

## Tips For A Good Dismounted Lesson

**Think! What are the lessons YOU remember? Teach yours that way!**

### **I. Have a written plan:**

- Topic
- Goal
- Materials
- Instruction
- Activity
- Evaluation

### **II. Introduce the topic:**

- Get the audience interested
    - Ask them to tell you what they already know
    - Ask a few hard questions so they'll see what they don't knowExamples;
    - Is Oleander most toxic around your birthday?
    - Are strangles and tetanus transmitted the same way?
    - If you're talking to someone about a horse to buy and they say it has a capped hock should you still go and see if or say home and rent a video?
    - Can you name 9 unsoundnesses?
  - Tell a few interesting or unusual facts or stories about the topic
- Examples:
- Tell/read a story or article about a horse injured in a pasture or in a trailering accident- tell them they'll know at the end of the lesson how it could have been prevented
  - Show gruesome pictures-these are examples of three main skin diseases
  - There are only two times horses hooves heat up-by the end of the lesson you'll know when they are
  - We'll be talking about these six illnesses your horse could get. Which one do you think would be the worst? I'll be asking you at the end. Or one of them will make your horse have black pee! Tell me which at the end.
- Tell them why they need to know this stuff
- Examples:
- This could save your horses life
  - This information is really emphasized at the next rating level- you really have to understand it
  - This is part of the standard most kids can't meet at the rating
  - This will really help you avoid some conformation faults when you're buying a new horse
- Challenge Them!

Example:

- I'm going to say one false thing during the lesson – candy to whoever knows what it is

### **III. Give an Overview of the Lesson**

- Tell them what you're going to cover and how you're going to organize it
  - What main topics will you cover?
  - How many parts will your lesson have?
  - What will you cover first, second, third?

### **IV. Pass out Materials**

- Don't pass out materials until you have to! They're very disruptive and distract from YOU!
- Handouts should have very few words on each page
- Don't make the handout a complete summary of what you are saying or they won't need to listen to you!

Examples of handouts:

- partially completed outline-they take notes to fill in the rest
- Illustration, photos as examples of what you're discussing, etc.
- Outlines of study notes
- Charts, graphs, etc.

### **V. Give The Instruction**

- Be sure your lesson works for nonreaders
- Keep the audience actively involved
- Relate the information to THEM!

Example:

- Which of these conformation defects do you think your horse has?
- Whose horse has had colic?
- Keep the lesson interesting
  - Use several different approaches within the lesson to appeal to the different learning styles of kids. Don't teach the whole lesson the same way – say it, show it, write it, play it
  - Get the kids involved! Give them several different activities to do during the lesson. Vary the activities to engage their different learning styles and to keep things interesting.

Examples:

- “Show and Tell” Visual Aids
  - magazine pictures (colors, conformation faults, examples of tack), plastic horses
  - hands on examples- actual clothes worn for informal instead of just a written instruction or chart
  - charts
  - drawings- e.g. right and wrong way to feed, tie, etc. and they put an X on wrong for each frame

- Demonstrations
    - use real horses, plastic horses or each other (e.g. leading and turning correctly, rules for riding in a ring, etc. can be acted out by the kids
    - Have kids act things out
  - Games
    - question and answer games - tic-tac-toe, Jeopardy, spelling bee types
    - scavenger hunts
    - relay races- e.g. “pin the part on the horse”
    - paper dolls and paper horses – add the proper clothes for formal wear or add the proper markings for a star
    - challenge-find three unsafe things in this picture in one minute
    - I’ll say one wrong thing today-candy to whomever knows
  - Hands On Activities
    - have physical examples of what you’re describing so they can touch and feel them- e.g. everyone picks up a 10 lb. flake of hay, everyone smells fresh vs. musty hay, everyone feels a noseband that is too loose or too tight
- Break the Information Down into “learning chunks”

**VI. Evaluate- what did they learn?**

- Decide how much you expect them to get
- Have an evaluation instrument-doesn’t have to be written and doesn’t have to be a “Test”
  - Examples:
    - Quiz
    - Crossword puzzle
    - Everyone tell or draw or act out one thing they learned
    - Ask for a demonstration
- Often the activity contains the evaluation.