



## Future Leader EXPLORER CHALLENGE

To achieve the Coach Assistant Award, you need to volunteer at your centre for at least 30 hours and complete the following tasks:

- Assist with coach led sessions
- Design warm up and cool down activities for a coach to deliver during a ridden session
- Demonstrate a task to others
- Run an outdoor activity for a group of children under the supervision of a coach
- Run an indoor activity for a group of children under the supervision of a coach
- Reflect on what you have achieved

If some of the tasks listed above are new to you, it might take more than one attempt to complete them confidently. That's absolutely fine – the main aim of this Explorer Challenge is for you to build and develop your skills and knowledge over a period of time.

### Example

Participants should have the opportunity to practise the skills they have been introduced to during coach led sessions throughout their time helping at the centre.

It would support their learning to have recap or catch up sessions to check on their progress during the time they are helping.

It may be beneficial to have a final session to conclude the course and discuss what they have learnt.

### Checklist for achievement:

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|--|---|
| <ul style="list-style-type: none"> <li>• Volunteer at the centre for 30 hours</li> </ul>                         | <p><i>Keep a record of the hours. This could include; sessions helped with and additional tasks. 30 hours can include time helping on the yard – participant should have the opportunity to help with a variety of coaching sessions as part of this.</i></p> |
| <ul style="list-style-type: none"> <li>• Practise building rapport whilst helping with sessions</li> </ul>       | <p><i>Show interest and engage with riders/participants during sessions. Ask open questions and try to build a connection.</i></p>  |
| <ul style="list-style-type: none"> <li>• Know how to prepare and speak confidently in front of others</li> </ul> | <p><i>Prepare by planning what to say, rehearsing and finding out who they will be speaking to. Display open body language, try to engage with the audience by making eye contact, and asking questions.</i></p>  |
| <ul style="list-style-type: none"> <li>• Give a demonstration to an individual or group</li> </ul>               | <p><i>Demonstrate a basic task, for example how to mount a horse. Speak clearly, engage with the audience, demonstrate the task correctly and safely.</i></p>   |
| <ul style="list-style-type: none"> <li>• Be able to explain instructions clearly</li> </ul>                      | <p><i>Give clear instructions, with some reasoning as to why the task is performed in a particular way e.g. why you put</i></p>   |

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<ul style="list-style-type: none"> <li>• Have a basic understanding of the behaviour of others (how children may behave in sessions and how to support peers)</li> <li>• Know how to plan sessions/activities</li> <li>• Run at least two group activities (one indoor and one outdoor) under supervision of a coach. Each activity session should be 20mins in duration.</li> <li>• Be able to self-reflect on own progress and performance</li> </ul>	<p><i>your foot in the stirrup when mounting from the mounting block rather than just swinging your leg over.</i></p> <p><i>Make suggestions for how to approach certain behaviours, for example when running an activity for children e.g. loud and excited children - setting clear rules and boundaries for the activity, be clear and consistent, be calm and encouraging. Know how to be observant of the behaviour of peers and how they might be able to help.</i></p> <p><i>Planning using a session plan sheet including intro, main content and sum up, consider timings and resources required. Risk assess activities. Plan a warm up and cool down for a coach to deliver as part of a ridden session. Plan an indoor and outdoor activity.</i></p> <p><i>Run an outdoor activity and an indoor activity for a group of children under the supervision of a coach. Activities should be planned and risk assessed. Participants can give clear instructions and keep the groups engaged. Participants should be able to keep the group occupied for a 20mins (they may need to plan to include more than one game in this time).</i></p> <p><i>Complete the reflection questions in the Explorers book to reflect on own progress and completion of topic/award.</i></p>
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## Things to consider

- Coach Assistants should be able to assist a coach, they should carry out all activities under the direct supervision of a coach.
- To achieve this topic/award participants should receive sufficient practise running activities and giving demonstrations to develop skills and confidence completing each task.
- The minimum age for children to volunteer is 14 years old. For more information please visit: [www.gov.uk/volunteering/when-you-can-volunteer](http://www.gov.uk/volunteering/when-you-can-volunteer).
- The minimum age a child can work is 13 years old [www.gov.uk/child-employment](http://www.gov.uk/child-employment).
- Ensure appropriate risk assessments are in place.



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## Goal Setter EXPLORER CHALLENGE

Use your SMART goal setting knowledge to develop a new skill over the next six months. Make a detailed plan of how you are going to achieve your goal including your plan for potential obstacles and your rewards for reaching your goal. Arrange regular meetings (this could be every fortnight or once a month) with your coach to check in and discuss how you are progressing. The skill you choose should be different from the skills you chose to develop at Bronze and Silver level.

Participants have six months to develop their new skill. There is no set number of times it should be practiced, it could be daily, weekly or monthly but participants must be able to demonstrate how they have progressed. This could be through observation, videos, references, pictures or demonstration. There is a section in their book to be completed to help them plan and track their progress.

The participant should lead the whole experience and although ideally it would be something they can develop at the centre; they can choose to do something away from the centre.

### Examples of skills include:

- Assisting with Event management
- Office skills
- Jumping – show jumping/cross country
- Dressage
- Ground schooling
- Competition riding
- Achieve a series of Explorer or Challenge Awards
- BHS Stage 1 Care and/or Ride
- BHS Stage 2 Riding Out
- Improve their riding skills (use videos/pictures to show before and after)
- Take an online equine course
- Learn to course build
- Grooming for a rider at competitions

### Checklist for achievement

<ul style="list-style-type: none"> <li>• SMART goal identified and set</li> </ul>	<p><i>Goal should be Specific, Measurable, Achievable, Realistic, Timed</i> <i>Discussion with coach to identify suitable goal. Recorded in book</i></p>
<ul style="list-style-type: none"> <li>• Plan to achieve goal created</li> </ul>	<p><i>Use template in book. Goal broken down into smaller achievable and measurable steps within timeframe. Potential obstacles identified and planned for. Rewards highlighted for achieving each step.</i></p>
<ul style="list-style-type: none"> <li>• Plan followed</li> </ul>	<p><i>Plan followed and adapted where required. Progress shown</i></p>
<ul style="list-style-type: none"> <li>• Reflect on progress and feedback to coach</li> </ul>	<p><i>Use questions in the book to support. Progress can be recorded, demonstrated or by discussion with coach. Adaptions to plan made as required.</i></p>



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- New skill developed/Goal achieved

*Demonstration of skills, video evidence, written evidence*

## Things to consider

- Goals chosen should be suitable for the participant in terms of skill and achievement
- Ideally goal should be something the participant can achieve at the centre
- Participant must be able to demonstrate progress in chosen skill in the timeframe
- The timeframe for this is flexible to allow for potential issues such as number of suitable competitions available. It can be extended if required.
- What support will each participant need?
- Can Explorer sessions be allocated to practicing?
- What industry (or other) links do you have that could help support the participant?
- Risk assessment in place



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## Team Player EXPLORER CHALLENGE

Strengthen friendship bonds by organising and taking part in an Explorer team building adventure. Decide in your group what you want to do. You could choose one big activity that can be done in a day or take part in several shorter activities on different days. Each group member should take responsibility for planning and leading part of the adventure.

### Examples of team activities include:

- Have a day out at an equine event
- Take part in an organised ride
- Train for and take part in a charity event (for example an organised run)
- Teambuilding activities (For example Go Ape, sports centre, gaming, escape room)
- Take part as a team in the Riding School Championships
- Enter a team competition (For example Team Quest)
- An overnight camp
- Spend a day Orienteering/geo-caching
- Plan and go on a day hike
- Long hack with a picnic stop
- Build an overnight camp in the field
- Help to organise and run a centre competition
- Volunteer to help at an event (BRC Championships for example)

### Checklist for achievement

• Ideas suggested and discussed as a team	<i>Take part in group discussion, listen, feedback, make suggestions. Book completed</i>
• Action plan created	<i>Planning skills demonstrated- timeline created, write task list, problems identified and planned for, or solutions found, planning ahead, organisation of themselves and whole team. Recorded in book</i>
• Team building activity carried out	<i>Activity successfully and safely carried out. Roles and responsibilities required discussed, defined and shared out</i>
• Teamwork skills demonstrated	<i>Interaction with other participants, positive attitude, appropriate verbal and written clear communication, listening, group ground rules established and followed, tasks achieved on time</i>
• Leadership skills demonstrated	<i>Responsibilities and tasks allocated and completed on time.</i>
• Self-reflection on experience	<i>Questions answered in booklet, discussion with team and with coach.</i>

### Things to consider

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- The adventure chosen must include all team members
- Travel, preparation on the day etc can be included as part of the adventure.
- There is the option to do one longer activity that lasts all day or several smaller activities over several days
- Think about the Logistics – transport, cost, permission, insurance, equipment, fitness levels of horses and riders, will they need to fundraise to fund the activity?
- Check insurance requirements for days out and all activities
- 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.
- 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.
- The group should arrange regular catch-up meetings with their coach to make sure everything is on track.

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## Innovator EXPLORER CHALLENGE

Use your knowledge of campaigning to get involved with a cause you feel strongly about.

Is there a problem you would like change? Research the problem and find a charity, organisation or community group who are working to support the cause you are interested in. Contact them to see how you can help.

Alternatively, you can choose to raise awareness of an issue which is directly affecting your centre. Choose an activity to help you raise awareness. It could be something as simple as birthday fundraiser, creating a crowdfunding page or sharing links or leaflets to the charity's appeals.

Always confirm with your coach what you are going to do before you start and get parental permission where required.

### Examples of charitable ideas:

- Create and display posters
- Create and hand out flyers (although you should consider if this is an environmentally friendly option)
- Create a post for social media,\*you could include a short catchy reel to highlight the cause
- Host a fundraising event. Advertise it to raise awareness for the cause and create a buzz around the event. Examples could include;
  - Summer fete
  - Open day
  - Charity auction
  - Craft sale (make and sell cards or other crafts)
  - Second hand clothing sale
  - Car wash
  - Bake sale
  - Quiz
- Set yourself a challenge (for example, attempt a world record) and set up a crowdfunding\* page for sponsorship or donations in aid of a chosen charitable campaign
  - Sponsored run/walk/ride
  - Rideathon <http://www.bhs.org.uk/rideathon>
- Run a competition online or at your centre
  - Raffle
  - Lottery
- Come up with a slogan or logo for the campaign and create clothing or accessories to display it on
- Write a letter to your MP
- Create an online petition
- Contact local media.\*\* You could write a letter or article to your local newspaper or and see if you can get it published. You might want to tell them about a fundraising event you are doing or something you have achieved and at the same time this will raise awareness for the cause you are supporting. You might even try and contact your local radio and television stations.

<https://www.easyfundraising.org.uk/fundraising-ideas/#animal-charity-fundraising-ideas>

*\*Most social media sites and crowdfunding platforms have an age limit for use of over 18, so any activity would need parental permission and support from your coach.*

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**\*\*If you are doing anything on behalf of another organisation or charity always ask their permission first and ask before contacting any third parties such as media.**

## Checklist for achievement:

<ul style="list-style-type: none"> <li>• Know what campaigning is and its purpose.</li> </ul>	<p><i>Raising awareness and encouraging people to support a cause. The ultimate aim being to bring about change in order to solve or improve a problem. Fundraising is often part of campaigning.</i></p>
<ul style="list-style-type: none"> <li>• Know the process of putting together a campaign</li> </ul>	<p><i>Six steps; identify the problem, research the problem, come up with possible solutions, plan how to raise awareness, frame the campaign, create the message.</i></p>
<ul style="list-style-type: none"> <li>• Know some examples of activities that can be done to raise awareness of a cause</li> </ul>	<p><i>Fundraising events, posters, social media posts, fundraising competitions, fundraising challenges, writing letters to MPs, petitions, media coverage.</i></p>
<ul style="list-style-type: none"> <li>• Know how campaigns are designed to influence others</li> </ul>	<p><i>Campaigns are designed to target a specific audience. When framing a campaign you need to; know the audience, and think from their perspective.</i></p>
<ul style="list-style-type: none"> <li>• Identify a cause to support</li> </ul>	<p><i>Choose a cause which means something to them and their values. May need to work together in a group to choose something all participants want to support.</i></p>
<ul style="list-style-type: none"> <li>• Find out how to best help support the cause</li> </ul>	<p><i>Find a charity or community group already campaigning for the cause and look into how they can help. This may involve contacting the charity. If supporting a cause affecting the centre it may be useful to see if anyone else is already supporting the cause and get in contact.</i></p>
<ul style="list-style-type: none"> <li>• Raise awareness for the cause (this may also involve fundraising)</li> </ul>	<p><i>Choose at least one activity to raise awareness (this may or may not involve fundraising)</i></p>

## Things to consider

- When discussing different campaigns or issues/problems there could be some content which could be potentially upsetting. Makes sure to tell participants only to share what they feel comfortable with and to let them know that they should always speak to a parent, guardian or yourself if they are upset by anything.
- Always watch YouTube clips before showing them to participants to make sure the content is suitable.