



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.



**HORSE
EXPLORERS**

Part of the Challenge Awards



Silver Future Leader

Session 1: Introduction to Award and interpersonal skills

Session 2: Interpersonal skills (non-verbal communication/body language)

Session 3: Building relationships (NB. some of the activities in relation to this subject are around getting to know each other better – so you may choose to do this subject first especially where participants do not know each other).

Session 4: Safeguarding and Health and Safety

(If delivering the Riding Centre Assistant Award alongside this award you may choose to include additional sessions to cover the content).

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The Riding Centre Assistant Award can be delivered alongside the Silver Future Leader topic. This award is exclusive to BHS Approved centres and can be taken by anyone aged 13 or above, where they are working for a centre, or aged 14 and above if they are volunteering. Books are available in packs of five (minimum order one pack) for £25 per pack. You can order the books by [clicking here](#) to complete our online form, or just get in touch. If you would like more information, please contact approvedcentres@bhs.org.uk.

Future Leader Session 1

Introduction

Welcome to Silver Future Leader

A brief introduction to the future leader topic and the skills that will be developed as part of the topic. This could include how this will progress in the Gold through to the Platinum.

The aim is that throughout all levels of these awards the participants will develop the skills to be able to lead others including leading on projects, leading a team, positively influence others and being a good role a model.

Through the Silver Award participants will learn about interpersonal skills and building relationships with others socially and in a professional environment. They will help at their centre and have the option to work through the Riding Centre Assistant Award to provide structure to this.

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

Introduction to interpersonal skills

Resources: Explorer book

Read through the section in the booklet to introduce interpersonal skills. Discuss why interpersonal skills are important?

Which interpersonal skills do participants think they already have? Which area do they think they are good at, or need to work on?



	<p>Explain that participants will have the chance to practise these skills whilst helping on the yard. The sessions with the coach will focus on some exercises around two-way conversations and non-verbal communication/body language.</p>
<p>Conversation around a circle</p>	<p>Making conversation and talking to other people is a valuable skill, to some people this comes naturally whereas others may find this daunting. Interpersonal skills are all about two-way conversations, these exercises provide opportunities to practise this skill:</p> <ul style="list-style-type: none"> • Sit the group in a circle. • State a direction for the exercise (clockwise or anti clockwise) • Nominate someone to start, this person asks a question to the person next to them that can't be answered 'yes' or 'no', this person should answer and then continue by including the person next to them either by asking for their opinion or asking another question. <p>Questions can be improvised, or participants can come up with some questions beforehand.</p>
<p>Survey activity</p>	<p>Resources: Paper, pens, clipboard</p> <p>This activity encourages participants to think about the difference between an open and closed question.</p> <p>Ask participants to put together a short survey. The questions could relate to; preferred equestrian activities, what equestrian clothing is popular, reasons for attending the centre or any other topic they choose.</p> <p>Instructions</p> <ul style="list-style-type: none"> • The survey should include 3 closed questions and 3 open questions • For example • Open ended questions: What are the three main reasons you chose lessons at this centre? • Closed (Yes/No) questions: Do you enjoy your lessons here? • The questions can be asked within the group or to staff/clients on the yard (if appropriate). • Participants can then share their results. <p>Discuss: What was the difference in answers between the closed and open questions? What did they find it easier to get information from?</p> <p>The exercise can be adapted according to the level of the group. To expand their practise of two-way communication, participants can practise using follow up questions to gain more information. For example; Do you enjoy your lessons here? What type of lessons or activities do you enjoy the most?</p>
<p>Improvisation</p>	<p>Resources: pen, paper, hat/bowl</p>



	<p>This is a good exercise for practising conversation and can be helpful especially where there are shy or reserved participants in the group.</p> <p>Write down the names of a variety of random objects (for example flower, post box, piano) on pieces of paper or post its and put them in a hat.</p> <p>Working in pairs or small groups, participants can pick an object out of the hat, they then need to improvise a conversation around their object.</p>
Wrap up	
Re-cap	<p>What is the difference between an open and closed question – could give some examples and ask participants to vote on the answer.</p> <p>Which type is better for encouraging conversation?</p>





Future Leader Session 2

Introduction

Non-Verbal communication warm up

This session covers non-verbal communication. The activity below is a good way to introduce body language and how it can influence others.

Tell the participants you are going to give them a series of instructions and you want them to follow them as fast as they can.

Instructions:

Call out and do the following actions:

1. Clap your hands
2. Put your hand on your nose
3. Touch your shoulder
4. Stand up
5. Sit down
6. Touch your foot
7. Cross your arms
8. Stamp your foot
9. Put your hand over your mouth (this time put your hand on your nose not your mouth).

How many participants copied what you did rather than what you said?
Discuss this observation with the group.

Talk about how body language can influence our understanding of what is being said. It can reinforce what is being said, but it can also at times interfere with the message being given. The more aware of this we are, the more we can improve our communication.

Useful web page

positivepsychology.com/communication-games-and-activities/

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

Recognising body language

Resources: Explorer book, access to internet

Discuss body language and the participant's basic understanding of this. Look through the questions in the booklet and discuss.

Participants can work through a variety of online body language tests, either during the session or in their own time.

testyourself.psychtests.com/testid/3764

www.surveymonkey.com/r/canyoureadBODYLANGUAGE

study.com/academy/practice/body-language-quiz-worksheet-for-kids.html

www.bbc.co.uk/bitesize/guides/zg8tgk7/test



Charades	<p>Resources: pen, paper, bowl/hat</p> <p>Charades is a fun game which shows how you can use body language to communicate without words.</p> <p>Instructions:</p> <ul style="list-style-type: none">• This can be done using simple words, names of songs, names of movies, or numerous other options.• Participants pick a word out of a hat and must act it out without speaking whilst the rest of the group try to guess what it is. This can be played with two teams or with individuals within one group. <p>The following link provides more examples: grammar.yourdictionary.com/games-puzzles-and-worksheets/charades-word-lists-kids.html</p>
We have to move now	<p>Resources: pen, paper, bowl/hat</p> <p>This exercise shows how mood and emotions can come across. Although the words are the same, the meaning can be very different according to the mood or emotion behind them. This should help them to be able to read others and how they are feeling, but also be able to alter how they communicate depending on the situation.</p> <p>Instructions:</p> <ul style="list-style-type: none">• Write a variety of moods or emotions on a separate piece of paper or sticky note and put them into a hat. (happiness, excitement, sadness, suspicion, insulted, angry, fear)• Participants take turns to take a piece of paper.• They have to say to the group the phrase 'We have to move now' using the emotion or mood written on the paper.• The group guess what the emotion is <p>Discuss:</p> <p>How easy was it to recognise those emotions? Were any similar?</p> <p>How might it make them feel if they were communicated to in those different ways?</p> <p>What do they need to think about when they are speaking to others, including peers, staff at the yard and customers?</p>
Wordless acting	<p>Resources: pen, paper</p> <p>This exercise is good at demonstrating how much can be communicated without words.</p> <p>Instructions:</p> <ul style="list-style-type: none">• Separate the participants into groups of two.• One person will perform the role of participant A and the other of participant B.• Give each participant the script to follow.• Participant A will read their lines out loud, whilst participant B will need to act theirs out.

	<ul style="list-style-type: none"> • Secretly give participant B a piece of paper with an emotion written on it that they need to include in their acting (e.g. bored, angry, in a rush, stressed). • After they have read the script, ask participant A whether they can identify the emotion that was affecting student B. <p>Example script: A - Have you seen my book? B - Which one? A - The murder mystery, the one you borrowed? B - Is this it? A - No, it's the one you borrowed. B - I did not! A - Maybe it's under the chair. Can you look? B - Ok, give me a minute. A - How long are you going to be? B - Why so impatient, I hate it when you get bossy. A - Forget it, I'll find it myself. B - Wait - found it!</p>
<p>Eye contact circle</p>	<p>A good activity to practise using eye contact and feel comfortable making eye contact.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Participants sit in a circle. • Ask all the participants a question which they should all answer at the same time (for example what is your favourite flavour of ice cream?). • Immediately after answering the question the participants need to try and make eye contact with someone in the circle. • Keeping that eye contact they need to stand up and switch places with that person. • Repeat the exercise using different questions.
<p>Silent skit</p>	<p>This is an activity for participants to practise communicating without words. Again highlighting the impact non-verbal communication can have.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Divide participants into two or more groups. • Each group needs to come up with their own silent skit which they will act out to the other group(s). <p>Structure:</p> <ul style="list-style-type: none"> • Start the scene with a person doing an obvious task, for example cleaning or rowing a boat. • This scene should be interrupted when the second actor/s enters. This should have a big impact on the scene. • The second actor/s could be children, burglars, animals, sales people. • There should be a physical commotion • Then the problem can be resolved.



	After watching the audience should try to guess the story and what might have happened.
Wrap up	
Re-cap	How important is it to think about body language when you are speaking to someone? What will you be more aware of when you are speaking to staff, clients and friends?
Things to consider	
<ul style="list-style-type: none">• Always watch online video clips or do online multiple choice quizzes before providing link to participants	





Future Leader Session 3

Introduction

Building relationships	<p>Resources: Explorer book</p> <p>Read through the section in the booklet to introduce building relationships.</p> <p>Why do they think it's important to have good working relationships as part of a job/career? Is this also important whilst volunteering? Why? Why is it important to have social relationships (friendships)?</p> <p>How do both of these help with social skills and interpersonal skills?</p>
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Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

Getting to know each other	<p>Resources: pen, paper, bowl/hat</p> <p>This activity aims to help the group get to know each other and should build empathy. Encourage the group to celebrate each other's uniqueness. Having greater awareness of each other should encourage participants to appreciate each other's differences.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Ask each participant to write something down about themselves that the other participants would not know, on a piece of paper or sticky note. • Put them in a hat and then pick one and read out to the group. • The group then needs to guess who the fact belongs to. <p>NB: Coaches should check facts before these are shared with the group to make sure they are appropriate.</p> <p>Useful webpage futurumcareers.com/ten-simple-games-to-improve-your-communication-skills</p>
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Just one lie	<p>Resources: pen, paper, clipboards, white board or large piece of paper, blue tack</p> <p>This is another activity to help the group to get to know each other better.</p> <ul style="list-style-type: none"> • Have a large piece of paper for each person with their name on and stick these up on the wall (alternatively a white board could be used). • All participants should come up with their own list of 5 questions and then the group should mingle and ask each other their questions (they can note answers down as they go). • Each participant is allowed to tell one lie in response to one question. • Afterwards go through everyone's answers and write up on the board (or stick the notes up). • The group then have to guess the lie out of the facts written down for each person.
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	<p>Useful webpage www.sessionlab.com/blog/icebreaker-games/#ice-breaker-games-to-get-to-know-each-other</p>
Fishing for compliments	<p>Resources: pen, paper</p> <p>This exercise is all about being able to practise communicating sincere compliments to others. It's a great way to help build confidence to give compliments, but also a way of building or strengthening relationships.</p> <p>Instructions:</p> <ul style="list-style-type: none">• Ask each participant to write down the names of three people they know (these shouldn't include others within the group). The names should be of different types of acquaintances, for example friends, relatives, teachers, coaches and so on.• Ask them to write a specific, sincere compliment next to each person's name. Ask each person to share this with the group.• Ask the group to challenge what the person has written by asking questions.• By challenging what they have written the participant should either realise that what they have written is not completely sincere or they will be so confident in what they have written that they want to give that compliment to the individual. <p>Discuss whether this has been effective and whether participants now want to give these compliments to others.</p>
Online friendships	<p>Participants can lead on a discussion around this. Always refer to the online safety guidance in the back of booklets.</p> <p>Go through the discussion points below:</p> <p>Building relationships online</p> <p>Lots of friendships are now developed online through social media platforms. Whether it be making friends online or using social media to stay in contact with friends or continue conversations that may have started in person.</p> <ul style="list-style-type: none">• Do you talk to friends online?• Are these usually friends you know?• Have you made friends online?• How do you think communication differs online compared to in person?• How easy is it to tell if a person is sincere and honest when communicating online compared to in person? <p>What are some of the advantages and disadvantages of communication or developing friendships online?</p> <p>Points could include;</p> <ul style="list-style-type: none">• Advantages: Continuing discussions/communication when not in person (e.g. after schools or clubs). Meet people with shared interests. Keeping in contact with friends who have moved out of the area. Stay connected during the pandemic. Connect with others all over the world.



	<ul style="list-style-type: none">• Disadvantages: Awareness of safety online, online bullying (cyberbullying), trolling, peer pressure, inappropriate content, spending too much time on social media might mean you spend less time building relationships face to face which is vital to learn and practise interpersonal skills. Useful web link: raisingchildren.net.au/teens/entertainment-technology/digital-life/social-media repeller.com/ask-a-teen-online-friendship/
Wrap Up	
	Do participants feel like they have already started building relationships whilst at the centre? If yes, who with? How are they going to strengthen those relationships? How are they going to build new relationships?



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Session 4 Future Leader

Introduction

Safeguarding and Health and Safety

Resources: Booklets

This session can be a recap if already covered at Bronze.

As the participant is likely to be helping with younger children during practical sessions it is important that they have a session to cover elements of safeguarding and safety on the yard.

Ideally this session should be completed before they start helping with sessions on the yard.

Safeguarding

Explain what safeguarding is and why you are going to talk about it.

Safeguarding children is protecting children from physical, sexual, and emotional harm and from neglect. Any businesses that provide activities for children are required to have safeguarding measures in place.

Explain the safeguarding measures the yard has in place and who the designated people are that they should go to with any problems.

Go through the safeguarding guidelines in their booklets:

If a young person tells you they are being abused or they raise a concern about their safety or wellbeing you should:

1. Allow them to speak without interruption and accept what they say
2. Be understanding and reassuring but do not give them your opinion
3. Tell them that you will try to offer support but that you must pass the information on
4. Tell a staff member immediately
5. Write careful notes of what was said and pass to the same staff member

If you are concerned about a young person's safety or wellbeing or there is a concern, complaint or allegation about an adult or yourself, you should:

1. Tell a staff member immediately
2. Write careful notes of what was said and pass to the same staff member

Guidelines to follow

- Be a good a role model at all times
- Treat everyone with dignity and respect



- Treat all young people equally – do not show favouritism
- Report all allegations, suspicions, and concerns to a staff member immediately
- Remember that someone may misinterpret your actions
- Respect a young person’s right to personal privacy
- Only act within the boundaries of your role
- Do not trivialise abuse or let it go unreported
- Do not use inappropriate, suggestive, or threatening language when communicating with young people
- Do not take part in physical contact games with young people
- Do not plan to be alone with a young person, there should always be an adult present with you

Main Activities suggestions (Choose the most appropriate exercises or spread them out over several sessions)

Do’s and Don’ts

Resources: Sticky notes, white board/flip chart, pens

Write some statements on pieces of paper or sticky notes, these should include those listed in guidelines, for example; ‘Treat everyone with dignity and respect’. Write on a board or stick signs up on the wall saying DO and DON’T.

The group should then sort the statements and stick the up under the relevant section, you can then discuss each statement.

Scenarios

Scenarios

- Write out some scenarios that the participants could potentially come across.
- Split the group into two or more smaller groups and give each a scenario. Give them time to discuss the scenarios and think about what they would do.
- As a whole group discuss each scenario.

Example scenarios:

1. A new coach has come to the yard to fill in for the regular coach who is on holiday, you are helping with their session. The coach seems short tempered and seems to be picking on one of the less experienced children who gets upset and you see them crying.
2. A child has fallen over in a puddle and is soaking wet and dirty. They ask you to help them get changed.



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	<p>NB: For most if not all scenarios' participants should be advised to go to a member of staff and report the situation. However, there can be discussions around how a coach/senior member of staff could deal with these.</p>
Health and safety yard walk/search	
<p>Health and safety yard walk/search</p>	<p>Resources: access to yard, safety signs,</p> <p>Take the group on a walk around the centre and discuss any safety or warning signs that you have.</p>
Safety Risk assessments	
<p>Safety Risk assessments</p>	<p>Resources: risk assessment template</p> <p>When helping with sessions participants will need to know how to keep themselves safe and help keep the people attending the session safe.</p> <p>Talk about some of the activities they might help with, and the measures required to keep them and others safe.</p> <p>Make sure all participants are aware of the yard rules and safety measures that are in place.</p> <p>Show them the risk assessments the yard has in place for some activities and explain how a basic risk assessment is carried out.</p> <p>Allocate some tasks to the group for them to complete a risk assessment for.</p> <p>Think up some unusual ones so they have to think outside the box.</p>
Wrap Up	
<p>Re-Cap</p>	<p>Discuss key points to be aware of in relation to Safeguarding when helping with sessions for younger children.</p> <p>Re cap on key areas for health and safety in relation to the yard.</p>



Future Leader EXPLORER CHALLENGE

Introduction

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.

Main Activity

Helping at the centre
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.

Suggestions for Explorer Challenge Activities

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 (could be 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.



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