

This first document was used to capture what each high school student learned while providing them with another opportunity to process the experience. These sets of classes also prepared the students to compete in a horse show in 2 in-hand events; Trail Class and Showmanship. This was a great perk for the students as it provided a fun competition component.

Partnering with Horses

Competition: In-hand Trail Class and Showmanship

What did we learn from the horses? Does it apply to people, too?

(note: TS = Transfer of skills – from work with horses to our own lives)

(G= Generalization to the school setting)

Part One – Trail Class / Respectful Leadership.

Identify one thing the horse expects from the person he/she has allowed to be their leader.

TS: Identify one way a person can be a good leader with other students.

G: Share one way using this information could be helpful for students in school.

Part Two - Showmanship / *When Others Join our Group *Accommodating others

Identify one way you communicated with the judge. OR see next question.

OR Share one way the judge uses body language and respect for the horse's personal space to navigate around the horse for the inspection?

TS: When you are with 3 or more people, explain one thing you can do to help another person know that you are talking specifically to them.

G: Share one way using this information could be helpful for students in school.

Volunteer Notes:

The following documents were used to capture the learning absorbed by students grades 2-4, with learning challenges and special needs. Many had experienced much more failure than success in their previous school setting. Few could write on their own. The goal for this age group was to engage, interact, and enjoy success.

The EAL documents include:

1. **Student self-assessments** – students fill these out with their volunteers. They provide opportunity for revisiting and further processing what they engaged in. The focus is to pat themselves on the back for trying these new activities and then see what they grasped and processed.
2. **Volunteer Assessment of the student** – this is part of the debriefing at the end of the lesson to help, more objectively, gauge whether each student achieved the learning objectives.
3. **Drawing and discussion work sheet** - provides alternative opportunities for students to communicate what they observed and learned.
4. **“Trying New Activities” worksheet** – This was used as a tool for further processing of the previous lesson. At that earlier lesson fun opportunities for additional learning presented towards the end of the lesson. Time had not allowed us to enough time to recap what was learned.



Student Self-Assessment-Lesson 2

Name _____ Date _____

I learned about the different ways people communicate with horses using their bodies.

Observer 

Investigator 

Expert 

EX: _____

I practiced safely leading my horse with clear communication through a simple obstacle course.

Observer 

Investigator 

Expert 

EX: _____

I learned how to look for the signs of calm/tense body language in horses and myself.

Observer 

Investigator 

Expert 

EX: _____

I practiced ways to use breathing and body language to help myself and my horse relax.

Observer 

Investigator 

Expert 

EX: _____

I learned to ask for help when I am worried or afraid to try something new.

Observer 

Investigator 

Expert 

EX: _____

I problem solved how to break up the big job of asking my horse to pick up and hold his leg so that I could pick it, into smaller easy to do tasks.

Observer 

Investigator 

Expert 

EX: _____

To keep us both safe, I learned how to make sure I and my horse were comfortable before doing the next step.

Observer 

Investigator 

Expert 

EX: _____

I learned that sometimes I can change scary jobs into easy, fun jobs and feel good about myself.

Observer 

Investigator 

Expert 

EX: _____



Volunteer Assessment of Student-Lesson 2

Student's Name _____ Date _____

Learned about the different ways people communicate with horses using their bodies.

Observer 

Investigator 

Expert 

EX: _____

Practiced safely leading their horse with clear communication through a simple obstacle course.

Observer 

Investigator 

Expert 

EX: _____

Learned how to look for the signs of calm/tense body language in horses and themselves.

Observer 

Investigator 

Expert 

EX: _____

Practiced ways to use breathing and body language to help themselves and their horse relax.

Observer 

Investigator 

Expert 

EX: _____

Learned to ask for help when I am worried or afraid to try something new.

Observer



Investigator



Expert



EX: _____

Problem solved how to break up the big job of asking their horse to pick up and hold his leg so that they could pick it, into smaller easy to do tasks.

Observer



Investigator



Expert



EX: _____

As a way to manage safety, checked to make sure he and his horse were comfortable with one step before moving to next.

Observer



Investigator



Expert



EX: _____

Was able to accomplish a scary/uncomfortable task by using the above techniques and felt good about themselves.

Observer



Investigator



Expert



EX: _____

Draw what a horse looks like when he/she is comfortable.

With your volunteer, discuss why this horse is comfortable.

Draw what you look like when you are comfortable.

With your volunteer, discuss what made you comfortable with your horse.

Trying New Activities - when they make me a little uncomfortable

Everyone gets afraid of trying new things sometimes, even horses and adults. T_____ or F_____

When I get uncomfortable to try something new, I should stop and ask myself what I am afraid might happen. T_____ or F_____

It's a good idea to ask for help, even for adults. T_____ or F_____

I can tell when a horse or a person is afraid or uncomfortable by reading their body language. T_____ or F_____

I know how to tell when my horse is relaxed and ready to try something new. T_____ or F_____

When something seems too hard to do, it helps to break the activity into small jobs that are easier to do. T_____ or F_____

Last week I was a little worried about trying to ask my horse to pick up his feet and let me pick them out. I was afraid that maybe

So, first I _____

And then, I _____

It was important that I keep checking on my horse to make sure he was comfortable because _____

It (did/did not) work well for me, because I was (able to/not able to) pick out my horse's hooves.