

WHAT WE LEARNED FROM OUR HORSES

Date: _____

Your Name: _____

Your Horse's Name: _____

Give an example of when you did any of the below steps before making a decision to do something with your horse today. What was the activity and how did you apply the below decision making options?

I was **THOUGHTFUL** (slow down, thinking before doing).

I was **SMART** (you have choices, exploring options, ask for help, learning from other's mistakes & successes).

I thought about being **SAFE** (managing risk, what do you know/not know).

I was **WISE** (I thought about others including my horse).

I was thinking about being **RESPONSIBLE** (you and others live with the results).

I saw that I made a "RIGHT CHOICE" for myself and my horse.

TS - Sharing a time in the past year.

Share a time when you (or someone you know) felt you made a good decision and what the results were.

Share a time when you (or someone you know) did not make a great decision and what you did not consider as you made the decision.

EVERYONE makes mistakes...all the time! We are wise when we learn from them. Share a time when a mistake (yours or someone else's) taught you something.

Generalization to school setting: Give one example of how using thoughtful decision making could be helpful for students and teachers in school.

Volunteer Comments:

Lesson Two - Learning Objective Assessment Summary Score Sheet: *Life Skills Topic – Making good decisions*

Date: _____

Student's Name: _____

Equine Interaction Skills:

The student will identify 3 times they used good decision-making techniques when working with their horses to insure they were making right choices.

33% _____ 66% _____ 100% _____

Transfer/Bridging of Skills:

The student will identify 1 time when they or someone they know:

- a. made a good decision and what the results were
- b. did not make a great decision and what they did not consider as they made the choice.
- c. made a mistake that they learned from and what the "lesson" was.

33% _____ 66% _____ 100% _____

Generalization of Skills to School Setting:

Student will give one example of how using thoughtful decision-making could be helpful in school for students and teachers.

50% _____ 100% _____

Lesson Three: Learning Objective Assessment- *Life Skills Topic* – Leadership -Making *decisions and effective communication (*doing what is right for the team)

WHAT WE LEARNED FROM OUR HORSES

Date: _____ **Teammates Names:** _____

Identify 3 aspects of herd behaviors that people should include in their “herds” and explain why.

1. _____ Why? _____
2. _____ Why? _____
3. _____ Why? _____

TS: Identify and explain one time your team:

Used communication to achieve the team goals. _____

Stopped to re-think when things were not going well for everyone on the team. _____

Made good use of leadership. _____

Generalization to school setting: Provide one example of how good teamwork skills could improve situations in school.

Volunteer Comments: *Please include student specific notes.*

Lesson Three - Learning Objective Assessment Summary Score Sheet

Life Skills Topics – Leadership - Making *decisions and effective communication (*doing what is right for the team)

Date: _____

Teammates Names: _____

Equine Interaction Skills:

Identify 3 aspects of herd behaviors that people should include in their “herds” and explain why.

33% _____ 66% _____ 100% _____

Transfer/Bridging of Skills:

Identify and explain one time your team:

Used communication to achieve the team goals.

Stopped to re-think when things were not going well for everyone on the team.

Made good use of leadership.

33% _____ 66% _____ 100% _____

Generalization of Skills to School Setting:

Provide one example of how good teamwork skills could improve situations in school.

50% _____ 100% _____

