

Private Lesson Exam

General Description and Emphasis:

Examinees will teach a private lesson to a student on that student's horse. As part of this test section the examinee will develop a lesson plan tailored to the rider's riding level as well as what they have seen in the provided video. The examinee will be judged as to their lesson content, communication style, positioning and use of voice in the arena. They will be graded further as to their safety practices and structure and the appropriateness of the selected teaching material.

Procedures:

The potential students for the private lessons will be pooled, with students and examinees matched randomly. No later than one week prior to the beginning of the examination, examinees will receive information about their student including that student's experience level, current goals and issues they face. They will also receive a video no longer than five minutes of that student and horse demonstrating the gaits and seats they are currently working on. While the student will not be a complete beginner they will also be no more experienced than a novice level rider. The examinee will develop a lesson plan, a copy of which will be provided to the judges. On the exam day the examinee will teach a 30 minute private lesson to this student based on the lesson plan provided to the judges. When there are five minutes left and when there is one minute left of the time allotted a visual warning will be given.

Equipment:

Student will come with their horse tacked in the tack they use when riding their horse. Examinee may ask the student to change tack if they provide a reason for requesting the change that is approved both by the horse owner as well as the judge.

Location:

Lesson will take place in an arena of a minimum size of 20x40m and a maximum size of approximately 20x60m. Larger arenas may be cordoned off to a minimum of 20x40m provided that the method of doing so is safe. Dressage letters must be on walls, fence or cones in their correct locations and be visible to the student.

Section	Description	Notes	Score	
Lesson Plan	Judgment of the lesson plan			
Appropriateness of Lesson Plan to Given Information	The lesson plan is appropriately matched to the student given their experience level, ability and training level of the horse as is possible to see from the provided materials.	<input type="checkbox"/> Lesson plan matches experience and training level of horse and rider <input type="checkbox"/> Content of lesson plan addresses some issue or challenge that the horse and rider should work through <input type="checkbox"/> Goal of lesson is attainable yet suitably challenging as to facilitate growth		
Lesson Plan Organization	The lesson plan is well organized and easily followed. The examinee knows what materials and equipment they might need before the lesson and has them available.	<input type="checkbox"/> Warm up <input type="checkbox"/> Working phase <input type="checkbox"/> Cool down <input type="checkbox"/> Appropriate exercises chosen for lesson plan <input type="checkbox"/> Materials and equipment listed		

		<p>when appropriate</p> <input type="checkbox"/> Lesson plan is appropriate for the given time		
Teaching Technique				
Implementation of the Lesson Plan	<p>Lesson plan is used to the instructor and student's benefit. Instructor adapts content and style if appropriate or necessary.</p>	<input type="checkbox"/> Lesson plan followed to the extent appropriate <input type="checkbox"/> Lesson plan adjusted depending on how lesson proceeds		
Time management	<p>Instructor spends the time needed on each section of the lesson, without dragging or going longer than necessary. Instructor keeps track of time such that the lesson ends at an appropriate time and all phases of the lesson (warm up, working phase, cool down) are carried out. Instructor cuts out lesson plan sections when appropriate.</p>	<input type="checkbox"/> Spends appropriate time on each phase <input type="checkbox"/> Finishes in allotted 30 min time <input type="checkbox"/> Instructor uses time efficiently and appropriately		

<p>Quality of communication</p>	<p>Instructions and feedback are clearly heard and understood by the student. Word choices are appropriate and clarify what the instructor is communicating. Appropriate volume with clear speech and helpful explanations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Good volume <input type="checkbox"/> Clear voice <input type="checkbox"/> Easy to understand explanations <input type="checkbox"/> Word choice clarifies communication <input type="checkbox"/> Explanations are straightforward and easy to understand 		
<p>Positioning in the arena</p>	<p>Instructor moves around to maintain a good visual of the student, depending on the exercises ridden, without walking around excessively in a distracting, unnecessary or tiring way.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Position changed to best evaluate and supervise horse and rider <input type="checkbox"/> Amount of movement is appropriate, conserves energy and is not distracting 		
<p>Body Language and Presentation</p>	<p>Instructor appears clean and professionally dressed. Confident body language used. Instructor is attentive and shows active listening. Behavior is</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor is friendly <input type="checkbox"/> Instructor is attentive and shows active listening 		

	professional	<input type="checkbox"/> Instructor projects confidence <input type="checkbox"/> Behavior and dress are professional		
Safety	Safety is seen to be a priority in the lesson. Exercises are chosen that are appropriate to the rider's level in a way that does not jeopardize safety. Environment is free of hazards.	<input type="checkbox"/> Checked equipment when appropriate and adjusted when necessary <input type="checkbox"/> Ensured safe environment <input type="checkbox"/> Safe and appropriate exercises		
Attitude	Instructor shows respect towards horse and rider while also expecting respect from student. Instructor keeps a generally positive tone without being condescending or giving false praise. Instructor gives helpful criticism without being harsh or disrespectful. Instructor asks students before touching them, borrowing their reins, demonstrating something with their	<input type="checkbox"/> Instructor is respectful of horse and rider <input type="checkbox"/> Instructor is positive and encouraging while being accurate and giving constructive criticism <input type="checkbox"/> Asks before touching student/their horse or borrowing reins		

	horse.			
Teaching Content				
Quality of information	Information is accurate and helps rider to understand what is being asked, how the task is accomplished and why the concept is important. The student should have a good idea at the end of the lesson as to how they did and what they still need to work on.	<input type="checkbox"/> Instructor makes clear what is being taught and uses appropriate terms <input type="checkbox"/> Instructor correctly explains how to do what they are asking <input type="checkbox"/> Instructor explains why the information is correct or important <input type="checkbox"/> Instructor correctly evaluates how the exercise went, giving both praise and constructive criticism		
Appropriateness of information for age and experience level.	Information is presented and explained in a way that is appropriate and understandable for the age and experience level of the rider. Advice and information amount	<input type="checkbox"/> Information appropriate for age of student <input type="checkbox"/> Information appropriate for experience level of student		

	is actionable for the student. Comments are coherent and on topic for the lesson.	<input type="checkbox"/> Information given in a way that is actionable for that student		
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