

<b>Name</b>		<b>Level</b>	Bronze
<b>Topic</b>	Safety	<b>Lesson</b>	1 of 8
<b>Subject</b>	Safety on the Yard	<b>Location</b>	Yard Classroom
<b>Resources &amp; Requirements</b>	Classroom, headcollars, lead ropes, string to practise tying lead ropes to, quiet horses that easy to handle, small bales/water buckets/jump wings or similar for lifting, handouts – accident form		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce subject for today</p> <p><b>Explain that by adopting safe procedures accidents and high costs can be reduced!</b></p>
<b>60 mins</b>	<p><b>ACTIVITIES:</b></p> <p>1. Suggest group members make own notes on safety relevant to your yard</p> <p>Suggest including the following topics:</p> <ul style="list-style-type: none"> <li>• Who is allowed on the yard, when &amp; reasons for this</li> <li>• Horses that you are not allowed to work with and why</li> <li>• Accident reporting procedure. Show an example of a BHS accident form /explain your yard accident reporting procedures</li> <li>• What to do you do if you find broken or unsafe equipment? Ask group about what equipment they think would be unsafe and compile list.</li> <li>• Who the first aiders are on your yard?</li> <li>• Where are the emergency contact numbers displayed?</li> </ul> <p>2. Discuss suitable clothing for yard work – no crop tops, shorts and flipflops!</p> <p>Discuss the use of PPE</p> <ul style="list-style-type: none"> <li>• Explain that instructions issued usually have safety base and, therefore, should be observed e.g. hair tied back, don't wear jewellery on yard. Discuss other examples of this and give reasons why.</li> <li>• Use common sense to avoid accidents – e.g. don't tip water out on frozen yard, leave hay nets around, tidy up tools and why. Take the group around your yard and show/demonstrate potential issues and include any rules specific to your yard.</li> </ul> <p>3. Demonstrate a safe lifting and carrying technique. Using a variety of equipment e.g. small hay bales/feed sacks/jump wings/poles. Group members to practice</p>

	<p>lifting and moving items.</p> <p>4. Putting on a headcollar and tying a quick release knot</p> <ul style="list-style-type: none"> <li>• Demonstrate how to tie a quick release knot (don't need horses for this!), rolling of head collar lead ropes when not in use, hanging them neatly in allocated position. Discuss and demonstrate both methods of tying a quick release knot</li> </ul> <p>5. Demonstrate how to put a headcollar on a quiet horse and adjust it to fit.</p> <p>6. Group members can practice putting headcollar on individually under supervision while others practice quick release knots, rolling ropes</p>
<b>20mins</b>	<p><b>SUMMARY</b></p> <p>Re-cap session and answer any questions raised</p> <p>Introduce next lesson topic and recommended, prior reading for it.</p>
<p><b>PROGRESSION:</b></p> <p>Discuss accidents/incidents and how they would be recorded in the accident form</p>	

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<b>Name</b>		<b>Level</b>	Bronze
<b>Topic</b>	Handling and leading	<b>Lesson</b>	2 of 8
<b>Subject</b>	Handling in the stable and leading	<b>Location</b>	Yard Arena Classroom
<b>Resources &amp; Requirements</b>	Quiet horses/ponies, head collars, lead ropes, suitable area or arena to practise leading		

<b>Time</b>	<b>Activity</b>
<b>15 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Recap of previous session e.g. a quick question and answer on safety on the yard, how to tie a horse up and fit headcollar</p> <p>Introduce today's session on how to approach horse in stable, move around them safely, leading in hand and the theory of how to approach a horse in the field.</p>
<b>65 mins</b>	<p><b>ACTIVITIES:</b></p> <p>Demonstrate and talk through how to:</p> <ol style="list-style-type: none"> <li>1. Approach a horse safely in the stable. Include talking to horse before entry so not startled, pushing them back from door if necessary, approaching left shoulder first etc. Closing door after entry. Explain about being quiet and calm around the horses, not making sudden startling movements around them.</li> <li>2. Revise fitting of head collars started in <i>Handling Bronze Session 1</i>. emphasizing nosepiece to be two fingers below point of cheek and tying quick release knot</li> <li>3. How to move around the horse in the stable. Demonstrate talking to the horse, being calm, not making sudden movements to startle your horse, pushing him away with your hand to ask him to step sideways away from you. Show how to run hand over croup before going behind horse and to crouch not kneel. Stress safety – allow room to work safely</li> </ol>

	<p>4. Allocate suitable horses: Each group member to fit head collar. Check quick release knots are correct and lead rope is suitable length. Group members practice moving horses over in stable with different quiet horses under close supervision.</p> <p>5. Approaching horses in the field. Explain the principles are the same as in stable, talking to horse and approaching left shoulder first. Awareness of safety – other horses in the field, horse can move off at speed, PPE</p> <p>6. Leading a horse in hand - explain about always leading horse wearing PPE and why. How to lead the horse out of the stable – opening door wide. Demonstrate the correct way to lead and turn a horse – horse can be lead in a headcollar e.g. quiet horse being turned out.</p> <p>7. In a suitable enclosed area group to practice leading correctly by horse’s shoulder in walk turning correctly round horse, , wearing hat, gloves, carrying whip etc.</p> <p>Group members to observe and give feedback to one another on their leading.</p>
<p><b>10 mins</b></p>	<p><b>SUMMARY</b></p> <p>Ask for questions and discuss any issues raised in regard to leading a horse safely or working around horses in the stable</p> <p>Introduce next lesson topic and recommended reading and preparation for it.</p>
<p style="text-align: center;"><b>PROGRESSION:</b></p> <p style="text-align: center;">Work confident with different types of horses in stable</p>	

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**FOR THE CHALLENGE. FOR THE LOVE.**

<b>Name</b>		<b>Level</b>	Bronze
<b>Topic</b>	Handling and leading	<b>Lesson</b>	3 of 8
<b>Subject</b>	Leading	<b>Location</b>	Yard Arena Classroom
<b>Resources &amp; Requirements</b>	Quiet horses/ponies, head collars, lead ropes, suitable area or arena to practise leading		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Recap of previous session on handling horses and leading and answer any questions</p> <p>Introduce session – leading in a headcollar and bridle</p> <p>Explain when/why might use a bridle to lead a horse (this is covered at Silver)</p>
<b>70 mins</b>	<p><b>ACTIVITIES:</b></p> <p>Allocate group suitable horses/ponies in pairs to practise leading. Stables should be skipped out and feet picked out before horses brought out of stables</p> <ol style="list-style-type: none"> <li>1. Recap on safety considerations when leading a horse in hand e.g. PPE for handler, turning horse away from you, keeping next to shoulder, safety of route-gates closed</li> <li>2. Demonstrate how to lead a horse in walk including turning, how to halt and walk on, how to encourage horse forward (voice, whip)</li> <li>3. In pairs group to put headcollars and lead ropes on horses/ponies</li> <li>4. In pairs (one observing/one leading) practise leading and turning a horse in walk. Include halting and walking on. Offer assistance with use of voice, positioning of handler.</li> <li>5. Once the group are confident – practise leading from the offside. Discuss when</li> </ol>

	<p>this might be necessary and potential difficulties.</p> <p>6. Group members to swap horses/ponies and make sure everyone practises with a forward going horse/pony and a not so forward going horse/pony.</p> <p>Other suggested exercises to increase handling skills and confidence:</p> <ul style="list-style-type: none"> <li>○ In an arena set up cones or poles for group members to lead the horses/ponies around</li> <li>○ Use four poles to create a square, handler to lead horse/pony over pole and halt in box</li> <li>○ Place poles or cones randomly around the arena to create a course for the handler to lead the horse/pony over/through</li> <li>○ Build a 'handy' pony type course – don't forget to include leading from both sides!</li> </ul>
<p><b>10 mins</b></p>	<p><b>SUMMARY</b></p> <p>In classroom ask for questions, Introduce next lesson topic and recommended reading and preparation for it. Session leader reflects on lesson and how it might be delivered better</p>
<p style="text-align: center;"><b>PROGRESSION:</b></p> <p style="text-align: center;">Using different types of head collar e.g. webbing leather, discuss rope halters Leading horses that not keen to go forward when asked!</p>	

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**FOR THE CHALLENGE. FOR THE LOVE.**

<b>Name</b>		<b>Level</b>	Bronze
<b>Topic</b>	Tack and equipment	<b>Lesson</b>	4 of 8
<b>Subject</b>	Tacking up - Saddle	<b>Location</b>	Yard Classroom
<b>Resources &amp; Requirements</b>	Classroom, quiet horses/ponies, stables, saddles, numnahs, girths, handout		

<b>Time</b>	<b>Activity</b>
<b>15 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Recap of previous session on handling horses and leading and answer any questions</p> <p>Introduce session – give out handout of saddle diagram for group members to label with parts of saddle</p>
<b>60 mins</b>	<p><b>ACTIVITIES:</b></p> <p>In the tack room - go over points of saddle for group to label diagram. Discuss your tack room set up and how to identify the correct tack for the horse.</p> <p>2. Demonstrate how to carry saddle. Emphasise correct handling of saddle e.g. expensive! Don't thump down on top of stable door and break tree! Saddle sits on ground on pommel and not with flaps on ground spreading tree.</p> <p>3. Revise putting on headcollar and tying horse up</p> <p>4. Demonstrate safe procedure for putting on a saddle</p> <p>Points to include:</p> <ul style="list-style-type: none"> <li>• Safety – positioning in stable, position of saddle e.g. on stable door? Don't leave saddle on horse's back with girth unfastened and horse untied. Girth should be threaded through numnah tapes to prevent slippage</li> <li>• Comfort for horse - Place numnah on first, saddle back into position behind withers with hair lying flat in correct direction. Numnah pulled into gullet with daylight showing along it. In cold weather keep rugs over quarters when saddling</li> <li>• Fasten girth onto 1st and 3rd girth straps – reasons why. Buckles on same girth strap holes on either side for saddle to lie level on horse's back.</li> <li>• Buckle guards to cover girth buckles.</li> </ul> <p>4. Group members each tie horse up in stable and this is checked – revision from last Session</p>

	<p>5. Working in pairs fit a saddle, girth and numnah under supervision. Pairs test one another on parts of saddle while waiting. Then swap over.</p> <p>6. Rotate group members to different horses/saddles for second attempts.</p> <p>7. Rotate again to unsaddle, return tack to tack room and replace in correct location</p>
<p><b>15 mins</b></p>	<p><b>SUMMARY</b>  Recap how to put saddle on and answer any questions  Issue reading/preparation for next session  Coach reflects on session delivery and how to develop their teaching practice</p>
<p style="text-align: center;"><b>PROGRESSION:</b></p> <p>Use different types of saddles e.g. dressage/jump/GP  Use different types girths and stirrup leathers/safety irons etc</p>	

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<b>Name</b>		<b>Level</b>	Bronze
<b>Topic</b>	Tack and equipment	<b>Lesson</b>	5 of 8
<b>Subject</b>	Tacking up - bridle	<b>Location</b>	Yard Classroom
<b>Resources &amp; Requirements</b>	Snaffle bridles (check bridles fit horses correctly before session starts), horses/ponies that are easy to bridle, saddles, numnahs, classroom, board/flipchart, Handouts of bridle.		

Time	Activity
<b>20 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Revise procedure for saddling up from previous session – make a list on flip chart</p> <p>Introduce session on putting on a bridle – give out handouts of bridle for group members to label</p>
<b>60 mins</b>	<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>In the tack room – go through parts of the bridle and group label handouts</li> <li>Move onto yard and Recap on how to tie up horse</li> <li>Demonstrate how to put on and take off the bridle safely. Repeat demonstration as necessary</li> </ol> <p>Points to include:</p> <ul style="list-style-type: none"> <li>Safety when putting headcollar around neck, untying lead rope</li> <li>How to hold horses head and bridle in right hand (keep noseband out of the way)</li> <li>Emphasise not to put fingers between horse’s front teeth (incisors)</li> <li>Demonstrate how to press thumb into dental gap between incisors and molars if horses doesn’t open mouth willingly for bit</li> <li>How to fasten noseband and throatlash and cheek tightness</li> <li>How to remove the bridle without hitting horse’s teeth</li> </ul> <p>Revise how to put on saddle from last week.</p> <ol style="list-style-type: none"> <li>Allocate horse between pairs. Supervise and assist group members individually putting on the bridle. (Note – bridling requires careful supervision so assistants may be needed if the group is large) Horses should be suitable heights for learners While waiting for their turn group members can practise naming parts of the saddle and the bridle and putting on saddle.</li> <li>Once you are happy group can bridle without difficulty - group then individually or in pairs follow correct procedure to tack up and untack with supervision until</li> </ol>

	<p>confident. This is likely to take several sessions.</p> <p>6. Bits washed (include reasons why this is done) and tack replaced correctly in tack room and reins fastened through the throatlash</p>
<b>15 mins</b>	<p><b>SUMMARY</b></p> <p>In classroom group activity to compile safe procedure list for tacking up, pointers to remember</p> <p>Questions or issues raised during session</p>
<p><b>PROGRESSION:</b></p> <p>Introduce bridles with different snaffles, nosebands</p> <p>Different types of reins e.g. rubber grips, laced, plaited</p> <p>Rolled leather, synthetic bridles, buckles over poll etc</p>	

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<b>Name</b>		<b>Level</b>	Bronze
<b>Topic</b>	Tack and equipment	<b>Lesson</b>	6 of 8
<b>Subject</b>	Tacking up – saddle and bridle	<b>Location</b>	Yard Classroom
<b>Resources &amp; Requirements</b>	Snaffle bridles, horses/ponies that are easy to bridle, saddles, numnahs		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Recap how to tack up from previous session</p>
<b>70 mins</b>	<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. On yard demonstrate how to tack up for revision Include: <ul style="list-style-type: none"> <li>○ Safety around the horse</li> <li>○ Clean working environment – skip out, brush off horse, what to do with rugs</li> <li>○ Safe procedure followed – what to put on first saddle or bridle? How to twist the reins and put headcollar on over the bridle. Why don't attach leadrope to the bit rings</li> </ul> </li> <li>2. Allocate a horse between pairs or individually and group members to collect tack</li> <li>3. Supervise group members putting on saddle and bridles. Group members can assist one another</li> <li>4. Ensure you watch everyone and assist where required</li> <li>5. Group to swap horses – supervise and assist where required</li> </ol> <p>Mix and match horses and pairs so everyone has a chance to tack up a small, med and large horse/pony. Each presents its own challenges!</p> <p>Include a variety of nosebands and bridle types if your yard uses different ones that the group are likely to come across.</p> <p>Compare bridles such as traditional bridle, Micklem, anatomical bridle – can be a simple as the shape of the headpiece, where the straps fasten, so group have an awareness of why there are different styles available. This can be discussed in more detail at Silver and Gold.</p>

	Shaped girths and girth sleeves – how to tell which way round they should go!
<b>10 mins</b>	<b>SUMMARY</b> Give feedback regarding any issues/problems encountered Questions
<b>PROGRESSION:</b> Introduce bridles with different snaffles, nosebands Different types of reins e.g. rubber grips, laced, plaited Rolled leather, synthetic bridles, buckles over poll etc.	

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<b>Name</b>		<b>Level</b>	Bronze
<b>Topic</b>	Tack and equipment	<b>Lesson</b>	7 of 8
<b>Subject</b>	Cleaning tack and checking for safety	<b>Location</b>	Tackroom
<b>Resources &amp; Requirements</b>	Plentiful supply of warm water, buckets, sponges, saddle soap, saddle horses, bridle hooks		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce current session on cleaning tack with prize for cleanest tack</p>
<b>60 mins</b>	<p><b>ACTIVITIES:</b></p> <p>1. Quick revision of parts of tack</p> <p>2. Demonstrate:</p> <ul style="list-style-type: none"> <li>• Stripping saddle and bridle apart (can write down numbers of cheek piece holes to make putting back together easier).</li> <li>• How to undo billets – what to do if they are stiff!</li> <li>• How to wash bit and stirrup irons and treads</li> <li>• How to clean thoroughly with sponge/cloth with warm water (why don't use too much), how to get rid of jockeys etc</li> <li>• How to apply the saddle soap – not too much water, only on underside of saddle flaps and not on synthetic saddle. Use of oil/softener/preservative.</li> <li>• How to check tack for safety, wear/tear e.g. loose stitching, cracks etc.</li> <li>• How to put tack back together:</li> <li>• Bridle - difference between fastening billets and buckles, how to thread headpiece through browband (check throatlash fastened on the correct side), bit the correct way up.</li> <li>• Saddle- swapping stirrup leathers, safety stirrups on correct way, stirrups bar down.</li> </ul> <p>3. Each group member given saddle and bridle to take apart and clean and put back together correctly</p> <p>4 Cleaned tack inspected, (could use peer assessment) checking where cheek</p>

	<p>pieces go round bit ring and stirrup leathers thread round/through irons.</p> <p>5. After inspection the thoroughly cleaned, oiled tack stored correctly in tack room. How to loop reins through bridle for storage</p> <p>Friendly competition for the cleanest tack (you could use the opportunity to clean all your spare tack hanging in the tackroom!)</p> <p>Compare the difference between synthetic saddle and leather saddle and how to clean both</p> <p>Have some examples of broken or worn tack for the group to see</p>
<b>10 mins</b>	<p><b>SUMMARY</b></p> <p>Cleanest tack winners announced</p> <p>Questions</p>
<p><b>PROGRESSION:</b></p> <p>Talk about numnah care, different types of numnah</p> <p>What to do with very wet tack</p> <p>Ideal conditions in which to keep/store tack</p>	

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<b>Name</b>		<b>Level</b>	Bronze
<b>Topic</b>	Revision Session	<b>Lesson</b>	8 of 8
<b>Subject</b>	Bronze 6 Revision, Handling, Tack, Leading	<b>Location</b>	Yard/Arena/Classroom
<b>Resources &amp; Requirements</b>	Quiet horse/pony for each group member and set of tack for that horse, classroom,		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce current session on summarising all of learning in Bronze handling so far</p> <p>Recap on everything covered and questions</p>
<b>60 mins</b>	<p><b>ACTIVITIES:</b></p> <p>Group members to work through the following activities:</p> <ol style="list-style-type: none"> <li>1. Put head collar on and tie horse up.</li> <li>2. Tack the horse up.</li> <li>3. Show how to lead the horse in walk and turn in suitable area (Handler PPE) (stable skipped out, feet picked out)</li> <li>4. Horses returned to the stable and untacked</li> <li>5. Clean the tack they were allocated, stripping, cleaning and re-assembling it</li> <li>6. Coach observes group members throughout and gives each short written feedback on their performance while they work on each task</li> </ol>
<b>15 mins</b>	<p><b>SUMMARY</b></p> <ol style="list-style-type: none"> <li>1. In classroom group members given their individual, positive, constructive feedback</li> <li>2. Bronze Handling sessions 1 - 6 reviewed and linked to Silver section</li> <li>3. Group members record what they think they are good and not so good at and any areas that they feel they need help with</li> </ol>

	4. Further revision/practise sessions can be arranged as required
<p style="text-align: center;"><b>PROGRESSION:</b> Adjusting bridle to fit horse better Different types of numnahs e.g. gel pads, riser pads</p>	

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