



# FLYING HORSE FOUNDATION

## SAMPLE LESSON PLANS

# Lesson 5: Teamwork & Obstacle Course

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### **C.A.R.E.S. HIGHLIGHT: CONNECTION AND RESILIENCY**

**How?** This group is helpful in so many different ways. We begin to help the students transition their connection to their peers as they can work and problem-solve together. Students may feel vulnerable in this lesson and will challenge them to go outside their comfort zones, connect with the horse, and their peers to complete a task. As they work through their course, students will struggle at times to understand their peers or why the horse may not respond to the way the student feels the horse should. This task will challenge students to be resilient, learn, and change how they are interacting to reach their goal.

### **ACTIVITY:**

**Review appropriate leading and safety.**

**Let students know they will be building an obstacle course.**

- ✦ For students reluctant to make decisions, have a key with different types of obstacles and movements, have them each take turns drawing on a map of the arena an obstacle of their choice—discuss why we may be pushing them (gently) to make a decision—is this something difficult for them in their life—why? They will then work together to build this obstacle.
- ✦ For alternatives: can build an obstacle course ahead of time to save time, have students create an obstacle course with something in mind (e.g. “a day in the life,” overcoming a problem, life goals, etc.)

**Talk about having a plan of how they are going to approach the obstacle course.** (either all approach the same way, each has their plan, and some may decide not to have a plan and see how that goes compared to those who had a plan).

**Give students 10 - 15 minutes to build an obstacle course.**

- ✦ If needed, review obstacles for safety for horses. Discuss with students. In some cases, it may be fine for the students to try first and adjust as needed. For instance, if students set up cones for the horses to weave a foot apart, this will be too close together for the horse to navigate—can discuss beforehand to help them understand or allow them to try and then problem-solve a solution. If the obstacle is too dangerous or beyond a student’s skill level, process with them before utilizing the horse.
- ✦ Try to limit the number of materials used as too many obstacles to set up and take down can take up too much time.

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## ACTIVITY CONTINUED:

**Students will go and get horses from the pasture and complete the obstacle course.**

- Please make sure to watch for handling skills (i.e. too much pressure on the lead rope). When addressing this—try not to make a big deal so as not to overwhelm the student while advocating for the horse.
- Can have students talk to each other through the obstacle course to increase the challenge or have them only use hand gestures to help their peer work through the course.

### ADDITIONAL TEACHING POINTS

**What did you think you did well as a team? If not in a team situation—what did you notice as you worked through the obstacle course about yourself?**

**What did you see about the horse?**

**What could you do better as a team next time?**

**Did the task seem easier or more difficult with a plan?**

**If you became frustrated, what helped you move past the frustration?**

**Did you feel as though you and your horse were a team? Why or why not?**

**Was it more comfortable when you had a peer talking you through the course or going alone? Why?**

Isomorphic prompts—sometimes life throws obstacles in our way and we have to figure out how to navigate these—what helps you navigate the difficult obstacles

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