

# Silver Leadership Awards



## 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

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## Silver Innovator

**Session 1:** Introduction to Award and problem solving. The problem-solving process.

**Session 2:** Creative thinking

**Session 3:** Reframing problems

**Session 4 - 8:** Explorer Challenge

<b>INNOVATOR Session 1</b>	
<b>Introduction</b>	
<b>Welcome to Silver Innovator</b>	<p>A brief introduction to the innovator 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.</p> <p>The aim is that throughout these topics the participants will start to think more creatively, be able to innovate and be proactive at getting their ideas heard.</p> <p>Introduce the Explorer Challenge and go through what the participants will do to achieve this topic. Go through some examples from your list of ideas but keep this to a limited number so participants can come up with their own ideas. Explain that they will need to identify a problem and then using the problem-solving skills they have learnt try to come up with a solution that they can put into practice.</p> <p>Participants can do the explorer challenge individually or as a group. When working individually, preparation for the challenge can be done as a group and participants can enlist the help of others to help with their challenge if required.</p>
<b>Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)</b>	
<b>Introduction to Problem solving process</b>	<p>Resources: Explorer book, access to the internet</p> <p>What are problem solving skills? Why are they important?</p> <ul style="list-style-type: none"> <li>• Having problem solving skills enables you to deal with lots of different situations and find solutions to all types of problems you may come across.</li> <li>• Employers value problem solving skills</li> <li>• Good problem-solving skills will benefit you in all areas of your life, by knowing about different methods to find solutions to problems you can use a structured process every time you encounter a problem.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Developing good problem-solving skills should mean you get less stressed when problems arise and that you are more confident and independent.</li> </ul> <p>So how do you develop problem solving skills?</p> <p>Explain that over the next few sessions you will go through the problem-solving process and work on variety of techniques to help with participant's creative thinking. Creative thinking is an important aspect of problem solving as it helps you to look at problems in different ways which widens the options for possible solutions.</p> <p>Briefly go through the problem-solving process (refer to booklet).</p> <p>Optional video clip on problem solving – Barclays (7 mins)  <a href="http://barclayslifefskills.com/educators/lessons/problem-solving/">barclayslifefskills.com/educators/lessons/problem-solving/</a></p>
<p><b>Human knot</b></p>	<p>This is a good warm up activity and encourages collaboration to problem solve.</p> <p>Brief:          All participants stand in a circle, lift their left arm and then reach forward and take the hand of someone who is not directly next to them. Repeat with their right arm to hold a different person's hand. The group has to then try and untangle the knot back to standing in a circle (it doesn't matter which way they face at the end).</p> <p>Use video clip to explain process <a href="http://www.wrike.com/blog/top-15-problem-solving-activities-team-master/">www.wrike.com/blog/top-15-problem-solving-activities-team-master/</a></p> <p>Note: not all participants may feel comfortable holding hands, make sure you check first.</p>
<p><b>Problems to work through</b></p>	<p><b>Resources:</b> Pens, paper, sticky notes, Explorer book</p> <p>Ask the group to think of as many examples of problems as they can and write each problem down on a sticky note.</p> <p>If it's easier think about problems on the yard (a pony that is difficult to catch, a horse that is difficult to load, people feeding the horses in the fields, children always wanting to ride a specific pony.)</p> <p>or</p> <p>You can include more general problems, these might include getting homework done on time, being on time for school or clubs, falling out with a friend, lacking confidence to give presentations at school.</p>

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	<p>Select some of the problems and ask the group to work through the problem-solving process for each of them. You can refer to the Explorer book for 'How to problem solve in 5 simple steps.'</p> <p>Useful website:  <a href="http://www.sessionlab.com/blog/problem-solving-techniques/#1-six-thinking-hats">www.sessionlab.com/blog/problem-solving-techniques/#1-six-thinking-hats</a></p>
<b>Practical problem solving</b>	
<p><b>Practical problem solving</b></p>	<p><b>Get from one side of the arena to the other without touching the floor.</b></p> <p>Encourage the group to work through the problem-solving process to complete the task.</p> <p><b>Resources:</b>          Provide the group with a selection of equipment, for example a barrel, 2 planks, 2 poles and 2 blocks. The amount of equipment may need altering depending on the size of the group.</p> <ul style="list-style-type: none"> <li>• The group has to get from one side of the arena to the other without touching the floor.</li> <li>• As well as working as a team the group will need to think logically about how to use the equipment, come up with a plan and then complete the task.</li> </ul> <p>Useful webpage  <a href="http://www.humorthatworks.com/how-to/20-problem-solving-activities-to-improve-creativity/">www.humorthatworks.com/how-to/20-problem-solving-activities-to-improve-creativity/</a></p>
<b>Wrap Up</b>	
<p>Re-cap</p>	<p>What are the 5 steps to problem solving?          What did they learn from doing the exercises?</p>

## Innovator Session 2

### Introduction

#### Creative thinking warm up

Creative thinking involves tackling problems using new and fresh ideas, often thinking outside the box. A creative thinker has the ability to look at a problem or situation in many different ways. You may think that some people are naturally creative, and some are just not! However, creativity is something that you can develop.

The following warm up exercises are useful to help participants to start to think creatively.

**Resources:** Paper and pens.

#### 30 circles

Provide a sheet of paper with 30 circles drawn on it or ask participants to draw 30 circles.

Ask the participants to draw recognisable objects in as many circles as possible. This could be a pizza, clock, apple, etc. Set a timer for 3 minutes. Once the time has ended, discuss the outcome with the participants. How many circles did they fill up? Are there any recognisable patterns or are any of the ideas related, e.g. different planets? Was the task challenging? Did you or someone “break the rules” by combining circles or using them in an unexpected way?



#### Alternative uses

Alternate uses an exercise that encourages divergent thinking – the ability to generate ideas or solutions from a single idea or a piece of information. This skill is thought to be one of the most important factors of creativity.

Provide some everyday objects e.g. brick, hoof pick, lead rope, broom

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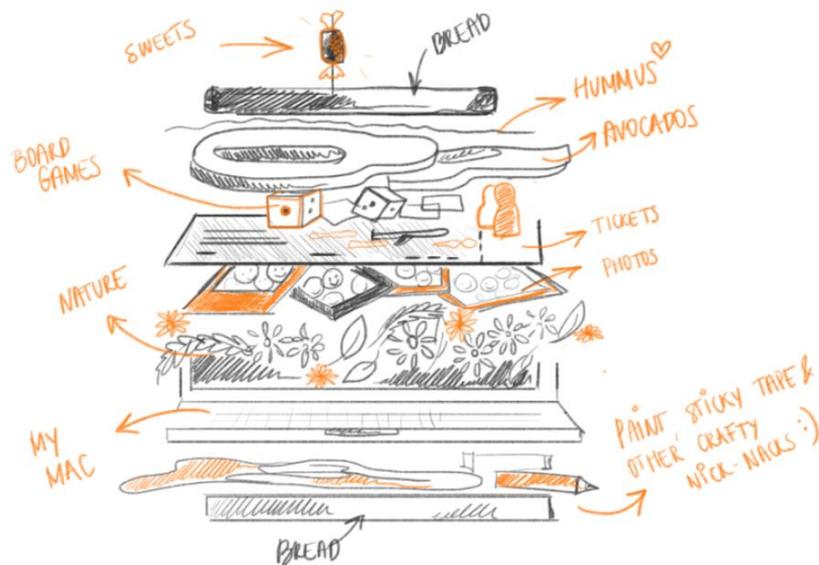


This can be done in small groups or pairs or as individuals. In 3 minutes, note down as many ideas as possible for how else you can use the everyday object. For example, if the normal use of the brick is to use it for building, then alternate uses could be use it as a grill, for self-defence or even colour it as a decorative object. Ask each participant or group to present their favourite usage of the item.

## Make your sandwich

Make your sandwich is quite literally about building up a visual sandwich of your personality, where you can outline the characteristics, things you like or dislike about yourself. The power is in your hands and only you get to choose ingredients. The purpose of this exercise, introduced by Jon Steinback, is to practise the divergent thinking, get to know each other and have fun!

This exercise is about personal traits, so participants can work as individuals. Ask participants to spend five minutes building up a sandwich (on paper). It can contain anything they like – from real food to house objects – anything that describes their personality. The sandwich should be visual, therefore they will need to draw, but you can add words on a side or make a scheme as well. After five minutes, present the outcome to the group explaining the ingredients and why you chose them.



You could also try out some of the other warmup exercises suggested on the following site to help participants to be more creative:

<https://innovationlab.net/blog/9-best-exercises-to-spark-creativity-in-ideation/>

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<b>Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)</b>	
<b>Creative thinking cards</b>	<p><b>Resources:</b> Objects from around the yard (these can be real or examples written on a card, pen, paper)</p> <p>Create some cards with general objects written or drawn on them (you could make some horse specific). For example, riding hat, a garden gnome, bailing twine, an umbrella, a broom.....</p> <p>Create cards with random problem scenarios. For example:</p> <ul style="list-style-type: none"> <li>• You have dropped the tack room keys down a drain – how will you use your three item to retrieve them?</li> <li>• How can you use your three items to prevent a thief from stealing tack from the tack room</li> <li>• One of the horses has damaged the fence in the field how can you temporarily secure the fencing using your three items until the owner can come to fix the fence.</li> </ul> <p>In small groups or pairs, participants have to pick three objects at random and one problem card. How will they use their objects to fix their problem?</p> <p>NB: This does not have to be serious, the idea is they think creatively.</p>
<b>Problem solving riddles</b>	<p>These will develop lateral thinking and creative problem solving. It can be done in theory or props can be used so the group can act out the solution.</p> <p>Example: Dog, chicken and rice riddle.</p> <p>Scenario A farmer needs to get his dog, a chicken and a bag of rice across a river. He can only take one item with him on the boat at a time. He cannot leave the dog and chicken together because the dog will eat the chicken. He cannot leave the chicken with the rice as the chicken will eat it. How can he get them all across the river?</p> <p>Build the scene in the arena or classroom. Allocate the roles of farmer/dog/chicken/rice (or use a bag of feed!) to participants and the group that are left have to work out solutions.</p> <p>You can find more similar types of riddles here: <a href="https://interestingengineering.com/9-tricky-puzzles-to-test-your-problem-solving-skills">https://interestingengineering.com/9-tricky-puzzles-to-test-your-problem-solving-skills</a></p>
<b>What would X do?</b>	<p>This will encourage participants to look at problems from a different perspective and think creatively.</p>

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	<ul style="list-style-type: none"> <li>• Ask everyone to pick a famous person or film/tv character.</li> <li>• The person/character chosen should have a distinct personality for it to work (Hulk from Avengers, Hermione from Harry Potter, Wonderwoman, Boris Johnson).</li> <li>• Now pose an example problem (e.g. there is a meteor approaching which will destroy earth if it hits, or none of the horses will be caught in the field today)</li> <li>• Each person must approach the problem as the famous person/character. What options would they consider? How would they handle it?</li> </ul> <p>This encourages the participants to think of how others may approach problems and solutions. It helps them to learn to think outside the box and consider things they might not normally consider.</p>
<p><b>Silliest idea</b></p>	<p>This exercise starts to encourage the participants to think outside the box and remove limitations to problem solving.</p> <p>Choose a problem to discuss. For example: A horse is not good to load. Ask participants to come up with the silliest ideas to solve the problem. There are no restrictions, limitations or guidelines – the solution can be anything they can think of and the sillier the better!</p> <p>Solutions could include use a crane to put the horse on the lorry, take the tyres off so the lorry is flat to the ground, take the roof off so it's not dark inside, hack everywhere!</p> <p>Could one of the ideas lead to a potential solution? Read through the silly solutions offered and see if they are actually feasible or if there is something similar that could solve the problem.</p> <p>Useful web link <a href="http://unremot.com/blog/problem-solving-activities/">unremot.com/blog/problem-solving-activities/</a></p>
<b>Wrap up</b>	
	<p>Did the exercises make participants think differently?</p> <p>Can they think of examples where they might use creative thinking in other areas of their life?</p>

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Innovator Session 3	
Introduction	
<b>What is Reframing?</b>	<p>Resources: Explorer book, access to the internet</p> <p>Read through the section in the booklets on reframing. Then provide some other examples of how problems have been reframed. Provide the scenario, allow participants to give their immediate thoughts on how to solve the problem and then go through what was done in practise.</p> <p>Examples of reframing problems</p> <ul style="list-style-type: none"> <li>• Horse escaping from field – booklet</li> <li>• Baggage wait at the airport - Passengers complain the wait for their baggage is too long. Immediate response: make conveyor belts faster or hire more baggage handlers to make the process faster. Reframe: Can the time for passengers leaving plane and reaching the collection area be increased so they are waiting less, can the wait be made more pleasant?</li> <li>• Long train journey – a journey from one city to another is too long. Immediate response: faster train, less stops. Reframe: how can the journey be made more pleasant (food availability, magazines), can free Wi-Fi be provided?</li> </ul> <p>Useful sites:</p> <ul style="list-style-type: none"> <li>• <a href="https://feelinspired.medium.com/a-very-powerful-tool-for-problem-solving-reframing-9141863a40b1">https://feelinspired.medium.com/a-very-powerful-tool-for-problem-solving-reframing-9141863a40b1</a></li> <li>• Rehoming dogs in the US - <a href="https://hbr.org/2017/01/are-you-solving-the-right-problems">https://hbr.org/2017/01/are-you-solving-the-right-problems</a></li> </ul>
Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)	
<b>How to reframe problems.</b>	<p><b>Resources:</b> pens, paper</p> <p>Now the group have an understanding of what reframing is, how do they go about doing it? The best way to reframe is to ask questions</p> <p>Ask all participant to write down a problem they are facing. Then ask one participant to share their problem. (If the group is reluctant to share, think of an example problem for them to use instead)</p> <p>Ask the group to spend 5 - 10 minutes writing down questions to ask about the problem. Make sure no one focuses on answering the questions, but simply writing down as many questions as they can, coming up with solutions is not the aim for this part.</p> <p>Example problem: I've been given Dobby to ride in my lesson and I don't want to ride him.</p>

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	<p>Questions might include:</p> <ul style="list-style-type: none"> <li>• What's wrong with Dobby?</li> <li>• Why don't you want to ride Dobby?</li> <li>• Why is it important to solve this problem?</li> <li>• What will happen if you can't solve the problem?</li> <li>• What type of lesson are you doing?</li> <li>• Who is teaching you?</li> <li>• When is your lesson?</li> <li>• How long is your lesson?</li> <li>• Have you ridden Dobby before?</li> <li>• Are there any other horses you don't like to ride?</li> <li>• Which horse do you want to ride?</li> <li>• What do you want to achieve from your lesson?</li> <li>• Why do you have riding lessons?</li> <li>• Who will be watching you when you have your lesson?</li> <li>• Are you confident riding Dobby?</li> </ul> <p>The participant with the problem might not need to answer all the questions. Just listening to the questions might help them to reframe their problem and provide new insight.</p> <p>The problem in this case might not be the horse and listening to the questions may highlight to the participant what it is causing the rider not to want to ride.</p> <p>Maybe they don't like jumping and would prefer to do flatwork lessons and hack on weeks when it's a jump lesson, maybe someone is watching them, and they want to look like they have improved but Dobby is a more difficult ride than the horse they rode last week.</p> <p>Reframing the problem opens up more possibilities for solutions.</p> <p>Pair the group up or split into smaller groups and ask them to carry out the exercise for each other's problem.</p> <p>Useful link:  <a href="http://www.brainworkshops.co.uk/how-to-reframe-problems/">www.brainworkshops.co.uk/how-to-reframe-problems/</a></p>
<b>Wrap up</b>	
Re-cap	<p>Has the session helped participants to think about potential problems differently?</p> <p>How might they use this in the future?</p>

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## Innovator EXPLORER CHALLENGE Sessions 4-8

### Introduction

#### EXPLORER CHALLENGE

Use your problem-solving skills to come up with an innovative idea to reduce the environmental impact of your yard or riding centre.

Think about how all activities linked to the yard could be more environmentally friendly.

Identify an aspect of the yard or an activity that isn't environmentally friendly and come up with a solution to the problem.

Implement your ideas and assess the impact they have. Your solution could involve designing and making something or raising awareness of what can be done at the centre to help improve the environment.

Ideas generation

Introduce the practical challenge for this award. Can the participants think of general things that can be done to help the environment? Can they think of things that the yard could do to help the environment? Discuss. Go through some examples from your list of ideas but keep this to a limited number so participants have the opportunity to come up with their own ideas.

### Main Activities suggestions

Assess the yard

Do a yard walk and look at all areas of the yard – discuss areas or activities which have an impact on the environment.

For example, muck heap, vehicles, customers, energy usage and so on.

Write down all the aspects of the business (yard) that have an effect on the environment. A mind map could be used here to organise ideas/thoughts.

#### Mind map

Mind mapping (optional) – create a mind map for the centre. This can help to map out all the activities at the centre and help participants to identify impacts on the environment.

Put the name of the centre in the middle of a piece of paper and draw branches out. Branches could lead to different areas of the business (riding school lessons, hacking, livery yard), types of customers (locals, holiday makers), waste from centre which could be reused (string, feedbags, horse shoes), vehicles used by the centre, where energy is used, water usage and so on. Try to cover as many areas/branches as possible.

Mind map image examples:

- Health <https://learningfundamentals.com.au/how-to-mind-map/>
- My goal <https://www.art-is-fun.com/create-a-mind-map>
- About me <https://www.pinterest.com/pin/93801604716112752/>
- Help the environment <https://mindmapsunleashed.com/10-really-cool-mind-mapping-examples-you-will-learn-from>

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<b>What's the problem?</b>	
<p>What's the problem?</p>	<p>Each participant to choose a problem (relating to the environment) – they may be asked to come up with this before the session.</p> <p>As a group see if you can reframe the problems following the exercise completed on this in a previous session.</p> <p>Have a brainstorming session to come up with solutions. These could include the 'What would X do' and 'Dumbest idea' exercises.</p> <p>Participants can then work through the problem-solving process to find a solution to their selected problem and implement their solution.</p> <p><b>Possible Environmental problems</b></p> <ul style="list-style-type: none"> <li>• Use of water on the yard – ways to conserve water</li> <li>• Electric use on the yard – conserve energy, alternative sources</li> <li>• Emissions from horses – CO2, gases</li> <li>• Flies bothering horses in the summer</li> <li>• Waste – feed bags, haylage wrapping, bailer twine, general rubbish</li> <li>• Diversity of grasses, wildflowers lost because of grazing</li> <li>• Rubbish in the fields</li> <li>• People/activities that create waste or waste energy and other resources (general measures everyone on the yard can take to help the environment)</li> </ul>
<b>Review</b>	
<p>Review</p>	<p>Have a review session, participants can talk about the problem they faced and the solutions they used. Discuss with each participant how effective their solution was. What might they do differently next time? What methods did they use as part of the problem-solving process? Would they use these again?</p>
<b>Suggestions for Explorer Challenge Activities</b>	
<p>Solutions could include:</p> <ul style="list-style-type: none"> <li>• Make recycling bins, compost bins, rubbish bins clearly marked</li> <li>• Speak to local allotments, gardeners to supply manure</li> <li>• Making a water butt or other collection system – or source one</li> <li>• Planting – creating a wildflower garden, planting hedges or trees, planting herbs</li> <li>• Recycling bags – shavings, feed,</li> <li>• Repurpose supplement tubs, broken buckets, patching rugs,</li> <li>• Clothing/equipment swap</li> <li>• Book swap</li> <li>• Litter picking</li> <li>• Make signs to remind people to turn off lights, taps and use reusable drinks bottles</li> <li>• Reuse water – left over water in buckets to soak hay/water plants</li> <li>• Collecting rainwater – sprinkler system, water buckets</li> <li>• Upcycle/Re-use items around the yard/freecycle/marketplace – make jump fillers, artwork, mascot for yard, furniture (viewing gallery), xc jumps.</li> </ul>	

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- Research the type of shampoo used on horses are they eco-friendly – are there alternatives?
- Reusable cups, cutlery, plates if restaurant on site
- Lift sharing
- Cycling to yard
- Reusing horse shoes
- Collect hay seeds and sprinkle on paddocks to re grow grass
- Field maintenance
- Solar panels for electric fencing
- Plant Herb borders/ wildflower borders around fields
- Plant a tree
- Mending hay nets – bailer twine
- Making lead ropes, fillet strings out of bailer twine
- Hand wash and repair rugs/saddle cloths

## Checklist for achievement:

<ul style="list-style-type: none"> <li>• Know how you can approach problem solving through a process (e.g. 5 steps)</li> </ul>	<p><i>Participant should know that following a logical process to solve problems can help you to come to solution and feel less stressed about dealing with problems. The five 5 step process in the book can be referred to or any other step by step process. Participants should be able to list each step.</i></p>
<ul style="list-style-type: none"> <li>• Know about creative thinking and how it can help with problem solving</li> </ul>	<p><i>Creative thinking can help you to see problems in a different way which opens up more possible solutions. You can do this using group idea storming/brainstorming, reframing problems and being open minded</i></p>
<ul style="list-style-type: none"> <li>• Be able to identify a problem at the centre.</li> </ul>	<p><i>Identify something at the centre that isn't environmentally friendly.</i></p>
<ul style="list-style-type: none"> <li>• Come up with a solution</li> </ul>	<p><i>Use problem solving skills and creative thinking skills to come up with a solution</i></p>
<ul style="list-style-type: none"> <li>• Put your solution into action</li> </ul>	<p><i>Practically put the solution into action to help the environment</i></p>
<ul style="list-style-type: none"> <li>• Reflect on the outcome of your solution</li> </ul>	<p><i>Discuss how well the solution worked. What went well? What could have been improved on?</i></p>

## Things to consider

- Always watch online clips fully before showing to participants to ensure it is suitable for the group.