



## 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.



## Platinum Future Leader

**Session One** – Value of volunteering, getting the best out of volunteering, role of ambassador or mentor

**Session Two** – Safeguarding and Health and Safety

### Future Leader Session 1

#### Introduction

##### Value of volunteering

**Resources:** Booklet, pens, post its

This session should include a brief introduction to the future leader topic and highlight the skills that will be developed as part of volunteering. As well as equine skills there are transferrable skills that will benefit participants in any future career. Give participants 5 minutes to write on post its all the skills they could develop from volunteering. These can be stuck up on the wall.

Pick a few and discuss.

Useful links:

<https://yvc.org/20-skills-you-learn-volunteering-to-help-you-get-a-job/>

Talk through the requirements for completing the explorer challenge.

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

##### Get the most out of volunteering

Ask participants to think about what they want to get out of volunteering – both for the centre and for a charity.

They should consider the types of skills/experiences which could help them in their future career or college/university.

Do participants want to learn something new, or stick to what is familiar and improve existing skills?

Participants should be asked to think about skills they already have, these might not be equine skills but could be other skills the centre could utilise (e.g. creating social media posts, or creating posters)?

Participants could make some notes in preparation to discuss with you and/or the yard manager responsibilities they could take on and opportunities they could have whilst volunteering as well as discussing how best they can help the centre. Both



	<p>parties should be realistic as to what they can commit to. Keep expectations small to start with and they can grow as time progresses if all goes well.</p> <p>Useful links  <a href="https://www.vnq.org.au/6-tips-for-getting-the-most-out-of-your-volunteering-experience/">https://www.vnq.org.au/6-tips-for-getting-the-most-out-of-your-volunteering-experience/</a></p>
<p><b>Being an ambassador</b></p>	<p>Go through the requirements for being an ambassador for the centre.          What is an ambassador?</p> <p><i>An ambassador is someone who acts as a representative or promotor for something in a positive way. Brand ambassadors will promote a brand/business often on social media by blogging or putting posts out. An ambassador for a charity will promote the work a charity does, these are sometimes celebrities.</i></p> <p>What skills could they develop as part of this role?</p> <p><b>Centre ambassador</b>          As an ambassador for the centre the participant should be role model for others as well as promoting the centre and/or the benefits of riding and being around horses.</p> <p>This will depend on the activities chosen. It will include a variety of communication skills (talking to people, influencing people, writing reviews, creating a post for social media). It could also include; further development of innovation skills (thinking of new and different ways to promote the centre and/or riding as a sport/activity), acting as a role model, giving a talk or presentation.</p> <p>Participants can come up with their own ideas for activities they could do as part of this role. Examples are provided in the Explorer Challenge information below.</p> <p><b>Eco ambassador</b>          Participants could choose to be an eco-ambassador. The aim would be to help the centre become more environmentally friendly. Participants in this role should assess ways the centre could be more environmentally friendly and get others involved with schemes or activities to help with this. They should also aim to change the behaviour of others to be more environmentally friendly; save water, turn lights off, recycle and so on. They could do this in a variety of ways, for example, come up with a lift sharing scheme, talk to people, give a presentation, make some posters.</p> <p>Participants can come up with their own ideas for activities they could do as part of this role. Examples are provided in the Explorer Challenge information below.</p>
<p><b>Mentoring</b></p>	<p>To take on this role the participants must have someone to mentor. Ideally this should be a younger or less experienced person. The mentor should have knowledge and experience they can share with someone to help them achieve a goal or develop themselves in a particular area.</p>



	<p>They should be able to set up regular catch ups with the mentee to be able to support them. The participant should be able to discuss with the coach how they are helping the mentee.</p> <p><b>Mentorship agreement</b> It can be useful to have an agreement between mentor and mentee to start with. The duration of the mentorship should also be agreed, 3 months would be a suitable length of time. A Mentorship template is available on the hub.</p> <p><b>Setting goals</b> The participants can set goals with their mentee and review the goals at intervals.</p> <p><b>Celebrating and ending a mentorship</b> There should be a distinct end to the mentoring relationship. The mentor and mentee to have a final meeting to discuss achievements. The mentor (participant) should then discuss with their coach how they have benefitted from the mentoring process.</p> <p>The mentee can fill in the feedback section for their mentor to detail how they benefitted from being mentored by them in the Explorer book.</p> <p>Useful links:  <a href="https://www.princes-trust.org.uk/support-our-work/volunteer/volunteer-tools-tips/mentoring-young-person#Mentoring%20agreement">https://www.princes-trust.org.uk/support-our-work/volunteer/volunteer-tools-tips/mentoring-young-person#Mentoring%20agreement</a></p>
<b>Wrap up</b>	
Re-cap	<p>Arrange 1:1 meetings with each participant to discuss responsibilities they could take on, opportunities they could have and which role they would like to take on whilst volunteering with you. As well as this you should discuss how best they can help the centre and whether they have any skills they could contribute to the business.</p> <p>During this meeting discuss which role the participant would like to take on (Centre ambassador, Eco ambassador or mentor). Ask the participant to put together a plan for how they will carry out this role.</p> <p>Use the questions in the Explorer Challenge section of the book (pages 12 -15) to record the above.</p> <p>You may also discuss options for volunteering for a charity (20hrs).</p>



## Future Leader Session 2

### Introduction

#### Safeguarding and Health and Safety

#### Resources: Booklets

This session can be a recap if already covered at Bronze, Silver and/or Gold.

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**

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- 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>
<p><b>Health and safety yard walk/search</b></p>	<p><b>Resources:</b> 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>
<p><b>Safety Risk assessments</b></p>	<p><b>Resources:</b> 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>
<p><b>Wrap Up</b></p>	
<p><b>Re-Cap</b></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

This Explorer Challenge has two parts. Both parts can be completed at the same time. Participants will need to:

1. Volunteer at a centre for 30 hours.
2. Volunteer for a charity for 20 hours.

### 1. Volunteering at the centre

As part of volunteering at the centre participants will need to:

- Discuss with the coach or yard manager what they want to achieve and find out how they can be most helpful to the centre.
- Show they can take responsibility.
- Take on one of the following roles:
  - ambassador
  - eco-ambassador
  - mentor (mentor a less experienced peer, someone completing the Bronze Leadership award, a less experienced rider or centre helper)

Volunteering hours can be logged in the Explorer book. There is also an interim volunteering check sheet available on the hub to review progress at a mid-way point.

### 2. Volunteer for a charity

Find out about local charities where they may be able to volunteer.

Commit to regular volunteering to complete the 20hrs for example one hour a week for approximately six months or volunteer for a day at a time, for example stewarding or jump judging at a British Riding Clubs competition. Participants will need to contact the charity/organisation to find out about volunteering opportunities available to them. Opportunities may be available with:

- British Horse Society <https://www.bhs.org.uk/get-involved/volunteer>
- British Riding Clubs [merlin.perlo@bhs.org.uk](mailto:merlin.perlo@bhs.org.uk)
- Riding for the Disabled Association <https://www.rda.org.uk/volunteer/> Find an RDA group to volunteer for <https://www.rda.org.uk/rda-groups/>
- Animal charities such as Blue Cross, RSPCA
- Any other charity or not for profit organisation of interest to the participant\*

## Examples include

**Taking responsibility:**

- Feeding
- Assist in the office, greeting customers and answering the phone
- Make a profile all the horses on the yard – keep those records up to date,
- Update some yard records
- Look after a horse on box rest – light grooming, skipping out, changing water, walk out to graze if required
- Jump maintenance, safety checks and storage
- Take responsibility for the daily care of one horse on the yard
- Tack checks – learn about checking tack for safety then take on as a weekly responsibility
- Check horses are tacked up for lessons
- Check skipping out is done
- Check all buckets are collected from stables
- Checking and cleaning water drinkers



- Care for an older pony
- Keeping an area of the yard tidy
- Filing haynets and providing hay to horses
- Feed room maintenance, cleaning, feed bins and feed board updates.
- Roll up lead ropes at the end of each the day
- Check all hoof picks have been put away and counted
- Check all bolts on stable door are done up last thing
- Make sure all tools have been put away
- Poo pick the school after your riding session and empty the poo bin

#### **Ideas for Centre ambassador:**

- Being a role model to others at the centre
- Conducting tours of the yard for new customers
- Writing a positive review of the centre (e.g. trust pilot)
- Encouraging others to write reviews (e.g. trust pilot)
- Promoting the benefits of riding/activities with horses generally, through own social media or wider activities.
- Give a presentation to others on the benefits of riding/activities with horses

#### **Ideas for eco ambassador:**

- Assess how environmentally friendly the yard to identify areas for improvement
- Assess all the activities done as part of the business and the impact on the environment
- Make signs to put up around the yard to remind people to turn lights off
- Come up with a scheme to reward or promote lift sharing
- Give a presentation to the yard on ways to help the environment

#### **Examples from Silver innovator which could also be incorporated to eco ambassador:**

- Speak to local allotments, gardeners to supply manure
- Making a water butt or other collection system – or sourcing 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
- 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
- Research the type of shampoo used on horses are they eco friendly – are there alternatives? E.g. shampoo bars
- Collect hay seeds and sprinkle on paddocks to re grow grass
- Field maintenance
- Solar panels for electric fencing
- Herb borders/ wild flower borders around fields
- Plant a tree
- Mending haynets – bailer twine
- Making lead ropes, fillet strings out bailer twine
- Hand wash and repair rugs/saddle cloths



- Upcycle/Re-use items around the yard/freecycle/marketplace – make jump fillers, art work, mascot for yard, furniture (viewing gallery), xc jumps.
- Make recycling bins, compost bins, rubbish bins clearly marked

**Mentoring:**

- Start with a mentorship agreement
- Have an initial meeting - plan how to help, set goals with the mentee
- Set up regular meetings with mentee to review progress
- Have a final meeting with the mentee to end the mentorship
- Review and self-reflect with coach on the process and what was gained from it.
- A mentorship template is available on the hub.

**Checklist for achievement:**

<ul style="list-style-type: none"> <li>• Volunteer for 30hrs at the centre</li> </ul>	<p><i>Provide evidence of a log for the hours completed volunteering. This can be in the Explorer book or digitally (e.g. document, app, notes on phone)</i></p>
<ul style="list-style-type: none"> <li>• Take responsibility for something at the centre</li> </ul>	<p><i>Take responsibility for at least one task, this could be an area of the yard, a particular task or a horse's care.</i></p>
<ul style="list-style-type: none"> <li>• Take on a role at the centre (ambassador, eco-ambassador or mentor)</li> </ul>	<p><i>Provide evidence either via recorded information or via discussion as to how they have taken on the role chosen.</i></p>
<ul style="list-style-type: none"> <li>• Volunteer for 20hrs for another charity</li> </ul>	<p><i>This should be signed off by a representative of the charity they have supported (e.g. member of staff, senior volunteer or similar). Participants can volunteer for more than one charity.</i></p>
<ul style="list-style-type: none"> <li>• Reflect on experience volunteering</li> </ul>	<p><i>Complete the questions in the Horse Explorers booklet (Explorer Challenge pages) to reflect on experiences and skills learnt during the time spent volunteering.</i></p>
<ul style="list-style-type: none"> <li>• Know the benefits of volunteering</li> </ul>	<p><i>Know three benefits of volunteering.</i></p>
<ul style="list-style-type: none"> <li>• Know how to get the most out of volunteering</li> </ul>	<p><i>Participant has had discussions with centre/coach about what they want to get out of volunteering and how they can be most useful to centre.</i></p>
<ul style="list-style-type: none"> <li>• Be able to behave professionally</li> </ul>	<p><i>Participant has shown they can contribute in a professional environment (could be demonstrated through timeliness, being helpful, customer care, being reliable)</i></p>
<ul style="list-style-type: none"> <li>• Be able to take responsibility</li> </ul>	<p><i>Participant has taken responsibility for at least one task/area at the yard over time volunteering.</i></p>

**Things to consider**



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- 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 <https://www.gov.uk/child-employment>.
- Each charity/organisation will have their own policy for young people volunteering and this may affect the types of activities they will be able to get involved with and the requirements of adult or parental supervision.
- Its important to check in with the mentor and mentee to check that the mentorship is benefitting both parties.
- Check activities chosen by the participant as part of ambassador roles are suitable and parental permission is granted where required (e.g. social media)
- Ensure appropriate risk assessments are in place.



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