

Sample of Learning Objectives and Related Activities

Example of Professional/Corporate Areas.

A) This group was from a mental health facility beginning a collaborative treatment approach as an option for their patients.

Activity: Spend time with the donkeys in the field: First without touching them, then with touch allowed)

Participants will:

- Identify 2 times an equine used body language to communicate and why
- Observe and discuss the reactions each equine had to different people and potential reasons why.
- Discuss how the observations and insights shared might be utilized to enhance the team approach at the center.

Activity: Partner grooming of minis

Participants will:

- Identify 2 strategies that they used as a group that helped their equine feel comfortable working with them through a task.
- Reflect on how and why they were able to successfully use this as a group.
- Discuss how the observations and insights shared might be utilized to enhance the team approach at the center.

Activity: Team lead (with 2 in front with leads and 2 on each side in back)

Participants will:

- Identify 1 time a team was not able to achieve their task with the equine and why.
- Discuss 2 strategies/steps that could help prevent this in the future.
- Discuss how the observations and insights shared might be utilized to enhance the team approach at the center.

B) This was a professional development day for staff from a school for students with learning differences.

Activity: Team groom. Participants are put into teams of 3 connected by a horse lead. One person holds the lead with their right hand leaving their left hand free to help groom. The next person holds the lead with both hands and is the 'teacher' instructing their team mates what they should each do to help groom the horse. The 3rd person holds the end of the lead with their left hand, leaving their right hand free to groom

Participants will:

- Share one aspect of the activity that was challenging for them and what may have helped.
- Identify and share one time the equine responded to their group effort, what they observed the equine do, and why that may have happened.
- Share at least one "take back" that would be valuable to remember while teaching in the school setting.

Examples of Education (Academic) Areas

A) Mathematics: Provided by Teresa Morris – Fieldstone Curriculum

Meet the Ohio Content Standards – Mathematics - Geometry 7.G

Challenge: Knowing that horses trot at X ft/second (from previous lesson), how can we determine the circumference of the circle.

Learning objectives: Students will.....

1. Apply previously determined trotting rate to measure distance
2. Use circumference formula

Resources needed: Horse in hand for each student, Volunteer helpers as needed for safety, Stop watch, Data Sheet.

Explore: The definitions of and relationships between circumference, diameter, radius, pi, distance, time, rate, meters, feet.

Meet the Ohio Content Standards – Mathematics - Statistics and Probability 8.SP

Challenge: Investigate patterns of association in bivariate data

Learning objectives: Students will.....

1. Hypothesize and test a theory
2. Collect and analyze data.

Activity – Tasks:

1) Create spread sheet to collect data, determine what data needs to be collected, how many trials each horse needs, and what additional information should be collected.

2) Run trials, Collect data, Plot, Graph, Interpret

Resources needed: Equine in hand for each student with volunteer helper (if needed for safety). Stop watch, Data collection sheets/laptop. Buckets and horse treats. Poles