



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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Platinum Goal Setter

Session One: Transferrable skills

Session Two: Future goals, personal SWOT analysis, equine careers

Session Three: Preparing for an interview

Session 4 onwards: Explorer challenge

Goal Setter Session 1

Introduction

Welcome to Goal Setter

Introduce the award and what will be covered during the next few sessions. Talk about the Explorer challenge and what participants need to do to achieve it.

There is no need to choose now what they want to do but they may want to start thinking about possibilities.

Re-cap on Gold Goal Setter if group have previously completed it.
Ensure appropriate risk assessments are in place for each activity.

Main Activity

What are transferable skills?

Transferable skills are core skills and abilities that you have learnt that can be applied to any range of jobs/industries/areas

Think about what skills you have acquired during training and working within the equine industry. How many have you used in a different area of your life. Share some examples with the participants

For this exercise you really want the participants to think about what skills they have and how they can be (transferred) used/applied to other areas

You can do this as one big group or split into smaller groups

Pick an activity such as mucking out for example. Other than the actual physical process of mucking out what else have they learnt?

- Time management
- Organisation
- Attention to detail
- Follow a process
- Pride in appearance
- Problem solving
- Communication

What other skills can they add to the list?





	<p>How many of these skills can be used in other areas? (education, work, hobby, life skill)</p> <p>Repeat the process picking other practical tasks or activities.</p> <p>At the end of the session they should end up with a big list of skills they can be proud of.</p> <p>Discuss how they have used these skills (possibly without realising) in other areas of their life.</p> <p>There is a section in their Explorers book titled '<i>How to demonstrate your transferable skills</i>'. P39-41. Work through this section using some of the examples the group have suggested above.</p> <p>More information about transferable skills can be found in these websites</p> <p>targetcareers.co.uk/careers-advice/skills-and-experience/40-the-top-ten-skills-that-ll-get-you-a-job-when-you-leave-school</p> <p>targetcareers.co.uk/careers-advice/skills-and-experience/385897-five-skills-i-ve-developed-through-my-work-experience-placement</p> <p>/barclayslifeskills.com/educators/lessons/transferable-skills-activity/</p> <p>www.skillsyouneed.com/general/transferable-skills.html</p>
<p>Online skills assessment</p>	<p>Take part in an online skills assessment answering multiple choice questions.</p> <p>Possible careers are suggested reflecting on the answers given</p> <p>nationalcareers.service.gov.uk/skills-assessment</p>
<p>Wrap up</p>	
<p>Re-cap</p>	<p>In preparation for the next session encourage participants to think about how they could use the skills they have learnt in the Explorers in their future career.</p>





Goal Setter Session 2

Introduction

Inspiration for the future	<p>Watch this speech by Admiral McRaven. (17mins) https://www.youtube.com/watch?v=TBuIGBCF9jc</p> <p>Do the participants feel inspired from it? What message/s have they taken away?</p>
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Main Activities (choose the most appropriate exercises or spread them out over several sessions)

Your goals your future	<p>Read pages 42-43 in the book and discuss what kind of future goals the participants might have. You could start by telling them one of yours.</p> <p>They might say to be rich/ famous/ drive an expensive car. Discuss different ways they could achieve these. (Possible ideas- go to college/University, get good job, work hard, come up with a successful business idea, be an entrepreneur, win the lottery, be on telly) There are lots of different ways to get somewhere.</p> <p>Complete activity in the book – what would they like to be doing in 1, 2 or 5 years' time?</p> <p>Think about a long-term goal for the Explorer challenge. (Might have been homework from previous session)</p> <p>Ideas could be:</p> <ul style="list-style-type: none"> • Career related • Improve/expand equine knowledge/riding skills • Expand knowledge and skills of another hobby or sporting activity they enjoy • Build up skills for their CV <p>What will they need to do to achieve this?</p>
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SWOT	<p>Read pages 44-49 in the book.</p> <p>In small groups or pairs</p> <p>Ask the participants to think about when they work together in a group:</p> <ul style="list-style-type: none"> • What are their strengths? • What are their weaknesses? • What are their threats? • What are their opportunities? <p>Descriptions from the book <i>Your strengths tend to be things that you can control. So think about things like your knowledge, experience, interests, personality traits or the resources you have access to.</i></p>
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Everyone has a **weakness** or things they find difficult or don't like doing. A weakness could be poor time keeping, lack of organisation or being easily distracted. None of these are necessarily negative, but they can make achieving your goals harder as they can stop you from being focussed.

A **threat** is an obstacles or barrier that has the potential to get in the way or stop you from achieving your goal. You might not be able to control every threat but by identifying the ones you know about in advance and planning for them you can be prepared.

An **opportunity** is something that will help you achieve your goal or improve your skills. It could be the chance of work experience, taking a course or even the opportunity to speak to someone who has experience in what you're interested in.

Discuss the answers together as a group. Do they agree/disagree with each other?

Give the participants time to complete their own personal SWOT analysis offering support where needed.

Equine Careers

Consider arranging talks/presentations from local equine experts who can talk to the participants about their specific career and opportunities.

Look at the content of the Stage assessments and what skills (transferable and otherwise) they will gain from doing these. Also how it can give them a good foundation to many career options.

Discuss other routes into equine careers such as career student, apprenticeships, college courses and the differences between them.

Think about the less obvious jobs available in equine such as: Social Media exec for Equine company, Data analyst, Marketing and Communications, journalist, design and research, sales rep, customer service, Bloodstock agent, transporter, photographer, behaviourist, sports psychologist.

Direct participants to the BHS Careers Guide for inspiration
www.bhs.org.uk/our-charity/press-centre/news/2020/december/careers-guide

Use these websites/articles to look at potential career options. Can they find any that link to their strengths in their SWOT analysis?

uk.indeed.com/jobs?q=Equine&vjk=feb6e45d4863a356
www.equine-careers.co.uk/
www.yardandgroom.com/jobs/UK
www.reed.co.uk/jobs/equine-jobs
www.fei.org/stories/lifestyle/my-equestrian-life/20-non-riding-careers-horse-lovers
www.careersinracing.com/
www.horseandrideruk.com/expert-advice/articles/careers-with-horses/



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	targetcareers.co.uk/
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Wrap up	
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Recap	Research one of the interesting careers/opportunities they have found and share it with the rest of the group
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Goal Setter Session 3

Introduction

This session is all about preparing for a job interview. If some participants already have jobs encourage them to share their experience with the rest of the group.

There are lots of helpful websites:

www.youthemployment.org.uk

www.princes-trust.org.uk

nationalcareers.service.gov.uk/careers-advice/interview-advice

www.reed.co.uk/career-advice/interview-techniques/

Main Activities (choose the most appropriate exercises or spread them out over several sessions)

The power of 30

People in interviews are often asked to tell the interviewer about themselves.

Ask participants to make their own 30 second 'advert' to sell themself to a potential employer.

As a guide they could include information about their experience, skills, what they are most proud of achieving,

Practice their speech with a partner. There is also the option to record it or share it with the rest of the group.

targetcareers.co.uk/parents-and-teachers/1032186-what-is-employability

STAR method

This is a method that participants can practice using to answer interview questions. Interviewers commonly ask candidates to demonstrate how they fulfil one of the competencies listed on the job description.

STAR stands for:

- Situation – describe the situation and when it took place
- Task – explain the task and what was the goal
- Action – provide details about the action you took
- Result – conclude with the result

- In pairs look at a job advert
- Come up with three (or more) examples of how they fulfil the competencies listed on the job description
- Share these with the rest of the group

Find more detail and examples of how to use STAR:

uk.indeed.com/career-advice/interviewing/star-technique

www.youtube.com/watch?v=dWK26jZgsM8 (8.55mins)

nationalcareers.service.gov.uk/careers-advice/interview-advice/the-star-method



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www.youthemployment.org.uk/problem-solving-skills-in-interviews-using-starr/

Write your CV

Select one of the jobs you seen advertised or create an advert for a vacancy at the centre and ask participants to write an application.

Discuss what type of things you look for in an application.

- www.reed.co.uk/career-advice/cvs/
- www.youthemployment.org.uk/?s=writing+CV
- uk.indeed.com/career-advice/cvs-cover-letters/cv-for-teens
- www.myperfectcv.co.uk/cv/examples/entry-level/teenager
- www.ucas.com/further-education/post-16-qualifications/post-16-options/how-write-personal-statement-further-education

Practice interviews

Hold mock interview for a student position at the centre.

Options:

Split the group into pairs/small groups.

Depending on the group: they can take turns at interviewing each other or the coach takes the role as interviewer or ask another staff member to take the role of interviewer.

Listen to the answers and offer feedback or discuss possible answers to the question as a group.

Common interview questions to consider:

- Tell me about yourself
- What experience and skills make you a good candidate for this position?

Answers should include relevant training and experience, understanding of what the position is they've applied for, describe specific experience and capabilities that align with the qualifications detailed in the job description and demonstrate an understanding of the function the role performs

- Describe a problem you've encountered and how you handled it.

Explain the situation clearly and thoughtfully, describe actions you took

Ability to cope with/resolve conflict, interpersonal skills, emotional resilience

- What qualities make you a team player?

Think about the examples from the list of your transferable skills. Make them relevant to the job you are interviewing for.

- Do you have any questions?

Plan 3/4 questions to ask the interviewer at the end of the interview. Discuss what type of questions are suitable and not suitable to ask.



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	<p>Remind participants about their body language and overall impression they create.</p> <p>uk.indeed.com/career-advice/interviewing/how-to-introduce-yourself-in-a-interview</p> <p>targetjobs.co.uk/careers-advice/interviews-and-assessment-centres/how-answer-competency-based-interview-questions</p> <p>uk.indeed.com/career-advice/interviewing</p>
Wrap up	
Q and A	Each participant to share one thing they've learned that they will use in future, or one skill they would like to develop and how they will go about it.



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Goal Setter EXPLORER CHALLENGE Session 4

Introduction

Set yourself a long-term goal (or more than one) for your future and write a personal development plan to help you take the first steps towards achieving it. Think about developing your transferable skills that will help towards your future learning, career or hobbies.

Break your goal down into short-term and medium-term goals that you can work to achieve over a minimum of six months.

Participants identify a long term goal that they would like to achieve in the future. Break down that goal into something they can achieve now that will help them in the future (for example – long term goal to be an equine vet, start now by working towards achieving Stage assessments)

Participants have six months to work towards achieving their short/medium term goal. It could be something they practice daily, weekly or monthly but participants must be able to discuss how this goal has helped them progress towards their long-term goal and develop their transferable skills.

There is a section in their book (p50-63) to help them plan and track their progress and a self-reflection section at the end.

The participant should lead the whole experience

Discuss what they have learnt from the experience and how you can continue to support them moving forwards.

Examples of goals

- BHS Stage 1 or Stage 2
- BHS Stage 2 Ride Out
- A series of Explorer Awards (bronze/silver)
- A series of Challenge Awards (gold/platinum)
- Take an online qualification
- Take a practical course
- Event Management
- Regular shadowing or work experience

Checklist for achievement:

<ul style="list-style-type: none"> • Explain what is meant by transferable skills and identify their own transferable skills 	<p><i>Be able to give examples of transferable skills they have and how they developed them.</i></p>
<ul style="list-style-type: none"> • Write a PDP 	<p><i>Use the template in the book or produce their own PDP to identify and plan towards achieving their future goal.</i></p>
<ul style="list-style-type: none"> • Write SWOT analysis 	<p><i>Identify their strengths, weaknesses, opportunities and threats to achieving their goal.</i></p>
<ul style="list-style-type: none"> • Identify long term SMART goal 	<p><i>Participant can choose to develop skills that will help with their intended future career or if more appropriate choose</i></p>



<ul style="list-style-type: none"> • Break down long term goal into relevant achievable short/medium term SMART goals • Plans steps to achievement • Demonstrate progress towards achieving goals • Explain how the smaller goals have helped them progress towards their long-term goal • Self -Reflect 	<p><i>something that they have an interest in and will help to develop their transferable skills. Record in book</i></p> <p><i>Discussion with coach to set the goals, use the template in the book, research opportunities available. Identify how this will help towards long term plan</i></p> <p><i>Use template in book or create own. Achievable and measurable steps set out. Potential obstacles identified and planned for as much as possible. This should be regularly reviewed, and changes made as required.</i></p> <p><i>Progress discussed or demonstrated and recorded. Regular meetings arranged with coach to review progress including challenges faced, support with planning or making changes as required.</i></p> <p><i>Discussion and skills identified.</i></p> <p><i>Complete questions in book. Discussion with coach.</i></p>
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Things to consider

- What industry links do you have that could help support the participant with their goals?
- How will you support each participant?
- Participants aren't expected to achieve their long-term goal by the end of the six months
- The timeframe can be extended if required
- Participants should be able to demonstrate what they have achieved (short term goals) and how this will help them towards their future goal
- Participants can change their plans if circumstances dictate (for example injury, new opportunity available)
- How will the participant demonstrate progress within the timeframe?
- More time can be allocated if required but a minimum of 6 months must be allowed