

Prepare Your Trainers + Start the Curriculum

The schedule gives your school the structure. The trainers and weekly curriculum turn that structure into real education.

A Certified Riding School should not depend on one excellent trainer carrying the entire system in their head. Every person teaching UDJC students needs to understand the level they teach, the standards behind it, and what the school is teaching that week.

THE CURRICULUM IS NOT A STUDENT BOOK

All four levels receive weekly teaching material for the trainer. Every level also receives a weekly horsemanship topic. The trainer teaches, explains, demonstrates, and applies the material with the students. The material is a teaching tool, not homework for a child to work through **alone**.

ONE SYSTEM, DIFFERENT LEVELS

The curriculum becomes more advanced as the rider progresses, but the foundation stays the same: correct riding, understanding the horse, independence, responsibility, and horse welfare.

- Unicorn uses short, playful, age-appropriate teaching moments with tiny children and ponies.
- Level B builds structured beginner riding and practical horse knowledge while the rider develops independence.
- Level E becomes more technical. Riders learn more about the reasons behind the riding, the horse, equipment, welfare, and preparation.
- Level A develops advanced riding-school students who should understand training, horse management, competition, and personal responsibility at a much deeper level.

THE WEEKLY MATERIAL IS A FRAMEWORK, NOT A SCRIPT

UDJC tells you what should be taught and what the student should learn. The trainer still teaches. You choose the horse, the exercise, the explanation, the order, and the practical example that fit the student and the day.

- Do not read a sheet to the student and call that education.
- Use the barn, horse, tack, arena, and real situations whenever possible.
- Adapt the explanation to the age and level without removing the actual standard.
- If weather, horse welfare, or another real issue changes the riding plan, the educational objective can still be taught in another appropriate way.

How the Weekly Curriculum Works

EVERY WEEK HAS TWO SIDES

1. Riding Education

Trainers are not teaching random exercises. They are teaching the level. The mounted work should keep moving the student toward the riding expectations of Unicorn, B, E, or A.

- Position, balance, rhythm, control, accuracy, feel, and correct use of the aids develop progressively.
- Fundamentals stay important even when the rider can canter, jump, or compete.
- Dressage and correct flatwork remain the base. Exercises should have an educational reason.

2. Weekly Horsemanship

Every level receives a weekly horsemanship topic. Horse care and theory are not something we save for a rainy day or the week before a Badge Show.

- Horse care, safety, equipment, behavior, welfare, theory, and responsibility belong in the program every week.
- The topics become more detailed as the student advances.
- Schools may decide exactly how the topic is delivered, but it must actually be taught.

MAKE IT PRACTICAL

If the topic is saddle fit, put saddles on horses and look at them. If the topic is legs and feet, stand next to a horse and identify structures. If the topic is show preparation, let students pack, groom, read a schedule, or walk a course. Horsemanship should produce useful horse people, not children who can only answer a worksheet.

WHAT IT CAN LOOK LIKE BY LEVEL

Unicorn

Keep it short and visual. Name pony parts, use grooming tools, practice leading, talk about kind hands, notice whether the pony is comfortable, and repeat simple safety ideas. Five useful minutes can be enough for a tiny child.

Level B

Use grooming, tacking, untacking, leading, arena rules, basic care, equipment, and the student's own horse as teaching opportunities. The rider should begin understanding what they are doing, not simply follow instructions.

Level E and Level A

The teaching becomes more structured and detailed. Students should increasingly understand horse management, welfare, equipment, training theory, show preparation, course and Dressage knowledge, and how their decisions affect the horse.

Create Consistency Between Trainers

THE HEAD TRAINER OWNS THE STANDARD

A school may have several instructors, but the UDJC pathway should still feel like one education system. The Head Trainer is responsible for keeping the levels consistent and making sure students do not receive completely different standards depending on who teaches Tuesday.

- Oversee student placement and progression across the school.
- Make sure trainers understand the levels they teach and the current weekly material.
- Resolve disagreements about whether a rider is ready to move forward or prepare for a Badge.
- Keep the school from quietly lowering standards because of scheduling, parent pressure, or convenience.

WHAT EVERY UDJC TRAINER NEEDS TO KNOW

- The purpose and entry point of every level they teach.
- The riding expectations and frequency rules for those students.
- How horsemanship and horse welfare fit into normal lessons and the weekly program.
- How to use the current weekly trainer materials as teaching tools.
- That progression is based on education and ability, not age, time served, or parent requests.
- That Badge readiness is an educational decision, not a customer-service decision. We will cover the Badge process in Step 5.

USE THE TRAINER REQUIREMENTS + EDUCATION BOOK

The Trainer Requirements and Education Book is the standing reference for what trainers are expected to produce at each level. Trainers do not need to memorize every page, but they should know the sections for the levels they teach and return to them whenever a student's progression is unclear.

CREATE A SIMPLE WEEKLY ROUTINE

The curriculum becomes easy to maintain when the school builds a routine around it. Do not rely on somebody remembering to send a topic on Thursday afternoon.

- Choose where the current weekly materials will live so every trainer can find them.
- Decide who is responsible for distributing or posting each week's material.
- Require trainers to review the material before they teach it.
- Decide when and how each level will receive its weekly horsemanship topic.
- Have trainers report questions or unclear situations to the Head Trainer instead of inventing a new standard.
- Use short staff calibration meetings when needed so the same level means the same thing across instructors.

STANDARDIZED WHERE IT MATTERS. FLEXIBLE WHERE IT DOESN'T.

UDJC sets the educational levels, riding and horsemanship expectations, progression philosophy, and weekly teaching material. Your school decides how to schedule the work, which qualified trainer teaches it, which suitable horse is used, and how the topic is brought to life inside your operation.

Your Step 4 Assignment

Now make sure the people teaching the program are ready to deliver it consistently.

WHAT TO DO NOW

BUILD YOUR UDJC TEACHING SYSTEM

Hold one staff implementation meeting and make the curriculum operational before launch.

- Hold a staff meeting with every trainer who will teach UDJC students.
- Confirm which trainer is responsible for Unicorn, Level B, Level E, and Level A. Trainers may teach more than one level.
- Make sure every trainer understands the purpose, entry point, lesson structure, and progression of the levels they teach.
- Give trainers access to the Trainer Requirements and Education Book and identify the sections relevant to their levels.
- Choose one place where the current weekly UDJC trainer materials will always be available.
- Decide who at the school is responsible for receiving, organizing, and distributing the weekly material.
- Decide exactly how Unicorn will receive the weekly horsemanship topic.
- Decide exactly how Level B will receive the weekly horsemanship topic.
- Decide exactly how Level E and Level A will receive their weekly horsemanship teaching.
- Make sure trainers understand that the material is for them to teach and apply, not simply hand to students.
- Choose the first week you will begin using the UDJC weekly materials with students.
- Write down any trainer education or staffing gap that still needs to be solved before launch.

IMPORTANT: The goal is not for trainers to memorize a manual. The goal is that every trainer knows the level they teach, reviews the weekly material before teaching, delivers the horsemanship topic, and uses the same UDJC standard for progression.

TASK COMPLETE? CONTINUE TO STEP 5: BADGES + COMPETITION

www.udjc.org/crs5