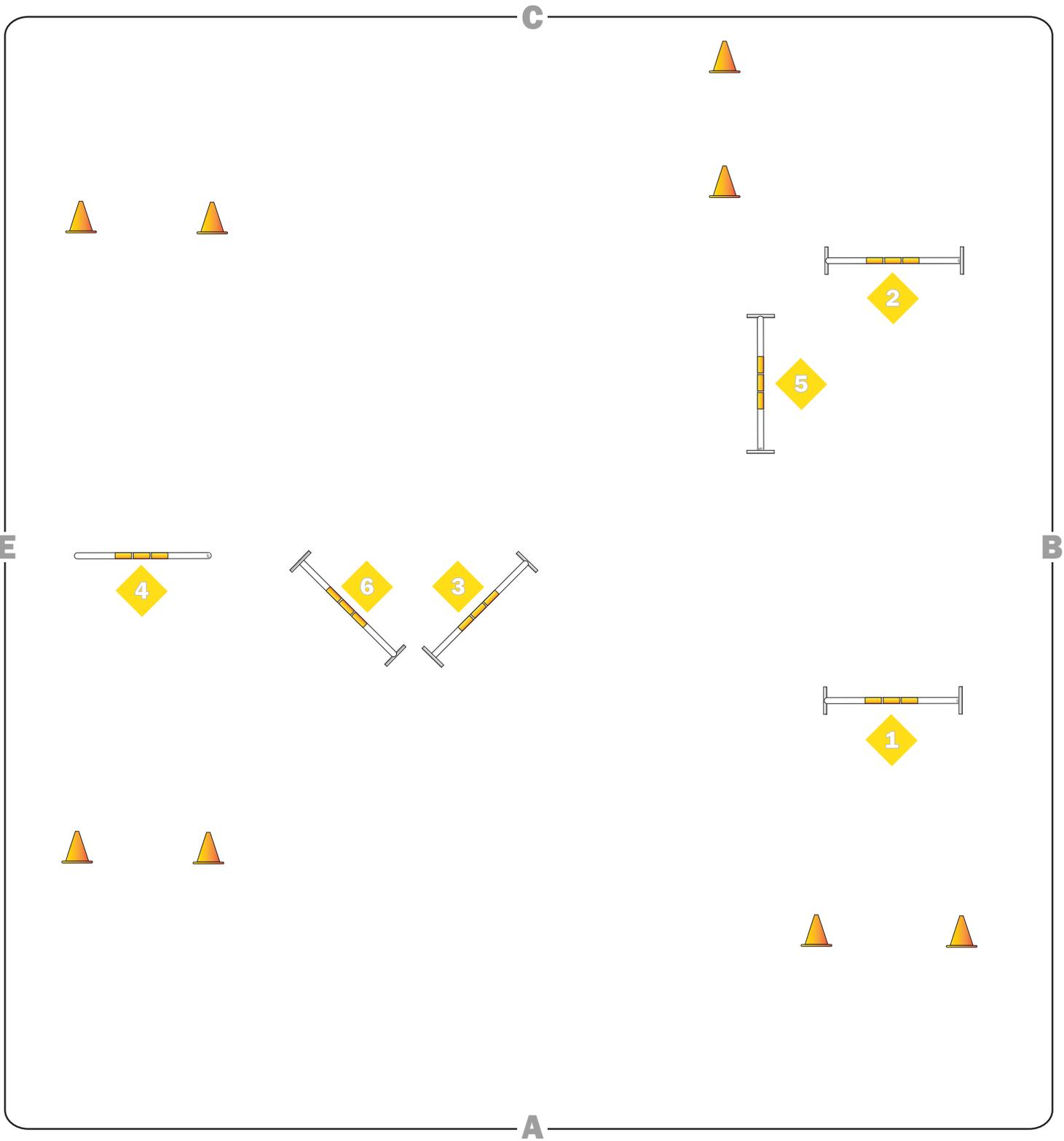
**NOTES:** We use **gateway cones**, or pairs of cones that must be passed through between each jump, both to **teach** approach and departure and to **test** it. You can accomplish both at once by starting this course with generously spaced gateways and **tightening the distance** after each successful ride. And if the cones don't get your students' attention, the tricky approach to the final bending line just might!

This course layout reduces the amount of required equipment by using gateways more than once. You may find it useful to differentiate your cones by painting them different colors, so you can instruct students to ride through the red gateway, the blue gateway, etc. If you rearrange the order of the jumps, make sure you still have a gateway marking both the approach and the departure!

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**VARIATIONS:**

-  **Establish a "Game Over" rule for the gateway cones.** Students must ride the course clearly to progress to the next round, with the gateways narrowing each time. If they miss a single set of cones, they must return to the start and try the course again from the beginning.
-  **Advanced students** can be penalized for missing their target by dropping their stirrups and riding the following pole without.
-  **Change the order of jumps**, or play **Take Your Own Line**, especially valuable as students are challenged to include the gateway cones in their course plan.
-  **Create a Build-It-Up course by increasing the difficulty as the course goes on.** A possible set-up for Yellow Level students might start with an **invisible jump**, progress to ground poles and a small trot pole grid, and finish with **baby crossrails** and/or **pole stacks**. Just make sure the horses will trot over raised obstacles quietly!
-  **Add a straight line halt** after any of the single fences or lines. Can students halt in the middle of the two departure cones?



# Jump Course - Yellow Level #4 - Bullseye

## #5 BIG HEART

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**OBJECTIVE:** To challenge students' ability to plan a good **approach** and **hold a straight line**, using a combination of ground poles set on the **diagonal** and the **centerline**.

**EQUIPMENT:**  4 GROUND POLES "JUMPS", SECURED WITH JUMP STANDARDS OR CONES

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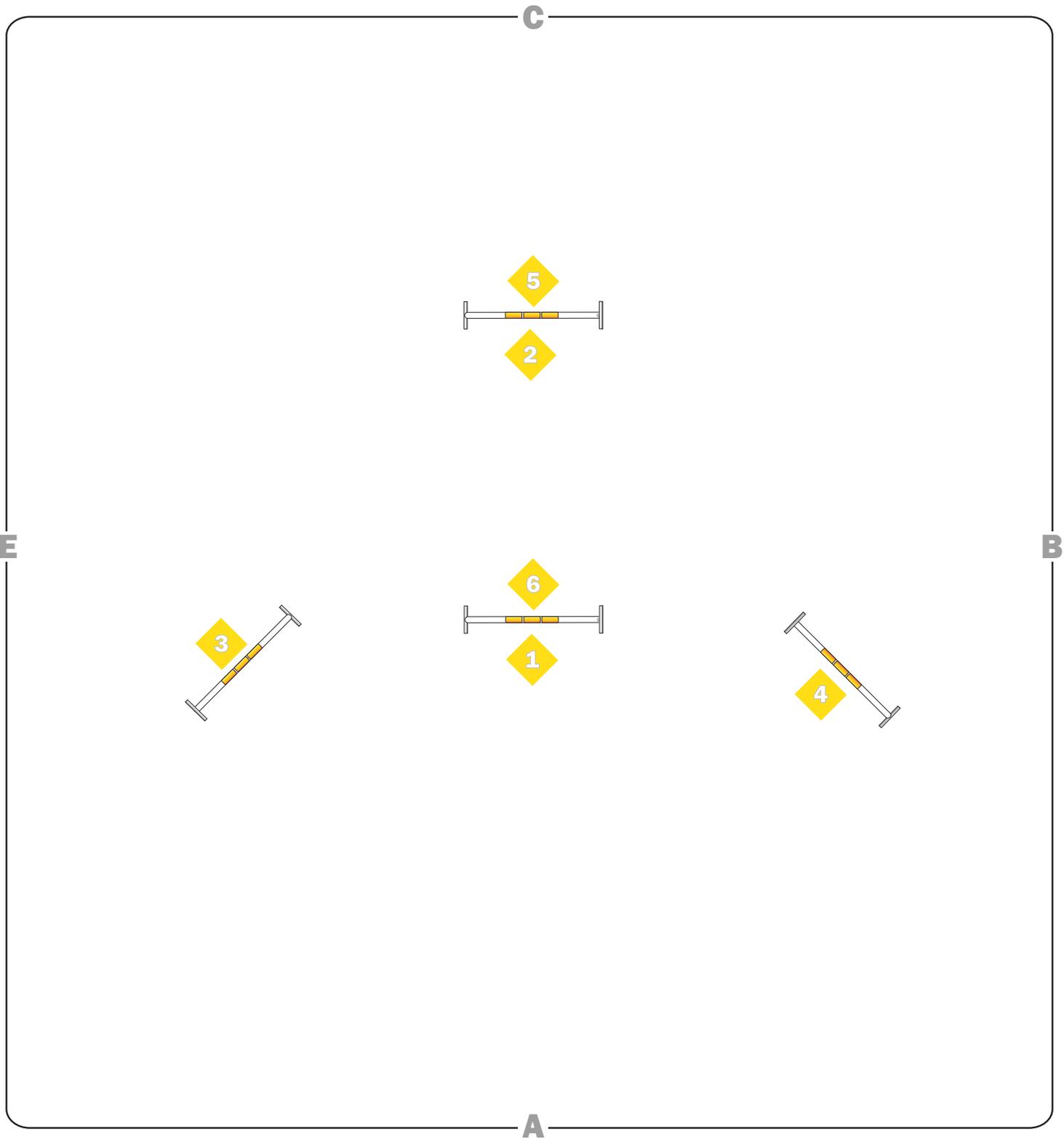
**NOTES:** This easy-to-set variation on **#2 Choosing Sides** provides plenty of options for riding different approaches, individually or as a continuous flowing course. **We love to teach this around Valentine's Day**, especially on a wet surface that reveals the heart-shaped track of the course after a few rides. (Can your students spot the variation that creates a small heart along with the big one?) Award candy hearts to students who have a clear round, or remember to check and change their posting diagonal in between fences.

We recommend placing the two poles on the centerline **40'** apart, but feel free to adjust to accommodate the size of your arena and/or other students jumping at the canter.

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### VARIATIONS:

-  **Turn the related distance into a grid**, or make the exercise easier by using a **single pole** on the centerline.
-  **Add a straight-line halt** after any fence on the course. This usually most beneficial at the course's conclusion, when the horse is returning to the herd and/or gate, but can be used after the diagonal fences to test straightness as well.
-  **Play Choosing Sides**, with or without a **traffic conductor** stationed at C. This makes for a great warm-up exercise before riding the entire course. You may wish to provide different challenges at **#3 and #4** (such as a grid and a baby crossrail).
-  **Use the centerline poles to practice figure-eights**. A figure-eight crossing the pole closest to C (**#2/#5**) allows for two symmetrical circles in the arena's clear space; a figure-eight positioned over **#1/#6** encourages students to ride big, round circles as it loops around jumps **#3** and **#4**.
-  **Ride the approach to #4 as a bending line** to practice approaching off a curve.
-  **Play Take Your Own Line** to initiate discussion of possibilities using both a straight and curved approach. Can your students spot the bending line? How could they ride to each jump on the centerline **individually** instead of as a line?



## Jump Course - Yellow Level #5 - Big Heart