

Silver Leadership Awards



Future Leader EXPLORER CHALLENGE

Develop your interpersonal skills and practise building relationships. Help out at your centre for a minimum of 20 hours. Keep a log of the tasks you completed, the skills you used and the people you spoke to using the template below. Fill out the interpersonal skills development table with your coach before you start your Explorer Challenge and then review it halfway through to track your development. Optional: Speak to your coach about completing the BHS Riding Centre Assistant Award along with this Explorer challenge.

Example

Participants should be able to help with a variety of tasks/activities at the centre. Ideally, they should have the opportunity to spend time helping alongside peers and staff doing similar activities, so they can practise building professional relationships and their interpersonal skills.

Checklist for achievement:

<ul style="list-style-type: none"> • Know what interpersonal skills are 	<p><i>These are the skills needed to be able to communicate and interact with other people. Examples include; speaking, active listening, empathy, greeting people and demonstrating good manners.</i></p>
<ul style="list-style-type: none"> • Assess own interpersonal skills and set a goal to improve at least one area 	<p><i>Participants should have some awareness of the skills they are good at what they could improve on. They should identify at least one area and decide a goal to work towards to improve that skill.</i></p>
<ul style="list-style-type: none"> • Reflect on progress mid- way through 20hrs 	<p><i>Be able to discuss how they are improving and what else they intend to do to reach their goal.</i></p>
<ul style="list-style-type: none"> • Reflect on achievement after 20hrs 	<p><i>Discuss how they have improved their interpersonal skills.</i></p>
<ul style="list-style-type: none"> • Know how you can start to build relationships 	<p><i>Discuss the relationships they have built whilst helping at the centre. Know how they could begin to build a relationship with a new person (e.g. new person helping at the centre). These could be professional and/or friendships.</i></p>
<ul style="list-style-type: none"> • Know how you can maintain relationships 	<p><i>Discuss how they have maintained and/or developed the relationships/friendships they have built at the centre.</i></p>

Things to consider

- The minimum age for children to volunteer is 14 years old. For more information please visit: www.gov.uk/volunteering/when-you-can-volunteer.
- The minimum age a child can work is 13 years old www.gov.uk/child-employment.
- Children under the age of 14 years old, not working at the centre, who are taking part in this challenge should be helping with organised sessions to practise and develop their communication skills and will be under the direct supervision of a coach.
- Ensure appropriate risk assessments are in place.

Silver Leadership Awards



Goal Setter EXPLORER CHALLENGE

Use your SMART goal setting skills to develop a skill over the next four months. Think about how you will achieve your goal using what you have learnt. Discuss the skill you want to achieve with your coach and then using the template below, break it down and write a SMART goal including a plan for how you will track your progress. At the end of the four months discuss your achievements with the rest of your group

Examples of skills include:

- Improve their riding skills (use videos/pictures to show before and after)
- Achieve an Explorer Award (Intro/Bronze/Silver Awards)
- Ride a dressage test and then work to improve their score
- Improve their fitness and flexibility (use videos/pictures to show before and after)
- Lungeing
- Ride Safe Award
- Ride and lead
- General yard work skills
- Office skills (greeting clients, booking lessons)
- Ground schooling
- In Hand work
- Plaiting and competition turn out

Checklist for achievement

• Suggest and set suitable SMART goal	<i>Discussion with coach and SMART goal recorded in book</i>
• Breakdown goal into six smaller steps to be achieved	<i>Goal broken down into up to 6 easily achievable steps and plan of how to reach each step. Steps recorded in book and updated as required.</i>
• • Keep a record of progress	<i>Evidence includes written, pictures in book, video clips, discussion or demonstration of progress and achievement of each step</i>
• Skill developed/Goal achieved	<i>Demonstration of skills, video evidence, written evidence Discussion of skills developed.</i>
• Reflect on experience	<i>Questions answered in book, discussion with coach.</i>

Things to consider

- Goals chosen should be suitable for the participant in terms of skill and achievement
- Appropriate risk assessment in place
- Participants can choose to continue to develop the skill they started at Bronze Level or learn a new skill.
- Participant must be able to demonstrate progress in chosen skill in the timeframe
- Skill development should take place at the centre (in lessons for example)
- Arrange regular catch-up sessions with the participants where they can discuss their progress and highlight any concerns or issues.
- Remember goals can be adapted or changed to ensure the participants achieve.
- The participants should use their booklet to keep track of their progress and tick off the steps as they are achieved.
- The time frame can be extended if required but participants should have a minimum of 4 months

Silver Leadership Awards



Team Player EXPLORER CHALLENGE

Organise an activity or small event at your yard for a small group of participants to watch or take part in. As a group decide what you would like to put on and what you need to organise to make it happen. Your coach will supervise but it is up to you and your Explorers team to put the event together. Keep notes of each stage of your planning and record your success.

Example activities

These activities could be for friends/family/other centre clients/Pony Star group/pony day group

- Tour of the yard
- Meet the horses and ponies
- Put on a musical ride for others to watch
- Sports day races for a group to take part in
- Treasure hunt around the yard
- Craft session
- Fancy dress parade (spectators could vote for their favourite)
- Scarecrow trail around the yard

Checklist for achievement

• Demonstrate teamwork skills	<i>Interact with other team members, show respect, set and follow ground rules, attitude, communication, listening,</i>
• Identify possible roles within a team	<i>Suitable roles identified for the task and allocated within the team for activity planning. Record in book</i>
• Carry out a role within a team	<i>Take responsibility for actions, plan and carry out relevant tasks. Discuss any problems and suggest solutions.</i>
• Assist in the planning of an activity	<i>Tasks identified and allocated, timeline created, problems identified and planned for. Record in book</i>
• Take part in group activity	<i>Work as part of the team, willingness to take part, good communication/interaction with teammates, listening skills, positive attitude</i>
• Reflect on own performance	<i>Answer questions in the book. Discussion with coach</i>

Things to consider:

- Although the group should take the lead in planning and organising the coach will need to support and risk assess. Involve the participants in writing the risk assessment as part of the plan.
- Roles and responsibilities should be discussed between the group.
- The planning should be done by the group with minimal input from the coach. They could present their plan for checking and challenging by the coach to make sure the plan will be successful.
- There is no time limit for this as it will depend on the activity chosen.
- The group should arrange regular catch-up meetings with their coach to make sure everything is on track.

Silver Leadership Awards



Innovator EXPLORER CHALLENGE

Use your problem-solving skills to come up with an innovative idea reduce the environmental impact of your yard or riding centre.

Think about how all activities linked to the yard could be more environmentally friendly.

Identify an aspect of the yard or an activity that isn't environmentally friendly and come up with a solution to the problem.

Implement your ideas and assess the impact they have. Your solution could involve designing and making something or raising awareness of what can be done at the centre to help improve the environment.

Examples

Possible Environmental problems

- Use of water on the yard – ways to conserve water
- Electric use on the yard – conserve energy, alternative sources
- Emissions from horses – CO2, gases
- Flies bothering horses in the summer
- Waste – feed bags, haylage wrapping, bailer twine, general rubbish
- Diversity of grasses, wildflowers lost because of grazing
- Rubbish in the fields
- People/activities that create waste or waste energy and other resources (general measures everyone on the yard can take to help the environment)

Possible solutions

- Make recycling bins, compost bins, rubbish bins clearly marked
- Speak to local allotments, gardeners to supply manure
- Making a water butt or other collection system – or source one
- Planting – creating a wildflower garden, planting hedges or trees, planting herbs
- Recycling bags – shavings, feed,
- Repurpose supplement tubs, broken buckets, patching rugs,
- Clothing/equipment swap
- Book swap
- Litter picking
- Make signs to remind people to turn off lights, taps and use reusable drinks bottles
- Reuse water – left over water in buckets to soak hay/water plants
- Collecting rainwater – sprinkler system, water buckets
- Upcycle/Re-use items around the yard/freecycle/marketplace – make jump fillers, art work, mascot for yard, furniture (viewing gallery), xc jumps.
- Research the type of shampoo used on horses are they eco friendly – are there alternatives?
- Reusable cups, cutlery, plates if restaurant on site
- Lift sharing
- Cycling to yard
- Reusing horse shoes
- Collect hay seeds and sprinkle on paddocks to re grow grass
- Field maintenance
- Solar panels for electric fencing
- Plant Herb borders/ wild flower borders around fields
- Plant a tree
- Mending haynets – bailer twine

Silver Leadership Awards



- Making lead ropes, fillet strings out bailer twine
- Hand wash and repair rugs/saddle cloths

Checklist for achievement:

- Know how you can approach problem solving through a process (e.g. 5 steps)
- Know about creative thinking and how it can help with problem solving
- Be able to identify a problem at the centre.
- Come up with a solution
- Put your solution into action
- Reflect on the outcome of your solution

Participant should know that following a logical process to solve problems can help you to come to solution and feel less stressed about dealing with problems. The five 5 step process in the book can be referred to or any other step by step process. Participants should be able to list each step.

Creative thinking can help you to see problems in a different way which opens up more possible solutions. You can do this using group idea storming/brainstorming, reframing problems and being open minded

Identify something at the centre that isn't environmentally friendly.

Use problem solving skills and creative thinking skills to come up with a solution

Practically put the solution into action to help the environment

Discuss how well the solution worked. What went well? What could have been improved on?

Things to consider

- Always watch online clips fully before showing to participants to ensure it is suitable for the group.