

RDA



RDAI EXAMINATION NOTES TO AID PREPARATION

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Sally Campbell-Gray RDASI - 1996
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THE STRUCTURE OF A LESSON

(The Instructor is responsible for everything at all times within a session).

(See H & S Guidelines)

Each lesson should be planned as a complete unit. Like an essay it should have a beginning, middle and conclusion. A main theme should be planned as a progression, with achievable goals, to extend through several lessons. The number of lessons will depend on how easy or difficult the major theme is to present to the riders in each particular session. Each lesson should refer back to the last one by reminding and revising at least a part of it before moving forward.

Lesson plans are important, but flexibility is essential to take into account unusual situations or moods - of riders, horses, helpers or indeed the instructor! Lessons should be planned to start gradually, build up to a climax and then come down to a quiet, calm - and balanced - finish.

PREPARATION

Pre lesson Risk Assessment which should include all RDA requirements. Organiser has Membership Manual, equipment, hats, etc., riders records, accident book, first aid box, weight charts ready, Wall chart to check Volunteers' Green Card responsibilities, maximum weight allowance for horses and ponies, First Aider identified. Lesson Plan ready, props ready.

BRIEFING

Allocate helpers & riders to ponies, ask leaders to check ponies/horses and tack, then loosen up horses/ponies round the school on both reins.

Instructor consults with physio/teacher/escort/parent while helpers fit hats, check clothing & footwear. Instructor gives preliminary briefing to helpers, re-checks ponies, tack, helpers' clothing, etc.

MOUNTING

Placing of block assessed. Supervision of mounting by Instructor, Assistant Instructor, Physio, or other trained person. All mounting/moving and handling in accordance with 'Paper' in Log Book.

PRE LESSON ACTIVITY (Maximise riding time as this is really important. Plan to Include activities related to Proficiency Tests and the National Curriculum.)

Move from block to check stirrup length, girth, special equipment, position of rider - supervised by Instructor, Assistant Instructor or other Log Book Holder, with Physio if available. Re-allocate helpers, if necessary, and move into planned and briefed activity relevant to disability, reinforcement of previous skill taught or need.

DEMONSTRATION OF CLASS LESSON PLAN

If considered possible or relevant.

CLASS LESSON

Brief de-brief of Pre lesson activity from riders and helpers by Instructor as they form a ride. Theme of lesson announced. This should be achievable, keep it simple but progressive (original plan may have to be changed - flexibility is important). Include various changes of rein to improve balance of riders and horses/ponies. Include reference to Horse Care wherever possible. Include and involve helpers wherever possible. Instructor maintains safe position, in contact with all riders. Maintain an ongoing risk assessment of the lesson, with changes and modification whenever necessary.

RELEVANT ACTIVITY OR GAME

End on a high note with planned reinforcement of lesson and previous lessons. Extend riders to maximum individual potential and achievement. Beware of irrelevant activities which do not exercise the riders and could negate the benefits of the lesson.

CONCLUDE AND DISMOUNT

Wind down riders into relaxed, happy, quiet balanced positions. Move into straight line, reward horse/pony, thank helpers, give appropriate praise. Dismount appropriately as occasion and riders' disability allows.

DEBRIEF, MODIFY, RECORD AND PLAN FOR NEXT LESSON

De-brief helpers on their rider's performance within the session. Encourage & make all helpers feel valued. Briefly discuss lesson with physio/teacher/escort/parent. Complete Pupil Reports - make notes recording progress & points to consider for next lesson.



REMEMBER

THERE ARE FIVE ESSENTIAL ELEMENTS OF ANY LESSON

**MOTIVATION - CONTENT - PRESENTATION
FEEDBACK - MODIFICATION**

BUT NEVER FORGET

**RISK ASSESSMENT FOR
SAFETY, FUN.AND ACHIEVEMENT**

WHAT DO YOU REALLY KNOW ABOUT THE STRUCTURE OF RDA?

1. The new Board of Directors has how many voting members?
2. How many of these are elected RDA Officers?
3. Name the seven RDA National Committees.
4. Who are the 'agents' of the Training Committee?
5. (a) Who sits on Regional Committees? (b) Are they elected or appointed?
6. How many Regions are there in RDA?
7. What is the minimum number of Trustees on a Group's Committee?
8. What are their roles and responsibilities?
9. (a) Name other officers likely to be appointed on a Group C'ttee. (b) Do all members of a Group's C'ttee have to be Trustees?
10. What are the channels of communication from Group upwards?
11. How should administration within a Group be dealt with?
12. What are the responsibilities of an RDA Group Instructor?
13. (a) When selecting a suitable horse/pony for RDA, what are we looking for? (b) How is Horse & Pony welfare covered in RDA?
14. Where do our riders/drivers come from?
15. When can they start riding/driving?
16. Whose permission is necessary on a rider/driver's Application Form?
17. (a) Why is completion of these Application Forms important? (b) Whose signatures are necessary?
18. What Group records should be kept?
19. (a) What are the basic requirements for starting a new Group? (b) What does Group membership entitle a Group to?
20. What are the basic requirements needed to enable an instructor to take responsibility for an RDA session.?
21. How would the first session of a new Group be organised?
22. Who would be likely to be present?

23. How would you introduce a new helper to your Group?
24. What are the prerequisites before a helper may be actively involved?
25. What information could be helpful, initially, to a new volunteer & to maintain interest?
26. (a) Who and what is covered by RDA Insurance? (b) What policies are operative? (c) When might additional insurance be taken out? (d) Is there an age limit for volunteers to be covered by insurance?
27. (a) Explain the reason for, and use of, RDA H&S Guidelines. (b) How do these relate to HSE H&S regulations? (c) How & when would you use RDA H&S tick forms & risk assessment sheets?
28. What procedures should be followed when there is an accident/incident during an RDA session?
29. What do you know about insurance cover for RDA Physiotherapists?
30. (a) When and how can an RDA session be considered purely as a physiotherapy/hippotherapy session? (b) What qualifications are necessary for the person responsible?
31. What must riders/drivers wear before mounting?
32. When can this rule be broken?
33. When may a Group (riding) instructor start instructing unsupervised?
34. How and when does a Group (riding) Instructor attain a Group Instructor's Badge Certificate (RDA GI)?
35. What are the prerequisites for the Group Instructor's Exam (RDA I)?
36. Summarise the Regional Instructor's job description.
37. Summarise the County Instructor's job description.
38. What is the Regional Chairman's role?
39. What is the County Chairman's role?
39. Who organises Training Days? – National, Regional, County?
40. Who goes on Riding Holidays and how is this arranged?
41. (a) What disciplines are included in the RDA National Championships? (b) How do our riders/drivers/artists, etc., qualify to compete?

Notes on RDAI Examination

CLASS LESSON (approx. 1 hour)

Follow a structure as in attached notes on The Structure of a Lesson – ‘Preparation for Progress’ Candidates will be briefed on the riders. Use the Physiotherapist when relevant. Ask if the riders have passed any Proficiency Tests and gear your lesson to the standard.

BEFORE THE LESSON

Make an initial pre-lesson risk assessment. Be seen to check all the tack and comment tactfully to the Examiner if you do not consider it safe or suitable. Ask. Watch ponies/horses led in hand around the arena on both reins, to loosen up. Check soundness, length of stride, etc. Make sure that you have any props required ready in the school. Set out cones, etc. Make sure that there are no unsafe objects in the arena – jump cups, etc.

RIDERS

Be seen to check hats, clothing and footwear. Do up anoraks, check for jewellery etc. Make yourself known to them. Find out their names. Check match of riders to ponies/horses and arrange any special equipment if needed.

BRIEF HELPERS (Do this with the physio, where relevant)

Make sure all helpers have completed RDA Volunteer Green Record Cards and that you are only asking them to do what they have recorded on these cards. Brief helpers on their riders and on your lesson plan. Brief helpers on individual Pre Lesson Activities. Comment, where necessary on unsuitable clothing or footwear. Make comment, if necessary, about the wearing of gloves as a sensible safety measure.

PRE LESSON ACTIVITY IN OPEN ORDER.

This should be commenced individually as soon as each rider is comfortable and ready. The Instructor keeps an overview whilst the Assistant is mounting the other riders – or vice versa. When riders have completed their individual tasks in open order (under the briefed one-to-one tuition by the Helpers), the Instructor should ask the individual groups if they have achieved their goals. Discuss any modification.

CLASS LESSON

Proceeding as a class now. Do not gear the lesson below the level already seen to have been achieved by the riders. It is very difficult with strange riders, ponies/horses and Helpers from the safety point of view, but bear this in mind when making your on-going risk assessment. Aim for individual improvement and progress within the class lesson for all your riders. Use your helpers to reinforce this.

DEBRIEFING RIDERS

Do this either now or after the relevant game or activity. ‘Do you feel more comfortable now that you are doing.....?’.

RELEVANT GAME, ACTIVITY OR MOVEMENT

To reinforce lesson points taught, games, activities or specific movements **MUST BE RELEVANT**. Bear in mind inclusion of National Curriculum and Proficiency Test themes or requirements where possible.

REWARDING HORSES/PONIES

Don't forget to ask your riders to do this.

DISMOUNTING (See appropriate section on Mounting and Dismounting in Manual)

Use your physiotherapist or assistant to help if necessary.

DEBRIEF HELPERS

Ask the physiotherapist to be present in case you need to refer to her/him when asking Helpers – ‘Have you any comments on.....?’

INDIVIDUAL LESSON (approximately 30 minutes)

Ask what Proficiency Test is held and proceed from there or ask the rider if he/she has any points that they would like to work on – and why.

The rider is usually up to Bronze Proficiency test standard. Assess the rider and discuss points for improvement. Show this in your lesson. The examiner is always looking for progression.

HORSE CARE

Practical work and discussion on horse care (At BHS Stage 11 level) Unit 3 in Log Book (see exemptions).

MEDICAL KNOWLEDGE (approximately 30 minutes)

Unit 4 in Log Book (see exemptions) Also see RDA Medical Notes for Instructors.

RDA KNOWLEDGE (approximately 30 minutes)

Unit 2 in Log Book. (see attached sheets for sample revision questions). This Section may be a written paper.

ASSESSMENT (this Section is a new requirement of the exam)

See attached notes.

NOTES TO AID AND IMPROVE ASSESSMENT/APPRAISAL SKILLS.

An Assessor should :

- be a good communicator
- have empathy, patience and feeling
- be well prepared
- have knowledge and experience
- be accurate, consistent and fair
- be objective, but positive wherever possible
- have stamina, concentration, attention
- be punctual
- look the part
- be available and have time to give advice

Assessments should:

- be based on evidence
- be ongoing and cumulative
- be accessible and useful
- be easy to interpret
- provide positive advice
- always be discussed with the assessor(s)

The following assessment guidelines are based on the points listed on the RDA Annual Assessment of Instruction and Health and Safety Sheet. If this sheet is used, the right hand column can be completed with a tick, cross or question mark and indicates a need for further discussion and improvement. There can be 'half-way' marks – a tick with a question mark and a cross with a question mark. All these need discussion with the instructor during post assessment/appraisal.

- 1. Riding Areas.** Be aware of when jump cups are left on wings in the arena and when equipment and anything that is not to be used in the lesson is left in the school. Make sure the area is enclosed.
- 2. Waiting Areas** not coned/marked off are against H&S recommendations. Riders waiting to ride should be properly supervised.
- 3. Mounting and Dismounting.** Take note when there are not enough helpers at the block, block badly placed, Mounting Paper in Log Book has clearly not been read and inwardly digested, stirrups are down when approaching block, lifting is observed, the Instructor is attending to the mounting without asking someone else to supervise the rest of the ride.
- 4. Ponies/Horses.** Be very strict with this - Observe weight of rider and condition and behaviour of pony /horse
- 5. Tack and Clothing.** Be very strict with checking the safety of this too, but understanding if it is riding school tack.

No-one should ride with trainers or other flat soled shoes or boots. Daps may be used or they ride

without stirrups. Similar attention should be paid to stirrups which are too small or too large. Suitable clothes should be worn. No jewellery.

6. Preparation. Forward planning should be observed. Make note of the initial and ongoing briefing.

7. Helpers. A good rapport with riders and helpers is essential. Helpers are not just there to trudge round! They should be included in the lesson with dialogue, reminders and encouragement. Does the Instructor ask helpers to check tack fitting, girths, stirrup lengths, etc.? Do they know when hats are not fitted properly? Helpers are the responsibility of the instructor as well as the riders. Voice, manner and motivation are all important parts of the role of the instructor.

8. Control of ride. This has a lot to do with point 11 (Safety). The general safety of the ride depends upon the Instructor being in a position to see all the riders all the time - or identifying an Assistant to help with this.

9. Therapeutic Value of the horse. Sometimes this can be observed, as with always encouraging an active walk. Sometimes this has to be discussed.

10. Adjusting Language. Very important. Instructors often use too many words. Look for clear, concise, audible instructions.

11. Safety. Almost every point which is unsatisfactory can compromise safety.

12. Horse Care. Everyone should try to do this, even if only used as exercises.

13. Progression. This is most important - and very subjective! For the RDAI Exam this is what the examiners are looking for.

14. Records. Check that all required records are kept.

It is important to discuss the Assessment/Appraisal after the lesson. Try to make it more of an Appraisal with new and fairly new Instructors. Ask them what they thought of the lesson themselves. Make positive comments and phrase any criticism or necessary training into positive criticism. This is particularly important for the final remark under 'General Comments'

Although satisfactory Assessments/Appraisals are necessary for insurance cover, emphasise that they are, more importantly, a training exercise. In fact when we first started this system, it was called "The Training Scheme"

Assessment/Appraisal skills are now an important part of the RDAI Exam.