

THEME: Golden Groom		GROUP: Welshie Wizzers
TOPIC: Rugs		
*One-star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. Identify a stable rug 2. Identify a turnout rug 3. Outline the purpose of a rug ( <i>to provide shelter against extreme cold or wet</i> ) 4. Outline why some ponies will not need to wear a rug 5. Tell you a negative consequence of over rugging a pony ( <i>Pony too warm, pony overheats</i> ) 6. Put on and take off a rug with assistance ( <i>can be a stable or turnout, any weight, with or without neck</i> )	<b>Possible starter activities</b>	<ul style="list-style-type: none"> <li>There's a rug labelling activity and a design your own rug activity in the My Challenge Book</li> <li><a href="#">BHS website</a>: Rugging</li> </ul>
	Ask children if they can describe the differences between summer and winter. What types of weather conditions might they experience? How do they dress differently for winter vs summer?	
	Have the children any thoughts how they measure the temperature? What is cold or warm?	
	If possible, show some examples, centigrade thermometer, inside and outside	
	See if they know how do ponies change at different times of the year? Grow thicker coat in winter for example! Introduce the term <b>adapt</b> and see if they know what this means (becoming adjusted to new conditions). Can they think of other animals that adapt to their environment and how (some that have a dog might already be aware of molting/shedding coat/growing thicker coat in winter).	
	<b>Possible main activities</b>	
Using a typical stable and turnout rug, lay the rug flat on the floor. Using sticky labels/post it notes label parts of the rug, indicate where it will fit on the horse. For example, front straps which will fit around the chest. Label for each. You can tell them that one is a stable rug, used when ponies are in the stable and one is a turnout rug when ponies are outdoors. What features are the same on each rug? What are different? Discuss the purpose of each feature (for example surcingles cross to prevent the rug from slipping around the body, tail flap to provide additional protection and leg straps prevent rug being blown about in windy weather, turnouts are waterproof)		

	<p>Now they know the purpose of each feature can they guess why different rugs would have different features (for example, your stable rug might not have a tail flap as wouldn't be exposed to wind or might not have leg straps as rug unlikely to blow about). Can they then work out which is the stable rug and which is the turnout?</p> <p>Bring in other examples of turnout vs stable rugs....work through the above points again to work out which is which. (If possible try to use fairly clean rugs as some children could work out quite quickly that the muddyist rug is the outdoor rug!)</p> <p>Show how to fold a rug, and how to carry a rug. Fold a rug to carry it but also how the rug maybe prepared to put onto the pony. For example, undone front buckles, cross straps fastened upwards. Explain why this is done (for example, rugs are a lot bigger than they are, so folding will help them to carry it/put in on their pony, folding it reduces the size – a big rug coming towards a pony could startle them) Show how to pick the rug up off the floor, use the opportunity to discuss lifting and carrying. Good opportunity to recap the Dartmoor Dazzlers topic <i>Work Smart</i> (if they completed this) and how to make lifting/carrying large heavy items such as rugs easier</p> <p>When is a rug used? Discussion either classroom or outside with ponies. The main purpose of the rug the children should be able to tell you is to provide shelter against extreme cold or wet. <b>NOTE Try not to encourage language such as 'keep a pony dry or keep a pony warm' as most ponies can do this quite well without needing a rug.</b> Explain that just because the child may want to wear a coat if it's raining or cold, ponies do not need to wear a rug. Generally, most healthy ponies may not need a rug but ponies that are elderly, ill, underweight, finer type ponies or those with a thin coat, or those that are clipped may need a rug (if you have examples of clipped horses at the yard show them to the children, let them stroke them (if pony/horse is well behaved and safe to do so) and feel how short the hair is)</p>	
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	<p>Walk around the yard and look at different types/breeds of ponies. If you have examples of, try to point out and look at different breeds/types and compare coats. Ask the children to feel the coat and gets their fingers in (this should help them to understand the thickness/length of the coat that helps to keep the pony warm).</p> <p>Lead to a discussion of factors that help to keep the pony warm:</p> <ol style="list-style-type: none"> <li>1. Discuss that most (native type) ponies (can link to <i>Pony Breeds</i> topic from Shetland Striders if they have completed this, can they pick out the native breeds on the yard?) will grow a thick, long coat for the winter. The thick coat will stand on end which helps to trap a layer of air</li> <li>2. Their skin produces natural oils which acts as a waterproof barrier and the rain will run off a pony's coat, keeping skin layers close to the body dry and warm (unlike if we get caught in the rain our skin soaks up the water so we begin to feel cold).</li> <li>3. When ponies eat, the digestion process produces heat which helps to keep them warm (you could describe this as like having a hot water bottle in their belly). Explain that this is usually why in the winter, you may see ponies unrugged, but with hay or access to grass if they are eating they are generally keeping themselves warm.</li> <li>4. Ponies will also naturally walk around as they graze which is another way to keep warm (demonstrate this by going for a walk around the yard and the children should begin to feel a bit warm!).</li> <li>5. Dried mud and the grease/oils in the coat will help to trap air and keep pony warm.</li> <li>6. You could also discuss that ponies are prone to easily becoming overweight, and that it's ok for ponies to lose weight in the winter (this would happen naturally in the wild) so they are not overweight when coming into spring when there is more good quality grass available. Depending on age and ability of</li> </ol>	
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	<p>group you could introduce conditions such as laminitis here.</p> <p>How to check if your pony is warm? Some children may be worried that their pony is cold in the winter without a rug. You can demonstrate where they can feel for warmth on their pony. This could lead to a discussion on negative consequences of rugging. <i>If the pony feels warm now (without a rug) would it get hotter with a rug on? How would the pony feel being too hot?</i> The basic understanding a child should know is the pony is too warm, pony overheats. On a basic level you could then discuss how they feel if they are too hot (uncomfortable, sweaty, irritable) and that ponies would feel like that too.</p> <p>If the children are more capable you can discuss the impact this would have. This could lead to the pony sweating in the rug which could lead to rug rubs/sores or skin infections from increased bacteria (wet/warm environment is perfect for bacteria), pony doesn't lose weight over winter like it would do naturally and is at risk of health conditions in the spring, when not following a natural cycle of weight gain and loss this could lead to hormone imbalance and risk of metabolic disorders, over-rugging can lead to difficulty in managing weight</p> <p>Putting on a rug: Allocate suitable number of ponies to the number of children. Dependent on group size and age may reflect how many ponies are required. For example, very young children will necessitate very close supervision. Discuss the different fixtures/features of the rug and what this is for.</p> <p>Demonstrate first putting on a rug. How to hold, carry, enter the stable, secure pony and place rug onto pony. (Fine if ponies are tied in a suitable safe area). Emphasis on placing the rug sufficiently forward to fold back and adjust into position. Adjust front of rug state how tight. Adjust belly straps to comfort fit.</p> <p>Ensure to discuss safety considerations such as: horse tied up, gently putting the rug on the horse's back, where to position themselves and move around the pony, how the pony may react if it's windy. <b>NOTE Ensure to explain why things are done the way they are, or ask children to guess why; this helps to instil good habits and good practice.</b></p>	
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	<p>Discuss the purpose of each feature (for example surcingles cross to prevent the rug from slipping around the body, tail flap to provide additional protection and leg straps prevent rug being blown about in windy weather).</p> <p>Demonstrate taking off a rug. Undoing straps – securing, taking rug off over the quarters and folding.</p> <p>Allow each child the opportunity to put on and take off a rug. Assistance given when required, for example the coach can help the lift/put the rug on the pony if child is too small. If assistance is given ask the child to talk about what you are doing. <b>NOTE some children may be too shy to attempt this in front of other children. You may have to split the children into smaller groups, pairs or on their own (each with an adult) so they feel more confident to 'have a go'</b></p> <p>You could put on different size rugs on the same pony and see if children can recognise if this might be too big or too small and discuss why.</p>	
	<p>Have examples of different thickness of rugs. Ask children to feel the thickness, they could (safely) try to lift the rug and decide which are heavier. Introduce different weights of rug (lightweight, medium and heavy) and when these may be required. <b>NOTE this is not required to be completed for the topic so go into the detail you feel appropriate for the group.</b></p>	
	<p>Take the group to the rug store area, explain how rugs are hung and why. To dry and air. Why is this needed?</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Ask the group their favourite pony. Do they know whether the pony lives in or outside, or a combination of both? What type/breed is their pony? What features does the pony have that means they may or may not need a rug?</p>	
	<p>Ask the child to close their eyes, can they tell the difference between a stable rug vs turnout rug by touch only?</p>	

	Children to draw/colour in their own rug design.	
	Label the picture of a rug in their Challenge Book.	
<p><b>Two-star challenges **:</b></p> <ul style="list-style-type: none"> <li>• Find out what other types of pony rug there are and when are they used. <ul style="list-style-type: none"> <li>○ For example a cooler, exercise sheet and fly sheet (although fly sheet will also be covered in the ‘<i>Summer Care</i>’ Pet Protector topic)</li> </ul> </li> <li>• What sizes do pony rugs come in and how do you measure a pony for a rug? <ul style="list-style-type: none"> <li>○ Discuss how a rug is measured and measure different ponies to find their correct size. Further considerations like build of pony could be discussed as this sometimes can affect the size of rug required. Can they begin to correctly guess the size of rug required?</li> </ul> </li> <li>• Design your own rug for any animal you want! It doesn’t have to be a normal everyday rug it could be one that has hidden superpowers or is trendy enough to be on the catwalk! Be as creative as you can! <ul style="list-style-type: none"> <li>○ Participant could draw a picture, write or tell a story or anything they want really. You can either do this at the yard or they could complete this at home and bring it to show you.</li> </ul> </li> </ul>		
<p><b>Things to consider/additional guidance:</b></p> <ul style="list-style-type: none"> <li>• This topic is best delivered during autumn or winter so children can have examples of ponies with thicker winter coats. This will help them to visualise/feel the thickness and understand that a pony is adapted to keeping itself warm!</li> <li>• This topic can be delivered on a basic level or with more details (particularly reasons for rugging/not rugging) depending on the age and ability of the group. Not all of the detail below needs to be covered – adapt to suit the ability of your group – they should still be able to fulfil the minimum criteria in the challenges.</li> <li>• Put on and take off a rug: participant can be assisted to put the rug on/take off. Safe procedure followed (folding rug in half so it is easier to lift, putting on gently). Should be able to recognise how to fasten the buckles and surcingles so the rug is not too tight or loose.</li> </ul>		

THEME: Golden Groom		GROUP: Welshie Wizzers
TOPIC: Mane and Tail		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Describe suitable and unsuitable conditions to consider for washing a mane and tail.</p> <p>2. Identify equipment required to brush and wash a pony's mane and tail.</p> <p>3. Describe the process of washing a pony's mane and tail and areas that may be sensitive. <i>(Can use bucket and sponge or hose. Awareness that a pony may be sensitive to water near their head and bottom and how the method they choose could help to reduce risk of an incident).</i></p> <p>4. Prepare a suitable area for washing. <i>(Sweep/tidy area, getting equipment ready close by, haynet – if allowed at</i></p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>Activity sheet - Crossword</li> </ul>
	Read the relevant section in the My Challenge Book	
	Why do we wash ponies' manes and tails? When might we not wash their manes and tails?	
	Ask the participant to brush the pony's mane and tail with their fingers so they can feel the knots/grease etc. Relate this to our own hair and discuss why we wash our hair. Discuss the reasons why a pony's mane and tail may or may not need to be washed.	
	Draw a picture or a labelled diagram (age dependent) of a pony before and after its bath.	
	Get a bowl of warm water and one of cold water and ask the children to wash their hands and see which they would prefer to use. Relate this to how their pony may feel even on a warm day.	
	<p><b>Possible main activities</b></p>	
<p>Create scenario cards – each child to pick a card and explain what could happen.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>I washed my pony's mane on a cold winter day – he has a long mane, he is not clipped and has a full winter coat</li> <li>I washed my pony's mane the day before a show and made sure to put mane and tail shine spray in his mane. He is going to be plaited tomorrow.</li> <li>I washed my pony's tail and sprayed it with mane and tail shine, he is going in the trailer tomorrow to a fun ride, he always wears a tail bandage when he</li> </ul>		

Topic: Mane and tail

<p><i>centre).</i></p> <p>5. Brush a pony's mane and tail</p> <p>6. Wash a pony's mane and tail with shampoo.</p> <p>7. Rinse a pony's mane and tail</p> <p>8. Work around the pony safely</p> <p>9. Give appropriate aftercare to the pony. (<i>Sweat scrape the pony, add any conditioning spray and apply a cooler if required, put pony in stable or other suitable area to dry off according to centre procedure).</i></p> <p>10. Tidy the wash area after use</p> <p><i>Participant can have assistance at all times throughout all tasks.</i></p>	<p>goes in the trailer.</p> <p>Considerations regarding unsuitable conditions: Considerations include the weather - ideally wouldn't want to wash a pony's mane and tail in cold/wet weather, it's not a pleasant experience and take a long time to dry. In winter a pony would use its mane to help keep neck area warm and dry, washing would strip the mane and neck area of any oils which will affect its waterproof properties.</p> <p>Look at different ponies and horses and their manes and tails. Talk about how you might brush their manes and tails differently (thin tails – don't want to lose too much hair, thick tails that knot easily).</p> <p>Look at grooming equipment, different types of shampoos and horse showers online or in magazines/catalogues. Talk about all the different equipment available and why we might use it.</p> <p>Lay out all the equipment required to wash a pony's mane and tail and discuss. (<i>Mane brush or comb, hose, bucket, sponge, shampoo, sweat scraper, cooler rug - may be required for aftercare depending on weather or if pony is clipped, mane and tail spray. This list is not comprehensive, please advise depending on the facilities available and process followed at your centre).</i></p> <p>Explain the importance of getting the space ready beforehand and tidying away afterwards.</p> <p>Children help to get the area ready to wash a pony's mane and tail.</p> <p>Demonstrate how to wash a mane and tail.</p> <p>Discuss and show how to care for the pony afterwards according to the weather (scrape water off, cooler if required).</p> <p>With assistance each child to wash a pony's mane and tail. You could repeat this in various sessions to build confidence.</p> <p><i>Participant should follow a safe procedure and work around the pony safely. They should be aware to be gentle when near the head and react appropriately to the pony's behaviour. They should be aware of the pressure of the water if using a hose and where the hose is, trailing etc when in use. They should be able to recognise when the</i></p>	
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	<i>shampoo is fully rinsed.</i>	
	With assistance each child to brush a pony's mane and tail.	
	<b>Possible wrap up activities</b>	
	Crossword (activity sheet)	
	Draw a poster or instruction leaflet on how to wash a mane or tail.	
	Best turned out competition – in a small group or pairs, get a pony ready then get someone else (another member of staff not involved) to come in and judge the ponies	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Move onto bathing the whole pony's coat</li> <li>• Plait the mane loosely to keep it one side of the neck <ul style="list-style-type: none"> <li>○ Discuss when to remove plaits; why to not turn out a pony with plaits</li> </ul> </li> <li>• Learn how to spot clean to remove stable stains or dirt form their pony before they ride</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Children can have assistance at all times to complete</li> <li>• Some ponies do not like being washed and or sprays being applied to them. Make sure to choose appropriate ponies (shine sprays can be expensive)</li> <li>• Be mindful of sprays ending up in children's eyes and mouth</li> <li>• Usage of water – hose pipe can waste a great deal of water, could be on a water meter and not environmentally friendly.</li> </ul>		

THEME: Golden Groom		GROUP: Welshie Wizzers
TOPIC: Hoofcare		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Outline how to care for horse's feet. (<i>Picking out, conditioning with hoof oil, they can only be trimmed by a qualified person, regularity of trimming</i>).</p> <p>2. State why it is important to care for their pony's feet</p> <p>3. Identify the points of the hoof. (<i>Bulb of heel, frog, bars, sole, bars, white line, wall</i>).</p> <p>4. Pick out a pony's hooves and apply hoof oil. (<i>Participant can have assistance to lift up and hold the hoof for picking out. Participant should be able to demonstrate how to pick out a hoof – correct direction of hoof pick and avoiding the frog</i>).</p>	<p><b>Possible starter activities</b></p> <p>Read the relevant section in the My Challenge Book</p> <p>How does it feel if your shoes are too tight? What is it like when you get a blister? Why do you think it is so important to make sure we look after our pony's feet?</p> <p>What do you think hooves are made from? What on the human body compares to hooves?</p> <p>Look at all the products on the market that are designed to look after horse's feet/hooves? Have a look at what there is on the yard which is used to care for horses' feet/hooves.</p>	<ul style="list-style-type: none"> <li>• Activity sheet – Worksheet</li> <li>• <a href="#">Blue Cross</a>: Essential Hoof care for horses</li> </ul>
	<b>Possible main activities</b>	
	<p>Create scenario cards – each child to pick a card and explain what could happen. What could be done to look after these ponies' feet?</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Percy has a stone stuck in his foot?</li> <li>• Candy has not had her feet picked out over the weekend?</li> <li>• Bracken's stable is dirty and he is standing in it all day?</li> <li>• Filly's hooves have started to crack?</li> </ul>	
	<p>Look at a basic diagram of a hoof, with the parts of the hoof labelled.</p> <p>Then look at a pony's hoof and see if the children can identify the parts.</p>	

Topic: Hoofcare

	<p>Make moulds of the underside of a hoof using playdoh, talk about the imprints they can see – this could help with naming the parts of the hoof.</p>	
	<p>Draw their own hoof diagrams and label them.</p>	
	<p>Observe a farrier trimming and/or shoeing a pony (take a video of the process to use in the classroom if it's easier than organising the farrier for the appropriate time)</p>	
	<p>Demonstrate how to pick out a pony's hoof (back and front). Get the children to practise doing this on each other (one pretending they are a horse). Providing assistance help the children to have a go at picking out a hoof.</p>	
	<p>Collect images of ponies' feet and duplicate them for a game of snap or memory games. Memory game - with the images turned downside on a table and the children have to pair them up, remembering where the matching feet are.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Hoof care worksheet – Accredited Professional Hub</p>	
	<p>Write illustrated instructions for how to pick out a pony's hoof – include basic pictures/illustrations.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Further points of the hoof not listed above or internal structure</li> <li>• Show knowledge of basic foot ailments; abscess, thrush</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Where possible use ponies that will easily lift their feet up.</li> <li>• Ensure act and position themselves safely when picking out feet.</li> </ul>		

THEME: Golden Groom		GROUP: Welshie Wizzers
TOPIC: Farriery		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Give a reason why a pony may need shoes</p> <p>2. Outline how shoes are put on a pony and by whom. <i>(Basic understanding that they are put on by a qualified and registered farrier by nailing on. You could outline that this can either be hot or cold shoeing, although hot shoeing is more common. Explain this process doesn't hurt the pony as they may be worried about this (you could link this to the 'Hoofcare' topic – points of the hoof – and what the hoof wall is made from). You could ask them to try to 'pinch' their own nail and explain that they can't feel the pressure and this is similar to ponies).</i></p>	<p><b>Possible starter activities</b></p> <p>Read the relevant section in the My Challenge Book</p> <p>What does it feel like walking barefoot outside? How do our shoes protect our feet? What would happen if we didn't wear shoes when we were outside walking, running etc?</p> <p>How are horse's shoes different? How do you think they protect horse's feet?</p> <p>What is a farrier? How do you think you become a farrier? How do you know a farrier is qualified? Who is allowed to put shoes on horses?</p>	<ul style="list-style-type: none"> <li>Activity sheet – Fill in the gaps</li> </ul>
	<p><b>Possible main activities</b></p> <p>Do all horses and ponies have shoes?</p> <p>Look at all the horses and ponies on the yard, which have shoes and which do not. Do some have shoes on the front feet but not the back. Discuss why?</p> <p>Ask the group to position themselves with their backs turned (so they can't see) when some ponies who are coming in and out of a lesson, hack or field and state if they can tell if they are shod or not and if they have two or four shoes on (listening skills, recognising shod or unshod sounds).</p> <p>Ask your farrier for some used shoes, clean them up, spray paint them and then the participants can decorate them. This could initiate conversations such as what shoes are for, what they are made from, and how they are put on.</p>	

<p>3. State how often a pony requires new shoes. (<i>General BHS guidance is that a pony requires trimming or shoeing every 4-6 weeks, but individuals may differ depending on farrier's recommendation</i>).</p> <p>4. Identify if a horse is shod or unshod</p> <p>5. Outline how to recognise when a pony needs trimming or shoeing</p>	<p>Look at the different parts of the shoe and talk about how they are put on the pony.</p>	
	<p>Produce a set of photo cards with ponies' feet in different conditions, well shod, desperate to be re shod, worn out shoe, one shoe missing, very long toe.</p> <p>Use them to identify and discuss.</p>	
	<p>Look at different horses and ponies on the yard. Some which have been shod recently and some which are due to be shod. If there are horses with loose shoes, walk them on the yard, what do you hear?</p> <p>Compare a well shod foot and a foot that requires shoeing (loose shoe) – what can you see, touch and hear, compare the differences.</p>	
	<p>Look at unshod feet, ones that have recently been trimmed and those which are due to be trimmed and compare.</p> <p>What happens if ponies are not trimmed regularly – look at some pictures of ponies or donkeys with very long feet.</p>	
	<p>Talk about how shoes are put on horses and ponies. Look at some farrier's tools.</p>	
	<p>Observe a farrier trimming and/or shoeing a pony (take a video of the process to use in the classroom if it's easier than organising the farrier for the appropriate time).</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Fill in the gaps worksheet</p>	
	<p>Write a list or label a diagram of a foot for the signs that a pony needs to be shod</p>	
	<p>Write a list or label a diagram of a foot for the signs that a pony needs to be trimmed</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Identify some farrier's tools <ul style="list-style-type: none"> <li>○ they can draw them in the My Challenge Book</li> </ul> </li> </ul>		

- Look at different types of shoes, what they are made from, what are their benefits and the type of pony/condition they may be used for
- How weather conditions can affect the hoof and hoof growth (for example, dry weather may dry the hoof and cracks appear sooner than normal)

**Things to consider:**

- If looking at images online always check they are suitable before the session.

THEME: Pet Protector		GROUP: Welshie Wizzers	
TOPIC: Pony Health			
*One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)	
Children will be able to:			
<p>1. State why it is important to check ponies at least twice a day</p> <p>2. Recognise some signs of good health. (<i>Basic signs of good health to be identified: bright eyes, healthy coat, alert, ears forward, walking without pain, no obvious wounds, interested in surroundings</i>).</p> <p>3. Recognise some signs of ill health. (<i>Basic signs of ill health to be identified: dull coat, lame or limping when walking, unable to walk, not interested in surroundings, head droopy, obvious wounds or lumps/swellings</i>).</p> <p>4. Describe what you check in the pony's environment which may indicate signs of good or</p>	<b>Possible starter activities</b>	<ul style="list-style-type: none"> <li>• Wordsearch</li> <li>• Worksheet – Multiple choice questions</li> </ul>	
	Read through the My Challenge Book page to introduce topic.		
	How do you feel when you are poorly – how might you show this. How would a pony show this?		
	Children can create their own checklist of what to check morning (first thing check) and night (late thing check).		
	<b>Possible main activities</b>		
	Look at ponies both in the stable and field – what differences may you look for depending on the environment.		
	Split a larger group into two groups. Each group prepare to do a mini presentation to the other group (one group do the signs of good health, the other can do signs of ill health). Using a pony they can point to areas of the pony and talk about the signs they might see.		
	Look at pictures of healthy ponies and pictures of ponies which are not healthy e.g. very overweight, looking miserable, wound/bandage, thin (welfare picture). Identify which are healthy and which are not, discuss why.		
	Set a stable up with signs you may see if a pony has been unwell, for example; water bucket is full, feed left in manger, bed kicked about, no droppings, if you have a stable that has scrape marks up it you could use it. Ask what they would think about this stable – what is suspicious about the pony's wellbeing?		
	The group can be split into pairs, each pair is given a sheet with a list of categories e.g.		

Topic: Pony health

<p>ill health. (<i>Pony's environment: this generally means have a check of the pony's surroundings as this may also tell you if the pony is well or unwell. In the stable – are there marks on the wall (cast), has the food been eaten, how much water drunk (normal amount for pony), are there droppings? In the field – has the pony been pacing, can you see it move freely, are they grazing?</i>).</p> <p>5. Speak to an appropriate adult if they suspect a horse looks ill</p>	<p>pony with the shiniest coat, most alert pony, the pony with the shiniest eyes and so on. The children can go off in pairs and look at the ponies around the yard then come back and vote on which ponies win the categories.</p>	
	<p>Have a look at the ponies/horses on the yard with lumps and bumps.</p>	
	<p>Walk a pony up and down to check it is walking sound and happy. Talk about the very basics of recognising they are sound.</p>	
	<p>Look at ponies in the field – talk about behaviour in the field – what would it mean if a pony was on their own, pony pacing, signs a pony has been pacing, pony galloping about, getting picked on by other horses too much. How would you check ponies in the field, how often should you check?</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Word search</p>	
	<p>Worksheet – Multiple choice questions</p>	
	<p>Participants to create their own information poster for the signs of good health, or ill health, or both in ponies.</p> <p>This can be created using a picture of a pony with lines coming out – the children can then write what they would look for on each label, e.g. bright eyes, clear nostrils and so on.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Discuss TPR, and perhaps take pulse and respiration rates and why this is a good measure to indicate early signs of illness</li> <li>• Discuss common health conditions such as colic</li> <li>• How to recognise signs of lameness</li> <li>• Talk about ways to prevent illness such as vaccinations</li> </ul>		
<p><b>Things to consider:</b> Avoid taking children into the field with loose ponies – risk assess and observe from outside the field if possible.</p>		

THEME: Pet Protector		GROUP: Welshie Wizzers
TOPIC: Happy Ponies		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Recognise behaviour and body language signs that show a pony is happy and relaxed</p> <p>2. Know what a pony needs to be happy (5 freedoms met) and ways of doing this</p> <p>3. Outline why a pony may become stressed or unhappy. <i>(Link this back to the 'Five Freedoms' topic, usually if one of those freedoms are not met, this usually results in stress).</i></p> <p>4. Outline why it is important to reduce stress in ponies. <i>(Long term stress can lead to health concerns such as weight loss, ulcers, colic, appearing depressed (not interested in surroundings), bad behaviour, dangerous</i></p>	<p><b>Possible starter activities</b></p> <p>Read through the My Challenge Book page to introduce topic.</p> <p>Discuss with the children how they feel when they are stressed. Lead on to talk about how we recognise a horse that is stressed.</p>	<ul style="list-style-type: none"> <li>BHS website: <a href="#">Horse stress, stereotypical behaviour and coping styles</a></li> <li>BHS website: <a href="#">Environmental enrichment for the horse – the need for companionship</a></li> <li>BHS website: <a href="#">Environment enrichment for the horse – the need for forage</a></li> <li>Horse Forage Box – Facebook video by Blue Cross: <a href="https://www.facebook.com/ThePonyClubUK/videos/493998387899019/">https://www.facebook.com/ThePonyClubUK/videos/493998387899019/</a></li> </ul>
	<p>Look at photos of horses expressing emotions e.g. ears back, head down, looking tired, eye half closed etc.</p> <p>Each child can pick a horse, and then explain what they think the horse is feeling.</p>	
	<p><b>Possible main activities</b></p> <p>Make your own healthy boredom buster treat hanger using suede, carrot, or parsnip.</p>	
	<p>Children can design their own stable to provide what the pony needs, also considering what they could include to help reduce stress, for example; viewing windows, plastic mirrors, ventilation etc. Talk about different types of stabling – crew stabling, stables with an open space/area and how these can be beneficial, they may choose to incorporate these in their design.</p>	
	<p>It may be possible to show an example of separation anxiety if you have a horse on the yard that does not like to be left on their own. It is safe to do so, walk one horse away and let them observe what the other horse does for a short period.</p>	
	<p>Write a story or a poem to incorporate the five freedoms.</p>	
	<p>Create flash cards with situations written on them. Children can decide which situations might make a pony stressed. They can make two piles, one pile for situations that are</p>	

Topic: Happy ponies

<p><i>behaviour, diarrhoea, reduced immune response (more likely to become ill).</i></p> <p>5. Describe the behaviour a stressed or unhappy pony may show.</p> <p>6. Describe ways to reduce stress in ponies in the field and in the stable. <i>(Forage ideas to make food last longer or keeping a pony occupied: small holed haynets, dividing into more than one haynet, treat balls, lickits. Sticking to a routine, allowing as much turnout as possible, ensuring company, regular routine checks (farrier, saddle fitter, equine dental technician, etc) to ensure no pain in these areas).</i></p>	<p>not stressful for ponies and one pile for the situations which might be stressful, for example:</p> <ul style="list-style-type: none"> <li>• A pony is left on its own in the field</li> <li>• A pony is turned out with a group of its friends</li> <li>• Grooming a pony</li> <li>• The ponies get fed at 7.30am every morning</li> <li>• A pony has no food or water for a long period</li> <li>• A pony's stable is too small</li> <li>• Loud noises</li> <li>• Ponies are not able to go out in field or are not getting enough exercise</li> </ul> <p>Then discuss the types of behaviours ponies may show in these situations. This is a very good topic for the participants to reflect on their own feelings and emotions when talking about stress. You can discuss why they may become stressed which may be different to why a pony could become stressed, link to how they feel to how a pony may feel – lots to explore and talk about. It is also important to discuss that not every pony will react to stress in the same way, or be stressed about the same things, just like people. It is important to understand that what they might consider a normal task, their friend might be worried about it and so to treat everyone with kindness to reduce worry and help to reassure. A definition of stress that children can understand: when you feel worried or uncomfortable about something and this worry can make you feel bad. As people, we may feel angry or frustrated, scared or afraid or we can feel pain from a headache or stomach ache. A pony cannot tell us if they feel worried or they are in pain, so we need to look out for small signs that may indicate stress. Stress can be short term (pony spooks at a plastic bag) or long-term behaviour or physical change (if a problem persists that they cannot control, for example their environment).</p> <p>Look at magazines or google images – stress busting/boredom reducing products on the market for horses.</p>	
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	<p>If there are some on the yard have a look at these and talk about how they work.</p>	
	<p>Talk about what horses need in the field – children can then design the perfect turn out area/ field for their favourite pony (company, shelter, good grazing, water etc).</p>	
	<p>Create flash cards with scenarios, each child to pick a card and then talk about what could happen, and how a pony might feel. For example, a pony is on its own out in the field, a pony is not getting any turn out and so on.</p> <p>Talk about why it is important to reduce stress, and this can be done in relation to each scenario.</p>	
	<p>Put a small amount of hay in a small hole haynet (e.g. one section) and the same amount in a large hole haynet. Time how long it takes to pull the hay out to highlight how it takes horses longer to eat out of small hole haynets. Talk about the benefits of this to the horse.</p> <p>You can continue with similar exercises e.g. time how long it takes a pony to eat some nuts/mix without chaff and then how long it takes to eat the same amount with chaff. Time how long it takes a pony to eat pony nuts in a bowl compared to the same amount in a treat ball.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Create a list of situations in a chart. Using happy and sad face stickers – ask the children to stick these against the situations. They can also write down any other situations they can think of.</p> <ol style="list-style-type: none"> <li>a. Being with friends</li> <li>b. Regular routine</li> <li>c. Cannot see any other ponies</li> <li>d. In pain</li> <li>e. Being able to graze</li> <li>f. Plenty of space to wander around</li> </ol>	

	<ul style="list-style-type: none"> <li>g. A sudden noise</li> <li>h. A change to my routine</li> <li>i. Having regular foot trims</li> </ul>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Look up the term stereotypical behaviour in horses. What does it mean? Can you describe two common stereotypical behaviours seen in ponies and horses? <ul style="list-style-type: none"> <li>○ Crib biting</li> <li>○ Wind sucking</li> <li>○ Box walking</li> <li>○ Weaving</li> </ul> </li> <li>• Choose another animal to research. Can you find some pictures of your chosen animal looking relaxed and happy?</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• If there is a pony on the yard that shows stereotypical behaviour – explain how this is dealt with and managed and that the pony may have developed this in the past, and is not unhappy although may still show this behaviour at times</li> </ul>		

THEME: Pet Protector		GROUP: Welshie Wizzers
TOPIC: Winter Care		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List factors to consider in the winter that may cause discomfort to a pony (<i>at least two factors</i>).</p> <p>2. List ways to reduce discomfort in a pony during the winter (<i>at least three</i>).</p> <p>3. List other factors that would be of concern to a pony's health in the winter. (<i>reduction in nutritional quality of grazing (lead to weight loss combined with colder conditions as pony works harder and uses energy to keep warm), ice in water trough</i>).</p> <p>4. Describe how you may have to alter the management of a pony in the winter.</p> <p>5. List additional factors to</p>	<p><b>Possible starter activities</b></p> <p>Read the relevant section in the My Challenge Book</p> <p>What sort of weather might we get in the winter? What does this do to the ground? How might the weather affect a pony? <i>(Cold, wet weather, poached/muddy ground conditions (hoof and leg health), lack of grazing, snow and ice).</i></p> <p>How do you stay warm in winter? How do ponies stay warm?</p>	<ul style="list-style-type: none"> <li>• <a href="#">BHS Winter Care advice</a></li> <li>• <a href="#">Ice experiments</a></li> <li>• <a href="#">BHS website</a>: Rugging</li> </ul>
	<p><b>Possible main activities</b></p> <p>Look at pictures of different animals which survive in cold weather – and talk about how they do this e.g. seals have a layer of fat (blubber) as insulation, penguins huddle together etc.</p> <p>How do ponies adapt to the cold weather? Ponies that are native to the UK have features which make them hardy and able to live out in the winter. Look at a pony and discuss these features e.g. winter coat, sturdy body and legs, thick mane etc.</p> <p>Look at pictures of different breeds of horses and ponies. Talk about different breeds, where they originate and which are better suited to withstand winter weather.</p>	
	<p>Compare the winter coats of different horses. How some are thicker than others and how this keeps the pony warm.</p>	
	<p>Look at pictures of the different types of clip a pony might have – briefly explain the reasons for the different types of clip and how this might affect the type of rug</p>	

<p>consider for pony and rider when riding in the winter. <i>(Pony will require a longer warm up, an unclipped horse (unrugged) will require a quick brush where the tack will go to not strip coat of oils, if sweated allow complete cool down before rugging or being turned out to prevent chill, may even need grease on inside of hooves if riding in the snow, try not to ride in an arena or grass if frozen. For the rider: warm clothes, waterproofs, gloves, (scarf and woolly hat when not riding) appropriate footwear, tell an adult if feeling too cold).</i></p> <p>6. Outline how winter conditions can be used to benefit a pony's weight management.</p>	<p>required.</p>	
	<p>Talk about the importance of water – for ponies and for people, e.g. body made up of around 70% water. What happens if we don't drink enough water?</p> <p>Lead on to the importance of checking water in winter. How to switch drinkers on and off. Wrap up the tap to stop it freezing. Breaking and removing ice in troughs.</p> <p>Suggestions to make sure there is water available for ponies in frozen weather. Water carriers (safe lifting) extra buckets filled up ready, where the stop cock is.</p>	
	<p>Winter field checks, if you have separate winter and summer paddocks walk round and discuss why. Placement of hay in fields to prevent poaching, keeping legs clean, checks for mud fever etc. Discuss winter stable management too and how your pony's routine may change with shorter days/longer nights.</p> <p>Some points you could discuss: <i>(Ensure water levels are checked regularly for ice, may need to provide additional forage, put on mud boots/leg wraps, may reduce turnout to allow grazing to rest or not become poached which may lead to additional forage, skipping or mucking out more frequently, increase in bedding costs. Could also discuss an unclipped pony – should groom less to encourage the production of natural oils in coat).</i></p>	
	<p>Talk about winter routine; daylight hours, low sun position, hard ground/frozen surface, putting salt down, not tipping water over the yard.</p> <p>Do experiments/activities with ice to help children understand about how it melts, what salt does to it etc.</p> <p>Place some ice cubes in separate bowls. Sprinkle one with salt, pour some hot water over one, pour cold over another and leave one as it is – record which one melts the fastest. (Lots of other ideas can also be found online).</p> <p>Relate what happens to using grit on the yard – explain why its not a good idea to pour</p>	

	<p>water on the yard when its icy.</p>	
	<p>Draw a table with three columns on a large piece of paper or on a white board. Have a column for snow and ice, cold and rainy, cold and windy. Write on post-it's the things you need to do to look after horses in these types of weather e.g. break and remove ice from water troughs, wrap up pipes on the yard, check ponies are warm, check ponies are dry under their rugs and so on. Children can stick these under the type of weather. Then can also come up with more ideas to write on the post-its. Include routine care e.g. picking out feet – which would go under every heading.</p> <p><i>(Provide shelter (hedges, trees, wall or manmade), put on a rug (only if necessary), provide additional forage, try to rotate, rest paddocks if poached, reduce turnout (but discuss ways to reduce stress in stabled ponies), pick out hooves regularly (ice balls), trim tail so pony cannot get snow balls in tail).</i></p>	
	<p>Create some scenarios on flash cards, e.g. you are going to ride an unclipped pony in the indoor arena on a cold winters day, you are going out for a hack on a cold rainy day on a pony which has a full clip and so on.</p> <p>Put various winter clothing/equipment e.g. exercise sheet, grease for hooves, hoof pick, winter coat, over trousers etc. on the table. Each team has a scenario, they have to choose the equipment they would use/wear. Then they have to explain how they would keep the pony warm or warm up and how they would look after the pony after riding.</p>	
	<p>How do we feed ponies differently in the winter?</p> <p>Lay out different samples of basic feed types on the table e.g. hay, haylage, pony nuts, coarse mix, chaff, vitamin and mineral supplement, picture of a field with good grass, picture of a field with not much grass.</p> <p>Have a picture of a pony in the summer and a picture of a pony in winter. The children have to put the food they think they would feed next to each pony.</p>	

	<p>Talk about how you might need to feed ponies differently in the winter. Also talk about ponies that might be overweight, how can the winter weather help ponies to lose weight.</p> <p><i>(Discuss that naturally, in the wild a pony would lose weight in the winter as nutritional content of grass reduces. This means that when sugar content begins to rise again in spring, the pony has lost weight or is not overweight. If a pony is overweight, colder conditions can be used to our advantage as the pony will work harder to stay warm. The pony (if a hardy type) can be left unrugged, or clipped with a thin rug put on. Some ponies who have a very small clip on the underside of their neck and front of chest, and are a good doer, can often cope without a rug).</i></p>	
<b>Possible wrap up activities</b>		
Draw a picture of a horse/pony in some winter weather.		
Write a checklist for all the checks that need to be done on a pony in the winter.		
Write or tell a story. A winters day – the day in the life of a pony on a cold winter day.		
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Discuss common winter health concerns such as mud fever and thrush</li> <li>• Identify different types of clip and why we clip.</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• If doing experiments with ice, make sure children are able to warm their hands up afterwards if they get cold.</li> </ul>		

THEME: Pet Protector		GROUP: Welshie Wizzers
TOPIC: Summer Care		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List factors to consider in the summer that may cause discomfort to a pony. <i>(At least two factors)</i></p> <p>2. List ways to reduce discomfort in a pony during the summer. <i>(At least three ways)</i></p> <p>3. List other factors that would be of concern to a pony's health in the summer. <i>(Increase sugar in grass (weight gain), dehydration (lack of water).</i></p> <p>4. Describe how you may have to alter the management of a pony in the summer.</p> <p>5. List additional factors to consider for pony and rider when riding in the summer. 6. Apply fly protection. <i>(Spray or</i></p>	<p><b>Possible starter activities</b></p> <p>Read the relevant section in the My Challenge Book</p> <p>Ask the children what they like best about summer, but also what they don't like about summer. Link this to what ponies might like about summer, but also what can bother them and cause problems in the summer. <i>(Flies, sun, heat, humidity, lack of shade, dry weather (cracked hooves), dust and pollen).</i></p> <p>What sort of clothing might you wear in the summer and why? What sort of clothing do you think a horse might wear? What sort of clothing should you wear when riding in the summer?</p>	<ul style="list-style-type: none"> <li>• <a href="#">BHS Summer Care advice</a></li> <li>• <a href="#">BHS sweet itch advice</a></li> <li>• <a href="#">BHS laminitis advice</a></li> </ul>
	<p><b>Possible main activities</b></p> <p>Observe ponies in a field during the summer, what are they doing and why? (might be dozing, swishing their tail, stamping their feet, sheltering from the shade)</p> <p>Lay out a variety of equipment on a table. Ask the children to each pick a piece of equipment – see if they know what it is and what it is used for. <i>(Fly protection (fly spray, fly mask or rug), sun protection (pink nose),</i></p> <p>Look at all the different products available online or in magazines/catalogues that can be used for ponies in the summer e.g. different styles of fly masks, hoof butter/ointments etc.</p> <p>Split a larger group into smaller groups. Each group needs to choose a piece of equipment and then act out a tv advert to promote the piece of equipment e.g. fly mask.</p>	

Topic: Summer care

<p><i>gel), a fly mask or rug (or all three if available at the centre).</i></p>	<p>Walk around an empty field and do a field check. The children have to identify all the features of a field that are required to keep a horse healthy in the summer e.g. types of shelter the field has, water, amount of grass etc.</p> <p>What else do we need to consider when caring for ponies in the summer?  <i>(Fly protection (fly spray, fly mask or rug), sun protection (pink nose), shelter from sun (trees/hedges/wall or manmade), maintain good footcare and regular trims, may need to add an oil or hoof butter to provide moisture, increase turnout (if dust allergy).</i></p> <p><i>(Ensure water levels are checked/topped up regularly, may need to stable in day and turn out at night (reduce irritation from heat, pollen and flies), reduce grass intake by smaller paddocks, grazing muzzle or reduced turnout (if reduced turnout link to 'Happy Ponies' topic and explain how you would reduce stress by providing forage (soaked to reduce calorie intake), company etc.).</i></p>	
	<p>Talk to children about the importance of water and making sure ponies especially have enough water in the summer. Our bodies and pony's bodies are made up of around 70% water.</p> <p>Explain about dehydration using a sponge. Get children to dip a sponge in water and explain what it feels like e.g. heavy, bouncy, wet, can use it clean and wipe. Then get them to squeeze all the water out and describe how it feels e.g. loses bounce, not easy to clean with. Compare this to our ponies – loss of water through sweating – how they won't work as well and will lose their bounce (feel tired) if they don't have enough water, or more seriously could become poorly.</p>	
	<p>Look at some images of problems that can happen to ponies in summer e.g. sweet itch, laminitis, fly bites. Talk about what can be done to prevent these.</p>	
	<p>Put a fly rug and fly mask on a pony. If appropriate could also put on fly spray/gel with assistance.</p>	
	<p>Riding in the summer; what might you have to consider? How do the children feel about riding in summer (hot, sticky/sweaty) how might their pony feel? What can be</p>	

	<p>done to improve comfort for pony and rider? <i>(Try to ride during cooler hours if possible, may need to sponge/hose pony off to cool down, offer pony water after riding or ensure it's available, light work if strong heat/humidity/hard ground (if riding on grass). For the rider: drink plenty of water, wear sun cream, wear a cap (when not riding), tell an adult if they do not feel well).</i></p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Write a checklist for all the checks that need to be done on a pony in the summer.</p>	
	<p>Write or tell a story. A summers day – the day in the life of a pony on a hot summer day.</p>	
	<p>Using an outline of a pony/horse – children can design and colour in the equipment/clothing they might put on the pony in the summer when the pony is turned out.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Discuss common summer health concerns and how to recognise signs such as sweet itch, laminitis</li> <li>• Sponge a pony off after riding</li> <li>• Apply sun protection on a pony</li> <li>• How to fit a fly rug</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• If using fly spray/gel children must wash hands afterwards and should only put these on a pony with assistance so they are applied correctly, ponies should also be happy to have these applied (some do not like sprays)</li> </ul>		

THEME: Junior Jockey		GROUP: Welshie Wizzers	
TOPIC: Riding Skills 3			
*One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)	
Children will be able to:			
<p>1. Rise to the trot. (<i>Participant does not need to be completely in time but should be able to show the motions of going up and down</i>).</p> <p>2. Carry out balance exercises in halt with no stirrups</p> <p>3. Walk without stirrups and put feet back in without looking (<i>5 laps of a suitable size space, walk in balance and perform simple changes of rein</i>).</p> <p>4. Ride 20m circle at A and C. (<i>Can be marked out with cones or markers</i>).</p> <p>5. Know at least 4 ways to change the rein</p> <p>6. Know where to ask and the</p>	<b>Possible starter activities</b>		
	Read the relevant section in the My Challenge Book		
	Draw on a blank arena different school figures to see if the participants have an awareness of where to ride the school figures. This can be done on a white board if one is available.		
	Ask the children to have a go at drawing a 20m circle on a piece of paper with an arena marked out. They can colour this in – do they know any other places in the school that a 20m circle could be ridden?		
	Tie a string together and measure it to 10m. Go in the arena with a 10m piece of string, one person stands at A and one person walks up the centre of the school to the end of the string. The person on the centre line then stands still and the person at A can walk the circle keeping hold of the string. This is a good way of showing where they will ride the 20m circle and gives an understanding for a 20m circle visually.		
	After doing the above they can put markers down that they will be able to ride through when riding the 20m circle.		
	Whilst using the string, they could mark out the 20m circle with baking flour.		
	Ask participants to draw 4 different changes of rein in different colours on an arena marked out on paper.		
	Build a mini arena with flower pots or other markers on the yard. Children can walk,		

<p>aids for canter</p> <p>7. Ride a few steps of canter with leader. <i>(Can be up to 10 strides of canter or as many/few as rider can safely manage).</i></p>	<p>trot or canter on foot around the arena and practise what they have drawn.</p>	
	<p>Record a horse/pony cantering using the slow-mo function on a phone.</p> <p>Watch the recording and talk through in simple terms how a pony goes into canter (to recognise leading leg, sequence of legs).</p> <p>Ask why they think it is easier for the pony to go on the correct leg in the corner rather than on a straight line?</p> <p>If appropriate discuss what the rider's outside leg is telling the pony to do (activating the outside hind leg, which starts the sequence of legs for canter). Start the discussion on independent aids.</p>	
	<p><b>Possible main activities</b></p>	
	<p>On one or two ponies in the group bandage up opposite legs so when they are trotting participants can see the diagonal pair working together</p>	
	<p>Place cones or markers out in the arena to help with size, shape direction of school figures.</p>	
	<p>Practise balance exercises in halt – around the world, head – shoulders - knees and toes, left hand touching right toes and visa versa and so on. See how far they can turn their upper round to the back.</p> <p>Practise finding stirrups in halt. Have a little competition for who can find both their stirrups the fastest. Repeat with eyes shut. Progress to doing this in walk.</p> <p>Put out two poles or a box of poles- the rider has the time they walk through the poles to find their stirrups.</p> <p>Go round the outside of the school each time they reach a marker they have to take their feet out of the stirrups, at the next marker find stirrups again and so on around the school.</p>	

	<p>Within the exercises above incorporate practise finding one stirrup at a time – this is most realistic as often you just lose one stirrup.</p> <p>Finding stirrups can be practised on the yard also if a dummy horse or mechanical horse is available.</p>	
	<p>Practise firstly in halt – standing up in stirrups and keeping balance and then sitting down gently.</p> <p>Have a little competition, who can stand up for longest with arms out or up or who is the best aeroplane.</p> <p>This can then be progressed in walk.</p> <p>Progressing to trot – practise some sitting trot and practise being a jockey (standing up and staying stood up in trot for a few strides). Once rising trot is a little more established balance exercises can progress in trot e.g. stand up for two sit for one, rise for one sit for two or any variation to improve co-ordination and balance.</p>	
	<p>Play follow the leader taking it in turns to lead the ride through a different change of rein.</p>	
	<p>Practise picking up canter in the first corner of the short side of the arena aiming to trot at the next corner. Leader/coach to have control of the pony and to make the process as fun and giggly as possible. The rider will be holding the saddle or saddle strap.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Draw a picture and explain what your favourite change of rein is and why.</p>	
	<p>Children can draw a picture of when they had their first canter.</p>	
	<p>Where possible record children (with parent’s permission) when they are cantering. They can then watch a video of themselves having a canter.</p>	
	<p>At the end of the lesson the children can watch each other do a change of rein and give each other a score out of ten.</p>	

**\*\*Two star challenges:**

- Participants will be able to rise to the trot in time and on correct diagonal.
- Know how to cross stirrups over
- Participants will be able to walk without stirrups without holding on and in balanced position making changes of rein with minimal help
- Participants to ride a figure of eight by joining two circles together in walk and trot
- Ride straight line down centre line to change the rein
- Know how many beats the canter has
- Can for longer – can be the short side of arena or a half circle, whatever is suitable for the pony. Can be lead.

**\*\*\*Three star challenges:**

- Work to improve balance and security in trot
- Standing up balance in stirrups including changes of rein and school figures
- Trot without stirrups on both reins and changes of rein
- Ride a tear drop shape and a three loop serpentine. Can include 4 or 5 loop serpentines.
- Know how pony moves legs in canter and what it means to be on the right/wrong lead
- Canter a lap or suitable sized area on each rein. Can include circles etc if required.

**Things to consider:**

- Be mindful when working with one foot in the stirrup and one out, it can be more unbalancing than working without both stirrups.
- Be mindful of ponies potentially being worried about flour on the ground.
- Any videos taken must be deleted straight after they have been watched, immediately at the end of the lesson.

THEME: Junior Jockey		GROUP: Welshie Wizzers
TOPIC: Warm up, Cool down		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. State why it is important to warm up (both themselves and the pony) before working</p> <p>2. State why it is important to cool down (both themselves and the pony) after work</p> <p>3. Recognise when a pony has cooled down after work. <i>(Recognise when a pony has cooled down could include looking at their breathing and noticing if it has slowed down and not blowing).</i></p> <p>4. Follow a warm up and cool down for their pony. <i>(Participant can follow instructions at all times with regards to warming up and cooling down – they do not have to do this</i></p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">BHS website</a>: Summer Care includes exercise, colling down and dehydration</li> </ul>
	Read the relevant section in the My Challenge Book	
	Ask the children how they warm up before other sports or PE at school.	
	Have a discussion around what would happen to your pony if you did not warm up and cool down.	
	Talk about and demonstrate the benefits of a massage groom before and/or after riding. If the yard has a massage machine, have a look at it and explain how it is used.	
	Get the children to massage one place on their arm for one minute and then feel the temperature difference on that area of their arm.	
	Create a basic warm up and cool down plan, writing down on paper what they will do to warm up and cool down	
Pre-mounting let the children warm themselves up in the arena e.g. run round arena, jumping jacks, appropriate stretches, could incorporate 'Simon says'.		
Watch the pony in the stable breathing in and out or when stood in the arena before starting work. Count the breaths for a minute.		
This can be compared later on in the lesson when the pony has walked and after it has had a trot – watching again and counting for a minute.		
Talk about how you can use this to recognise a horse is cooling down – e.g. recognising when their breathing is returning to normal.		
<b>Possible main activities</b>		

Topic: Warm up, cool down

<i>independently).</i> 5. Follow a warm up and cool down suitable for themselves	Work through some rider exercises to help them warm up whilst riding e.g. arm circles, shoulder shrugs, ankle circles. Play head shoulders knees toes to get the rider moving.	
	Play warm up/cool down games on the pony – Simon says, follow the leader, traffic lights.	
	Time the warm up and cool down in a riding session so children are aware of how long it has taken.	
	Get each rider to choose an exercise in the warm up and cool down (e.g. a different school movement in walk).	
	Identify that they should keep walking until the pony's breathing has returned to normal.	
	<b>Possible wrap up activities</b>	
	Describe what they feel like after they have warmed up on foot, how was this different to how you felt before they had warmed up.	
	Do some stretches after riding – compare this to the pony stretching their head and neck on a long rein at the end of the lesson.	
<b>**Two star challenges:</b> <ul style="list-style-type: none"> <li>• Participant will know when a warm up or cool down may be adapted depending on the weather or age of pony               <ul style="list-style-type: none"> <li>○ Adapting a warm up when it's cold; your warm up will be longer</li> <li>○ Adapting a cool down when it's warm; may be longer to take into account breathing to return to normal. Cool down may include sponging a pony off if sweating</li> <li>○ Age: an older pony may require a longer warm up to loosen up stiff joints, or a pony coming straight out of a stable compared to one brought in from the field (potentially)</li> </ul> </li> <li>• Assist with sponging off a pony if sweating after riding</li> </ul>		
<b>Things to consider:</b> <ul style="list-style-type: none"> <li>• Always be careful when encouraging children to warm up, make it very simple and use generic exercises (we are not qualified personal trainers).</li> </ul>		

THEME: Junior Jockey		GROUP: Welshie Wizzers
TOPIC: Live Well		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. State what it means to follow a healthy lifestyle with regards to food and exercise (<i>eating a healthy diet which includes fruit and vegetables; unhealthy snacks such as chocolate and sweets are small portions and as a treat</i>)</p> <p>2. List types of exercise and a benefit of being active (<i>anything that increases heart rate such as walking or running, playing in the park, horse riding, PE at school, any participation in sport. Benefits of being active; Improves behaviours, self-confidence and social skills, improves attention, develops co-ordination, strengthens muscles and bones,</i></p>	<p><b>Possible starter or wrap-up activities</b></p>	<ul style="list-style-type: none"> <li>Ideas on the NHS website: <a href="https://www.nhs.uk/change4life">https://www.nhs.uk/change4life</a></li> <li>More ideas on the NHS website: <a href="https://www.nhs.uk/live-well/">https://www.nhs.uk/live-well/</a> <b>NB</b> – do NOT let children check their BMI or access the weight loss section</li> </ul>
	Read the relevant section in the My Challenge Book	
	Write an acrostic poem for HEALTHY, e.g. Healthy lifestyles are achieved through Eating lots of fruit and vegetables And being active; finding something you Love doing makes running around fun! This could be running, walking, riding or anything which makes your Heart beat faster and you feel warmer. You'll be feeling healthy in no time!	
	Take part in a ten minute warm up exercise session.	
	<p><b>Possible main activities</b></p>	
	<p>Ask children what they already know about a healthy lifestyle with regards to food and exercise. What does it mean to 'Live Well'? Where have they seen or heard about this before? What types of exercise could you do to have a healthy lifestyle? Discuss as a group. Why is being active important? What are the benefits? Identify it keeps us healthy through making our muscles and bones stronger; keeps us fitter; helps us to do the other things we love; helps our mental health stay strong; exercise releases endorphins which makes us feel happier. <b>NB – be very mindful if the subject of weight is brought up by the group. Children of this age are very susceptible to worries regarding weight. This should not be a subject brought up by the coach. Follow safeguarding procedures with any concerns.</b> Children to design a persuasive poster to convince people to be more active, including reasons as to what</p>	

<p><i>improves health and fitness, maintains healthy weight, helps to sleep better, improves mood and that feel-good feeling)</i></p> <p>3. List examples of fruit and vegetables</p> <p>4. State why it is important to drink water throughout the day</p> <p>5. State how being active and eating a healthy diet will benefit their riding</p>	<p>the benefits are.</p>	
	<p>Discuss what we need to do to have a healthy lifestyle with regards to food. Identify having a balanced diet – what is a balanced diet? Ensure children realise there is nothing wrong with having treats as long as they are part of a healthy diet. Children are likely to have learnt about carbohydrates, proteins, fats, dairy and fruit and vegetables at school by this age. Focussing on fruits and vegetables, identify which ones we could eat – how many can they list? Which ones are their favourites? Which ones have they tried? <b>NB – be very aware of children’s different approaches and backgrounds in relation to foods. Some children may have sensory issues with regards to particular foods or eat a very specific diet for different reasons. Again, be careful with regards to weight conversations. Any concerns, follow safeguarding procedures.</b> Children to design a cartoon character which can teach younger children about how to eat plenty of fruit and vegetables. What would they do? What would their catchphrase be? How would they persuade younger children?</p>	
	<p>Can children plan a mini activity session to teach to the rest of the group? In pairs, children to plan different exercises they could demonstrate and then encourage the rest of the group to take part. <b>NB – the coach may need to support appropriate exercise techniques.</b></p>	
	<p>What should we drink plenty of? Identify water – why? Discuss why water is so important to our healthy lifestyle and the problems of dehydration (difficult to concentrate; headaches; tiredness etc.). How much water should we drink each day? Identify eight glasses. How can we do this? Discuss strategies to drink enough water, e.g. having a bottle which you drink from throughout the day at school; always having a glass of water with a meal etc. Children to create a short piece of drama/poster/cartoon strip/speech/recording to explain why drinking water is so important.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Can children list a fruit/vegetable for every letter of the alphabet?</p>	
	<p>Can children list a type of exercise for every letter of the alphabet?</p>	

**\*\*Two star challenges:**

- Find out about the different food groups and why each of them is important. Give some examples of food in each group.
  - Carbohydrate, Protein, Dairy, Vitamins and minerals, Fruit and vegetables, Fats and sugars
- Try to think of some healthy snacks you can swap into your diet. What kind of ingredients would be in a healthy snack? Even better, can you have a go at making any to share with your family?
- What foods from your rainbow list can be shared with your pony? Are there any on there that ponies can't eat?

**Things to consider:**

- Check allergies or food specific concerns with guardians before beginning this topic;
- Avoid linking a healthy lifestyle to being 'skinny' or 'thin';
- If there are any concerns during discussions, follow safeguarding procedures;
- Benefits of being active; improves self-confidence and social skills; improves attention; develops co-ordination; strengthens muscles and bones; improves health and fitness; maintains healthy weight; helps to sleep better; improves mood and that feel-good feeling.

THEME: Junior Jockey		GROUP: Welshie Wizzers
TOPIC: Bridle and Bits		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Identify some parts of the bridle. (<i>Headpiece, browband, throatlash, cheekpiece, noseband, bit, reins</i>).</p> <p>2. Identify a snaffle bit</p> <p>3. Identify parts of a bit. (<i>Mouthpiece, bit rings</i>).</p> <p>4. Outline the action of a snaffle bit. (<i>When the reins are used, the bit rings apply pressure to the corner of the mouth and lips and the mouthpiece applies pressure to the tongue and the bars of the mouth - the area of the gums with no teeth</i>).</p> <p>5. State the purpose of bit guards. (<i>Prevent the lips being pinched from the side of the bit</i>).</p> <p>6. Check the fit of the bridle</p>	<p><b>Possible starter activities</b></p> <p>Read the relevant section in the My Challenge Book</p> <p>Label the parts of the bridle on a worksheet</p> <p>Take a bridle apart – lay it out on a table and have a go at putting it back together – in pairs or individually (assistance will be needed).</p> <p>Once happy with doing this you could make it into a team race.</p> <p>If children are good at this (possibly older children), complete the above blindfolded.</p> <p>Watch short video clips for putting a bridle on and checking fit (always watch and check these beforehand). Sometimes it is easier for all to see – rather than only demonstrating this on a real pony.</p>	<ul style="list-style-type: none"> <li>• BHS shop sell an <a href="#">ISES Taper Gauge</a> to check for noseband tightness</li> <li>• Video clips – <a href="#">putting bridles on</a></li> <li>• Making a <a href="#">homemade browband</a>.</li> <li>• Wordsearch</li> </ul>
	<p><b>Possible main activities</b></p> <p>Design a browband, draw the picture and colour it in. Have a go at making a browband with ribbons.</p> <p>Have a bit board (bits hung up), or bits laid out on a table. Put the bits in the different bit groups. Children can identify which group they think are the snaffles. Talk briefly about the different bit groups/families.</p> <p>Put different bits in individual bags. Children then have to feel the bit in the bag without looking at it and try to identify what the bit is.</p> <p>To learn to identify the different parts of the bit, using pictures of a variety bits, children can colour the mouthpiece and bit rings in different colours.</p>	

Topic: Bridle and bits

<p>for comfort. <i>(Should be able to recognise one wrinkle at corners of mouth and how to check noseband for comfort - two fingers at front of horse's nose. Discuss the importance of the noseband not being too tight).</i></p>	<p>Some yards may have a horse's skeleton head (synthetic) or model head – use this to show how the bit sits in the horse's mouth. Alternatively look for images online which illustrate this.</p>	
	<p>To feel the action of a bit, the children can put a bit with reins attached in the fold of their elbow (between upper and lower arm). Another child holds the reins and gently pulls/move the reins. The child with the bit in the fold of their arm will feel what a pony might experience in their mouth.</p>	
	<p>Put a bridle on a quiet pony, show and talk about how the bit sits in the mouth and how it works.  Explain how the bridle should fit correctly.</p>	
	<p>Children can have a go at putting bit guards on a bit. You will need two children and two bits of string (silly, fun activity).  Explain why they are used.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Write a story or poem about why it is important the bridle is comfortable for the pony.</p>	
	<p>Wordsearch</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Identify other types of noseband (cavesson, drop and grackle)</li> <li>• Introduce other bit families you may have at the centre</li> <li>• Discuss the dangers of tight nosebands: <a href="https://equitationsscience.com/equitation/position-statement-on-restrictive-nosebands">https://equitationsscience.com/equitation/position-statement-on-restrictive-nosebands</a></li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Be careful when putting the bridle on, especially when putting the bit in and taking it out. If repeated too much and the pony is caught (bit bangs on teeth) they can become upset.</li> <li>• Monitor the children when using bits on their arms as the action of the bit can be strong.</li> <li>• If watching video clips online or using online images always watch beforehand to ensure they are appropriate and following correct procedures.</li> </ul>		

THEME: Junior Jockey		GROUP: Welshie Wizzers
TOPIC: Pony Fitness		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Describe why it is important to consider a pony's fitness.</p> <p>2. State signs to observe that may indicate a pony is unfit.</p> <p>3. Outline the benefits of improving fitness. (<i>Reduces risk of injury through tiredness, a happier, more comfortable pony when being ridden, pony recovers quicker after riding</i>).</p> <p>4. Identify activities that require a low, medium and high level of fitness. (<i>Low: hacking or walk and trot schooling for short periods, medium: long distance hacking or general schooling, pony club games, show jumping activities, high: cross</i>).</p>	<p><b>Possible starter activities</b></p> <p>Read the relevant section in the My Challenge Book</p> <p>Draw a picture of a fit pony and an unfit pony with labels</p> <p>Write down all the reasons why we want to get our pony fit. What might happen if we don't keep ponies fit. Relate this back to their own fitness and other activities that they do.</p> <p><i>(An unfit pony is likely to tire quicker and therefore increases the risk of injury, ensure your pony is comfortable carrying out activities, an unfit pony may not enjoy being ridden and try to avoid riding activities by bad behaviour, a fit pony is likely to recover quicker (normal breathing) after riding).</i></p>	<ul style="list-style-type: none"> <li>Worksheet – Fill in the gaps</li> <li>BHS website: <a href="#">bringing a horse back into work</a></li> </ul>
	<p><b>Possible main activities</b></p>	
	<p>Use pictures or video clips of horses competing in different disciplines and activities. Talk about the requirements and fitness levels required. Compare to human athletes.</p> <p>Print out a basic fitness plan for competition horse to look at the type of work they have to do to get fit for their competition.</p>	
	<p>Act out a fit pony doing an activity and then an unfit pony doing the same activity (create a little jumping course).</p>	
	<p>Identify breathing rates – at rest, after trotting, after cantering. Show how to watch and count breaths. Look at a pony stood still in the stable or in the arena and count the breaths for one minute. Repeat after the pony has trotted and after it has cantered.</p>	

<p><i>country, eventing, high level competitions).</i></p> <p>5. Outline how to improve a horse's fitness. <i>(Basic suggestions to improve a pony's fitness are required, such as: increase work gradually over a period of time (about 6 weeks), try to add hill work if possible. A fitness 'plan' is not required here, just a general understanding that a gradual increase in work (type and duration) is required. Longer hacks (up to 2 hours) are very good to improve strength, stamina and basic fitness).</i></p>	<p>Look at a fit pony and an unfit pony in the school either lunged or ridden. Compare them after they have worked for 10 minutes. You can also compare whether their breathing rates differ as described above. Discuss what other signs you may notice (depending on activity) <i>(Struggling or reluctance to go forward, moving slower (lethargic), stumbling or tripping, losing balance, breathing rate may increase quicker, taking a long time to recover to normal breathing rate).</i></p>
	<p>Have three different coloured pieces of paper to represent different levels of fitness e.g. Low – blue, medium – green, hard – yellow.</p> <p>Write different types of work on post-its e.g. a gentle walk and trot hack 45 mins, Pony Club games 40 mins, 1hr jump lesson, riding a cross country course etc.</p> <p>Ask the children to stick the post-its with activities written on them on the appropriate colour.</p> <p>This could be done in teams.</p>
	<p>Write down a basic 6-week fitness plan broken down on separate flash cards. Ask the children to put the cards in order</p> <p>Examples; 30 mins walking, 20 mins lungeing, one hour hack with trot and canter, 40 mins schooling session.</p>
	<p>Use a year planner or create a six-week planner</p> <p>Children can write on their pony's workload each day – with help, to create their own fitness plan</p> <p>Encourage workload being written in different colours, e.g. low green, medium amber and hard red.</p>
	<p><b>Possible wrap up activities</b></p> <p>Write a list of all the things that could happen if we overwork an unfit pony.</p>

	Worksheet – Fill in the gaps	
<b>**Two star challenges:</b>		
<ul style="list-style-type: none"><li>• Rider fitness- is it important for riders to be fit?</li><li>• Create a fitness plan over a month to improve their own fitness. Needs to be age suitable, could be a basic plan like couch to 5k</li></ul>		
<b>Things to consider:</b>		
<ul style="list-style-type: none"><li>• Be aware if children are jumping over jumps (course), this is risk assessed and safe.</li></ul>		

THEME: Equine Explorer		GROUP: Welshie Wizzers
TOPIC: Road Awareness		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Identify common road signs. (<i>Stop, Give Way, Roadworks, Roundabout, National Speed Limit. This can be from photos or other images. Participants will need to know what each sign might mean to do, or what it may be warning of. For example, if you come across a 'Stop' sign the rider must stop and observe surroundings, checking it is safe to continue.</i>)</p> <p>2. Identify common road markings. (<i>Stop, Give Way. This can be from photos or other images. Participant will need to know what each road marking means to do. For example, a dashed line means 'Give Way' to traffic before proceeding, it is important to</i></p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>Road signs – online <a href="#">downloadable print outs</a></li> <li>Ride Safe Guide</li> <li>Resources online – <a href="#">Make your own board game.</a></li> </ul>
	Read the relevant section in the My Challenge Book	
	Look at pictures of road signs – can anyone identify what they are?	
	Cut out road signs and make individual cards, write the meaning of the signs on separate cards. Play a match game.	
	<p><b>Possible main activities</b></p>	
	<p>Look at different images of road markings.</p> <p>Participants can then have a go at drawing in flour the road markings on the floor on a made-up road (done in an arena).</p>	
<p>Plan a simulated route</p> <p>Make road signs to use in the arena for a simulated road route.</p> <p>Build the route in the arena.</p> <p>Using flour make all the road markings in an arena.</p> <p>Go around the route on foot, including a hazard that they need to show how they would negotiate.</p> <p>Ride around the route on the ponies (demonstrate, practise, repeat).</p> <p>Could mark each person's efforts out of 10.</p> <p>Practice riding past hazards in the arena. (<i>Build a simple road route with 'hazards' in an arena or suitable space. Participants to ride the route on foot, thinking about positioning, negotiating simple hazards and signalling. Progress to riding the route on horseback.</i>)</p>		

<p><i>check for oncoming traffic and wait should a car be oncoming).</i></p>	<p>Create flash cards with images of different types of hazard they may meet on a road. Each child can pick a card. They have to explain why it is a hazard and what they might have to do to react to or negotiate the hazard.</p>	
<p>3. State why road signs and markings are used.</p>	<p>Split a larger group into smaller groups. Each group needs to identify a hazard they might encounter on a road – they then have to act out what their pony might do if it saw that hazard (e.g. a plastic bag in the hedge).</p>	
<p>4. Identify different hazards when riding on road</p>	<p><b>Possible wrap up activities</b></p>	
<p>5. Know why they should be aware of hazards</p>	<p>Draw and colour in a road sign</p>	
<p>6. Practice riding past hazards in the arena.</p>	<p>Make a board game – the board could look like a road. Roll the dice to move squares/places. Each square to have instructions e.g. You didn't stop at a stop sign go back 3 places!</p>	
	<p>Play Snap with road sign cards</p>	
	<p>Draw a hazard that you might meet out on the road.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• What side of the road should you ride on? Is this same in all countries?</li> <li>• Think about all the road signs you have seen so far and then have some fun creating your own. Think about the shape, colour and size of your sign. Is it going to give information to people or warn them about something? It's entirely up to you!</li> <li>• Show your sign to your friends and see if they can guess what it means.</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Be aware some ponies may react to the flour on the floor and hazards built.</li> </ul>		

THEME: Equine Explorer		GROUP: Welshie Wizzers
TOPIC: Exploring Off Road		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Describe where you can legally explore off road. (<i>Not to ride: Footpaths - for walking, running, mobility scooters or powered wheelchairs. Can ride: Bridleways - for walking, horse riding, bicycles, mobility scooters or powered wheelchairs. Can ride: Restricted byways - for any transport, including riding and carriage driving, without a motor and mobility scooters or powered wheelchairs. Can ride: Byways open to all traffic - for any kind of transport, including cars (but they're mainly used by walkers, cyclists and horse riders and carriage drivers).</i>)</p> <p>2. Describe how to prepare to</p>	<p><b>Possible starter activities</b></p> <p>Read the relevant section in the My Challenge Book</p> <p>Ask the children if they know the different places where you can you go riding. Do they know how these routes are identified (signs)? Do they know where we are not allowed to ride?</p> <p>On a white board or large piece of paper, draw a table with four columns with the headings; footpaths, bridleways, restricted byways and byways. Ask the children to either write underneath or on post-its and stick underneath all the people/vehicles that are allowed on those routes e.g. riders, cyclists, horse drawn vehicles, mobility scooters and so on.</p>	<ul style="list-style-type: none"> <li>• BHS Planning a ride leaflet: <a href="https://www.bhs.org.uk/advice-and-information/planning-a-ride">https://www.bhs.org.uk/advice-and-information/planning-a-ride</a></li> <li>• <a href="https://what3words.com/daring.lion.race">https://what3words.com/daring.lion.race</a></li> <li>• <a href="https://www.bhs.org.uk/our-work/access/reporting-a-problem">https://www.bhs.org.uk/our-work/access/reporting-a-problem</a></li> <li>• <a href="https://www.bhs.org.uk/advice-and-information/free-leaflets-and-advice">https://www.bhs.org.uk/advice-and-information/free-leaflets-and-advice</a></li> </ul>
	<p><b>Possible main activities</b></p> <p>Put a selection of equipment out on a table, this should include all the equipment needed to go out on a ride, but should also include some red herrings. Split the larger group into two teams. Each team can race to get all the equipment together that they would need to take with them to go on a ride - they could get one person in their team ready to go out on a ride – dress up.</p> <p>How else may you prepare for a ride out? (<i>Hi-Viz, lead rope attached to saddle, a phone if you have one, letting someone know where you're going and how long you intend to be, downloading the what3words app, identifying a route before you go, wearing long sleeves (to avoid being scratched by branches if through woodland), sun protection, fly protection).</i></p>	

<p>go out riding and what to take with you.</p> <p>3. Describe the benefits of riding your pony off road. <i>(At least two. Benefits: Schooling ideas for off road: Walk, trot &amp; canter in straight lines, practising aids (keeping pony to one side of the track/going through gates/standing still), confidence riding through water and varied surfaces, turn on the forehand, building fitness levels. Riding off road can be quieter with less risk of accidents from vehicles).</i></p> <p>4. Describe what type of ground you may ride across and key considerations for riding.</p> <p>5. Describe how to ride your pony up and down hills. <i>(Uphill - lean forward, Downhill - lean back, likely to walk only).</i></p> <p>6. Identify some hazards you may come across on an off road ride. <i>(Include;</i></p>	<p>Practice balance in an arena, leaning forwards to avoid low branches, how to ride up and down hills, standing still, motion of opening a gate with reins in one hand whilst keeping control of the pony.</p> <p>Practise turn on the forehand (with help) in the arena and apply to learning how to open and shut a gate.</p> <p>Talk about checking trot diagonals when out hacking and changing it so the pony is worked evenly.</p> <p>Put poles or dressage boards down and practise riding to the left and to the right (i.e. keeping to one side of a track).</p> <p>Have a look at the 'what three words' app on a phone (age and phone policy dependent).</p> <p>One person goes somewhere on the yard and gets the three word address and shares this with the group. Then everybody else has to navigate to the three word address.</p> <p>Go on a hack and try to experience riding on different types of terrain.</p> <p>If there is a cross country course on site they could go for a ride and practise riding through water, or you may be able to go on a hack and ride through a small stream.</p> <p>Practise riding up and down slopes correctly (could exaggerate so they get the idea of leaning forwards/backwards) – there may be banks available on a cross country course or some slopes/hills out on a hack.</p> <p>Teach children how to call back when on a hack – pass back if there is a hole to avoid or a low branch e.g. 'hole to the right'. This could be simulated in the school.</p> <p>Create flash cards with different ground types e.g. boggy ground, even grass, stony ground, sand etc. The children can sort them in to piles e.g. walk only, walk and trot, walk trot and canter.</p> <p>Talk about what they need to be careful of when negotiating these ground conditions. <i>(Include discussions on muddy ground, deep/boggy, hilly, uneven, hard, stony. The children may think of lots of different types of words for the same type of ground. Key</i></p>	
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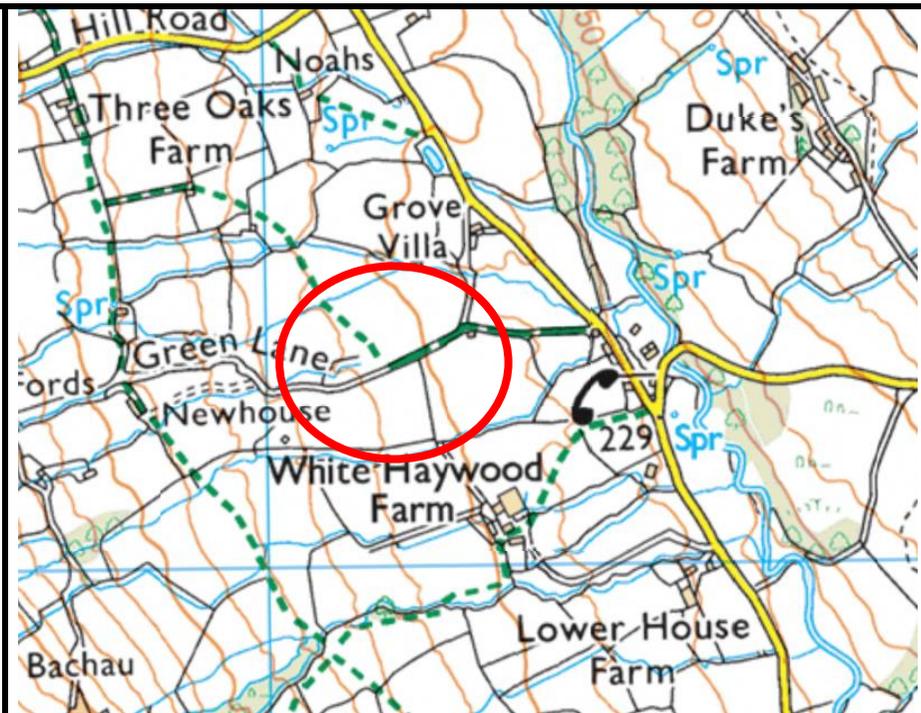
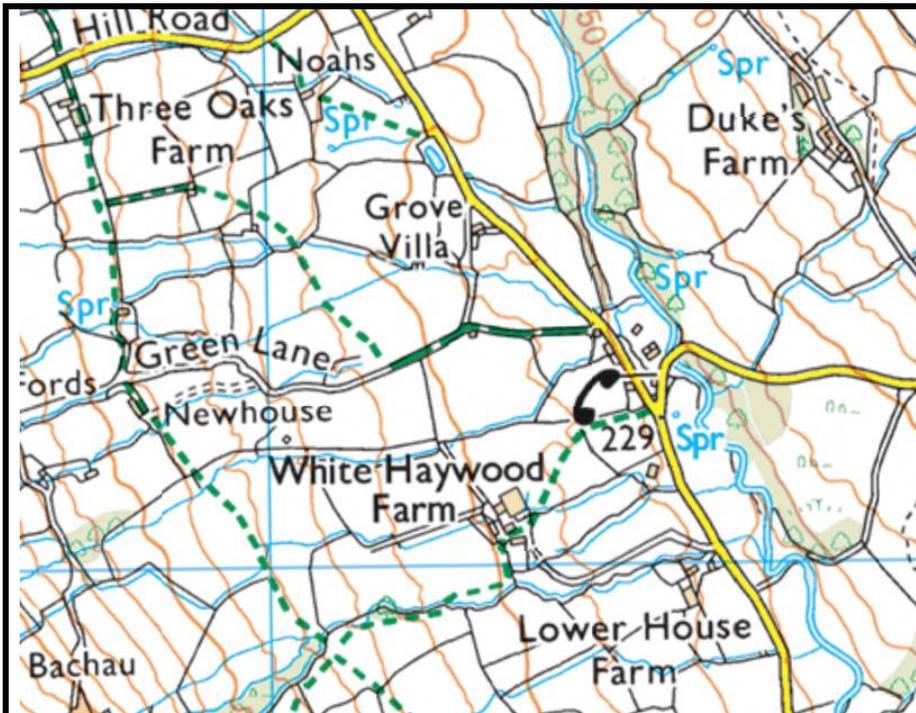
<p><i>boggy/uneven ground, hanging branches, fallen branches, holes in ground, narrow walk ways, gates, bridges, water).</i></p>	<p><i>considerations mean what do you need to think about. Muddy – could be slippery, so walk. Deep/boggy – walk to reduce risk of injury, go round edge where possible. Hilly/uneven ground, again walk to avoid trips and to help pony feel secure underfoot. If a steep slope or one that goes on for a distance pony may begin to trot to gain impulsion to get up).</i></p>	
	<p>Create flash cards with pictures of a variety of hazards that you may encounter when out hacking. Each child to pick a card and then they have to explain why it is a hazard and what you might have to do if you encountered that on a ride. Include reporting the hazard to the BHS Access and Rights of Way team 😊</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Using a blank picture of horse and rider, ask participants to draw on what they need to wear/take with them for riding out</p>	
	<p>Draw a picture of a hazard you might encounter when out riding off road.</p>	
	<p>Write a story about a hack, include hazards they might meet and include what they have learnt about riding out (e.g. how to ride up and down hills, duck if there are low branches and so on).</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>Some routes may be permissive, understanding what this means and how to find out where they are (you can find this information out by contacting the local council). Permissive access means a route or area on private land that the landowner has given permission for people to use. Permissive access routes are not generally shown on maps because they are not permanent and there might not be a formal agreement in place. They might also only be temporary (for example during an organised pleasure ride only). Discuss if you have any permissive routes near your yard.</li> <li>Discuss things that can go wrong and identify what to do in an emergency</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>What3Words app and use of phones – subject to parent and guardian consent and yard policy.</li> <li>Be aware of ponies wanted to roll in the water.</li> <li>When teaching to open and shut a gate ensure it is a horse friendly gate and provide assistance.</li> </ul>		

THEME: Equine Explorer		GROUP: Welshie Wizzers
TOPIC: Navigation 2		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Tell you what the Key means on a map</p> <p>2. Identify symbols on a map from the Key. <i>(Use the key relative to the map you are using. We recommend Ordnance Survey 1:25k maps).</i></p> <p>3. Identify the scale on a map</p> <p>4. Identify a grid reference. <i>(Depending on the age and ability of children you can make this as easy or difficult as you like. For example, OS maps often use a four, six or eight figure grid reference).</i></p> <p>5. Identify a steep hill and a gentle slope on a map. <i>(Contours are the orange or brown lines on a map that tell you how high and steep a</i></p>	<p><b>Possible starter activities</b></p> <p>Read the relevant section in the My Challenge Book</p> <p>Create flash cards with the symbols on – children have to match these to their meaning.</p> <p>Look at an ordnance survey map – identify landmarks, symbols etc. Emphasise the measurements how the map relates to reality (scale).</p> <p>Watch some short video clips on reading maps.</p>	<ul style="list-style-type: none"> <li>OS Map symbols Flashcards game: <a href="https://www.ordnancesurvey.co.uk/education/teacher-resources">https://www.ordnancesurvey.co.uk/education/teacher-resources</a></li> <li>Grid references, contours, measuring distance etc: <a href="https://getoutside.ordnancesurvey.co.uk/guides/beginners-guides-map-reading/">https://getoutside.ordnancesurvey.co.uk/guides/beginners-guides-map-reading/</a></li> <li>OS mapzone: <a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a></li> <li>BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/z6hxrj6">https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/z6hxrj6</a></li> <li>Example of incorrectly recorded route (follows</li> </ul>
	<b>Possible main activities</b>	
	Make up some bingo cards with map symbols instead of numbers and play map symbol bingo.	
	Look at the scale on a map. Using the scale work out the distance between two points. You could also look at google maps – it may be possible to look at how long it would take to travel between those two points.	
	Look at how slopes and hills are shown on a map. If a map of somewhere local is available – find steep hills that the children may have walked up or gone up whilst riding or in a car or areas where they know there is a steep hill.	
	Photocopy a section of an ordnance survey map (find a detailed section of the map with lots of different features e.g. hills, slopes, rivers etc. Split the group into teams – see which group can identify as many symbols as possible in a given time.	

<p><i>gradient is. The more lines you see, the higher the hills. If the lines are close together, the sides of the hill are very steep. If there are big gaps between the lines, the slope is gentle).</i></p> <p>6. Identify an off-road route on a map</p> <p>Point 7 is suitable for those riding and accessing route in England and Wales only.</p> <p>7. Identify where there are errors on a map. For example where a route has been incorrectly recorded, perhaps as a footpath or not recorded on the map at all.</p> <p>Identify some of these routes where they change status along a route e.g a dead end.</p> <p>Routes in England and Wales require research so they can be recorded correctly for future use. Reference to the BHS Project 2026.</p>	<p>Plot a route on a map using grid references – give the children a list of grid references to follow/find on a map. The children have to find each grid reference and write down the landmark (e.g. church) on the grid reference point. This could be done in groups and could be made into a race.</p> <p>Look at different off routes on a map for where you live. Using the key, identify where you can legally ride or carriage drive.</p> <p>Highlight permissive routes and routes that change status on a map.</p> <p>Talk about how permissive routes are different, and why a landowner may stop people using the route or charge for it to be used.</p> <p><b>Note: suitable for those riding and accessing route in England and Wales only:</b> Sometimes rights of way are recorded incorrectly (perhaps where they change from a bridleway into a footpath halfway along a route or just stop e.g a dead end). Look at the examples provided. Then look at some other ordnance survey maps – can you find any other examples of these? Talk about what to do if you find these, for example, contact Access Department at the BHS – Routes in England and Wales require research so they can be recorded correctly for future use. Reference to the BHS Project 2026.</p> <p><b>Possible wrap up activities</b></p> <p>Plan a ride from the yard using an ordnance survey map identifying an off road route. You may not have off road riding near you, in this circumstance use a case study.</p> <p>Children can plan their own route using grid references and an example map. Ask them to write down what they would be passing on the route they have planned.</p> <p><b>BHS Treasure Hunt Game</b> The Bridleway Treasure Hunt Game is a free, fun and interesting way for people of all ages to learn where they can ride and what to do in various scenarios they may encounter in England and Wales. We hope to offer a version for Scotland and Northern</p>	<p>this mid term plan). Please note these examples are relevant for those in England and Wales only.</p> <ul style="list-style-type: none"> <li>Project 2026: <a href="https://www.bhs.org.uk/our-work/access/campaigns/2026">https://www.bhs.org.uk/our-work/access/campaigns/2026</a></li> <li>Advice on hacking in England and Wales: <a href="https://www.bhs.org.uk/~media/documents/access/access-leaflets/hacking-1219.ashx?la=en">https://www.bhs.org.uk/~media/documents/access/access-leaflets/hacking-1219.ashx?la=en</a></li> <li>Advice on responsible riding and carriage driving in England and Wales: <a href="https://www.bhs.org.uk/~media/documents/access/access-leaflets/responsible-riding-0521.ashx?la=en">https://www.bhs.org.uk/~media/documents/access/access-leaflets/responsible-riding-0521.ashx?la=en</a></li> <li>Access in various countries: <a href="https://www.bhs.org.uk/our-work/access">https://www.bhs.org.uk/our-work/access</a></li> </ul>
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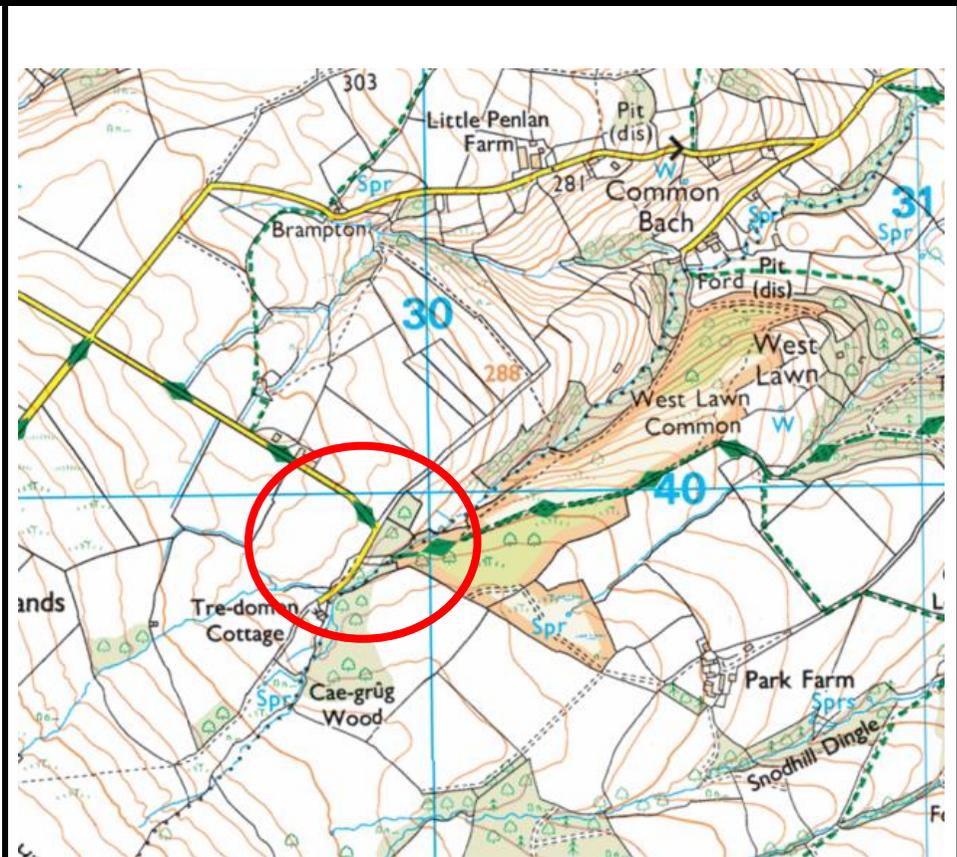
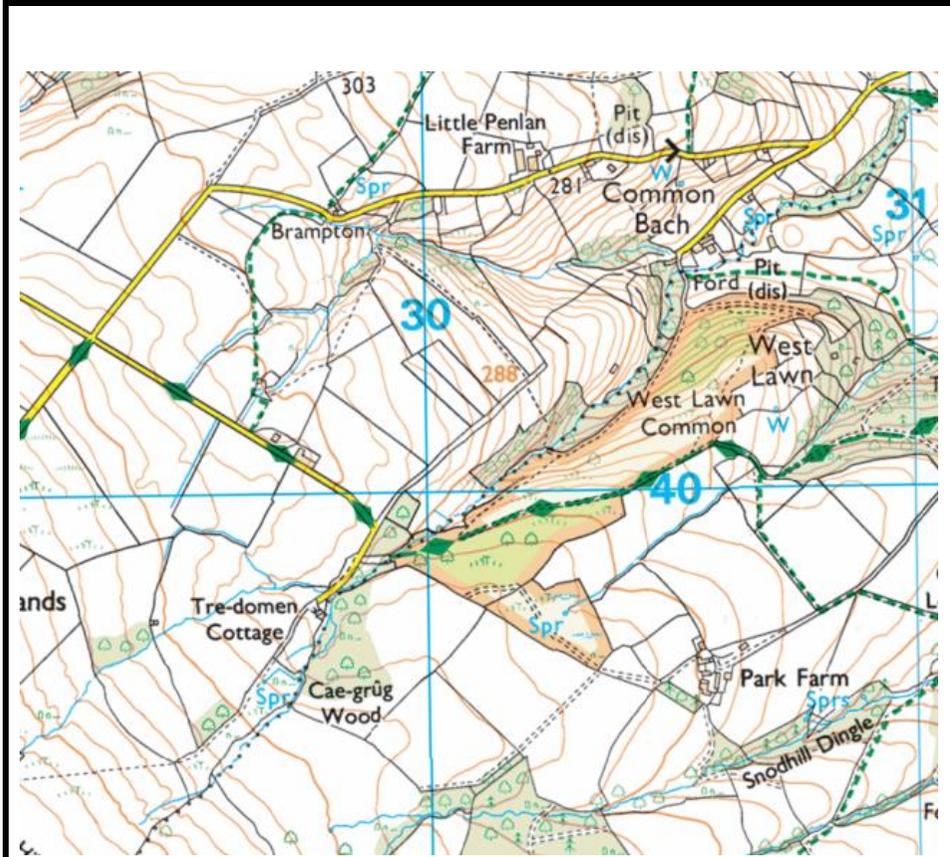
	<p>Ireland in the near future.  <a href="https://www.bhs.org.uk/our-work/access/treasure-hunt-game">https://www.bhs.org.uk/our-work/access/treasure-hunt-game</a></p> <p>If you are interested in supporting a similar game for Scotland and Northern Ireland – please contact <a href="mailto:access@bhs.org.uk">access@bhs.org.uk</a></p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Draw your own map complete with symbols and key</li> <li>• The stars can also help lead the way and point you to North...find out how!</li> </ul>		
<p><b>Things to consider:</b></p>		

Examples of incorrectly recorded routes and anomalies



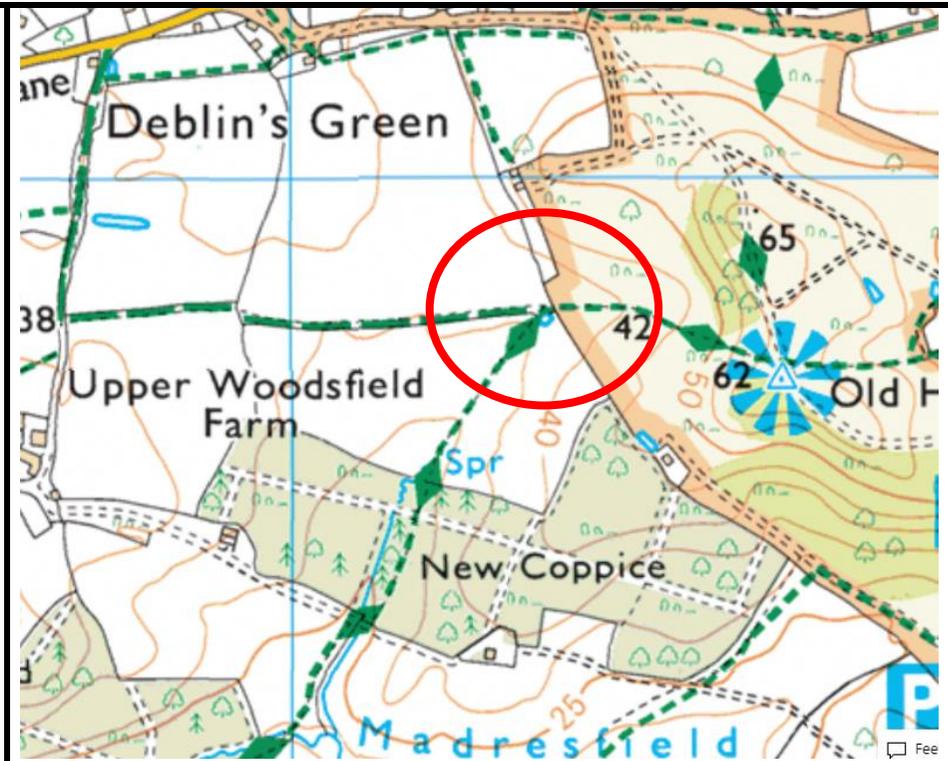
The bridleway (long dashed green line) stops halfway along the route called "Green Lane" for no obvious reason. Should the route continue along Green Lane or is the footpath that continues from the end of the bridleway to the north actually a bridleway?

Something is wrong on this section of map, so research would be needed to find out what the anomaly is.



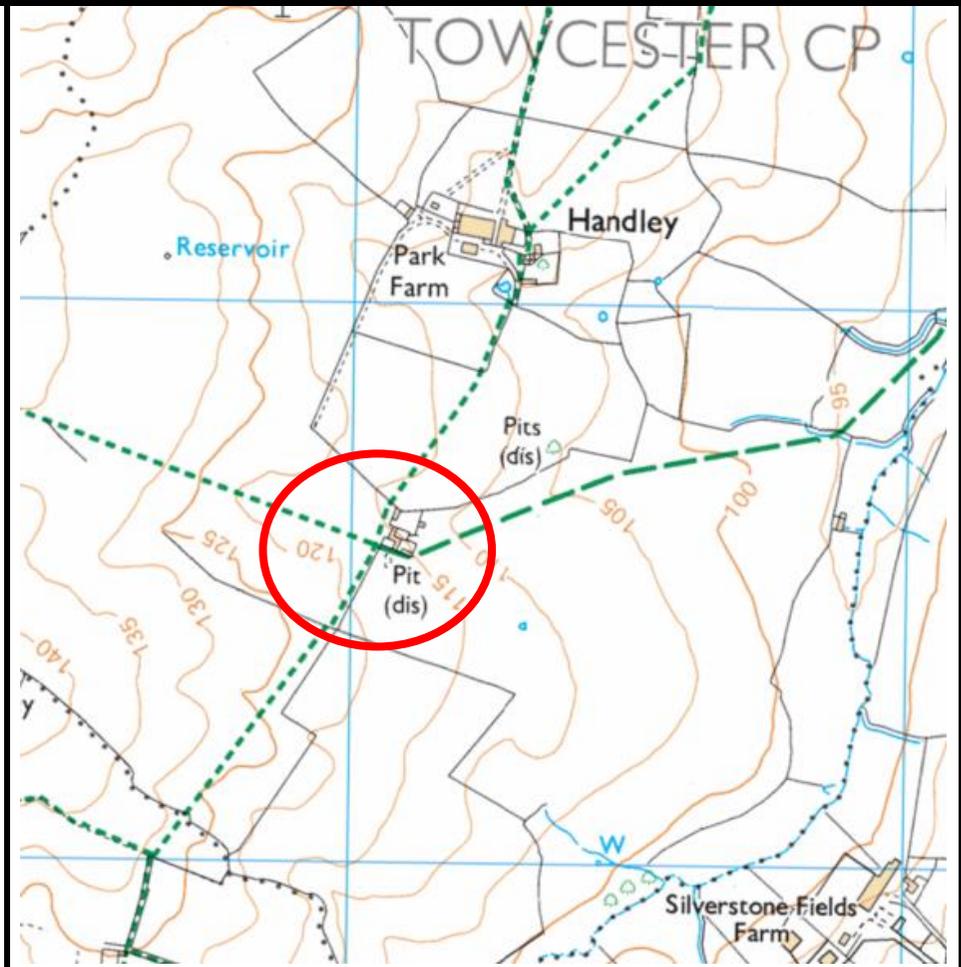
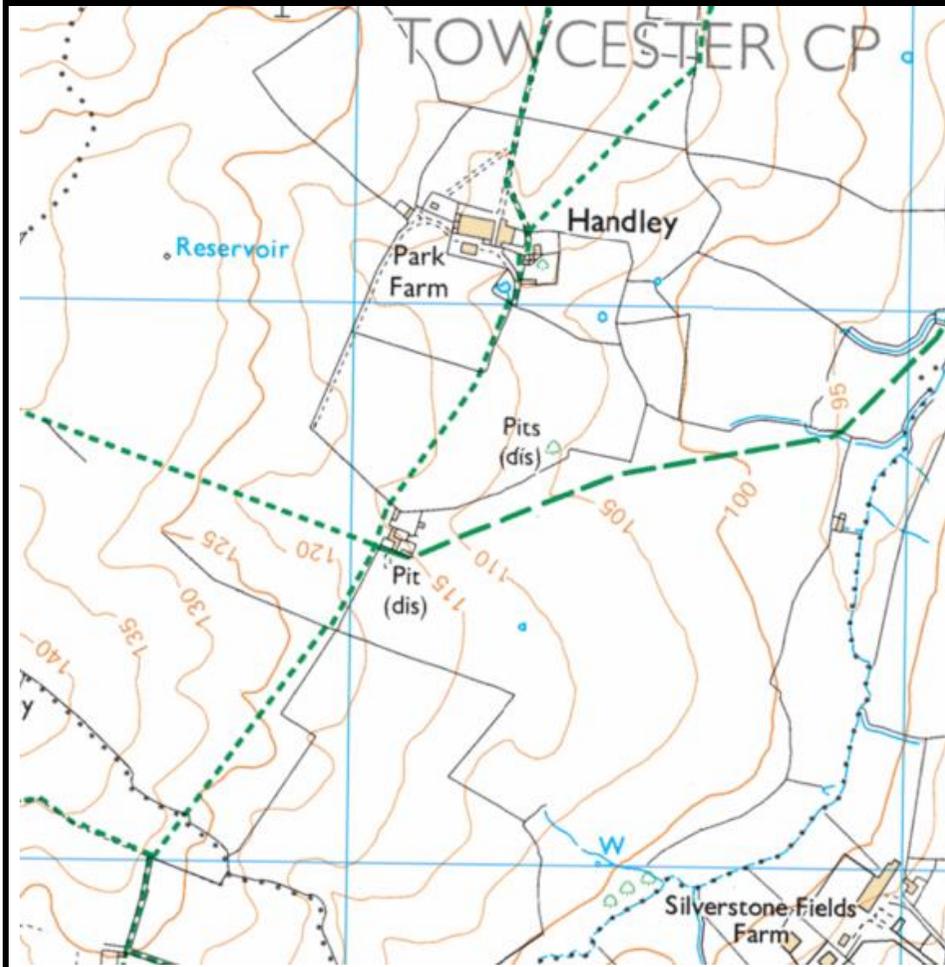
Here, the bridleway (long green dashed line) stops at the parish boundary (black dotted line) and doesn't connect to the road.

It seems to be a dead end.

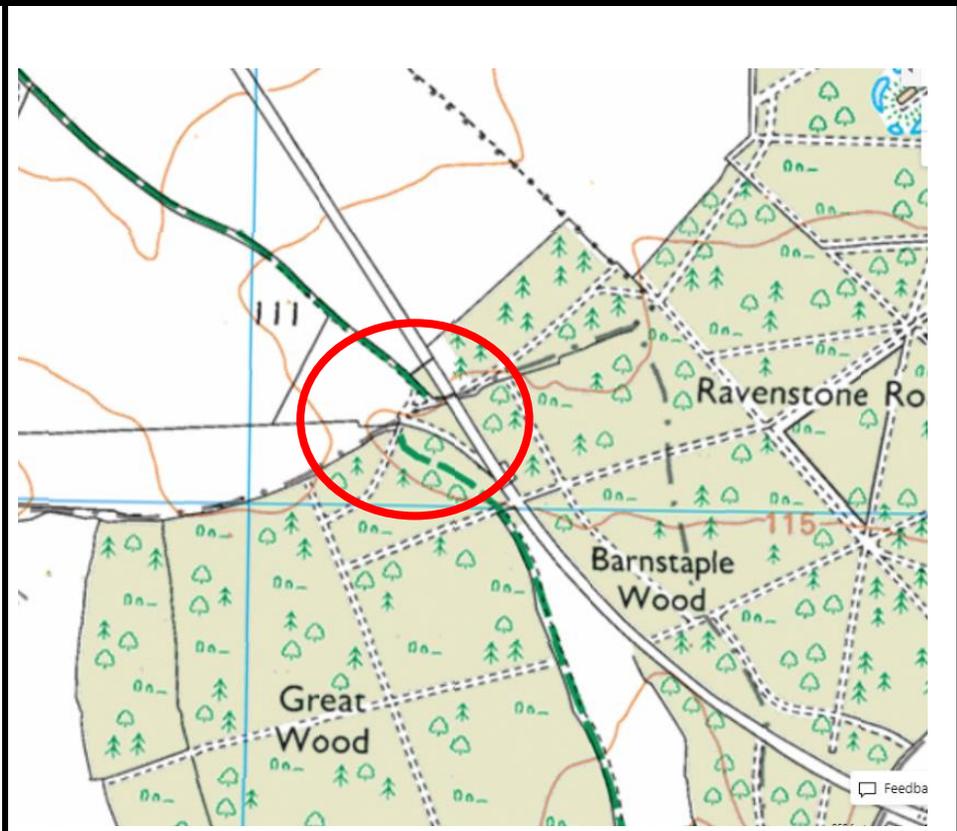


Here the bridleway (long dashed green line) joins a footpath (short dashed green line).

There is no continuation for horse riders along these routes.



This bridleway (long dashed green line) meets several footpaths but with no continuation for horse riders.



This example shows a bridleway either side of the county boundary (the dash-dot grey line) but they don't meet up.

How the bridleways link together is not clear.

THEME: Equine Explorer		GROUP: Welshie Wizzers
TOPIC: Beach Riding		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. Identify the benefits to riding on beaches. <i>(At least two benefits)</i>  2. Know where to find out if a beach allows horse riders.  3. Tell you the kind of restrictions that may be in place for horse riding on a beach and why.  4. Describe tide patterns and how they can be dangerous.  5. Describe how to care for your pony and tack after beach riding.  6. Describe how to safely ride on a beach with relation to other users, wildlife or conservation areas.  7. Describe hazards that could	<b>Possible starter activities</b>  Read the relevant section in the My Challenge Book  What's your favourite thing about going to the beach? What do you think your pony might like about going to a beach? Has anyone ever been riding on a beach – what was it like?  What do you need to be careful of at the beach? What do you think you might need to be aware of if going riding on a beach?	<ul style="list-style-type: none"> <li>BBC Bitesize – what are tides? <a href="https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zdqr97h">https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zdqr97h</a></li> <li>BHS beaches leaflet <a href="https://www.bhs.org.uk/~media/documents/access/access-leaflets/beaches-1019.ashx?la=en">https://www.bhs.org.uk/~media/documents/access/access-leaflets/beaches-1019.ashx?la=en</a></li> <li>Tidal information: <a href="https://www.ntsif.org/about-tides/tides-faq">https://www.ntsif.org/about-tides/tides-faq</a> <a href="https://www.metoffice.gov.uk/weather/guides/coast-and-sea/beach-and-tide-times">https://www.metoffice.gov.uk/weather/guides/coast-and-sea/beach-and-tide-times</a></li> <li>Incidents of the beach <a href="#">Horse and Hound</a></li> <li>Information about sand dunes and animals that</li> </ul>
	Draw a picture of your pony in its beach outfit – water wings and swimming hat etc. (age dependent).	
	<b>Possible main activities</b>  What's good about riding on beaches?  Give out pictures of beaches and ask children to label all the good things about riding on beaches e.g. paddle in the water, usually good ground to canter on, lots of space, beautiful scenery and so on.	
	<i>(Riding on beaches can build up fitness levels and encourage muscle tone and strength in your pony, change of scenery and fun for horse and rider, great way to see areas of beauty).</i>	
	Use the internet to find and look at beaches you can ride on (BHS leaflet may be helpful). Find out what times in the year and what times of day you are allowed to ride on those beaches.	

Topic: Beach riding

<p>be found on a beach.</p>	<p><i>(Visit the website or local authority website. It must be stressed that you should always check before taking your horse to a beach, and many beaches do not allow horse riders, or riding is only between restricted times or seasons).</i></p> <p><i>(Some beaches may restrict horse riders to certain stretches, or only allow horse riders on at certain times of the year. If horse riding is allowed throughout the year there may be restrictions to the time allowed for horse riders. This is usually for the rider's benefit so the beach will be quieter).</i></p>	<p>might live there – <a href="#">Bug Life</a></p> <ul style="list-style-type: none"> <li>Information on salt marshes – <a href="#">Wildlife Trust</a></li> </ul>
	<p>How do you think your pony might behave when on the beach? What might make him excited or what might make him nervous?</p> <p><i>(Generally coastlines can be quite windy which can unsettle a pony. You may see more people or dogs than you would hacking out and you may see things you have not come across before such as kites, wind breaks, sail boats etc. Look out for things your pony could trip or stumble on such as sandcastles or holes dug in the sand. When the tide is low and going away from the beach this can leave deep stream-like effects which could cause uneven ground).</i></p>	
	<p>Talk about tides. Watch short video clips (BBC Bitesize).</p> <p>Find tide times online for the beaches you were looking at above.</p> <p>What are the dangers of tides?</p> <p><i>(Tides refer to the rise and fall of (most commonly) the sea/oceans, caused by the interaction between the Moon, Sun and Earth. As the Earth, Sun and Moon change and move this creates gravitational forces that act on the seas, causing changes in the height of the sea. This is seen by a tide coming into the beach (high tide), or going away from the beach (low tide). It is important to be aware of tide times for the beach you want to ride on to avoid the risk of being trapped by an incoming high tide which could result in a small, reduced or sectioned off beach to ride on. Different parts of the world experience different tide patterns).</i></p>	
	<p>What are the dangers when riding on the beach, e.g. sinking sand, hazards on the beach – dogs, kites etc, tides coming in and getting cut off?</p> <p>Could use some news reports/magazine articles about incidents that have happened on the beach (use ones with happy endings).</p>	

	<p>What sort of activities and wildlife might you see on the beach?</p> <p>What areas of conservation might there be on a beach e.g. sand dunes, salt marshes?</p> <p>How do you make sure you don't damage these areas and disturb wildlife?</p> <p><i>(Wear hi-vis so you are easily visible. Ride with respect for other users and maintain control of your pony. Do not ride through groups of people and try to get as far away from others before having a canter. Understand that horses and dogs can become more excitable on a beach and may not react how they usually do at home. Look out for signs that warn of areas where riding may not be permitted and follow the instructions. Always avoid disturbing wildlife and plants, paying particular attention to dunes, salt marshes and estuaries. Keep to designated routes. Sand dunes and salt marshes are fragile environments and riding through or over them should be avoided for conservation reasons, even if riding is not specifically prohibited. If riding in a group always ensure that all riders are happy to go at a faster pace and be aware that some ponies may try to race each other. If you want to take your pony to the sea, approach slowly from the side so they can get used to the water coming towards them. Never take them out to sea to swim it is extremely dangerous – horses find it difficult to turn around in water and the strength of the waves can easily carry them further than you think. Before you ride on a beach note the coastguards number in case you need to call for assistance. If you want to have a canter we would recommend walking the track first to check for any hazards).</i></p>	
	<p>Design an information leaflet for riding on the beach.</p> <p>What do you need to do before you go?</p> <p>What do you need to wear?</p> <p>What do you need to be aware of?</p> <p>What do you need to do before you leave the beach to go home (remove droppings from box parking area? Take litter home)</p> <p>Do's and don'ts.</p>	
	<p>When you have been to the beach, what do you feel like afterwards – do you have sand on you or on your clothes?</p>	

	<p>What do you think you need to do to your pony after riding on the beach?</p> <p>Talk about cooling them down – especially if they have been going fast on the beach, washing them off to remove all sand, make sure you clean your tack.</p> <p>What would happen if you didn't clean your tack?</p> <p><i>(Caring for your pony: After a ride on the beach it is advised to sponge/wash down your pony to remove any sand and salt water. Ensure your pony is cool before travelling. Offer water. Tack: Salt water can dry out and crack leather so it's very important to clean your tack after riding on a beach).</i></p>	
<p><b>Possible wrap up activities</b></p>		
<p>Draw a picture of yourself riding a pony on the beach. Include as many other animals as you can – which animals might you see on a beach?</p>		
<p>Tides quiz on BBC Bitesize.</p>		
<p>Create a poster to warn about a danger on the beach</p>		
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Identify the activities and wildlife you might find and how to ride responsibly in relation to these</li> <li>• How would you introduce your pony to paddling in the sea? Why is it dangerous to swim your pony in the sea?</li> <li>• Share information with other riders about how to stay safe when riding on the beach.</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• When talking about the dangers of riding on beaches and incidents that have happened make sure there is no distressing content.</li> </ul>		

THEME: Stable Star		GROUP: Welshie Wizzers
TOPIC: Fire Safety		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Identify fire hazards and risks on a yard (<i>people smoking, electric appliances – discuss how – short circuit, faulty, near water etc, machinery, fuel, fertilisers etc can also discuss anything specific to your yard</i>)</p> <p>2. Outline basic fire prevention methods (<i>hay/straw/bedding stacked reasonably and away from stables, muck heap situated away from stables, fuels stored in secure areas, walkways and gangways kept tidy, switch off lights and heaters when not in use, firefighting equipment and evacuation procedures</i>)</p> <p>3. Raise an alarm if they</p>	<p><b>Possible starter or wrap-up activities</b></p>	<ul style="list-style-type: none"> <li>Know when to Stop, Drop, Roll – teaching resources available to download: <a href="https://www.nfpa.org/~media/files/public-education/resources/education-programs/learn-not-to-burn/level-1/Intblevel1stopdroproll.pdf?la=en">https://www.nfpa.org/~media/files/public-education/resources/education-programs/learn-not-to-burn/level-1/Intblevel1stopdroproll.pdf?la=en</a></li> <li>Fire safety advice on BHS website: <a href="https://www.bhs.org.uk/advice-and-information/potential-hazards/stable-fire-safety">https://www.bhs.org.uk/advice-and-information/potential-hazards/stable-fire-safety</a></li> </ul>
	<p>Read the relevant section in the My Challenge Book</p> <p><a href="https://www.cheshirefire.gov.uk/Assets/1/Firefighter_wordsearch.pdf">https://www.cheshirefire.gov.uk/Assets/1/Firefighter_wordsearch.pdf</a> Wordsearch where children have to work out the words before they find them.</p> <p><a href="https://www.cheshirefire.gov.uk/Assets/1/Dragon_fire_crossword.pdf">https://www.cheshirefire.gov.uk/Assets/1/Dragon_fire_crossword.pdf</a> Fire crossword</p>	
	<p><b>Possible main activities</b></p>	
	<p>Ask children what causes of fire they know, e.g. people smoking; electric appliances, discuss how – short circuit, faulty, near water etc.; machinery; fuel; fertilisers, candles left unattended etc. What fire hazards are there at the yard? Hay/straw/bedding not stacked safely or kept in stables; muck heap not situated away from stables; fuels not stored in secure areas, walkways and gangways not being kept tidy; leaving on lights and heaters when not in use etc. What can children do to help reduce the risk of fire? Keep areas tidy; put equipment, tack and rugs back in appropriate storage place; report anything unusual seen etc. <b>NB – reassure young children not to worry about coming to the yard and explain what the yard does as part of fire prevention.</b></p> <p>Ask children what they should do if they see a fire. Identify they must raise an alarm: if they see smoke or fire, shout FIRE FIRE FIRE, ring the alarm/bell and walk away from fire but continue to shout until an adult hears them. Walk or follow an adult (or fire marshall if one appointed) to the designated fire assembly point. Children must <b>NEVER</b> try to put out a fire or to rescue horses. They must keep themselves safe. Children to write a story about keeping safe near fire which could be used to teach younger children how to stay safe.</p>	
	<p>Use the resources about Stop, Drop, Roll to teach children what to do if they are on</p>	

Topic: Fire safety

<p>see smoke or fire on the yard (<i>a knowledge of what to do in this situation</i>)</p> <p>4. Describe how to keep themselves safe during a fire (<i>refers to not trying to put out a fire, not trying to rescue horses. To go to the fire assembly point and remain there until told otherwise</i>)</p>	fire.	
	Contact a local fire station; invite them in to run a session on fire safety.	
	Take children on a walk round the yard and identify assembly points. Walk to and from this point from various locations on the yard so they are familiar with the route. Discuss what to do if there is a blockage in the route or they cannot get through for some reason; identify to change route and not to panic.	
	Talk through who the fire marshalls are on the yard; if possible ask them to come and meet the children in the group and talk to them about their job.	
	<b>Possible wrap up activities</b>	
Children to create poster to remind other uses how to prevent fire at a yard.		
<p><b>Two star challenge **</b></p> <ul style="list-style-type: none"> <li>• Make a fire evacuation plan for your home.</li> <li>• Design a fire safety poster for your yard</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Ensure children’s background is known regarding fire;</li> <li>• Follow safeguarding procedures as necessary.</li> </ul>		

THEME: Stable Star		GROUP: Welshie Wizzers
TOPIC: Leadership		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. Outline the role of the yard manager ( <i>either a general description or related to yard manager at their yard/centre</i> ) 2. List tasks a yard manager may carry out on a daily basis 3. Assist the yard manager to plan a day's work 4. Assist the yard manager to delegate tasks to staff 5. Communicate to yard staff appropriately 6. Take on a team leader role to complete a task with their group	<b>Possible starter or wrap-up activities</b>	
	Read the relevant section in the My Challenge Book	
	What is 'Leadership'?	
	What leaders can the children name? Ensure they identify leaders e.g. prime ministers as well as leaders of other groups, e.g. churches, groups, headteachers etc.	
	<b>Possible main activities</b>	
	Take children for a walk around a yard in the morning (if possible) and discuss what jobs need to be done and who should do them. What would be the priorities for the day? Why? Can children write a list of all the jobs and whose responsibility these are?	
	Continue from previous session – which of the jobs did we identify were the responsibility of the yard manager? Why? Discuss what characteristics a yard manager would need to have and what previous experience might help with the job – why? Children to then write a job description for a yard manager – can they turn this into an advert?	
	Invite the yard manager to a group session – share the job descriptions with them. Do they feel they are accurate? Why/why not? What tasks might the yard manager delegate to staff throughout the yard? Children to work alongside the yard manager to plan their day and identify which tasks would be given to other staff to complete and why.	
	This topic should give the opportunity for the participant to shadow the yard manager and help them with daily tasks. They should have an awareness of the day to day tasks that are completed for the everyday running of a yard. Tasks should be	

	appropriate to the centre/yard the participant is at.	
<p><b>Two star challenge **:</b></p> <ul style="list-style-type: none"> <li>• Deliver a daily briefing to a group or deliver training to others on a task children are particularly good at;</li> <li>• Any other tasks the coach deems appropriate for the participant to assist with or carry out at the centre;</li> <li>• Think of ‘problems’ which could happen during the day and how to solve them;</li> <li>• Discuss other responsibilities a yard manager or proprietor will have such as accounting, stock checks, training staff;</li> <li>• Discuss what makes a good yard manager – what skills should they have etc.;</li> <li>• Ask them to research how to become a yard manager – the qualifications and experience they need. Discuss the BHS Career Pathway;</li> <li>• What does being BHS Approved mean and why should a centre aspire to this?</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• The daily chores could be appropriate to the general yard duties, or preparing for riding school lessons and activities;</li> <li>• The participant should be encouraged to delegate and communicate the daily chores to staff to develop communication skills and confidence speaking to others;</li> <li>• The recommended minimum time required to complete this topic is half a day (shadowing/helping/taking the role of yard manager) but the centre can lengthen this if they feel this will provide a greater benefit to the participant.</li> </ul>		

THEME: Stable Star		GROUP: Welshie Wizzers
TOPIC: Record Maintenance		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. List records that may be kept within a riding centre.  2. Outline why it is important for a riding centre to keep and maintain records  3. Outline a basic filing system for keeping records. <i>(They can describe the filing system used at the centre, paper or electronic. Basic understanding that they are usually alphabetical so a pony's record can be found easily).</i>  4. Update a record.  5. Outline their responsibility when handling records and information. <i>(Update accurately, file back correctly. Never leave out records, always put them back where</i>	<b>Possible starter activities</b>	<ul style="list-style-type: none"> <li>Worksheet - Fill in the gaps</li> </ul>
	Read the relevant section in the My Challenge Book	
	What records might be kept about you, or what might your parents write on the calendar to keep track of in relation to appointments or activities. What records do you think a riding school would need to keep? Why is it important to keep these records?	
	<b>Possible main activities</b>	
	Look at some records that the yard keeps. For example; shoeing book, horse records etc, do not look at any records containing personal information.  <i>(Records you could discuss include: For horses and ponies – health records (worming test or wormer given, teeth, saddle fitter, farrier, vaccinations). Riding centre records (pony name, age, weight limit, activities they can do), client records, staff records, booking diary).</i>	
	Create scenario cards – each child to pick a card and explain what could happen. Examples: <ul style="list-style-type: none"> <li>Harry missed his vaccination because his last vaccination was not recorded properly.</li> <li>Sally has gone lame, she went lame 3 months ago but no one can remember which leg she was lame on because it wasn't recorded.</li> <li>Black-Jack has had his teeth checked and rasped but it hasn't been recorded, the dentist is booked to come out to check the rest of the horses in 2 months time – he charges for every pony he checks.</li> </ul>	

<p><i>you found them)</i></p> <p>6. Outline the centre's responsibility when keeping and filing records. <i>(Personal data for clients and staff should be locked away, records should be accurately maintained, records should be kept only for as long as necessary).</i></p>	<p>Create their own record for their favourite pony. Include a photo or draw a picture. Include; name, age, height, weight limit, activities they can do, likes and dislikes, what they are like to ride (forward going, laid back etc).</p>	
	<p>Talk about how records can be stored and filed. Have a look at how they are filed at the riding school if available.</p> <p>Ask all the children to put themselves in a line in alphabetical order according to the first names, then change this by asking them to order themselves according to their surnames. This will get them used to thinking about ordering things alphabetically. As a group the children can file the records they have created in alphabetical order.</p>	
	<p>Make their own yearly health planner for 5 ponies they know. Record when they are due; shoes/trim, worming, teeth check, saddle fitter check, vaccinations.</p>	
	<p>Make their own record for their riding sessions, or Pony Stars progress with space for date, name of coach, topic of session, what they enjoyed, and a picture to show how they felt after.</p>	
	<p>Update a record kept on the yard with a coach. Or update a simulated record.</p> <p><i>(This doesn't have to be a current/working record – they can use a template provided by yourself to 'update' a record. Could be a simple farrier mock record, and update with date, name of farrier and work done, date of next appointment).</i></p>	
	<p>Talk about the type of records that shouldn't be available for everyone to see. Why they need to be kept securely.</p> <p>Why is it important all records are kept up to date? Why records should always be put away after use. How long records might need to be kept.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Worksheet - Fill in the gaps</p>	

	<p>Draw a picture of 5 ponies, just heads over stable doors – writing the name of each pony on the door – children to draw the ponies ordered in alphabetical order.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Help out in the office or at home with simple tasks like filing or printing</li> <li>• Think of a system to organise something at home It could be your books, socks, toys or anything else you can think of. You could sort them by colour, alphabetically, size or shape or whatever way you want. Take a picture and show your group your organising skills. What was your favourite system?</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Do not look at any records which should be kept confidential</li> <li>• Be mindful of any children who may be dyslexic and don't want to write in front of others.</li> </ul>		

THEME: Stable Star		GROUP: Welshie Wizzers
TOPIC: Customer Service		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Outline what good customer service means</p> <p>2. Describe an example of good customer service.</p> <p>3. Describe an example of poor customer service. (<i>When describing good and poor customer service ask the group for examples that they have experienced themselves (if any), doesn't have to be within a horsey environment</i>).</p> <p>4. Outline why a riding centre should aim for good customer service at all times</p> <p>5. Demonstrate good customer service to those they meet at the centre. (<i>Explain that when they are at the centre, they represent that centre and should be kind and</i></p>	<p><b>Possible starter activities</b></p> <p>Read the relevant section in the My Challenge Book</p> <p>How did you feel the first time you came to the stables – or think of another example if they can't remember (e.g. first time going to swimming lessons etc.) Why is it important to be polite and friendly? How do you think a new person coming to the stables would feel if they were welcomed and helped?</p>	<ul style="list-style-type: none"> <li>• Wordsearch</li> <li>• Worksheet – Fill in the gaps</li> <li>• Video clip – <a href="#">Mr Bean bad customer service</a></li> </ul>
	<p><b>Possible main activities</b></p> <p>Discuss what customer service means: when we work somewhere how we treat the customers/how customers are treated by people who work somewhere. How do children think people would like to be treated? Identify kindly; politely; helpfully; with respect etc.</p> <p>How might this go wrong and someone end up with poor customer service? Identify if someone is rude to a customer; does not listen; ignores their needs etc. Watch a video clip showing bad customer service. Discuss places which the children may have been to that involves customer service, e.g. a shop or a restaurant. How did people treat them? Were the employees kind? Were they helpful? If not, why not? What happened? <b>NB – the coach may need to give examples which they have been through themselves due to the age of children.</b></p>	
	<p>Design a poster to put up in the yard which shows examples of good customer service and lists how we can help customers.</p>	
	<p>What are the benefits of good customer service? Identify that good customer service would make customers go back and want to keep using the service/buying things/keep</p>	

Topic: Customer service

<p><i>polite to all on the yard).</i></p> <p>6. Assist to meet and greet a client before their riding lesson (<i>meet a client with a smile, say hello, follow centre procedure with regards to sign in, take them to the arena or yard area to meet their horse, let them know the horse's name etc</i>)</p> <p>7. Assist with a yard tour or induction for a new client (<i>follow standard yard procedure for a yard tour or induction that a new client would get. Both the 'meet and greet' and 'yard tour' can be acted out within the group (ie one member of the group pretends to be the client) if a real-life scenario cannot be given).</i></p>	<p>the service in business. Link to a riding centre – why is good customer service so important for a riding centre? What would good customer service look like at the riding centre? Children should be made aware to meet a client with a smile, say hello, follow centre procedure with regards to sign in, take them to the arena or yard area to meet their horse, let them know the horse's name etc.</p> <p>Children to write instructions on how to meet and greet a client before their riding lesson or how to conduct a yard tour or induction for a new client.</p>	
	<p>Children to use their instructions to assist a meet and greet before a riding lesson or a new client tour/induction to model good customer service.</p>	
	<p>Role play: allow members of the group to be a client for the others to practise their welcoming or yard tour.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Worksheet – Fill in the gaps</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>Lead your own tour of the yard. Show off your pony knowledge by showing a small group of friends or family around your yard.</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>Some children may not feel comfortable to meet and greet a new person the yard – so should be given the option to do this within the group.</li> </ul>		

THEME: Helping Hero		GROUP: Welshie Wizzers
TOPIC: Recycling		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
<p>1. State what recycling means</p> <p>2. Identify products that can be recycled (<i>Children should be able to list three items found on a stable yard that may be recycled, such as; paper feed bags, plastic supplement tubs, horse shoes, wooden pallets, muck, unused hay/straw, some shavings bags/wrappers can be recycled at larger supermarkets (with carrier bags)</i>)</p> <p>3. Encourage thinking up ideas for “re-use” of products that are not conventionally recyclable (<i>Be able to understand the difference between recycling items for a new</i></p>	<p><b>Possible starter or wrap-up activities</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.educationquizzes.com/ks2/geography/recycling/">https://www.educationquizzes.com/ks2/geography/recycling/</a> quiz about recycling</li> <li>• Wordsearch</li> </ul>
	Read the relevant section in the My Challenge Book	
	Discuss what ‘waste’ is – what can children name which they throw away. Why?	
	Wordsearch about recycling	
	<p><b>Possible main activities</b></p>	
<p>Ask children to complete a ‘waste diary’ over a week while they are at home. What did they throw away over the week? Discuss as a group and identify any similarities or differences between diaries. <b>NB – ensure children are respectful of each other’s diaries; discuss listening with respect etc.</b> Where does the waste go? Identify landfill – what items do not go to landfill? Why? Discuss what we can recycle – children to make a list of items which can be recycled and how.</p>		
<p>Create an Art Exhibition! Encourage children to bring in items which they may normally throw away, e.g. boxes, cartons, cardboard etc. Children to use these to design and make their own creations to then display for their guardians to come and see. How does this help with recycling? Where would all this have gone otherwise? <b>NB – ensure children wash the items before they bring them in!</b></p>		
<p>Go for a walk around the yard – children should be able to list at least three items found on a stable yard which could be recycled, such as; paper feed bags, plastic supplement tubs, horse shoes, wooden pallets, muck, unused hay/straw, some shavings bags/wrappers can be recycled at larger supermarkets (with carrier bags). How could they encourage people to recycle these instead of throw them away? Children to create radio adverts to encourage people to recycle rather than throw into rubbish – these could be recorded using iPads, laptops, voice recorders or any</p>		

<i>use (as above) and reusing items- eg. outgrown clothes or unwanted horse items- can be swapped, given away or sold)</i>	other equipment. If these are not available, children could present them to the rest of the group.	
	<b>Possible wrap up activities</b>	
	Design an advert for a sale or swap shop in order to move on unwanted or outgrown items.	
	Complete quiz.	
	Design a poster for why you should recycle.	
	Write a group story about recycling.	
<b>**Two star challenges:</b> <ul style="list-style-type: none"> <li>• What items on the yard could be re-used? With your coach see what you can find and get inventive!           <ul style="list-style-type: none"> <li>○ Participant should be able to think of specific examples for what can be done with the items- eg. Plastic tubs could be used for plants or pallets can make a bench</li> </ul> </li> <li>• How could you make use of the muck on the muck heap?           <ul style="list-style-type: none"> <li>○ Understand that composted muck can be re-used, and suggest how this may be- eg. bagged up and sold to gardeners, spread by local farmer</li> </ul> </li> </ul>		
<b>Things to consider:</b> <ul style="list-style-type: none"> <li>• Think carefully about any festivals which are celebrated around the time of this section – could the art exhibition be linked to Diwali? Christmas? Chinese New Year? Be aware of any religious activities which could be offensive.</li> </ul>		

THEME: Helping Hero		GROUP: Welshie Wizzers
TOPIC: Campaigning		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
1. Describe what campaigning means  2. Describe how a campaign can help to make a positive change ( <i>child can discuss on a general level or talk about a specific campaign</i> )  3. Outline how to support a campaign  4. Tell you about a campaign they know about  5. Plan a campaign	<b>Possible starter or wrap-up activities</b>	<ul style="list-style-type: none"> <li>• BHS <a href="#">Access and Bridleways campaigns</a></li> <li>• BHS <a href="#">Horse Welfare and Care campaigns</a></li> <li>• BHS <a href="#">Road Safety campaign</a></li> <li>• <a href="#">5 teen activists changing the world</a></li> <li>• <a href="#">Time to Change young campaigners</a> – includes some helpful advice for starting a campaign</li> </ul>
	Read the relevant section in the My Challenge Book	
	Discuss what the word ‘campaign’ means (link to any local, national or international elections).	
	Identify the three main governmental parties and how the current party in in power.	
	Identify the current Prime Minister and how they campaigned successfully.	
	<b>Possible main activities</b>	
	Discuss what campaigning means – this is generally a series of actions or events which are meant to achieve a particular result. A campaign can be for a political purpose (vote for x), for a charitable purpose (raise money for a charity or spread an awareness/educational message), a community purpose (improve local street lighting) or commercial (persuade you to buy x product). Children to identify any campaigns they have seen on TV, posters, in the news etc. and discuss what they are campaigning for. Highlight campaigns they may have been part of in schools, e.g. school council. How were their school councillors selected? What did they have to do to be voted in? Who was successful and why? What did their campaign do which made it more effective than others?  Identify that a person can campaign on an individual scale as well – by using their voice and speaking out for what they think is right. Discuss how to do this politely!	
Identify a campaign related to animal welfare, e.g. Dogs are for life, not just for Christmas. <b>NB – link to any campaigns currently being run by the BHS.</b> Why do people support this campaign? Discuss as a group which campaigns children support and why – how do these make a positive change? Mindmap ideas as a group; ensure children are focussing their ideas on specific campaigns and why these will have an impact. Can they give specific examples about any		

	<p>campaigns they specifically believe in? Why?</p> <p>Plan a campaign: this could be a campaign they have made up, or a current campaign from a charity of their choice. A campaign could be on a local level – something they want to change or support at the riding centre, their school or within their community or something on a larger, national level. Discuss how to run a campaign; steps used to generally plan a campaign are:</p> <ul style="list-style-type: none"> <li>o Identify the problem;</li> <li>o What is the solution;</li> <li>o How will you make this happen?</li> </ul> <p>Create a campaign poster which will try and persuade others to agree with their point of view about a topic. This could be linked to the yard, recycling, going green or one of the other previous topics towards which they have worked. Display the posters around the room. Other children to have post-it notes, move around the room and identify which poster they think is the most effective. They can put their post-it note next to that poster – discuss as a group why they feel that is the most effective.</p>	
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	<p>Discuss how to support a campaign – split into two sections: campaigns which children can be directly involved in and those they cannot – remember by simply using your voice and speaking out for what you think is right will help to support a campaign.</p> <p>Some campaigns may begin with a petition to sign so the topic can be discussed by MPs in parliament, some campaigns may supply a template letter to use to write to your local MP (the aim is to raise awareness with them so they discuss and support the topic in Parliament. Explain it is quite hard to contact the Prime Minister directly, but your local MPs represent the things you care about in government), some campaigns may ask for donations to support promotion of the campaign. You could also support a campaign by volunteering to hand out flyers, march to raise awareness or even support a peaceful protest. Ensure when discussing these suggestions that it is emphasised this is generally for adults; although 2019/2020 (pre-Covid) saw many peaceful marches across the UK by children who were concerned about climate change and the environment, these children were supervised by adults.</p> <p>Young participants can talk to their parents or carers about topics they feel passionately about and ask them to support a campaign on their behalf. Or, simply by talking to an adult and spreading awareness will help to support a campaign without signing a petition, donating or protesting.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Create a short ten minute verbal campaign – this could be recorded and played as if it is a radio message.</p>	
	<p>Think of slogans for a campaign – use examples such as Dead Slow from the BHS road safety campaign.</p>	
<p><b>Two star challenge **:</b></p> <ul style="list-style-type: none"> <li>• Make up slogans and a poster to support your campaign from One Star challenges</li> <li>• Write a letter to your MP about a cause you feel passionate about <ul style="list-style-type: none"> <li>○ If you are not sure about a topic have a look online for some ideas. The British Horse Society often has campaigns to support horse welfare or safety, have a look at their website to see how you can help support an animal you love.</li> </ul> </li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Could set a home challenge for children to find out about a campaign in which they are interested;</li> <li>• Check any posters before sharing with children – some could be upsetting for younger members;</li> </ul>		

Topic: Campaigning

- Link to Shetland Striders Be Nice, Say Hi;
- Identify any current campaign being run by the BHS – the BHS campaigns to educate all road users to respect each other, and to educate other road users to pass horses safely, and why this is important. The participant could support this campaign by talking to adults they know, to help spread the message, educate drivers how to pass a horse and to raise awareness.

THEME: Helping Hero		GROUP: Welshie Wizzers
TOPIC: Make a Difference		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
<p>1. Outline what volunteering means (<i>a voluntary act of freely giving up time to support a person, group, charity or community</i>)</p> <p>2. List suggestions for helping a friend or family member (<i>there are no right or wrong answers to this. Suggestions to discuss might be; visiting an elderly relative or a friend or relative that lives on their own (providing company), baking some treats for someone, helping with the shopping, tidying their (own) room or other chores in the house</i>)</p> <p>3. Outline what fundraising means (<i>raising money to</i></p>	<p><b>Possible starter or wrap-up activities</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.bhs.org.uk/get-involved/challenge-events/fundraise-your-way">https://www.bhs.org.uk/get-involved/challenge-events/fundraise-your-way</a> bhs fundraising ideas</li> <li>• <a href="https://www.bbc.co.uk/programmes/articles/4bnPmz1QX6ZmQfg3hmq2vrv/volunteering-with-children">https://www.bbc.co.uk/programmes/articles/4bnPmz1QX6ZmQfg3hmq2vrv/volunteering-with-children</a></li> <li>• <a href="https://volunteersweek.org/about-volunteers-week/">https://volunteersweek.org/about-volunteers-week/</a> volunteers' week information</li> <li>• <a href="https://www.bhs.org.uk/get-involved/volunteer">https://www.bhs.org.uk/get-involved/volunteer</a> BHS information about volunteering</li> <li>• <a href="https://volunteermatters.org.uk/">https://volunteermatters.org.uk/</a> find local volunteering activities</li> <li>• <a href="https://www.gov.uk/government/get-involved/take-part/volunteer">https://www.gov.uk/government/get-involved/take-part/volunteer</a> find local volunteering activities</li> </ul>
	Read the relevant section in the My Challenge Book	
	Look at examples of people fundraising and discuss.	
	Do you know anyone who volunteers? Where? How? Why do you think they volunteer?	
	Have you ever volunteered?	
	<p><b>Possible main activities</b></p>	
Discuss what volunteering means in different contexts e.g. at the riding school; at school; at other clubs they may attend outside of school hours; at home; in the workplace etc. Identify that children often do chores at home, e.g. tidying their bedroom or playing with younger siblings – does this count as volunteering? What about if they have jobs to do for pocket money? Highlight that volunteering is unpaid; the root word is volunteer which, as a verb, means 'to offer to do something that you do not have to do, often without having been asked to do it and/or without expecting payment' (Cambridge dictionary definition). What may come under this title? Discuss volunteering roles which adults may take part in, e.g. helping run sports clubs such as local teams; spending time giving food out at shelters for homeless people; volunteering in a charity shop; reading with children in schools etc. Discuss the volunteering roles which children can take part in – how and why are they different? Discuss suggestions for how children can volunteer for family and friends – how could they present this? Encourage children to come up with imaginative ways, e.g. a poster; cartoon strip; freeze frames; short drama piece; news interview etc.		
What does 'fundraising' mean? Discuss as a group – identify that the Cambridge		

Topic: Make a difference

<p><i>support a charity, cause or business)</i></p> <p>4. Outline why charities rely on volunteers and fundraising to support their charitable aims</p> <p>5. Outline how volunteers support the work of the BHS</p> <p>6. Outline how a riding centre would benefit from volunteering or fundraising <i>(For example, fixing or painting a fence, poo picking, helping out in riding lessons, whatever you can think of! Discuss how fundraising can help with the costs to look after all the ponies at the centre, or helping to fix or maintain facilities)</i></p> <p>7. Describe some benefits of volunteering or helping out <i>(should be able to list at least two)</i></p>	<p>dictionary defines it as ‘the act of collecting or producing money for a particular purpose, especially for a charity’. Unpick this as a group – what does that actually mean? What examples of fundraising do children know? Highlight ones which may have taken place at school for charities, e.g. Children In Need, Red Nose Day, Odd Socks Day etc. How do these raise funds? Where does the money go? Have children been involved in any other activities to raise money for a charity or a specific cause, e.g. a sponsored run? How does this help a charity? What is the purpose of fundraising? Ensure children realise that although it may seem like a huge task to raise money for a charity or cause, every small step helps, e.g. cake sales or non-uniform day. Can children create a poster for a fundraising idea? Children should be able to list two: get creative! This can be anything, such as a sponsored silence, danceathon, bake sale, second hand shop, tack clean etc. Discuss as a group? Why did they choose that particular cause to support?</p> <p>Ask children why they think volunteers are so important to charities. Identify that charities can reduce their spending with the help of volunteers, which means they have more money to spend on their charitable aims. <b>(NB – ensure children know what this means)</b>. Most charities would not be able to operate without the contribution of volunteers – they are very important!</p> <p>How might people volunteer at a national level? Volunteers help national charities promote their work on a regional or local level and help to reach more people. Volunteers can also help to increase the quality or services of a charity by having specialist knowledge or skills. The charity will then reduce their costs as they would not have to hire a specialist in this area of work. For example, a community centre might need redecorating and a volunteer skilled in this area could give up their time and labour costs for free, to save the charity money. Volunteers can cover many different roles or needs, for example, painting a community centre, clearing a bridleway, organising or promoting an event or delivering a talk to promote a campaign or charity. Fundraising is essential for charities so they can support the charitable aims they have. Have a think about some of the charities you have discussed in topics so far: do they need money to deliver their aims? The answer is yes!</p>	
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Topic: Make a difference

<p>8. List some fundraising ideas (<i>should be able to list at least two. Get creative! This can be anything! Examples include, sponsored silence, danceathon, bake sale, second hand shop, tack clean</i>)</p>	<p>Link to the BHS – the BHS has over 900 volunteers (Aug, 2020). Look at the <a href="#">infographic</a> on our website to discuss how volunteers support the charity and the roles that they do. Volunteers are invaluable to the BHS! Children could research how volunteers help the BHS or ask anyone at the riding school who has volunteered for them to come and give a talk about it (<b>NB – ensure safeguarding protocols are adhered to</b>).</p>	
	<p>Benefits of helping out: children should be able to list at least two. It is very important to highlight the feel-good factor that helping out will bring. It can also be a great way to make friends or improve your skills and confidence. Volunteers can make a valuable contribution to their community and can also improve their own health and well-being.</p>	
	<p>Help out at a riding centre: discuss how volunteers could help at your riding centre and what jobs could be done. For example, fixing or painting a fence, poo picking, helping out in riding lessons, whatever you can think of! Discuss how fundraising can help with the costs to look after all the ponies at the centre, or helping to fix or maintain facilities.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Invite a volunteer in to talk to the group (<b>NB – ensure safeguarding protocols are followed</b>).</p>	
	<p>Discuss volunteering opportunities for themselves when they are old enough.</p>	
<p><b>Two star challenge **:</b></p> <ul style="list-style-type: none"> <li>As a group organise a fundraising event for your riding centre (if not part of riding centre could raise money for a local centre or another charity). Decide what you want to raise money for, what type of event you would like to hold and what you will need to do it successfully.</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>Those under 14 cannot work for a profit-making organisation, even if they are not getting paid, but check with local authority regarding their own byelaws;</li> <li>Depending on the age of your participants they may not be allowed to volunteer at the riding centre; but they can still discuss this, and how organisations rely on volunteers. The younger participants can offer to help a family member or friend with a kind gesture such as helping with</li> </ul>		

chores;

- Link to *Events* topic in Connemara Champs;
- Be aware of social distancing rules in the current COVID-19 climate;
- Volunteers' Week is between 1<sup>st</sup> and 7<sup>th</sup> June each year.

THEME: Helping Hero		GROUP: Welshie Wizzers
TOPIC: Climate Campaigner		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
<p>1. Tell you an example of an environment charity</p> <p>2. Outline what an environment charity works to improve (<i>An environment charity usually works to protect the environment and works to raise awareness, or improve, the environment, climate, nature. They aim to have a positive impact on the health of the world. The child could explain their chosen charity (from the first challenge) in more detail here</i>)</p> <p>3. Outline why it is important to work towards improving the environment</p> <p>4. Tell you one thing they could do or change to help</p>	<p><b>Possible starter or wrap-up activities</b></p> <p>Discuss eco-schools; is anyone involved in this at their school? Why is it a good idea?</p> <p>Do you know any environmental charities? e.g. Greenpeace, Woodland Trust, WWF, The Climate Change Organisation, Campaign to Protect Rural England, Green Alliance, Energy Saving Trust, Friends of the Earth, The Wildlife Trusts (usually have a local 'Wildlife Trust), Keep Britain Tidy etc.</p> <p>Create a wordsearch or crossword for someone else to complete about the environment. Discuss key vocabulary to include as a group first.</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.eco-schools.org.uk/">https://www.eco-schools.org.uk/</a> eco-schools</li> <li>• National Geographic: <a href="#">Talking to kids about climate change</a></li> <li>• National Geographic: <a href="https://www.nationalgeographic.com/family/keeping-it-green/save-the-earth-as-a-family/">https://www.nationalgeographic.com/family/keeping-it-green/save-the-earth-as-a-family/</a></li> <li>• WWF: <a href="https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources">https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources</a></li> <li>• <a href="https://ypte.org.uk/?hide_donation_prompt=1">https://ypte.org.uk/?hide_donation_prompt=1</a> Young People's Trust for the Environment (YPTe)</li> <li>• <a href="https://dnk4skl3hw8rq.cloudfront.net/assets/3d7b20221fae10aa3130e0a1ba6a69ffef32e529/VerticalGardenHAS.original.pdf">https://dnk4skl3hw8rq.cloudfront.net/assets/3d7b20221fae10aa3130e0a1ba6a69ffef32e529/VerticalGardenHAS.original.pdf</a></li> </ul>
	<p><b>Possible main activities</b></p> <p>Discuss the meaning of the word 'climate'; it is not the same as weather. Weather is the everyday conditions; climate is average weather conditions in an entire region for 30 years or more. Identify what 'climate change' means: YPTe define it as 'a large-scale, long-term shift in the planet's weather patterns and average temperatures.'</p> <p>What is adding to climate change? Identify burning fossil fuels etc. Why is it important we look after our climate? Discuss the impact of climate change: more frequent and powerful storms and floods; more drought; more hunger; melting glaciers, ice sheets and sea ice; rising sea levels; animals losing habitats and struggling to adapt (YPTe). Choose an arctic animals, e.g. polar bear which is threatened by climate change. What is being done to help protect it?</p>	
	<p>Discuss how they can help the environment – how can they be more 'green'? Is there something on the yard which could be improved to help the environment? Go on a walk around the yard to identify areas for improvement. What can they do to change</p>	

Topic: Climate campaigner

<p>improve the environment or to be more 'green'</p>	<p>this? Plan an approach and create a poster/campaign.</p> <p>Why it is important to work towards improving the environment: If small changes are not made with how we live, then this could lead to negative impacts on our planet, such as rising sea levels, changes in weather (get unusually hot or rainy for longer periods), stronger storms or more wildfires. Generally it would be bad for Earth and wildlife. A big contribution to these things is the burning of fossil fuels which releases gases such as carbon dioxide, which creates a 'blanket' around the planet and thus causing it to heat up – this change is very gradual and we can all do small things to use less power every day which in turn add up to a big difference.</p> <p>Things to do: turning off lights when not needed, unplugging chargers when not using them, walk or cycle to places if possible, turning electronic devices such as the TV/lamps when not in use off by the mains (not left on standby), encourage adults in their family to recycle and compost food waste, swapping toys, games and books with friends and family or donating to charity helps to reduce waste, not littering, using a reusable water bottle for drinks, requesting 'no plastic straws' with drinks if they're out – or any other suggestion you can come up with! Even just talking to another adult and sharing ideas can help to pass on these important messages</p>	<p><a href="https://www.youtube.com/watch?v=f?1587647633">f?1587647633</a> (YTPE vertical garden)</p> <ul style="list-style-type: none"> <li>• <a href="https://ypte.org.uk/videos/making-a-hanging-bottle-garden">https://ypte.org.uk/videos/making-a-hanging-bottle-garden</a> (YTPE hanging bottle garden)</li> <li>• <a href="https://www.wwf.org.uk/get-involved/schools/our-planet">https://www.wwf.org.uk/get-involved/schools/our-planet</a> WWF</li> </ul>
	<p>Upcycle an item (which otherwise would be thrown away) into something which will further help the environment, e.g. using a plastic bottle to create a vertical garden; using plastic bottles to create a hanging garden etc.</p>	

	<p>What environmental charities do they know? Discuss what makes a charity environmental and what we can do to help these charities. What do they do? Why is there a need for these types of charities? Use resources list to research as appropriate and create a poster about their chosen charity.</p> <p>Environment charity examples: Greenpeace, Woodland Trust, WWF, The Climate Change Organisation, Campaign to Protect Rural England, Green Alliance, Energy Saving Trust, Friends of the Earth, The Wildlife Trusts (usually have a local 'Wildlife Trust'), Keep Britain Tidy. This list is not exhaustive, you can also go over any other charities you know about, national or local</p> <p><b>Possible wrap up activities</b></p> <p>Create a list of things they could do around the yard and at home which could improve the environment.</p> <p>Acrostic poem for CLIMATE, e.g.  <b>C</b>aring for our environment,  <b>L</b>iving altogether  <b>I</b>n our beautiful Earth  <b>M</b>ay be hard at times,  <b>A</b>s we search for ways we can  <b>T</b>ry to improve and save our  <b>E</b>nvironment.</p> <p>Design a quiz about their favourite environmental charity.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Research a climate change campaigner and how she has influenced governments to act; <ul style="list-style-type: none"> <li>○ Most children might have heard of Greta Thunberg or David Attenborough</li> <li>○ You could also discuss these young activists: <a href="https://www.bbc.co.uk/newsround/49676291">https://www.bbc.co.uk/newsround/49676291</a></li> <li>○ Research current campaigns by charities such as Greenpeace and how this works towards improving the environment;</li> <li>○ Discuss in further detail climate change, what this means and what contributes to it;</li> </ul> </li> <li>• Find out about Earth Hour and pledge to take part <ul style="list-style-type: none"> <li>○ Earth Hour is usually at the end of March each year. <a href="https://www.earthhour.org/">https://www.earthhour.org/</a></li> </ul> </li> </ul>		

- WWF have lots of education resources, a poster to promote the event and a certificate you can download once you have participated: <https://www.wwf.org.uk/get-involved/schools/school-campaigns/earth-hour-schools>
- What did you enjoy most about the Helping Hero topics? Is there anything you are going to do differently now? Share your ideas with the group.

Optional: If they have resources at home, encourage the participant to watch the BBC Teach Blue Planet Live lesson: <https://www.bbc.co.uk/teach/live-lessons/blue-planet-live-lesson/zn7tkmn>

**Things to consider:**

- Link to Recycling (Welshie Wizzers) and Being Green (Dartmoor Dazzlers);
- Avoid terms such as 'climate emergency', 'urgent action', 'irreversible damage' etc. as this could worry young children and make them anxious. They may also feel that this is such a big problem they feel overwhelmed which can be scary for a child. Encourage a small change which will make a big impact; empower children to feel like they're making a difference;