



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.



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Bronze Goal Setter

Session 1: Introduction to award and goal setting

Session 2: Benefits of goal setting

Session 3: Goal setting skills building

Sessions 4 – 11: Explorer Challenge

Session 12: Optional skills celebration

Session 1 Goal Setter

Introduction

Welcome to Goal Setter topic

Resources: Booklet

This session should include a brief introduction to the goal setter topic and the skills that will be developed. This could include how this will progress in Silver, Gold and Platinum levels.

The aim of this topic is for participants to develop skills associated with goal setting and apply these to all areas of their life including the Explorers Awards, education, and future employment.

Discuss the requirements of the award and the Explorer Challenge. How could developing these skills help them in the future? What skills would the participants like to develop as part of this topic?

Ensure appropriate risk assessments are in place for each activity.

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

What is a goal?

Resources: White board and pens

At this level participants are introduced to the basic concept of goal setting. They may already be familiar with goal setting from school.

Discuss what we mean by a goal. (*A goal can also be thought of as an aim, target, something to work towards or even something you want to or need to do.*)

Discuss why it is important to set goals for yourself no matter how small they seem.

Talk about a goal that you set for yourself and how you went about achieving it.

Or look at well-known riders/athletes/celebrities who have achieved something recently, discuss what they have done and how they achieved it.

Can the participants think of any goals they have set/achieved for themselves recently?

They might not have even realised it was a goal!



	<p>What would they like to achieve from taking the Young Leadership Award?</p> <p>Encourage the group to think about possible goals they could set for their Explorer Challenge</p> <p>Useful Weblinks positivepsychology.com/goal-setting-students-kids/ www.indeed.com/career-advice/career-development/goal-setting-training-games</p>
Goal Setting Activity	<p>Resources: Pens and paper or sticky notes</p> <p>This is a fun and easy exercise that will encourage participants to think about what they could achieve and the types of goals they could set.</p> <p>Instructions</p> <ul style="list-style-type: none">• Split the group into smaller groups and hand out sticky notes and a pen to each group or person.• Ask each group to write down ideas of goals they would like to do with their Explorers group, encourage the group to be as creative as they can.• These are just ideas and there are no restrictions! So, encourage them to think outside the box and include fun ideas, serious ideas, easy tasks, and hard tasks. It doesn't matter if some ideas aren't going to be achievable you want to give the participants confidence to think big and suggest ideas at this point. Examples might include turn up on time to every session, ride every horse on the yard, jump a course, ride bareback, go to a major competition, build some cross-country jumps, have a water fight, clean all the spare tack, camp overnight, paint the stables, run an event, build a model stable out of biscuits, travel the world.....• Discuss the suggestions the group have come up with. <p>Can any of the goals be achieved today?</p> <p>As a group choose some of the goals to work towards throughout the course. Make a list to tick off as each goal is achieved.</p> <p>Review the list at the end of the course with the group and discuss what they achieved and how they did it. Was there anything that wasn't achieved? What were the reasons for this? Can any be added to the list as goals for the Silver Leadership Award?</p>



Wrap up

Re-Cap

Read through pages 19-21 in the booklet.

Each participant set a small goal to be achieved before the next Explorer Session (such as complete all homework, walk 10000 steps every day, ride without stirrups in their next lesson....)



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Session 2 Goal Setter

Introduction

Benefits of goal setting

Resources: Online access to watch video clip and weblinks

How many achieved their small goal they set themselves last week?

Goal Setting for Students Video

This 2minute video introduces the concept of how to set goals. It relates to schoolwork, but the steps shown can be applied to any goal.

<https://www.youtube.com/watch?v=E8agsaXfHN4&list=RDLVMt0sq8MVAU4&index=19>

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

Benefits of goal setting

Discuss what the benefits are of setting goals for the Explorer group and for yourself.

Read the relevant section in the book

'Setting goals is something that many of us do without thinking about it. We automatically break down our 'big' goal into smaller steps so we can achieve it, whether it is fitting lots of activities into a set time frame, saving money or achieving a life dream to run a marathon or climb a mountain. Goal setting does however require a set of skills which have to be learnt.

Setting goals and working towards achieving them allows lots of little wins and helps the goal setter to have confidence in themselves and their abilities.

Other benefits of goal setting include:

- Improving self-belief
- Increasing awareness of your strengths
- Increasing awareness of your weaknesses
- Experience of success (no matter how small)
- Learning how to prioritise tasks
- Learning how to deal with setbacks
- Increasing responsibility for your own actions'

"By writing down your goal you are more likely to achieve it"

Discuss with the participants if they think that statement is true? Why?

Ask if anyone writes down their goals? Or even a 'To do' list. Did they find it made it easier to achieve? Why do they think this was?



	<p>Further information to back up answer: <i>Research has shown that people who write down their goal are nearly 50% more likely to achieve it than someone who hasn't. By writing down your goal you can visually see it, you are more motivated to work towards something you can see than if it's just a thought in your head. Having it in writing keeps your goal clear and defined, you can also cross each step achieved off so you can see your progress.</i></p> <p>Ask participants to write down a small goal for themselves to achieve this week and think about how they are going to do it.</p> <p>Useful Weblinks https://positivepsychology.com/goal-setting-students-kids/ https://www.indeed.com/career-advice/career-development/goal-setting-training-games</p>
<p>Introduction to Personal Goal setting</p>	
<p>'3 Stars and a Wish'</p>	<p>Resources: Pens, paper, white board</p> <p>This is a fun way to get the group thinking about setting themselves a goal and providing some positive affirmation and a confidence boost.</p> <p>Ask the group to come up with 3 things that they do well. This could be anything from swimming/helping friends/taking care of animals/talking (these are their 3 stars). They could draw them, write a list, act them out</p> <p>Talk to the group about how they became good at these stars. Was it through practising? Having lessons? Do they find it easy? Do they enjoy it?</p> <p>Then ask them to think of something they would like to work on to improve or to learn (their wish). This can be improving a skill they already have such as swimming a longer distance. Or to learn a new skill such as playing an instrument.</p> <p>Talk to them about what they can do to make their wish come true.</p> <p>Do the same exercise with the focus on horses/riding/stable management. What 3 things are they good at and what would they like to be able to do? Put together a plan of how they could achieve their goal.</p>
<p>Wrap up</p>	
<p>Re-cap</p>	<p>Discuss how the participants could use goal setting or the 3 wishes and a star in other areas of their life.</p>





Session 3 Goal Setter

Introduction

Goal setting skills builder

Resources: Booklet, White board or flip chart, pens, paper. Online access to watch video clip

Read pages 22-27 in the book.

What characteristics will help you achieve your goals?

Ask the participants to describe/explain these characteristics:

- *self-belief*
- *having a positive attitude*
- *knowing your strengths*
- *being motivated and organised (listed in their books)*

Why do they think they are important and how will working towards a goal will help develop them?

Videos

This short (approx. 2 ½ mins) video could be used as an introduction to the session or as a discussion point.

Motivational video for young leaders

<https://www.youtube.com/watch?v=gIAYvtrQFxl>

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

Building self-belief and self-confidence Activity

Resources: paper and pens

Ask the participants to sit in a circle and give everyone a pen and a sheet of blank paper. Fold the paper into a fan by folding over about an inch of the top edge of the paper over and then turning the paper over and repeating until the whole page has been folded and you are left with a fan shape.

Ask everyone to write their name on the first fold.

Each participant then passes their fan over to the person next to them. Give them a couple of minutes to write down something positive about the owner of the fan. It can be something as simple as a compliment about their outfit or hairstyle or even sharing with them what they like the most about them.

Keep passing the fan around the circle for everyone to write on until its back with its original owner. Give everyone a couple minutes to read through their compliments.

Reading a page filled with others' positive thoughts about you can work wonders when it comes to boosting self-esteem and improving confidence. This can also provide individuals



	<p>with a sense of belonging because it shows them that people do notice all these wonderful things about them.</p>
<p>Positive Affirmation Activity</p>	<p>Resources: paper and pens, access to internet</p> <p>Give each participant several strips of paper and ask them to write a positive affirmation or inspirational quote on it (they can use the internet to help).</p> <p>Once they have written it scrunch the paper up into a ball. Have snowball fight! Throw the balls of paper at each other to mix them up. Make there is enough space to move around safely.</p> <p>Each participant picks up two balls of paper and takes turns at reading out the positive affirmation or quote to the others.</p> <p>The group can pick their favourite sayings and hang them up where everyone can see them (you may need to re write them first!)</p>
<p>Celebrate your strengths</p>	<p>Resources: paper and pens</p> <p>Ask the participants to write down what they think their strengths are (at least 3). Example:</p> <ul style="list-style-type: none"> • I am organised • I am good with numbers • I am a good listener <p>Next, they write (on separate piece paper) what they consider to be a strength of the person sitting next to them (you can pair participants up for this) Example:</p> <ul style="list-style-type: none"> • xxxx writes good stories • xxxx is nice to everyone • xxxx is confident <p>Discuss if there are any answers that surprised the participants. How can they use these strengths when working towards goals?</p>
<p>Organise your Time Activity</p>	<p>Resources: Whiteboard/flip chart, pens, paper</p> <p>Give the group a list of jobs to be done during a day or a week. As an example, you could use the yard routine (given out of order) or looking after and riding their horse kept on DIY livery around school and their other activities.</p> <p>Either as a group, pairs or individually they must plan and write a diary/timetable of how they are going to organise their time to get everything done.</p>





	What would be their motivation to get everything done? What strengths will they use to help them? What would the consequences be if they weren't organised or didn't stick to their schedule?
Wrap up	
Re-cap	Finish the session by discussing how each of the skills covered in the exercises can be used to help participants achieve their goals.





Session 5 Goal Setter EXPLORER CHALLENGE

Introduction

Set yourself a goal to develop a skill that you can practise with your coach over the next eight weeks. Think about all you have learnt about goal setting and self-development to help you achieve it.

the skill you want to achieve with your coach and then using the template in your book, write a plan of how you are going to do it.

Keep a record of what you did each week and then show off your skill to your coach and the rest of the group when you have reached your goal.

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

Picking your goals

Resources: Online access to watch video clip, booklets, paper, pens, book
BHS video 2016 Charlie Unwin - Importance of setting realistic goals
<https://www.youtube.com/watch?v=halTMsZVjfs>

Ask your participants to write down a list of skills they think they might like to develop during the Explorer Challenge. It can be something they already know how to do but want to get better at or a completely new skill but must be something they can do at the centre. Ask the participants to choose a couple of their ideas and expand on how they will break them down to achieve their goal. Remember the goal should be measurable and specific to them. It also has to fit into the timeframe you have.

Considerations:

- How will you support each participant?
- Time frame
- Can the sessions be done in the Explorers session/during riding lessons?
- Will you need to run extra Stable management sessions?
- How will the participant show progress?

Discuss how will they organise their timetable to fit in practicing their skill.

Discuss their choices with them and together pick one to work towards. Use the template in the booklet to help them plan. Decide how they are going to record their progression each week.



Goal Board Activity	
Goal Board Activity	<p>Resources: Large sheets paper/poster paper, magazines, scissors, glue, tape, coloured pencils/pens. Online access to view articles below and to look for inspiration.</p> <p>Once they have picked a skill make a goal board to help them visualise and track their goal. On a large piece of paper write their goal or skill in the centre and the add pictures, drawings, quotes, or anything they want to highlight each step and inspire them to reach their goal.</p> <p>Each participant should end the session with a clear plan of what skill they are developing and the steps to how they are going to do it.</p> <p>Magazine articles Horse and Hound Article 2019 7 ways to set goals, stick to them – and succeed in 2019 www.horseandhound.co.uk/features/setting-horse-riding-goals-640605</p> <p>Your Horse 2021 Secrets to success: how to set horsey goals and why every rider should this summer www.yourhorse.co.uk/horse-riding-training/how-to-set-successful-goals-this-summer/</p> <p>Horse and Rider Magazine 2020 Goal Setting www.horseandrideruk.com/expert-advice/articles/goal-setting/</p>
Wrap up	
Re-cap	Over the next 8 weeks the participants will have the opportunity to develop their skill. Supervise, instruct, and offer support and guidance where necessary throughout the skill development weeks. The participants should use their Goal Board and the booklet to keep track of their progress and tick off the steps as they are achieved.
Examples of skills	
<ul style="list-style-type: none">• Plaiting• Clipping and trimming• Tacking up• Bandaging• Mucking out (speed, efficiency, bedding types)• Grooming• Rider fitness and flexibility (use videos/pictures to show before and after)• Improve riding position (could use videos at start and end to measure progress)• Complete a Challenge Award to improve general horse care or riding skills (Horse Knowledge part 1 & 2, Horse Health, one of the Introduction/Bronze Explorer Awards)• General yard work skills• Office skills (greeting clients, booking lessons)• Yard maintenance skills	





Checklist for achievement:

<ul style="list-style-type: none">• Suggest and set suitable goal• Plan steps to achievement over 8 weeks• Keep a record of what was covered in each session• Demonstrate skill developed	<p><i>Discussion with participant and goal recorded in book</i></p> <p><i>Goal broken down in achievable and measurable steps over 8 weeks. Record in book.</i></p> <p><i>These are most likely to be taught sessions. Evidence includes written, pictures or video clips, observation by coach, reference/report</i></p> <p><i>Practical demonstration by participant, but could also include video evidence, pictures, discussion</i></p>
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Things to consider

- Goal chosen should be suitable for the timeframe and achievable for the participant
- Skill development sessions should take place at the centre under supervision

Sessions 5-11 allocated to participants developing their skills.



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Session 12 Goal Setter

SKILLS CELEBRATION

Skill Celebration	Optional week for participants to show off their newly developed skills to the other participants in the group. This could be through a practical demonstration, talking to the group about what they have achieved or showing pictures or a video. How do the participants feel about achieving their goal? Celebrate their achievements as a group.
Wrap up	
Re-cap	How will the participants use the goal setting skills they have learnt in other parts of the Explorer Awards?



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