

Name		Level	Bronze
Topic	Behaviour	Lesson	1 of 8
Subject	Behaviour	Location	Field Classroom
Resources & Requirements	Lecture room, flip chart, horse in field and stables, if possible or video clips of horse behaviour		

Time	Activity
10 mins	<p>INTRODUCTION:</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 session on behaviour</p>
70 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. In classroom divide group up and give paper/pens to write on. Ask them to talk about and come up with a list of how they think horses behave in the wild. 2. Groups compare findings and create a master list which should include: prey animal so live in herds for safety, with stallion guarding his herd, dominant mare, pecking order, flight = survival mechanism, fight by kicking, biting, striking out. Roam seeking fresh forage and safety. In contrast domesticated horse is deprived of freedom to roam, cannot seek new pasture and may be separated from others in stables, with limited grazing. Pecking order is evident when feeding hay to horses in a field 3. Then ask them to how this affects the behaviour of domesticated horses – flight instinct, safety, turn out Relate natural instincts of the horse to how we handle the horse safely e.g. approach from side, tie up, 4. Ask the group to think about why they have been told to approach horses from the side? Do they know about the horse’s field of vision. Where are the blind spots? How does their vision compare to ours? <ul style="list-style-type: none"> • 350 degree field of vision and relate to why we approach horse’s shoulder. Limited ability to see colour and the issues likely to arise from this? How horses alter their head position to obtain better image of objects and increase field of vision e.g. lengthening neck in approach to fence. Field of vision reduced when horse’s head closer to vertical when ridden. 5. Talk about the horses hearing – position of ears and movement. <ul style="list-style-type: none"> • Horse’s hearing is acute with ear movement to catch sound and they

	<p>have better recognition of high frequency sound than humans. Therefore they can be upset easily by sound (flight mechanism triggered).</p> <p>6. Taste and smell – remember horses cannot be sick therefore what they eat has to pass through the entire digestive system.</p> <ul style="list-style-type: none"> • Taste and smell help horse to locate food to eat e.g. titbits in pocket and what not to eat e.g. medication! Where food has a strong flavour or smell, a horse may curl their upper lip (Flehmen response). Could consider feeding a horse a strong flavour to encourage the Flehmen response. How do they react to sour/sweet/strong/mild flavours <p>7. Split the group in half. Half look at horses in stables and record what the horse does e.g. eating, moving around stable, ear position, facial expressions</p> <p>8. Other half to watch horses in field (where possible) and record behaviour seen – how horses interact, pair bonds, dominance/pecking order.</p> <p>9. Groups swap over after 10/15mins watching</p> <p>10. Group comes together and discusses findings – where there any common behaviours (eating!), what can the field kept horses do that stable kept horse can not.</p>
<p>10 mins</p>	<p>SUMMARY</p> <p>Each group member offers one point learnt in session about how horses behave</p> <p>Issue references for further reading & research</p> <p>Introduce next session topic, relevant reading and preparation for it</p> <p>Coach reflects on preparation needed for and best ways to deliver this session successfully.</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Discuss how knowledge of behaviour affects our handling, looking after and riding of horses</p>	

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Name		Level	Bronze
Topic	Stable Care	Lesson	2 of 8
Subject	Skipping Out	Location	Yard & Classroom
Resources & Requirements	Classroom, stables, quiet horses, head collars and lead ropes, wheelbarrows/skips, stable forks, brooms, shovels		

Time	Activity
15 mins	<p>INTRODUCTION:</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 on previous session about behaviour</p> <p>Introduce session</p> <p><i>Explain that Horses spend a lot of time in their stables so removing droppings regularly keeps the stable cleaner, saves on bedding costs, reduces health risks from infection and foot conditions like thrush It is sloppy practice to fit tack or groom in a stable with droppings in it. Remind group about correct PPE, suitable yard clothing and safe handling practices, including lifting bales of bedding learnt in Bronze Handling sessions.</i></p>
60 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Look at beds on the yard – full bed/day bed, how tidy/messy some horse are. Talk about the difference between each type of bed. Ask group what they remember from health checks regarding the state of the bed 2. Show the group the correct procedure for skipping out (as it is done on your yard) e.g. fit head collar, tie up horse and reasons why. Remember to include: closing the door if using skip, why don't want to take out too much bedding, reshaping the banks and checking floor covering, sweep back the bed, putting hay back in net if still ok, check water and look at horse behaviour (any signs of illness) and checking rugs 3. Group to practise, ideally with horse & stable of their own to skip out. Watch and help each member. Where possible the group could work around the whole yard, skipping out all stables. 4. Horses untied, head collars removed, stable doors closed, bottom bolts in place and head collar lead ropes rolled neatly. 5. How to stack the muck heap- technique to save back, how to stamp down, what can and can't go on the muck heap (e.g. string, rubbish) 6. Whole group can sweep yard – talk about how it is normally done on your yard, opening doors to get dust out from underneath, tidy up as you go, good idea to check kick bolts are on as you sweep up yard,

	<p>7. Replace tools – why you should tools are put away safely and clean (remove hay/bedding from prongs)</p> <p>8. Talk about as a group why it is good practise to skip out before working in the stable, regularly throughout the day. The daily routine of the yard.</p> <p>This session can be repeated as required</p>
<p>15 mins</p>	<p>SUMMARY</p> <p>Talk about how a tidy yard and boxes create a professional image and attract clients.</p> <p>Group summarises good practise and ask any questions</p> <p>Introduce next session and reading/preparation for it.</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Skipping out in deep litter boxes - if available</p> <p>Completing process in set time and assessing how well task done</p> <p>Skip out stables they are working in</p>	

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Name		Level	Bronze
Topic	Field Care	Lesson	4 of 8
Subject	Field Checks	Location	Field Classroom
Resources & Requirements	Classroom, field,(weather and time permitting), computer, screen, images, field check worksheet		

Time	Activity
15 mins	<p>INTRODUCTION:</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 session on field checks</p>
60 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Ask group what they can remember from the behaviour session – how horses behave in the wild? Ask them to give reasons why they think turn out is important for horses? 2. Ask the group how we make sure the fields are safe for the horse? Why do you need to check the field 3. Split group into smaller groups to discuss and create a list of things they would check in their horse’s field 4. Whole group come together to talk about their lists and create a master list. 5. Hand out the work sheet and add any extra headings onto it. 6. Take the group into a field to complete the handout – allocating headings a score from 1-10. (If this is not possible e.g. time of day, weather then discuss the headings in classroom and, where appropriate, use suitable image for group to assess) 7. Look at the fencing in the field and discuss its suitability. Include the following types (if there is a range of fencing used around the field such as

	<p>electric tape, post/rail/wire/stone etc take the group to look at those and compare)) and why they are or aren't suitable for horses:</p> <ul style="list-style-type: none"> ○ Post and rail ○ Stone wall ○ Hedge ○ Electric fencing ○ Sheep netting ○ Barbed wire <p>8. Look at the shelter available in the field- Ask group what would be suitable shelter from wind and sun e.g. trees, stone walls, hedges, buildings</p> <p><i>N.B. Study in Scotland showed that ponies used 25 % less energy to maintain body temperature in winter with three sided shelter and outdoor rug.</i></p> <p>9. Where possible group to field check more than one field. If there are horses in the field can also observe behaviour within the herd</p> <p>10. In classroom group talk about what score they allocated each part and what they would improve about the field.</p> <p>11. Talk about what an ideal field would look like!</p>
<p>15 mins</p>	<p>SUMMARY</p> <p>Importance of checking a field regularly for safety</p> <p>Introduce the next lesson topic and recommended prior reading/preparation for it</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be improved</p>
<p style="text-align: center;">PROGRESSION:</p> <p style="text-align: center;">Compare cost of fencing options and likely longevity</p>	

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Name		Level	Bronze
Topic	Rugs	Lesson	5 of 8
Subject	How to put rugs on	Location	Yard & Classroom
Resources & Requirements	Suitable horses for group to practise rugging up. Rugs with cross over surcingles and leg straps. Examples of turnout rug, stable rug, flysheet and cooler rug. Rugs should fit the horse they are being put on.		

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Check understanding from previous session</p> <p>Introduce session - rugs</p>
60 mins	<p>ACTIVITIES:</p> <p>1. On the yard – talk about why we use rugs on horses. Have selection of rugs available to talk about when you would use each e.g. stable and turnout, and any features such as neck covers, tail flaps, shoulder darts and what they are for.</p> <p>2. Talk the group through how to fit a rug with cross over surcingles and leg straps. Start by showing the group: horse tied up, skipping out of stable ready to work in, how to move around horse safely:</p> <ol style="list-style-type: none"> how to fold the rug in half and why it is important to fasten up the leg straps and surcingles How to place the rug over the shoulders/withers and slide backwards so hair lying flat – explain why don't throw it over Order to fasten straps up in. Makes sense to fasten front straps first to stop the rug sliding back. Why thread one leg strap through fastened loop of the other Fasten crossed surcingles and check hand's width between them and horse's belly Fasten the neck cover, allowing room for horse to stretch/eat grass. <p>3. Demonstrate how to remove a rug Making the following clear:</p> <ol style="list-style-type: none"> Unfasten any neck cover first and fold over body of rug Unfasten leg straps and clip each on to ring at back of rug - ask group why? Unfasten and tie crossed surcingles – why tie them? Front straps undone

	<p>e) Fold rug in two and slide it backwards to remove.</p> <p>4. Talk about what could happen if horse panics and rug slides around or forget to undo leg straps when taking the rug off and why they need to think about this when fastening up the straps of the rug E.g. putting rug on in a field is different to putting it on in a stable.</p> <p>5. Group to practice putting rugs on suitable horse(s) under supervision. Include skipping out of stables that they are working in, safety considerations – how to move around the horse.</p> <p>6. Swap horses and rugs, practice putting rug on a tall horse!</p>
<p>15 mins</p>	<p>SUMMARY</p> <p>In class - quick questions on how to rug up</p> <p>Invite questions</p> <p>Introduce next lesson topic and recommended prior reading/preparation for it</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be improved</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Talk about care of rugs, including rug racks, storage</p> <p>Talk about how to measure a horse for correct size of rug</p> <p>Talk about layering of rugs in winter</p>	

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Name		Level	Bronze
Topic	Grooming	Lesson	6 of 8
Subject	Grooming	Location	Yard Classroom
Resources & Requirements	Sufficient grooming kits, buckets and suitable horses for each member of group		

Time	Activity
15 mins	<p>INTRODUCTION:</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 previous session on rugging - questions</p> <p>Introduce session - grooming</p>
60 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Have a full grooming kit available and ask the group to talk about brushes they recognise and how they would use them. 2. Ask group why we groom and obtain following responses – cleanliness, health, promote circulation, muscle stimulation, removal of waste products, appearance, getting to know your horse, bonding with your horse 3. Show the group the correct procedure for using each brush when thoroughly grooming a horse <p>Suggest the following order: Show each step and how to use each brush but don't complete the whole procedure or the group might get bored. Just enough so the group know how to use each brush. Talk about the importance of using your hands (no gloves) to feel the horses skin for lumps, heat, cuts etc.</p> <ol style="list-style-type: none"> 4. Fit head collar to the horse, tie up correctly, skip out stable 5. Pick out feet into skip from heel to toe – ask why. Demonstrate how to pick out a front and hind leg safely – why would you use a skip? 6. Dandy brush to remove mud, not using below knee or on mane/tail and why 7. Rubber curry comb in circular motions to bring grease up to surface 8. Work down left neck, shoulder and limb (where appropriate) to body and quarters. Change brush hand for right side and repeat process. Talk about safe positioning and ask the group about the horse's reactions – is the horse enjoying it? What signs would show the horse was not enjoying it? 9. Brush mane and tail with soft body brush. With thin or rat tail, separate

	<p>strands with hands</p> <ol style="list-style-type: none"> 10. Body brush energetically to clean horse, using metal curry comb to clean body brush every three strokes 11. Groom head untying horse and using soft brush or stable rubber, taking care around eyes 12. Use different sponges for eyes, muzzle and dock 13. Finish with stable rubber. 14. Oil feet. (On cold day keep horse warm with rug covering areas not grooming this is covered at Silver) 15. Ask questions, engage group during demonstration. Can include points of horse, health check for lumps bumps etc and observing behaviour of horse. How much pressure to put on the brushes, what to do if horse is ticklish 16. Group to groom a horse thoroughly. Check that they working energetically! Remind them they should be hot by the end of this! 17. When using the body brush get the group to tap the metal curry comb clean just outside the stable door and create a pile of grease – compare the amount that comes off each horse 18. Talk about what to do if the horse is sweaty and how to wash off after work. Could do this practically after a ridden session. <ul style="list-style-type: none"> • Sponging saddle, girth, neck shoulder and flank area and using rubber end of sweat scraper to remove excess water, using a solarium (if available) or cooler or thatching after.
10 mins	<p>SUMMARY</p> <p>Compare the grease piles! Whose horse was the dirtiest?!</p> <p>Talk about how to clean the grooming kit (disinfecting?)</p> <p>Next week’s grooming challenge explained – prize for cleanest horse</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Introduce wisping and practise</p> <p>Trimming, croup and hindquarter patterns</p>	

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Name		Level	Bronze
Topic	Grooming	Lesson	7 of 8
Subject	Grooming Challenge	Location	Yard Classroom
Resources & Requirements	Sufficient grooming kits, buckets and suitable horses for each member of group		

Time	Activity
10 mins	<p>INTRODUCTION:</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 previous session on grooming – answer any questions</p> <p>Introduce session – grooming challenge!</p>
70 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Allocate each group member a suitable horse and grooming kit. <p>Set the challenge!</p> <p>The group has 45mins to thoroughly groom the horse including skipping out the stable.</p> <p>A prize will be awarded to the cleanest horse!</p> <p>Supervise and support the group where required.</p> <p>Group to check each other’s horses and agree on a winner!</p> <p>Are there any common areas that were missed? e.g. inside hind legs, behind elbows, under jaw?</p> <ol style="list-style-type: none"> 2. Grooming kit can be cleaned/washed and put away 3. If time allows ask the group to recap on how to rug up. Group can practise putting rugs on and taking them off.
15 mins	<p>SUMMARY</p> <p>Quick recap. Award prize!</p> <p>Questions answered.</p> <p>Introduce next session</p>
<p>PROGRESSION:</p> <p>Introduce wisping and practise</p> <p>Trimming, croup and hindquarter patterns</p>	

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FOR THE CHALLENGE. FOR THE LOVE.

Name		Level	Bronze
Topic	Revision	Lesson	8 of 8
Subject	Revision	Location	Yard & Classroom
Resources & Requirements	Horses, grooming kits, saddles and bridles that fit horses tack, skipping out tools		

Time	Activity
15 mins	<p>INTRODUCTION:</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 session</p> <p>Questions regarding anything covered so far</p>
60 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> Each individual allocated a horse to work with that they are comfortable handling Group has 25 minutes to complete the following tasks; Put on head collar, tie up, skip out and tidy stable, scrub out water buckets and refill and put on a rug Group has 35 minutes for the following task: groom the horse thoroughly. <p>Throughout observe group members, making notes and ask group members questions individually about field care, behaviour or any other topics covered in this section.</p> <ol style="list-style-type: none"> Equipment and tools returned correctly and safely at the end of the session
15 mins	<p>SUMMARY</p> <p>In class coach gives brief positive feedback to everyone individually in private about performance</p> <p>General discussion about the course and how the group feel they are progressing.</p> <p>Talk about what is required for Silver and Gold sections</p>
<p>PROGRESSION:</p> <p>Increase speed at which tasks completed correctly and safely</p> <p>Develop greater confidence & skill handling horses</p>	

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