

# Arena for 4 or More

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# Objectives

- Growing client numbers can potentially help centers operate to their fullest potential. We will go over the process of reaching out and making the pitch to help start a working relationship with new organizations.
- With larger client numbers brings the possibility of having to teach larger classes. We will go over strategies that instructors can use to help manage their arena, how to adapt lessons to different levels, all while keeping riders effectively engaged.

Lets think  
about it...

- Look into your program and ask yourself these questions...
  - Arena Space?
  - Adequate number of staff?
  - Adequate number of volunteers?
  - Horsepower?
  - Operating Budget
  - What is realistic for you?
- If your center is ready, next thing to think about is...

# Who can you best serve?

- Think about the populations you can best serve through the specific services and programming your center provides.
- Complete an **Audience Analysis** which consists of asking yourself these questions.
  1. What do you have in common with your audience? How do you differ?
  2. What ideas or examples may benefit them?
  3. How can your listener use the information to their benefit?
  4. How interested is your audience in your topic?
  5. What do they already know? What do they need to know?

Organizations to connect with

Independent School Districts

Private Schools

MHMR

Alcohol & Drug Abuse Council

Group Home Facilities

Specific Disability Organizations

Counseling & Therapy Offices

# Making the Pitch

## Gather Intelligence

- What are you proposing and how does it benefit the listener? (audience analysis)

## Go above and beyond

- Have backup sources/research

## Short and sweet

- Be succinct

## Timing

- Connect it to something current

## It's not about you

- It's about the person listening to you.

# Make the Connection



All it takes is a phone call



Reach out to Program Directors, Managers or anyone affiliated with the potential client group.

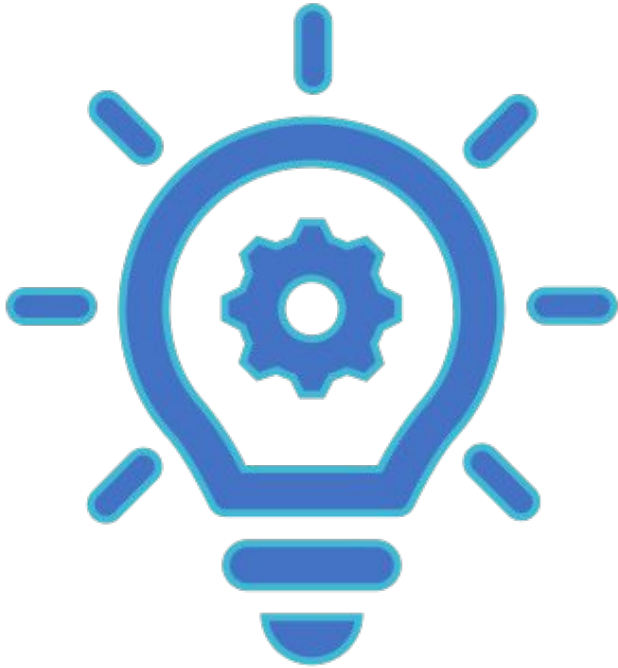


Have your elevator pitch ready for the first conversation.

# Once the Connection is Made

- Once you have gained the interest of a new group, talk about the number of clients you are able to accommodate.
  - Set a boundary and have a set number.
- This might require increasing class size from the typical private & semi-private to group classes AND THAT'S OKAY!
- Be aware of specific needs of potential riders.
- Work with the organization to group riders accordingly.
  - Age, ability, time restraints, etc.





# Stop and Think

How do you currently manage your "classroom"?

# Classroom Management

- “Wide variety of skills & techniques that teachers use to ensure that their classroom runs smoothly without disruptive behavior from students.” Mulvahill (2018)
- It looks different for everyone.
- Can depend on age of students, how many students and your core personality and style.
- Take into considerations your LOP’s and facility set-up.

# Before Class Starts:

- Get to know your students
  - Strengths, Challenges, Interests, Specific Needs, Learning Styles
- Have a Solid Plan!
  - Have a well-thought-out plan before students arrive.
  - Leave room for progression and adaptations
  - Get students excited by giving them some insight on what to expect.
- Establish Clear & Reliable Routines
  - This is both for riders and volunteers
- Keep your Sense of Humor
  - Change is hard and will not always go to plan.

# Adapting to a Multi-level Class

- Adapt the delivery of the lesson based off what type of learners your riders are
- Provide choice
  - It's motivating & empowering
- Be concise & specific in instructions
  - This can help to shorten listening time required.
- Have students repeat directions to ensure understanding.
- Allow extra time for processing

# Adapting to a Multi-level class

- Simplify the instructions or task if needed
  - You don't want to overwhelm a rider
- Reduce the number of items and/or tasks riders are expected to complete
- Utilize your volunteers & side-walkers.

# Keeping Your Class Engaged

- Use movements to get riders focused.
- Regularly ask questions to keep students thinking.
- Use minimal supervision tasks to squeeze dead time out.
- Mix it up
- Don't be afraid to challenge students.
- Create an environment that allows for multiple "right" choices.

# The most important step....

- Document everything through this new process.
  - Document each class taught.
    - What worked, what didn't work.
    - Lesson taught
    - Horses
    - Volunteers
    - Supplies needed
    - Changes needed?

**THERE IS NO GROWTH  
WITHOUT CHANGE, AND  
THERE IS NO CHANGE  
WITHOUT LOSS**

RICK WARREN