

<b>Name</b>		<b>Level</b>	Introduction
<b>Topic</b>	About the horse	<b>Lesson</b>	1 of 7
<b>Subject</b>	Safety on the yard	<b>Location</b>	Yard
<b>Resources &amp; Requirements</b>	Quiet horses and ponies used to being handled by novices, correctly fitting headcollars and lead ropes.		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome, introduce members if they do not know each other already.</p> <p>Safety information</p> <p>Information about course and how it is to be delivered over the next.....weeks</p> <p>Check hats are current standard</p>
<b>40 mins</b>	<p><b>ACTIVITIES:</b></p> <p><b>Safety First</b></p> <ol style="list-style-type: none"> <li>1. Health and Safety – take the group on a tour of the yard and the facilities, even if they are regular clients there will be areas that they are not familiar with. Go through the yard rules – what should they do when they first arrive, areas of the yard they are not allowed, biosecurity rules (wash hands after touching horses, use the horses own equipment and other rules relevant to your yard). Are there any horses that they are not allowed access to?</li> <li>2. Introduce them to the horses they will be working with. Talk through safety precautions such as not going in stables without permission, how to behave around horses, how to pass horses safely and what to do if the group member is not sure or feels unconfident.</li> <li>3. Start with one friendly horse in stable and discuss how to approach a horse in the stable, include their field of vision. Discuss how to decide if it is safe to approach, how to give them a pat and say hello!</li> <li>4. Why it is important to recognise signs horse is giving e.g. facial expressions. From outside the stables observe the horses from a distance and identify their facial expressions. Talk about what you see. Talk about how a horse's behaviour can change depending on the situation e.g. feed time, turnout, another getting too close to stable</li> <li>5. Take group to a stable, ask them to identify if it is safe to approach. Have a headcollar suitable for the horse next to the stable. Ask group what they know about a headcollar and how to put it on. Why would you use one.</li> <li>6. Demonstrate how to go into the stable, move the horse back and put on the headcollar. Group is unlikely to be used to working in close proximity to horses so make sure you cover where to position yourself, shutting the door behind you. How to pat the horse, place the rope over the neck, put on the headcollar (how to get the top strap over the head) and fasten it up</li> </ol>

	<p>(give some guidance as to how tight it should be e.g. not hanging off!). Hold the lead rope safely. Awareness of where your feet are!</p> <ol style="list-style-type: none"> <li>7. How to move the horse over in the stable</li> <li>8. How to take the headcollar off again, roll up the rope and hang it up.</li> <li>9. Individually group to put on headcollar under your guidance and take it off, focus on the positioning and confidence around the horse. Set the rest of the group practicing rolling up leadropes</li> </ol> <p>Be aware of the confidence of the group throughout, some people may be more confident with smaller horses/ponies until they are more familiar with what they are doing</p>
<b>10 mins</b>	<p><b>SUMMARY</b> Safety on the yard and yard procedure Questions</p>
<p><b>PROGRESSION</b> Confidence around horses, able to put headcollar on under supervision, position themselves safely around horses</p>	

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<b>Name</b>		<b>Level</b>	Introduction
<b>Topic</b>	About the horse	<b>Lesson</b>	2 of 7
<b>Subject</b>	Leading	<b>Location</b>	Yard
<b>Resources &amp; Requirements</b>	Quiet horses or ponies used to being handled by novices, correctly fitting headcollars, safe area to practise leading – can be an arena or other enclosed space		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Safety information</p> <p>Make sure everyone suitable dressed for leading horses – hat, gloves, footwear</p> <p>Introduce session on leading and discuss how to behave and move around the horse. Recap on horse behaviour and expressions – how do they know it is safe to approach.</p>
<b>40 mins</b>	<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Introduce group to horses they are using. Ask group to spend some time over stable door getting to know their horse (pairs or small groups). While the group are doing this talk about what can they remember from session last week, what you are going to do in this session?</li> <li>2. Bring group together to talk about leading safely and considerations – PPE why wear hat, gloves, boots. Using one horse demonstrate how to go into the stable and put the headcollar on – encourage group to join in by asking them to call out the steps to follow or ask them open questions</li> <li>3. Talk about and demonstrate how to position yourself to lead the horse out of the stable – door open wide enough (remember the saddle if leading out to lesson), might have to be slightly ahead of the horse to fit out the door. Position of hands on leadrope (why don't wind end of leadrope around hand). Using your voice to ask horse to walk on and halt</li> <li>4. Demonstrate how to lead and turn the horse explaining each step. Show them the difference between turning the horse away from you and towards you. Demonstrate what could happen if you are standing too far in</li> </ol>

	<p>front of the horse or too far back</p> <ol style="list-style-type: none"> <li>5. In pairs or small groups put headcollers on horses and under your supervision/guidance lead them out. Give clear directions on how the groups are to do this. Talk about spacing between horses.</li> <li>6. Everyone to practice leading and turning a horse under guidance</li> <li>7. Focus on positioning – not getting ahead of the horse, not pulling horse along, how to ‘push’ the horse around the turn and walk with them.</li> <li>8. Swap horses between the group so each member has a turn at leading several horses. Make sure each member is supported.</li> <li>9. How to lead the horse back into the stable, take off headcollar and roll up rope</li> </ol>
<p><b>10 mins</b></p>	<p><b>SUMMARY</b>            Questions on leading            General questions from group            Could use ‘how am I doing’ feedback sheets to help gauge confidence levels within group</p>
<p style="text-align: center;"><b>PROGRESSION</b></p> <p style="text-align: center;">Continue to build confidence around horses and when leading, able to put headcollar on horse and lead it out the stable safely with minimal supervision</p>	

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<b>Name</b>		<b>Level</b>	Introduction
<b>Topic</b>	About the horse	<b>Lesson</b>	3 of 7
<b>Subject</b>	Describing horses and ponies	<b>Location</b>	Yard
<b>Resources &amp; Requirements</b>	Selection of mares and geldings, access to horses and ponies of various colours and heights,		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Safety information</p> <p>Introduce session on how to describe horses</p>
<b>40 mins</b>	<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Talk about why you might need to describe horses and ponies and what can you use to describe horses, (in this case: height (horse or pony), colour, mare or gelding).</li> <li>2. What is the difference between a horse and a pony? Talk about or demonstrate how to measure height and the difference between a pony and horse. Compare heights of horses and ponies on the yard, can they sort them into groups of horse or pony. Biggest compared to smallest!</li> <li>3. Ask the group if they know of any colours already. Move around the yard and look at different horses and ponies and describe their colour. Look at a variety of colours and compare the differences e.g. bay/black, skewbald/piebald. Can the participants name the colour of their favourite horses? Can include leg or face markings.</li> <li>4. Split into small groups or pairs for a task – can they find out how many chestnut horses (or mare/geldings) are stabled on the yard, no of ponies vs horses, who is the biggest/smallest, what colour are they, can you find the name of a black pony gelding..... Use similar tasks to encourage the group to look at the horses and describe their sex and colour.</li> </ol>

<b>10 mins</b>	<b>SUMMARY</b> Description of colours Answers to questions in task 4
<b>PROGRESSION</b> Encourage participants to describe or name the colour of the horse they are working with or riding. Encourage them to use the correct terms to describe mares and geldings.	

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<b>Name</b>		<b>Level</b>	Introduction
<b>Topic</b>	About the horse	<b>Lesson</b>	4 of 7
<b>Subject</b>	Points of the horse	<b>Location</b>	Yard
<b>Resources &amp; Requirements</b>	Handouts for labelling points of the horse Quiet horses/ponies used to novice handlers working round them and happy to be labelled!		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Safety information</p> <p>Recap safe handling, positioning, PPE, how to put headcollar on</p>
<b>40 mins</b>	<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>Put headcollar on horse and use as demo! Remind group how to approach and handle the horse safely, e.g. run hand along back before touching hindquarters etc.</li> <li>Ask participants if they know any points of the horse and to locate them</li> <li>Work through some basic points of the horse. Include details such as why horses have chestnuts, ergots. Where the horses knee cap/elbow is compared to ours. Can compare position of joints between horse and human for interest.</li> <li>Split into pairs or small groups with horse each, Using sticky labels, ask groups to label points of the horse they have learnt (make sure horses are happy to have labels stuck on beforehand!) or discuss in their groups.</li> <li>Finish with points of horse hand out. Can do this as a competition or as a group exercise by naming points they have to label. Person who gets the most right wins</li> </ol>
<b>10 mins</b>	<p><b>SUMMARY</b></p> <p>Questions and check handouts filled in correctly</p>
<p><b>PROGRESSION</b></p> <p>Participants able to name and locate points of the horse confidently</p>	

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<b>Name</b>		<b>Level</b>	Introduction
<b>Topic</b>	About the horse	<b>Lesson</b>	5 of 7
<b>Subject</b>	Grooming	<b>Location</b>	Yard
<b>Resources &amp; Requirements</b>	Grooming kit Quiet horses/ponies used to novice handlers working round them and happy to be groomed		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Safety information</p> <p>Recap how to put the headcollar on and move around the horse safely</p> <p>Introduce grooming</p>
<b>40 mins</b>	<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss reasons for grooming,</li> <li>2. Show and name items in a basic grooming kit</li> <li>3. Demonstrate how to use dandy brush and body brush. Talk about the 'bony' or sensitive areas of the horse and which brush is most suitable to use. Positioning, awareness of horse reactions, which direction to brush in, amount of pressure to use. How to groom the head (undo headcollar/leadrope and why). Talk about picking out the feet and demonstrate how to pick up a front leg. (they are not required to pick out feet at this level) Show how to support the hoof and replace the foot without dropping it</li> <li>4. Allocate a horse each or between pairs for group to practice grooming</li> <li>5. With each participant in turn talk through and help them to pick up a front foot</li> <li>6. Talk about the horses coat and how it changes throughout the year (summer coat to winter woollies!) If any horses are clipped show them how to fold the rug back to keep the horse warm.</li> <li>7. Demonstrate how to brush through the tail, either with body brush, hair brush, fingers and discuss reasons for doing so</li> </ol>

<b>10 mins</b>	<b>SUMMARY</b> Reasons for grooming. Which areas of the horse to use a soft brush on. Reactions from the horse to be aware of.
<b>PROGRESSION</b> Increase confidence handling and working around horses and ponies	

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<b>Name</b>		<b>Level</b>	Introduction
<b>Topic</b>	About the horse	<b>Lesson</b>	6 of 7
<b>Subject</b>	Health and Welfare	<b>Location</b>	Yard and classroom
<b>Resources &amp; Requirements</b>	Access to horses/ponies in stable or field Hay barn or samples of hay/haylage/straw for comparison		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Safety information</p> <p>Introduce health and welfare of the horse</p>
<b>40 mins</b>	<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>Discuss as a group the basic welfare needs of all animals and how these relate to the horse: <ul style="list-style-type: none"> <li>• Food and water</li> <li>• Shelter</li> <li>• Company</li> <li>• Freedom to express natural behaviour</li> <li>• Be free from pain and suffering</li> </ul> </li> <li>How can we tell if a horse is healthy (free from pain/suffering) <p>Create a list of basic signs of health such as: interested in what is going on, eating, droppings in stable, standing evenly, bright eyes, clear nose. Take group to yard to look at horses for signs of health</p> </li> <li>Food and water – look at how hay and water is provided in the stable. <p>Include methods of feeding hay- haynet/on floor/hay rack/bar. Introduce basic rules of feeding: clean water, fibre diet, clean buckets, weigh feed.</p> </li> <li>Talk about good and bad food/treats for horses and demonstrate how to feed a treat. Include horse behaviour here – treats can encourage nipping, bargy behaviour, fighting between horses if in barn/field situation</li> <li>In hay barn or with samples of hay/haylage/straw – can group identify differences between them</li> <li>Watch horses in field/turnout area if possible and discuss the shelter</li> </ol>

	available and basic field checks. How the horses interact with each other, discuss horses are herd animals and need companionship.
<b>10 mins</b>	<p><b>SUMMARY</b></p> <p>Recap on the 5 welfare needs of the horse. Write down some ideas on how these needs can be met</p> <p>Why it is important to be able to tell the difference between hay/haylage/straw</p>
<p><b>PROGRESSION</b></p> <p>Learn the 9 rules of feeding and their reasons</p> <p>Fill and weigh haynets for a specific horse</p>	

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**FOR THE CHALLENGE. FOR THE LOVE.**

<b>Name</b>		<b>Level</b>	Introduction
<b>Topic</b>	About the horse	<b>Lesson</b>	7 of 7
<b>Subject</b>	Tack and equipment	<b>Location</b>	Tackroom and yard
<b>Resources &amp; Requirements</b>	Access to horses/ponies in stable wearing rugs or examples of stable and turnout rugs Saddles and bridles		

<b>Time</b>	<b>Activity</b>
<b>10 mins</b>	<p><b>INTRODUCTION:</b></p> <p>Welcome</p> <p>Safety information</p> <p>Introduce session on parts of tack and rugs</p>
<b>40 mins</b>	<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. In tackroom; talk about the layout and how to identify the correct items of tack/equipment and why each horse has its own tack and why you should not use it on other horses. Include any rules! Talk about the price of tack, (non-horse owners often don't realise the cost) and why they should be careful handling it. Demonstrate how to carry the tack safely.</li> <li>2. On saddle– run through the parts of the saddle they may already be familiar with: stirrups irons, girth. Can give a handout for group to label.</li> <li>3. Repeat with bridle – it can be easier to teach parts of the bridle when the bridle is on the horses head as it allows people to see where each part lies.</li> <li>4. Demonstrate how to twist and untwist the reins through the throatlash and allow participants to practice.</li> <li>5. On the yard look at a variety of rugs and talk about when and why you would use them. Compare a turn out and a stable rug. Demonstrate how to take a rug off (leg straps!) especially if they are likely to come across horses with rugs over tack before a lesson</li> </ol>

<b>10 mins</b>	<b>SUMMARY</b> Questions and answers on parts of bridle and saddle Reasons why rugs are used
<b>PROGRESSION</b> Participants are able to assist with collecting tack and tacking up Learn how to put on and take off a rug	

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