Creating a Lesson Plan

Nancy Grout
BA, Keene State College
MA, Vermont College of Norwich University
Presentation's Sequence

- Overview of Lesson Planning
- USPC SOPs Teaching 2016: CI-HA
- 2016 USPC Template
- Writing Objectives
- Asking Prior Questions
- Discussion/Demonstrate
- Application of Activity
- Debrief/Conclusion
- Current Pony Clubber’s Plan
- USPC Resources
Introduce the lesson plan format and its components in order for Pony Clubbers to understand how to create a plan using the template provided.
Overview of a Lesson Plan
Why Lesson Plan?

- Organizes your thinking about the topic.
- Provides a way for how you teach and involve the students.
- Creates the setting in which you deliver the material.

(Obien)
Questions

➢ What do you expect students will gain from the lesson?

➢ How will they use the skill(s)/ information/ concept(s) as a result of your lesson?

➢ What criteria will be used to judge student performance?

(Obien)
Purposes

- Introduce
- Apply and Practice
- Review
- Evaluate skill in relation to mastery

(Obien)
Consider while planning

- What they already know **in order to build on the skill.**
- What materials can be used **to help with the learning.**
- What procedures keep **students paying attention.**
- How the pace allows time **for practice and understanding.**

(Obien)
A. **Direct Instruction** - the explanations, illustrations, and modeling of specific skills or concepts;

B. **Activities** - the activities to build on prior knowledge and the experiences you offer to build new exploration of the topics.

C. **Context or structures** - the expectations, rules, procedures for participation, and instructional arrangements (groupings of students, independent, qualities of teacher direction).
Types of Interactions

A. Teacher directed—you do all the talking.

B. Peer-peer—students work with others to help teach.

C. Small and large group—students gather to solve problems.

(Obien)
A. Did the students understand the skill(s) or concept(s) being taught?

B. Was the lesson/practice related to them?

C. How will you know they learned the skill?  
   (Student feedback or take a quiz)
USPC 2016
SOPs for C1-HA
Teaching
Demonstrate knowledge of safe grooming, handling and tacking up by assisting a D-1 or D-2 to prepare for turnout, under direct supervision of Examiner.

Explain to the D member what the appropriate steps are and what safety procedures should be followed.

Assess turnout and equipment for safety and explain to the D member any safety concerns and how to fix them.
Demonstrate a safety and tack inspection for a D Pony Club member under direct supervision of Examiner.

Explain to the D member the reason for the check, the process, and any safety issues found.

Candidate must bring a letter from DC or CA that he/she is assisting in simple unmounted instructional programs for D-level Pony Club members with supervision.
Required for HB 2016

- Bring all teaching tools to your unmounted lesson. Horses should not be used. If it is a lesson in the barn proper footwear is required. All students must wear USPC approved medical armbands or bracelets.

- Present a written lesson plan for a 10 minute, unmounted lesson, at D-1 – D-3 Standard. The written plan and actual lesson taught should include integral parts such as, *statement of objective, explanation, demonstration, hands on activity, question asked, summary of objective and a home activity.*

- Teach the above unmounted lesson to a group of D-1 – D-3 Pony Club members.
Required for the H-HM/HA 2016

- Prepare a lesson plan for assigned lesson. Lesson topics and levels will be assigned by examiners at the test site.

- Demonstrate teaching a safe, informative 20-minute lesson to a group of three to five riders (D-1 to B or adult volunteers). Each lesson must demonstrate the candidate’s ability to teach a key concept, movement or skill that is a level or two above the current riding ability of the students in the group, as appropriate on the USPC Standards of Proficiency. Emphasis should be placed on the correctness of the figure or skill, the explanations of correct aids and their uses, the riders’ basic balanced position, and the candidate’s ability to make appropriate corrections and improvements in the performance of the riders and/or mounts.
Evaluate the lesson plan used and discuss whether the teaching objectives were achieved, how the lesson could be improved, and what, if any, changes were made to the lesson plan for safety considerations.

Discuss a student’s riding position and suggest three exercises to help solve any problem, including exercises on the longe.

Discuss and/or demonstrate appropriate safety considerations when setting up a jumping lesson, including use and spacing of cavalletti/trotting poles and distances between fences in a grid or a jumping line.
Created to be thorough -- “talking points”

Lessons to cover the skills on SOPs

**When:** throughout 2016

**Where:** USPC Website

**Who** uses: Anyone

**Why:** To help broaden instructional base of USPC;
   - To share techniques with instructors
   - around the country

**How:** Use a base for any lesson of similar topic.
Model Template

- Title:
- Instructor, Club, Region, Year:
- Topic:
- Level/Certificate:
- Class Size: Arena Size needed: Time:
- Certificate Objective: (take from the standard of proficiency for the level of certification you are teaching)
- Equipment Needed:
- References: (Title/pg # and other refer.)
- Safety Concern(s):
- Safety Check:
Lesson Procedure

• 1. Introduction of Self/Students: Introduce whom you are, what club, area. Ask their names and one fact about each to help you remember their names. Name tags. Repeat names. (time allotment)

• 2. Verbalize Objective of Lesson: What are the students working on today with you? to do what? Write out how you will tell students about what they will learn today. (time allotment)

• 3. Ask Prior Knowledge of Topic: Write the question you will ask of your students to find out who has experience with your topic AND how/why they might have that experience. (time allotment)

• 4. Demonstrate/Discussion: Write out how you will explain the topic—step by step What aids used? What will be the result of the aids on the horse (time allotment)

• 5. Application of the Activity: Now that you have “taught” the skills for the lesson, plan an activity for students to apply the skills. The activity practices the application of the skill. (time allotment)

• 6. Additional Ideas:

• 7. Debrief/Conclusion: What do you want students to remember about your lesson’s objective? (time allotment)

• Diagrams/Dimensions/Distances:
Writing the Objective

➢ The core of planning

➢ Where are the students relative to the lesson objective?

➢ Answer guides how you will focus the introduction, structure and sequence of learning experiences, tasks, and activities.

(Obien)
Objectives have three components
Component #1

- Specific
- Measurable
- Short-term
- Observable student behaviors.

http://www.uams.edu/oed/teaching/objectives.htm
Examples: Component #1

- Identify the type of activity in which competence is required.

Biology Class
“Dissect...”
(http://www.okbu.edu/academics/natsci/ed/398/objectives.m)

Riding on the Flat Lesson
“Ride the corners...”
(United States Dressage Federation, Inc. 48)
Component #2

➢ Describes the performance you want learners to perform.

http://www.uams.edu/oed/teaching/objectives.htm
Examples: Component #2

- Specify the criteria or standards by which competence in the activity will be assessed.

**Biology Class**
"a frog so that the following organs are clearly displayed..."
(http://www.okbu.edu/academics/natsci/ed/398/objectives.htm)

**Riding on the Flat Lesson**
“...of a small dressage arena so that the horse is supple and balanced, with correct bend around the inside leg and into the outside rein”
(United States Dressage Federation, Inc. 48)
Component #3

Describes the result of instruction, rather than the process of instruction itself.

(http://www.uams.edu/oed/teaching/objectives.htm)
Examples: Component #3

- List any conditions or circumstances required for students to meet the objective

Biology Class
"...given two class periods working with the materials at your lab station"  

Riding on the Flat Lesson
"...at least once during the class"  
(United States Dressage Federation, Inc. 48)
Finished Example Objectives

Biology

"Dissect a frog so that the following organs are clearly displayed given two class periods working with the materials at your lab station."

Riding on the Flat Lesson

Ride the corners... of a small dressage arena so that the horse is supple and balanced, with correct bend around the inside leg and into the outside rein...at least once during the class.

(United States Dressage Federation4,Inc. 48)

Overall Objective Points

- Objectives are not to restrict spontaneity or constrain the vision.

- They ensure that learning is focused clearly enough that both students and teacher know what is going on.
For Teaching a Skill on the SOP Objective

- **Certificate Objective** (take from the standard of proficiency for the level of certification you are teaching)

- **D2 Trad:** Name 5 grooming tools and demonstrate how to use them
For Example: No where on the SOPs does it mention the skill of riding a corner. Yet, that skill is the necessary to do for the movements that follow the corner, for example:

- leg yield, shoulder fore, diagonal changes, center lines

Therefore: Objectives are written for:
- a student performance
- a behavior
- an achievement

http://www.uams.edu/oed/teaching/objectives.htm
Why ask Prior Knowledge

- Acknowledge their knowledge
- Similar beginning
- Review vs. New Information
- Focus students on to task/you
Points to Consider

- **Point 1**  Kinesthetic memory to write out plan
- **Point 2**  Practice your lesson multiple times
- **Point 3**  Teach the skills, not just play a game
- **Point 4**  Rider – Address their positions
- **Point 5**  Manage the group
- **Point 6**  Altering the original plan is not bad
Unmounted

• The initial instruction should not be a game. Once the skill has been taught, then a game can be incorporated.
• Hand outs—check list, note sheet, charts
• Hands on: identification, scenarios, cause and effect

Mounted

• Figures (test the exercise)
• Combine fences to stretch ability or cement confidence at the level
By students verbalizing in the debrief, you are able to hear if the students understand the lesson’s objective.

Students receive feedback on a strength and a challenge they need to work on “for homework”.

Exit question/tags—Write: What is one take away you had from today’s activity?

Thank the students and wish them a good day.
Model lesson plan of current HB member.
Lesson plan is comprised of multiple slides.
In italics is what she wrote out for her lesson plan.
Not all her notes and full demonstration are included due to the number of slides needed to fully outline her plan.
Title: Grooming: Unmounted Lesson Plan

Instructor, Club, Region, Year: Cameron Huftalen, Mount Kearsarge Pony Club, White Mountain Region, July 2015

Topic: Required grooming tools and why

Level/Certificate: D1, Trad working to D2 Trad

Class Size: 3-4

Arena Size needed: N/A

Time: 10 minutes
Equipment Needed:

- Required grooming tools checklist (5 copies) *Students could take notes on list as I discuss brushes

- Three complete grooming kits

- Instructor’s grooming kit

References: (Title and page number, other refer.)


USPC Website
Safety Concerns: student getting kicked

Safety Check: hard soled shoes, medical armband/bracelet, and helmets
Introduce whom you are, what club, area. Ask their names and one fact about each to help you remember their names. If students do not have name tag, give them one. Either you or they may write the name on the name tag. After each person speaks his/her name, say, “Thank you, (insert name)” so you repeat the name to the student. After the group has each said his/her name, repeat each person’s name while looking the student in the eye. Do twice if needed.

“My name is Cameron Huftalen, and I am an HB from Mount Kearsarge Pony Club, in the White Mountain Region. Thank you all for being here today. Let’s start with all of us getting to know each other. Starting on my left, please tell me your name and one thing I should know about you.”

Tommy speaks. “Thank you, Tommy. Next person.” etc. (time 1-2 min)
What are the students working on today with you? To do what? Write out how you will tell students about what they will learn today.

“Today we will be learning what goes in a grooming kit, what the functions of those things are, and why we need to have a specific grooming kit for each individual horse.” (1 min)
Write the questions you will ask of your students to find out who has experience with your topic AND how/why they might have that experience.

- **“How many of you have a pony or horse that you groom”** Wait for student response.

- **“Does each pony or horse have their own individual grooming kit?”** Wait for student response.

- **“Why does each horse need a separate kit, especially brushes?”** Wait for student response.

- **If no student gives the response that skin disease can go from one horse to next through brushes, then I will give that information. (1-2 min)**
Write out how you will explain the topic—step by step.

Let’s look at the grooming kit I brought. We will go through each item, and I will show you how the item is used on the horse. *Make sure I pick up the brushes in the right order from my grooming kit*

A. “Our first tool is a hoof pick. We check first for any stones that are in pony’s hooves

Demonstrate use, how to hold it and say:
To use it, you start in the cleft of the foot, and use the pick in a downwards motion away from your face. Remember to do both clefts.

Editor’s note: Her entire plan was written. For the sake of number of slides, this is a sample of her plan.
Now that you have “taught” the skills for the lesson, plan an activity for students to apply the skills. The activity practices the application of the skill. (time allotment)

A. Handout the checklist of required grooming kits components to each student. Hold up a brush,

*Older students could take notes on the check list next to each brush. Younger students could draw each brush to remember what the brush is.*

(5-6 min)

Editor’s note: Her entire plan was written. For the sake of number of slides, this is a sample of her plan.
6. Additional Ideas if Time

➢ Students could practice grooming a horse.

➢ Students could mix up the tools and have their partner put them in the correct order that they are used in the grooming process, along with naming them and their function.

➢ Discuss cleaning grooming tools – why, how and how often.
What do you want students to remember about your lesson’s objective? What homework will you offer to help students improve?

“As we saw, some items have only one function, such as the hoof pick. While other items like brushes and the curry comb have two uses. What is one thing you learned today that you will start doing at home? When you are home, use the checklist to see what brushes you have, or need to add. Most important is: once we find the brush, how we use the brush while grooming will help our ponies be clean and healthy. By each horse having its own grooming kit, it will prevent the spread of diseases.”

*****For an older group, ask each student how s/he might use the checklist when s/he get home.*****

Are there any questions? Answer if any.

Thank you for coming today. I appreciate your help. (1-2 mins)


http://www.okbu.edu/academics/natsci/ed/398/objectives.m.
