



Leadership Awards Session Plans

Each topic (Future Leader, Goal Setter, Team Player, Innovator) has been broken down into sessions which could be delivered to cover the content of the awards. However, you can adapt the number of sessions you deliver to suit your explorer group and your centre.

Each session plan contains several optional activities, so you can choose the activities which suit your group best. For example if a topic is new to the group you might decide to deliver all the main activities in the session plan over more than one session.

The final session plan in for each topic includes details of the Explorer Challenge and suggestions of activities – participants should be encouraged to come up with their own ideas, but these must be suitable for the centre/coach to deliver. All BHS Approved Centres and APCs should check their own insurance cover if delivering activities outside of their usual remit.



Gold Goal Setter

Session One: Self-reflection and SMART goals

Session Two: Overcoming obstacles

Session Three: Explorer Challenge

Goal Setter Session 1

Introduction

Welcome to Goal Setter	<p>Introduce the award and what will be covered during the next few sessions. Talk about the Explorer challenge and what participants need to do to achieve it. (Develop a skill over the next 8 months)</p> <p>There is no need to choose now what they want to do but they may want to start thinking about possibilities.</p> <p>Re-cap on Silver Goal Setter if group have previously completed it.</p> <p>Ensure appropriate risk assessments are in place for each activity.</p>
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Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

SMART Goal Setting	<p>What does the acronym SMART stand for?</p> <p>S – Specific M – Measurable A – Achievable R – Relevant T – Timed</p> <p>Ask the participants to give some examples of a SMART goal to check understanding.</p> <p>Group discussion on why SMART goals are used and when/how participants have used them previously. Discuss how did achieving goals made them feel? Do they like having goals to work towards? Page 39 in book</p> <p>Take the Goal setting quiz – How good is your goal setting? Discuss the results (feedback on scores given on the webpage) (this webpage has a limited number of views, if you reach your limit clear the cache and cookies on your device and it will reset) www.mindtools.com/pages/article/goal-setting-quiz.htm</p> <p>Optional Motivational video (3.10mins) Goal Setting Growth Mindset www.youtube.com/watch?v=NG3HxrW1qZk</p>
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Reflecting

Read pages 40-43 in the booklet.
Participants might already be familiar with reflection on their work in an education setting.
Discuss the questions in the book and what type of answers the participants might think about.



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	You can choose to complete the activities in the book now or try some of the activities below first and then complete the questions in the book
Reflection emojis	<p>Resources: Paper, coloured pens.</p> <p>These simple exercises are useful to encourage participants to reflect on activities they have done</p> <ul style="list-style-type: none"> • Start by asking the group to think back to their last riding lesson the previous day last Explorers session. (Pick something relevant) • Ask them to draw an emoji (or several) to reflect how it went. It could be a series of pictures • Share the emojis to the rest of the group – can they guess what the participant was feeling? • Can the participant explain why they have chosen that/those emoji/s?
Reflection tweets	<p>Reflecting on something doesn't have to take a long time or require a lot of writing. This exercise is about being succinct.</p> <p>Read the relevant information in the book.</p> <ul style="list-style-type: none"> • Ask participants to list 3 good things that happened to them last week. • What were they and how did they make them feel? • Challenge the participants to write a tweet reflecting on the 3 things (max 280 characters) • What hashtags would they include?
Reflection Rap or Rhyme	<p>Resources: pens and paper.</p> <p>Read the relevant information in the book.</p> <p>For this activity participants work in small groups to create a rap or rhyme or even a short (1-2 minutes) skit reflecting on an Explorer activity they've completed.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Divide into small groups • Give the groups 10 minutes to write their reflections on an Explorer group activity experience • It could include what the activity was, what went well, what went not so well, what they thought about it and what would they change the next time. • Groups take turns to read out their rhyme or rap or perform their skit. <p>After each presentation, facilitate a group discussion with all the participants. The discussion should include reflection questions and include an opportunity for the group to give positive feedback to each other.</p>
Self-reflection	Resources: Explorer book, pens.



Use the section on Self-reflection in the book to support.
Lead a team building activity for the group to take part in (option to choose one from any level of the Team player section or use your own) or deliver this session after a ridden or stable management session that the group can use to reflect on.

Ask the participants to write answers to these questions (they are in the book p40-43):

- Did I achieve what I set out to do?
- What did I do really well?
- What did I find challenging?
- What will I do again?
- What will I do differently?
- What is the most important thing I learned?
- Did I enjoy it?

Now ask participants to go back to the questions and ask themselves why? Why did I do that really well? Why would I do that differently?

Not everyone will feel comfortable reading out their answers so you might want to have some examples of how you self- reflect on something you have done.

Wrap up

Re-cap

At the end of a session ask participants to write down a few reflections about the session before they leave.

This can be incorporated into any session you deliver to encourage participants to think about and reflect on what they've just learnt. They don't need to be shared with the group.



Goal Setter Session 2

Introduction

Read through Goal Setter p44- 45 in the Explorer book

"Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it." – Michael Jordan

Discuss types of obstacles can get in the way of achieving their goals.
What can they/did they/do they do to help overcome/work with these obstacles?

Use the exercise on P45 to record and discuss answers.

Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

Inspirational people overcoming obstacles

Give the participants 20/30minutes to do some research on people who have overcome obstacles or challenges to get to where they are today. They don't have to be in the equine world.

Discuss what they have found

- Who did they research?
- What did they face and how did they overcome it?
- Is there anything that the people they researched have in common?
- Can they find a video clip of the person to share with the group?

Optional: Is there anyone they know personally or have they themselves overcome a challenge that they would like to share?

What other information did the participants find about over coming challenges?
Share with the rest of the group.

Possible ideas:

- Fiona Bigwood
- Nick Skelton
- Rachel Blackmore
- Kadijah Mellah
- Clare Lomas
- Dr Russell McKechnie-Guire
- Billie Eilish
- Michael Phelps
- Lily Rice
- Rose Ayling- Ellis
- Jim Carey



<p>Planning for obstacles</p>	<p>Resources: Explorer book</p> <p>Read through the relevant section in book p45</p> <p>Give the group a scenario (for example working towards a competition, writing an essay, going on holiday)</p> <p>As a group or in small groups, brainstorm potential obstacles that may occur in the scenario (For example: lame horse, extreme weather, lack of motivation, time restraints, money, passport issues)</p> <p>Discuss what obstacles they have listed and potential ways in which you can plan/mitigate for them.</p>
<p>What stops you achieving?</p>	<p>Resources: Explorer book, pens, paper</p> <p>This exercise is designed to encourage participants to think about themselves and what can stop or hinder them from achieving their goals.</p> <p>Everyone has habits that can get in the way of them achieving or make it more difficult to achieve.</p> <p>For example: (these are listed in their book)</p> <ul style="list-style-type: none">• Find it difficult to stay motivated• Being easily distracted• Lack of skills or knowledge• Not believing in yourself• Fear of failure <p>What else can participants think of? They might not be comfortable to share these with the group so be prepared to suggest some of your own if required.</p> <p>In small groups come up with ideas of how to reduce the impact of these using the technique listed in the book.</p> <ul style="list-style-type: none">• Write down your target• Write down the potential obstacle• Make a plan <p>What other techniques do participants use to help them? -REWARDS p46-47 in booklet. How could these help?</p> <p>By the end of the session participants should have a list of potential obstacles and potential plans they can implement in the future.</p> <p>Useful webpage:</p>



	<p>www.inc.com/amy-morin/9-things-that-will-prevent-you-from-reaching-your-goals-and-how-to-avoid-those-c.html www.mindtools.com/pages/article/goal-setting-mistakes.htm</p>
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Wrap up	
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Re-cap	<p>Q & A Reflect on session</p> <p>One breath feedback: Ask participants to give their reflections on the session in just one breath (about 20secs).</p>
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Goal Setter EXPLORER CHALLENGE Session 3

Introduction

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.

Coach support sessions

The participant should arrange catch up sessions with the coach to review their progress and discuss any challenges they have.

Revisit your goal every two weeks with your coach to reflect on your progress.

- Is my original goal still relevant?
- What progress have I made?
- Have I had to change my initial plans?
- What obstacles have I met and how did I overcome them?
- What am I enjoying?
- What am I finding hard?
- Am I on track to achieve my goal?
- Coach feedback

At the end of the eight months participants should complete the self-reflection section in the booklet.

With each participant discuss the answers to their questions.

Examples of skills

- Assist 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"> • SMART goal identified and set • Plan to achieve goal created • Plan followed • Reflect on progress and feedback to coach • New skill developed/ Goal achieved 	<p><i>Goals should be Specific, Measurable, Achievable, Realistic, Timed. Discussion with coach to identify suitable goal. Recorded in book</i></p> <p><i>Use template in book. Goal broken down into achievable and measurable steps within timeframe. Potential obstacles identified and planned for. Rewards highlighted for achieving each step.</i></p> <p><i>Plan followed and adapted where required. Progress shown</i></p> <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> <p><i>Demonstration of skills, video evidence, written evidence</i></p>
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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