LESSON PLAN (HELP) SHEET
(all contexts)

General information: **The lesson plans should have enough detail that another coach could coach the lesson plans.** English and Western Instructor and English Competition Coach (CC) lesson plan topics will be assigned and the same topics will be taught/coached by the Instructor/Coach candidate at the Evaluation. Western Competition Coach (CC) lesson plan topics will be chosen by the Coach candidate from the designated context specific lesson plan lists. These may or may not be the topics coached at the Evaluation, depending on the needs of the students on the day.

English and Western Competition Coach Specialist (CCS) candidates prepare lesson plans for their own students using topics from the designated context specific lesson plan lists. These may or may not be the topics coached at the Evaluation. CCS candidates will decide if the submitted lesson plans will be suitable for the horse/rider combinations on the day of the Evaluation. Lesson plans are submitted in advance of the Evaluation.

Prepared by: _____   **Date prepared:** _____

*(Shaded boxes for **Competition Coach Specialist** candidates only)*

Discipline: **English** or **Western** or **Drive** *(delete unwanted)*	**Competition Coach Specialist's Specialty:** *(CCS only – delete unwanted))* *i.e. Dressage or Reining or Hu/Ju or Speed Events or Eventing etc.*		
Lesson Date: *actual or proposed date*	**Lesson Time:** *proposed time*		**Location:** *proposed facility*
Stage of Rider Development: *(delete unwanted)* **Initiation or Acquisition or Consolidation** *Circle one or two depending on what stage of learning you are focusing your lesson upon or what your goals are for the lesson. More than one might be circled if your goal is to have the skill acquired in the lesson.*	**# of riders** *Instructor –* *3 riders in lessons.* *CC - 1 or 3 riders depending on lesson topic.*	**Age of rider** *CCS only*	**Age of horse** *CCS only*
LTED stage: *Refer to the LTED manual for riders' stage*	**Stage in Competition Season:** *(CCS only)* *CCS candidate should refer to the Yearly Training Plan*		
EC Rider Level equivalent and/or Riders' Background: *If possible include what has been covered in previous lessons, ability level of riders, specific issues with certain riders etc. Any information that would assist someone who did not know the group, to teach the lesson. In an evaluation situation if the rider level is unknown please include briefly what skills you are assuming the riders should have experienced to this point and the Rider Level Equivalency required for this lesson topic.*	**Preparation required for lesson:** *Include any research and/or preparation required for this lesson which may include referencing specific literature.* *i.e. English lessons may require verification arena has letters posted, appropriate jump materials available, research on lesson topic, etc.* *i.e. Western lessons may require verification arena has appropriate footing for lesson, equipment required, etc.* *i.e. Drive lessons may require appropriate arena size, equipment for lesson goals(s), footing for driving, etc.*		
Facility Map attached: **Yes** or **No** *(delete unwanted)* *Map of the facility's property and the facility's buildings for emergency workers to be able to locate casualty(s). This map may be drawn from the facility map located within the EAP.*	**Emergency Action Plan attached:** **Yes** or **No** *EAP for home facility to be attached to Lesson Plans*		
Lesson Topic: *state Lesson Topic as assigned* **Immediate Goal***: Today's Lesson Goal(s)* **Long Term Goal:** *Connect to longer term goal in rider's training or (CC/CCS) rider's competition goals.*	**Key Elements required to accomplish Lesson Plan goal(s):** *List skills that need to be learned and accomplished to be able to achieve the Lesson Plan's goal(s). Use logical order of skill development during progressions.*		

EQUIPMENT LIST

> ***Mounted/Drive -*** *equipment: poles, pylons, diagrams, arena letters, etc.*
>
> ***Unmounted -*** *diagram, whiteboard, tack, grooming kits, fire extinguisher, etc.*

SAFETY CONSIDERATIONS

> ***Mounted/Drive -*** *footing, doors, cups not left on standards, separation distances, equipment abilities(4-wheel vehicles)etc.*
> ***Unmounted -*** *safe demonstration area, student groupings, secure tie-ups, calm tolerant horse, etc.*

DIAGRAM OF ARENA SET UP & HORSE/RIDER PLACEMENT

> **E**
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> *Diagram of the arena/lesson set up for the 1ˢᵗ and 2ⁿᵈ progression*
>
> **A** *To include the placement of the riders and horses for the demonstration as well as distances/measurements as required* **C**
> *May include additional diagram(s) if applicable on a separate page.*
>
> ***Unmounted*** *Lessons may change the arena diagram to suit the lesson topics. i.e. lessons held in barn may show barn set-up for lessons with horse and/or student placement for the lessons.*
>
> **B**

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LESSON SEGMENTS AND TIMELINES

INTRODUCTION   Approximate timeline: _____mins

- **Facility Safety Check** and Risk management - facility check (removal of potential hazards, closed gates, etc)
- Review of arena/venue safety rules as they apply to the lesson
- Introduction of the instructor/coach and the riders; ask about potential medical issues (inhalers, epi-pens)
- 2 way communication – Ask questions and require more than a "yes" or "no"
- Mounted/Drive Lesson - Tack check; stirrup length, girth tension, helmet/footwear, harness/vehicle check, whip length, etc.

WARM-UP   *(Mounted or Drive Lessons only)*   Approximate timeline: _____mins

Should include: *(The warm-up may not be observed during the evaluation process.)*
- A description of the warm-up activity that will precede the lesson.
- The warm up should connect to the lesson topic.

EXPLANATION   Approximate timeline: _____mins

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An explanation of the skill to be learned/practiced – the lesson objective - (WHAT)
- An explanation of:
    - WHY the skill is important *(CC & CCS relate skill to competition)*
    - HOW the skill is accomplished (Aids) *i. e .Appropriate activities progressively sequenced to promote learning, safety and success*
    - WHERE the skill will be practiced *i.e. arena/venue diagram and/or description to show where activities occur*
    - WHEN the skill will be practiced *i.e. explanation of when the riders attempt activity described/explained*
- Two way communication – list some questions that might be asked and list your desired answers to questions.

DEMONSTRATION   Approximate timeline: _____mins

Should include:
- A demonstration of the first progression on foot OR on a whiteboard with diagrams/pictures OR by a mounted rider OR any other method that will show the first progression
- Reinforcement of the aids or key elements *i.e. Counting and maintaining rhythm in trot, observing diagonal legs*
- Goals/objectives of a well-executed skill *i.e. Skill learned to be repeatable at least two out of three times with some degree of proficiency*
- The second progression briefly

ACTIVITY/PROGRESSION #1   Approximate timeline: _____mins

Activity & Key element(s) required: What activity will be used and what skill(s) will be developed/practiced in the
1st progression? *(The 2nd progression will build on the above skill(s).)*

The timeline may depend on how quickly the students achieve the progressions desired skill(s). More advanced students in a group may be able to move on to the second progression depending on the type of activity. The coach may not complete all three progressions in one lesson.
Should include:
- Objective/goal of first progression – outline what you want to see as an outcome for this progression. *i.e. rhythmic posting trot*
- A clear description of the exercise/activity to be used to develop/practice the desired skill(s) *i.e. riders to count rhythmically 1,2,1,2 prior to trotting, at sitting trot and then at posting/rising trot*
- Key factors (use of aids, rider's position and balance, eyes, etc) the candidate will be observing; possible concerns and corrections that could be made and reinforced as required
- Candidate outlines teachable points/moments that could be used to educate riders *i.e. candidate asks riders to count beats – 1,2,1,2 in rhythm before trotting; then have one rider attempt same rhythm at sitting trot and then try to maintain rhythm at posting/rising trot while other riders count and observe results then give active rider feedback. Riders to notice that diagonal legs are bandaged with dissimilar coloured bandages for ease of observation.*
- Safety reminders as required.
- CC & CCS relate skill to competition.
- Breaks as required.

ACTIVITY/PROGRESSION #2   Approximate timeline: _____mins

Activity & Key element(s) required: What activity will be used and what skill(s) will be developed/practiced in the 2nd progression? *(The 3nd progression will build on the preceding skill(s).)*

May require more explanation & demonstration
Should include:
- Objective/goal of second progression – outline what you want to see as an outcome for this progression. *i.e. rhythmic posting/rising trot on correct diagonals*
- A clear description of the exercise/activity to be used to develop/practice the desired skill(s) *i.e. Riders are asked to post/rise when outside diagonal (outside foreleg and inside hind leg) is moving forward. Riders are encouraged to check horse's outside shoulder (visually referencing added tape to shoulder) to see if it is forward when they are up and out of the saddle. Horses are bandaged with diagonal legs of similar colours and tape on horses' shoulders.*
- Key factors (use of aids, rider's position and balance, eyes, etc) the candidate will be observing; possible concerns and corrections that could be made and reinforced as required.
- Candidate outlines teachable points/moments that could be used to educate riders *i.e. candidate asks riders to watch one rider doing posting/rising trot. Other riders observe active rider and observe which set of diagonal legs are moving forward when the rider is posting/rising. (refers rider observers to notice like-bandaged diagonal legs to determine diagonals.) Rider observers and active rider give candidate feedback on which set of diagonal legs were moving forward when the rider was posting/rising and whether they thought this was the correct diagonal.*
- Safety reminders as required
- CC & CCS relate skill to competition
- Breaks as required.

ACTIVITY/PROGRESSION #3   Approximate timeline: _____mins

(Unmounted ½ hour lesson may not have 3rd Progression)

Activity & Key element(s) required: What activity will be used and what skill(s) will be developed/practiced in the 3rd progression? *(The 3rd progression should accomplish the Lesson Plan's goal(s).)*

May require more explanation & demonstration
Should include:
- Objective/goal of third progression – outline what you want to see as an outcome for this progression. *i.e. rhythmic posting/rising trot on correct diagonals with minimal visual referencing*
- A clear description of the exercise/activity to be used to develop/practice the desired skill(s)
- Key factors (use of aids, rider's position and balance, eyes, etc) the candidate will be observing; possible concerns and corrections that could be made and reinforced as required
- Candidate outlines teachable points/moments that could be used to educate riders *i.e. The candidate explains why posting/rising on the correct diagonal is important. The candidate has non-active riders observe a rider in posting/rising trot while non-active riders observe that the rider is up and off of the horse's back when the inside hind leg is coming forward under the horse's body which makes it easier for the horse to bend on a curve/circle. Riders encouraged to "feel" horse's hip movements to know when to post/rise on correct diagonal without looking.*
- Safety reminders as required
- CC & CCS relate skill to competition
- Breaks as required.

COOL DOWN *(Mounted or Drive Lessons only)*   Approximate timeline: _____mins

Should include:
- a description of how the cool down will be conducted
- description of a game if appropriate for this lesson.

CONCLUSION   Approximate timeline: _____mins

Should include how the conclusion will be conducted.
- List sample questions to ask, "What did you learn or what were you reminded about in this lesson?"
- Relate the lesson topic's skill to future training/lessons. *i.e. In future lessons, you will trot ground poles and then Crossrail courses. You will need to be able to automatically and smoothly change your posting/rising diagonals during course direction changes as well as during Flat schooling and competition exercises such as serpentines.*
- CC and CCS should relate the lesson topic's skills to the competition environment.

NB Do not repeat the entire lesson!