

## DEVELOPING LESSON PLANS TO TEACH HORSE MANAGEMENT

We not only want to share knowledge and teach skills; we want, as well, to develop thinkers and problem solvers who develop good judgement and confidence in themselves and their abilities through learning and experience.

### I. Identify lesson by:

#### A) subject (grooming, tack care, bandaging, care of horse after work, etc.)

1) is the lesson knowledge based or activity based?

a) if knowledge based, have reference material available to hand out

b) if activity based, provide opportunity for each child to perform

2) be guided by USPC standards with regard to appropriate subject matter

#### B) time available

1) is the lesson part of an ongoing program such as camp?

a) will it be addressed again during the camp?

b) will the children be expected to put what they have learned into practice right away?

c) safety is top priority - more supervision needed when children are engaged in a new activity

2) is the lesson one of a series of organized lessons?

a) in organizing a curriculum, consult the USPC standards and prepare a schedule for the season that will incorporate all required skills and knowledge for the level being taught toward

b) break subject matter into progressive sections that will build upon previous learning (you cannot teach unsoundnesses before child has a grasp of anatomy nor can you teach care of the horse after work before child has learned to lead or groom the horse)

#### C) level of experience of learning group

1) is the group fairly equal with regard to experience and ability or is there great disparity within the group?

a) if experience level is greatly dissimilar, decide whether to teach to the least experienced child, or plan to give the less experienced child or children some extra help outside the lesson to decrease the disparity

D) age of learning group

1) young children have short attention spans and

a) learn best by hands-on experiences

b) need to move about frequently

c) learn best in very small groups

2) “tweens” can handle longer periods of concentration

a) respond well to Socratic style of teaching - keeping them involved

b) can be expected to take notes

3) older teens can benefit from lecture style in small doses if lesson is broken up by questions and discussions - Socratic style works very well in this group

4) all ages learn well with hands-on experience

II. Describe to group what it is that will be covered in lesson

A) “ Today we will be learning about how to prepare for formal inspection”

1) define the applicable standard for level being taught

2) point out how much of this lesson has already been covered in previous lessons or experiences

III. Present handouts if available, and go over new words or pieces of equipment

A) Keep written material age appropriate - pictures and large print for small children

IV. Present information - show and tell and ask - this is where involving the children is so helpful

A) “Who can tell me what this is?” “Is there any other way to do this?” “What might happen if you were to do this?” “Could you do it this way under different circumstances?” “When?” “What does this pattern of symptoms lead you to suspect?” etc.

B) Be certain that you involve the less aggressive participants as well as the very enthusiastic children - sometimes the shy ones need only to be given a chance in a non-threatening environment in order to really shine - as their confidence increases, so will their willingness to volunteer information

C) the ability to collect, organize and present knowledge and ideas in an articulate manner is of supreme importance as PonyClubbers advance through the levels of Pony Club. It is imperative that each of them be given the opportunity over and over again, from the earliest stages, to practice and gain experience in doing this.

V. Review - again, involve children... ask them to recap what they have learned - this is an opportunity to fine tune and correct misconceptions - make the children responsible

VI. Learning styles/teaching styles

A) Some children learn best by hearing, some by seeing, some by reading, all learn well by having hands-on practice - try to determine what learning styles are represented in your group and have a plan to accommodate each one - all learners can benefit from being exposed to different styles and types of materials

B) In addition to the Socratic and the lecture/demonstration methods of teaching, consider involving the children themselves in the teaching process - either at their own levels or with younger children/lower levels. Assign topics and presentation dates to each child and offer to assist where and if necessary. Where you have a very shy child, create an opportunity where he can teach a lesson, in a subject you know he is very capable, to a group of much younger, if possible, PonyClubbers. Let him do the teaching and conduct the lesson on his own without any observers at all. You will have the opportunity after the lesson to ascertain what was conveyed and how successful the lesson was for the learning group. It will have been a great experience for the shy teacher, you can be sure.

C) Older children can draw anatomy sketches, do written assignments, etc.

VII. Info about next lesson and any preparatory work or study needed beforehand