

Name		Level	Silver
Topic	ID	Lesson	1 of 10
Subject	Heights and Breeds	Location	Arena
Resources & Requirements	Measuring stick, horses to measure, bridles, hoof picks, skips, classroom, preferably with computer and screen. If not lots of pictures of different horse breeds, flip chart and/or whiteboard		

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce topic and Link to Bronze Knowing your horse: Describing your horse adding that knowing height and breed of horses can be added to give a more detailed description</p>
60 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> Briefly recap on colours and markings from Bronze 1. Explain about measuring in both hands and centimetres and values of each. How height affects value, use and feeding. Explain about official measuring regulations and stands- pony measurements/horse measurements Go on to yard and introduce measuring stick with spirit level showing heights. Talk about measuring on level ground, horse standing square, one person to hold, one to measure with stick on highest point of withers, spirit level in centre, allowance for shoes, keeping horse/pony relaxed etc. Choose a quiet pony and measure it. Coach has already identified before session easy horses/ponies to measure. Having measured initial pony and discussed height, send individuals or pairs into boxes to bridle horse/pony, pick out feet and guess/assess height before it is measured and accuracy of guess assessed. Hopefully this makes it fun! In this way awareness of horse height is developed. Can measure themselves to find out how many hands they are – help with guesstimating! In class introduce Breeds of Horse and their evolution as historically the horse was used for different purposes e.g. transport (ridden and driven) war, agriculture, sport (racing, hunting, bullfighting etc) and display. Agricultural horses tended to be larger cold bloods e.g. Shire, Clydesdale, Percheron, Ardennes, Suffolk Punch. Carriage horses tended to be warm bloods e.g. Cleveland Bay, Oldenburger, Friesian, Holsteiner, Gelderlander while Arab and Barb horses are foundation of the modern TB. The injection of thoroughbred and Arab blood into warmbloods has produced

	<p>the modern sport horse.</p> <ol style="list-style-type: none"> 5. Suggest coach leads discussion of TB and Arab characteristics. Invite input from group on their experiences. Video clips of TBs in paddock at racecourse, racing/steeplechasing and eventing would be good plus short clips of Arabs shown in hand and ridden, including endurance riding. 6. Compare Arab and TB with Shire /Clydesdale and images of latter two ploughing or pulling trade vehicle ideal 7. Coach facilitates group task of designing checklist of factors to compare breeds e.g. height, typical colours, amount of bone below knee, coat thickness, appearance, temperament, movement, speed, endurance 8. Take group onto yard and ask them to identify breed of horses stabled on yard. Compare breeds by standing horses next to other where possible. <p>Homework: For Session 2 everyone selects a different breed that interests them, researches the breed, describes it briefly to rest of group linking description to breed factors identified above in 6, bringing with them some image of breed</p>
<p>15 mins</p>	<p>SUMMARY Individuals select breed to talk about in Session 2. Coach offers reference sources Questions</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Learn about the more famous representatives of each breed e.g. TB = Galileo, Saddlers Wells, Hyperion, Red Rum, Desert Orchid</p>	

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Name		Level	Silver
Topic	ID	Lesson	2 of 10
Subject	Breeds	Location	Yard Classroom
Resources & Requirements	Pictures of different horse breeds, flip chart and/or whiteboard		

Time	Activity
10 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce today's session</p>
40 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> Briefly recap on previous session – ask questions about what group remember about breeds Homework presented on breeds (very informal) Explain that cobs and hunters are types not breeds and how to identify Coach and group collaborate to compare: British Native Pony Breeds: Shetland, Dartmoor, Exmoor, New Forest, Dales, Fell, Highland, Welsh Sections A, B, C & D. Design a chart of equine activities e.g. hacking, polo, Le Trec, dressage, horse trials, trekking, carriage driving western riding, pony racing, vaulting, show jumping, hunting, team chasing. Discuss breeds or types suitable for these activities and enter them beside the breeds names <p>OR</p> <ol style="list-style-type: none"> Discuss breeds and types of horses using horses on the yard. Group to practice describing horses using: colour, markings, height, breed.
10 mins	<p>SUMMARY</p> <p>Brief recap by each group member of what learnt about breeds</p> <p>Questions</p> <p>Introduce next session topic and reading/research for it</p>
<p>PROGRESSION:</p> <p>Investigate Rare Breeds e.g. Cleveland Bay, Suffolk Punch</p>	

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Name		Level	Silver
Topic	Anatomy	Lesson	3 of 10
Subject	Digestive System	Location	Classroom
Resources & Requirements	Ideally computer and screen, handouts, video clips, text books.		

Time	Activity
10 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce subject for today</p> <p>Introduce session - Issue each group member with line drawing of digestive tract with parts named within outline of a horse</p>
70 mins	<p>ACTIVITIES:</p> <p>If possible watch the Dengie video = useful introduction, scientifically correct and at right level</p> <p>Break session into following headings with time for questions after each segment of lesson and to complete diagram</p> <ul style="list-style-type: none"> A. Lips to stomach B. Stomach C. Small intestine D. Large intestine to rectum <ol style="list-style-type: none"> 1. Overview and link to nine rules of feeding (Bronze Knowing 3 Feeding). Depth and detail of content will depend on group members and should be adapted accordingly. Use diagrams to try to locate position of parts on horse. 2. A. Lips to stomach: Include lips, incisors, molars, bolus, salivary glands producing saliva, pharynx, epiglottis regulates entry to oesophagus <ul style="list-style-type: none"> B. Stomach – rugby size, 2 -4 gallon capacity, cardiac sphincter muscle so horses can't vomit. Pyloric sphincter muscle controls stomach exit C. Small intestine <ul style="list-style-type: none"> a. Duodenum = 1.00 metre long. Bile from liver duct converts acid stomach contents to alkaline. Enzymes break down food b. Jejunum = 20m long. Minerals and vitamins absorbed into blood stream c. Ileum = 2m long D. Large intestine <ul style="list-style-type: none"> a. Caecum= water reservoir holding 8 gallons. Bacteria break down cellulose

	<ul style="list-style-type: none"> b. Large or great colon = 3/4m. Further food break down can take several days. Sharp turn back on self at pelvic flexure can be blockage site c. Small colon = 3/4m. Nutrients & water extracted d. Rectum = 1/3 metre. On average food takes 3-4 days to pass through the horse's system <p>3. Ask group having discussed digestive system</p> <ul style="list-style-type: none"> a. Why we feed little and often b. Why we don't ride within an hour of a full feed c. Why we feed plenty of roughage d. Why we introduce change gradually (all these are one of the 9 feeding rules) e. How efficient the horse's digestive system is f. What are some common digestive problems and why.
10 mins	<p>SUMMARY</p> <p>Summary of the digestive system and how the rules of feeding relate to it.</p> <p>Questions</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Think about possible causes of colic</p> <p>Consider why horses are prone to gastric ulcers</p>	

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Session Plan for: Knowing your Horse

Name		Level	Silver
Topic	Anatomy	Lesson	4 of 10
Subject	Organs & taking TPR	Location	Yard Arena Classroom
Resources & Requirements	Classroom, diagram with major organ locations, horses for TPR assessments, thermometers, Vaseline, stethoscope		

Time	Activity
5 mins	INTRODUCTION: Welcome Explain safety/emergency procedures for lesson Give Aims, timetable and brief outline of lesson content Recap previous session on digestive system Introduce session – internal organs

75 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none">1. Give handout to all of main internal organs. Discuss why need to know about these2. In classroom see how many organs the group can identify correctly.3. On yard locate the main organs on a horse or work in pairs with different horses, using diagram as a guide4. Link organ location to Temperature, Pulse and Respiration normal rates and how these can be used as sign of health e.g. heart beats = pulse and rapid or slower pulses may be significant health indicators as may be differences to normal respiration rates i.e. lung or pulmonary function while temperature variation is often a health warning5. Re-cap signs of health covered in Bronze. What are normal rates for TPR? <p>Demonstrate how to take TPR.</p> <ol style="list-style-type: none">6. Explain why always start by taking the respiration rate first then the pulse and finally the temperature, as taking the temperature can cause an increase in respiration and pulse rates.7. How to take respiration rate – watch flanks, positioning, signs of increased rate8. Show with demonstration horse, location of different pressure points for taking a pulse (explain why don't use thumb). Help each member to find pulse behind cheek (inside of lower jaw on horse's head). Once pulse found, timed for 30 seconds and multiplied by two to obtain beats per minute. At rest normal range is between 35 – 45 bpm but if horse excited rate rockets.9. Demonstrate how to use stethoscope behind left elbow. Describe sound of heart and what counts as a beat. Count 30secs and multiply by two.
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	<p>10. Group practice in pairs, taking turns at finding and recording horse's pulse (manually or stethoscope). Horse is untied and held. Offer help and support as required. Group should then compare heart rates of different horses.</p> <p>11. Horse's normal temperature range is between 37 and 38.5 °c. Explain how to use digital thermometer. Demonstrate how to take temperature, preferably with digital thermometer on quiet horse. Highlight safety – not letting go, position</p> <p>Group members to practise under direct supervision taking temperature</p>
10 mins	<p>SUMMARY</p> <p>Recap position of organs</p> <p>Summary of how to take TPR and what the numbers can be used for</p> <p>Introduce topic for next session and preparatory reading and research</p>
<p>PROGRESSION:</p> <p>Locating other pressure points apart from facial artery e.g. radial behind elbow</p> <p>Taking temperature under direct supervision</p>	

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Session Plan for: Knowing your Horse

Name		Level	Silver
Topic	Anatomy	Lesson	5 of 10
Subject	Health	Location	Yard & Classroom
Resources & Requirements	Flip chart/board, Equine dentist or vet if available! Suitable horse for inspecting teeth mouth, IT facilities		

Time	Activity
10 mins	INTRODUCTION: Welcome Explain safety/emergency procedures for lesson Give Aims, timetable and brief outline of lesson content Introduce subject for today Recap previous session

30 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none">1. Ask if anyone in the group has knowledge of the Animal Welfare Act 2006 and what is our duty of care towards horses (and all animals)? Create a list of suggestions.2. Discuss each one and what it means:<ul style="list-style-type: none">• Suitable environment to live in• Suitable diet• Able to behave normally• Have appropriate company• Protected from pain, suffering, injury and disease3. Why it is important to consider these if considering owning a horse (can't keep it in the back garden!)4. Failure to maintain the horse's health and wellbeing could result in prosecution, a fine of up to £20k or imprisonment5. How is this checked. Riding Establishments also must under the Riding Establishments Acts of 1964 and 1970 maintain their facilities and horses in good condition and be licensed by local authority, checked yearly. Discuss what happens during an inspection6. The BHS Approvals team also inspect all BHS Approved establishments yearly. Discuss what happens during these checks.7. Who can you report concerns to: BHS Welfare Team, BHS Approvals Team, local authority,8. Look round the yard to see how the horse's needs are being met.9. Group to create a list of things you need to consider if you were setting up your own yard or buying own field to keep a horse in.
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<p>30 mins</p>	<p>Give group references for further reading on this – National Equine Welfare Council (NEWC), Code of Practice from DEFRA</p> <p>10. Re-cap TPR rates from previous session and how they can be used as indication of health (link to 5 needs above)</p> <p>11. Discuss how to take each and demonstrate if required. Group to practise taking the TPR rates of suitable horses.</p>
<p>10 mins</p>	<p>SUMMARY</p> <p>Summary of Welfare needs of horses</p> <p>Questions regarding any part of the session.</p> <p>Introduce reading /preparation for next session on teeth</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Further reading on animal welfare legislation for those interested (Animal Welfare – GOV.UK)</p>	

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Session Plan for: Knowing your Horse

Name		Level	Silver
Topic	Health	Lesson	6 of 10
Subject	Health and Teeth	Location	Yard & Classroom
Resources & Requirements	Flip chart/board, Diagram of horses teeth to label Equine dentist or vet if available! Suitable horse for inspecting teeth mouth, IT facilities		

Time	Activity
10 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce subject for today</p> <p>Recap previous session MEMORY MAGNET! Each individual recalls two points about previous Session 5 on animal welfare passing the memory magnet to another in group. No repetition allowed!</p>
60 mins	<p>ACTIVITIES:</p> <p>1. Consider inviting a qualified Equine Dental Technician or vet to give lecture/demo on care of horse's teeth.</p> <p>Or</p> <p>2. If this is not possible:</p> <ol style="list-style-type: none"> Ask group if they know how many teeth horse has (36-42)? Names of teeth (incisors, molars, tushes lie in between), position (how far back in the jaw the teeth are often surprises people), where the bit lies in relation to the teeth Handout diagrams of horses teeth to label Discuss why care of the teeth is important – continually growing, hooks, sharp edges, Signs a horse may need his teeth checking and who can do this – quidding, tipping head when ridden, reluctance to have bridle on, losing weight How often the teeth should be checked and by whom Using quiet horse show how to gently open a horse's mouth to show incisors, if horse obliging show tushes, inter dental gap, where the bit lies. If you have any horses that crib bite or have issues that can easily be seen, it will be interesting for the group to have a look. If horses available can compare angle and colour of young horses incisors vs older horses so group can see the difference.

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10 mins	<p>SUMMARY</p> <p>Ask group what their responsibilities are toward the horses they ride</p> <p>Questions</p> <p>Introduce reading /preparation for next session on worming and bio security</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Further reading on animal welfare legislation for those interested (Animal Welfare – GOV.UK)</p> <p>Learning to assess a horse’s age by its teeth</p>	

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Session Plan for: Knowing your Horse

Name		Level	Silver
Topic	Health	Lesson	7 of 10
Subject	Worming and Biosecurity	Location	Yard & Classroom
Resources & Requirements	Flip chart, empty worming or treatment syringes, suitable horse(s)		

Time	Activity
15 mins	INTRODUCTION: Welcome Explain safety/emergency procedures for lesson Give Aims, timetable and brief outline of lesson content Introduce subject for today

70 mins	<p>ACTIVITIES:</p> <p>1. Introduce topic of Biosecurity in classroom and explain that it is an important aspect of exercising our responsibilities toward our horse's welfare (link to legislation discussed in Health Welfare needs of horse). This applies particularly when our horses are away from home at a competition, fun ride or rally</p> <ul style="list-style-type: none">a) Re-cap on how to prevent spread of disease around yard covered in Bronzeb) Divide group into pairs to compile list of good practice when horses away from home to reduce the risk of contracting infection or diseasec) Pairs reform into group and compile master list of good practice and reasons when away from home to reduce risk of spreading or contamination from other horses.d) Discuss other examples of maintaining bio security to reduce infection and disease to other horses e.g. disinfecting lorry/trailer after use <p>2. WORMING:</p> <ul style="list-style-type: none">a. In class discuss what are worms and why we need to worm horses to keep them healthyb. Explain about how to test for worms - worm egg count, saliva test, blood testc. Make point it about not worming unnecessarily as worms develop resistance over time to wormersd. Explain that worms have varying life cycles and, therefore, we worm at certain times of year to reduce infestation. (group are not require to memorize types/names of worms – just be aware that there is more than one type)e. Who can advise on which wormer to usef. How to reduce the risk of worm burden - Lift droppings in fields so horses not re-infected, cross grazing with sheep and cattle
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	<p>3. The BHS produces excellent booklet "Advice on Worm Control." For further information</p> <p>4. On yard demonstrate how to administer a syringe treatment (empty!) using quiet horse untied in head collar.</p> <p>a. This can be an empty worming syringe or a calmer or electrolyte syringe or similar.</p> <p>What to check before giving:</p> <ul style="list-style-type: none"> - Check expiry date. - Calibrate to correct amount according to weight of horse - Remove cap <p>b. One arm holds the horse's head steady. Quietly slide syringe into the corner of the mouth, push plunger</p> <p>c. Hold horse's head up until he has swallowed and paste not ejected!</p> <p>5 Group members to practice giving syringe treatment to a quiet horse</p>
<p>10 mins</p>	<p>SUMMARY</p> <p>Questions</p> <p>Summary of session covered - Learners each make one point about what learnt in session that no one else has volunteered</p> <p>Issue reading and preparation material for next session</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Learn more about different worming life cycles and types of worms e.g. small, large red worms, pin worm, round worm etc</p>	

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Session Plan for: Knowing your Horse

Name		Level	Silver
Topic	Health	Lesson	8 of 10
Subject	Wounds	Location	Yard & Classroom
Resources & Requirements	BHS Complete Horsemanship Volume 2, quiet horses for bandaging on yard, stable bandages, fibregee, gamgee		

Time	Activity
10 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce today's session</p>
70 mins	<p>ACTIVITIES: 1 – 3 in a classroom</p> <p>1. Describe and illustrate different types of wound (Pages 40/41 BHS Complete Horsemanship Vol. 2)</p> <p>N.B. The group may have personal experiences of wounds to share with the group (peer learning)</p> <ol style="list-style-type: none"> a. <i>A puncture wound</i> b. <i>A graze</i> c. <i>An open wound</i> d. <i>A bruise</i> <p>2. General principles for treating a wound</p> <ol style="list-style-type: none"> a. Stop any bleeding if present. If there is bright red arterial bleeding spurting from a major artery, the vet must be called urgently as it could be fatal if not stopped. Summon whoever is in charge of the yard for help. Apply direct pressure to the wound covering it with whatever material will stem its flow <p>3. Minor wound:</p> <p>Clean the wound – using hose, gauze (why not cotton wool) and water, clean from inside out, replace gauze each time removing any foreign bodies e.g. grit. Warm water could restart any bleeding. Do not put anything on it if it is likely to need stitching or vet visit</p> <p>4. Reasons for using stable bandages – type of bandage, use of gamgee</p> <p>5. Demonstrate how to apply secure stable bandages. (Pages 48/50 BHS Complete Horsemanship Vol. 2) Include: why bandage both limbs, why use stable bandages, dangers of incorrectly fitted bandages, reason for bandaging front to back.</p> <p>6. Group practice applying stable bandages in pairs on quiet horses, observe and support as required, If struggling, practice using bandage only first,</p>

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	<p>then with padding underneath when more proficient</p> <p>It is likely that the group will need several practice sessions on how to apply stable bandages to become confident and proficient at this skill. It is suggested that you fit bandage practice over several sessions.</p>
10 mins	<p>SUMMARY</p> <p>Summarise session, group contributing to checklist of correct stable bandaging technique.</p> <p>Questions</p> <p>Introduce reading /preparation for next session on feeding</p>
<p>PROGRESSION:</p> <p>Undertake further practice on bandaging. Challenge activity – knee bandage</p> <p>Further work on wounds including tubbing and foot poultices</p>	

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Session Plan for: Knowing your Horse

Name		Level	Silver
Topic	Feeding	Lesson	9 of 10
Subject	Identifying and preparing feed	Location	Yard & Classroom
Resources & Requirements	Classroom, feed samples, feed room		

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce session</p> <p>Ask group to write down, not conferring, the 9 rules of feeding learnt in Bronze Knowing session</p>

60 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none">1. In class explain that in Bronze Knowing Feeding 3 the focus is on bulk e.g. hay/haylage but now this shifts to concentrates which provide extra energy and help to maintain condition if the horse is doing more work. Have samples to look at and discuss. What ones can they identify?<ol style="list-style-type: none">a). Hay and haylageb). Molassed chaff.c). Alfalfad). Mixe). Cubef). Sugar beet (unsoaked and soaked)g). Any other feed you have in your feed room!2. From class go to feed room and look in bins, asking group members to identify the feeds they saw as samples in class. Look at feed bag labels to compare contents. Ideal if can compare ingredients of high energy mix and low energy.3. Talk about the layout of the feed room and recall bio security (Silver Knowing 6) and the need for clean feed bowls for health, hygiene & blood testing of competing horses. Include the use of rodent proof bins, cleanliness to deter rodents and danger of feed contamination. For health & safety any medication should be securely stored.4. While in feed room, useful to show group about ration quantities, linking to digestive tract, why feed little and often, size of stomach and why feeds should weighed to avoid inconsistency or over feeding. Using scales weigh out a scoop of each feed (group can guess weight), compare a heaped
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	<p>scoop to a level one (overfeeding).</p> <p>5. Make up feeds from the feed chart, compare rations for various horses on the yard</p> <p>If possible feed horses and then wash feed bowls after – cleanliness and biosecurity</p>
15 mins	<p>SUMMARY</p> <p>Return to classroom and questions</p> <p>Introduce reading /preparation for next session on fitness</p>
<p>PROGRESSION:</p> <p>Further reading on quantities to feed horses</p> <p>Learn about quick and slow release energy</p> <p>Read about high fibre and high energy diets and the difference.</p>	

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Session Plan for: Knowing your Horse

Name		Level	Silver
Topic	Fitness	Lesson	10 of 10
Subject	Fitness	Location	Yard & Classroom
Resources & Requirements	Flip chart, group lesson to watch, IT facilities		

Time	Activity
10 mins	INTRODUCTION: Welcome Explain safety/emergency procedures for lesson Give Aims, timetable and brief outline of lesson content Introduce today's session

70 mins	<p>ACTIVITIES:</p> <p>1. Facilitate a discussion on warming up and cooling down with group in class room, posing the following questions to encourage group reflection.</p> <p>Group contributions put on flip chart</p> <ul style="list-style-type: none">• Ask about exercise they do – how do they start the sessions and why• Why do we walk the horse before trotting and cantering when riding?• What are the benefits of riding school figures in trot early in session? Link this to suppleness• Will cantering sooner in session loosen horse more than spending longer in trot?• Discuss the likely length of a warm-up before a horse is ready to work at its best?• How much longer are older horses likely to take before they are fully warmed up?• What exercises in a flat work session are likely to increase your horse's fitness?• Will walking make a horse fitter? If so how?• How long should it take to cool a horse down to return heart and respiration rates to normal?• What other ridden exercises can we do to cool the horse down toward the end of its exercise?• What the consequences of not warming and cooling down progressively?• Why does the horse need to be fit• What signs would indicate to us when riding that our horse was
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	<p>becoming fitter?</p> <ul style="list-style-type: none"> • Looking at your horse from the ground what would be the signs that he was becoming fitter? • Discuss the consequences for our horses if we are not fit enough when riding them? <p>2. Relocate to arena if a group lesson is taking place to observe lesson taking place or riders riding and any warm ups and cooling down. Group to make notes on what they have seen. Compare how the horses went before and after the warm up. If possible look at the free walk at the beginning and end of the session – can the group see a difference. Can look at fitness levels (Can also link back to bronze fitness) On return to classroom discuss what was observed.</p> <p>3. As a group come up with suggested warm up and cool down exercises e.g. work on long rein, large circles, light seat etc. Discuss different types of horses and how their temperaments may affect the way you warm up e.g. very sharp horse might not start with free walk on long rein! Think about rider exercises also.</p> <p>4. Each group member designs a warm up and cool down plan for a horse they know and presents to group for discussion or in small groups discuss potential warm up plans for different horses on your yard e.g. older, sharp, pony or competition horse/pony. Emphasize that each horse will have different needs</p>
10 mins	<p>SUMMARY Summary of warming up and cooling down Questions</p>
<p style="text-align: center;">PROGRESSION:</p> <p>Try out the warm up and cool down plan you designed in the next riding session Modify the plan to make it better!</p>	

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