

The  
British  
Horse  
Society

# Pony Stars

Junior Challenge Awards

## Connemara Champs

### Syllabus for coaches

March 2021

Don't forget to also refer to the Activity Plans and Activity Sheets for delivery ideas and further resources



## GOLDEN GROOM

### RULES OF FEEDING

Understand the rules to follow for feeding ponies to promote good health.

**Key points: children will be able to:**

#### \*One star challenges

- List the rules of feeding
- State the importance of providing water for a pony
- Identify feeds at the yard
- Assist with preparing feeds
- Follow good hygiene when preparing feeds such as cleaning utensils and feed buckets, keeping the feed room clean and washing hands after
- Fill and tie up a haynet

#### Coach guidance

- Rules of feeding: they should have a basic understanding of the rules; can be given prompts
- For Dartmoor Dazzlers children would have identified common feeds such as; grass, hay, haylage (if available at the yard), pony cubes or mix, chaff. For this topic you can talk about any other feeds you have at the yard
- Children can have assistance at all time to help prepare feeds.
- If appropriate, and if you have one at the yard, show them the feed chart and allow them to follow this to prepare feeds
- The preparation of sugarbeet can be included here and how long for the different types of sugarbeet available (flakes, pellets)
- Include why weighing feeds is important and an awareness that a scoop of food will be a different weight depending on the feed

#### \*\*Two star challenges

- Understand the reasons behind the rules of feeding
  - Discuss reasoning behind the rules of feeding so children understand why they are in place and the importance of following them
- Know some common ingredients in a pony mix/pony cubes
  - How to find the ingredients on the bag
  - Why are they included
- How to recognise good and bad hay/haylage and other feeds (mould, smell, damp)
- Introduce that not all ponies should be fed the same amounts and how to decide what and how much to feed ponies by their age, weight, and body condition score (fat score) workload
  - Link to rule 'all horses fed as individuals'

## GOLDEN GROOM

### BANDAGING

The different types of bandages and when they may be used

**Key points: children will be able to:**

#### \*One star challenges

- Identify an elastic, fleece and a cohesive bandage
- Know a use for an elastic, fleece and a cohesive bandage
- Roll up a bandage ready for use
- Know the dangers of a badly applied bandage
- Apply a leg bandage suitable for exercise
- Apply a tail bandage

#### Coach guidance

- Leg bandage: a simple polo wrap type bandage (no padding required). Appreciate that children may not get this perfect so use your judgement here. They should know how a bandage should be applied but are not required to get it perfect themselves. Recommended that they know how far up and down the leg to go with no creases
- Tail bandage: elastic bandage used, children able to position themselves safely and produce an acceptable tail bandage that will stay up.

#### \*\*Two star challenges

- Explain the purpose of a stable bandage and when a pony may require them
- Apply a stable bandage
  - If attempting this their application of exercise bandages should be good
- Discuss boots vs bandaging (for exercise), [Dr David Marlin's article](#) may trigger some discussion points (facilitate discussion suitable for age/ability of children)
  - Pros/cons of bandages vs boots

## GOLDEN GROOM

### PLAITING

Know how to get your pony looking smart with competition ready plaits!

**Key points: children will be able to:**

#### \*One star challenges

- Know why a pony may be plaited up
- Know why a pony shouldn't be turned out or left too long plaited up
- Identify two types of mane plait
- Prepare a mane and tail for plaiting
- Divide a mane into sections ready for plaiting
- Plait a mane and tail

#### Coach guidance

- Have fun researching different types of plait, and the reasons or history behind them, what different types are there?
- Reasons for plaiting; looks neat, required for some competition disciplines, used to show off the neck and crest (usually showing), plaits after washing the mane can be used to help train the mane to lie on one side
- Prepare a mane: can be assisted. Mane/tail should be brushed, with water used to help it to lie flat
- Divide a mane: can be assisted. Should know there should be an uneven number of sections along the neck (one forelock then makes it even overall)
- Plaiting: can be assisted. Can be any type of plait. Standard/neatness of plait is down to coach's judgement based on age and ability of children. Children should be aware of where to stand and position themselves safely throughout

#### \*\*Two star challenges

- Plait a mane and tail without assistance
- Know the difference between plaiting with needle and thread and bands
  - What to be aware of when plaiting with needle and thread
- Give examples of breeds that wouldn't require plaiting (or when not to plait) and why
- Plait up within a time limit
  - Coach can set the time limit

## GOLDEN GROOM

### BATHING

Learn how to get rid of dust, dirt and stains so your pony is sparkly clean!

**Key points: children will be able to:**

#### \*One star challenges

- List the equipment needed to bath a pony
- Describe how to bath a pony
- Describe the safety considerations when bathing a pony
- Recognise when you would and would not want to bath a pony
- Describe how to care for a pony after bathing
- Recognise an area suitable for bathing
- Bath a pony
- Provide aftercare for the pony

#### Coach guidance

- How to bath a pony: Children should be able to describe how to bath a pony with a hose and also buckets and sponge (if running water is not available).
- Safety considerations: Children should be aware that not all ponies will appreciate having a bath! Children should be aware that pony could react by moving around etc (especially when first apply water) and could be sensitive around areas such as the head and flanks. Children to describe where they should stand and how to move around the pony safely. Children should be aware how to reduce risk such as use buckets and sponge if pony is reactive to the hose, or if using a hose reduce the flow of water when near the top of the neck. If available, lukewarm water can help to reduce reactivity of pony. If using a hose, children should be aware how to move around with the hose safely so as not to spook the pony. When using buckets of water the children should be aware these will be heavy, and to only lift what they can manage; half buckets of water may be more suitable. Correct lifting technique followed and where to place the buckets so they cannot be knocked over by pony
- When not to bath: Pony should not be bathed in cold conditions. Bathing will strip the coat of oils so if the pony is turned out in winter they should not be bathed as this will reduce the waterproof benefits of the coat. Also it just wouldn't be a very pleasant experience for the pony!
- Bathing area: non-slip surface with suitable drainage. Clear of droppings. Preferably close to a water point
- Bath a pony: assistance should be given. Children to help as much as they can based on their age and ability. A suitable, quiet and calm pony should be used. Pony should be bathed with shampoo, rinsed and scraped. A safe procedure should be followed and children should be aware of risk and how to reduce this throughout the process. They should be mindful of pony's reactions and behave considerately at all times
- Aftercare: Children should be aware of different methods of aftercare and why, depending on the weather conditions. For example, you may want to walk the pony for a bit or put on a cooler rug to help dry pony/keep warm. If it's a very hot day you could just turn the pony out or put in stable without the need for a cooler. You could also discuss that some centres may be lucky enough to have a drying room with heat lamps

## **\*\*Two star challenges**

- Hot clothing as an alternative to a full bath
  - Children to know what hot clothing is
  - Children to be able to follow process for this
- Know they types of rug that help ponies dry off
  - e.g. thermatex, waffle rug, cooler, fleece
  - What rugs not suitable and why
- Other methods to dry a pony
  - Heat lamps, walker, if it's a hot day turn out
- Go through a basic risk assessment for this activity
  - Can children recognise areas where they need to take care and know why?

## GOLDEN GROOM

### ANATOMY 2

Learn more points of the horse including major bones and muscles

**Key points: children will be able to:**

#### \*One star challenges

- Use the correct names for points of the horse
- Identify where major organs are
- Tell you the role of each major organ
- Outline the digestive system and circulatory system in the horse
- Identify where major bones are
- Identify the axial and appendicular skeleton

#### Coach guidance

- Further points of the horse (progression from Dartmoor Dazzlers): muzzle, chin groove, throat, poll, point of shoulder, forearm, elbow, crest, withers, barrel, loins, stifle, coronet, quarters, point of hip, croup
- Major organs to identify (and give the role for): heart, brain, lungs, kidneys, liver, stomach, intestines
- Circulatory system: a brief outline is required of the major parts of the circulatory system, and describe the functions of the heart, blood vessels and blood
- Digestive system: a brief outline is required of the major parts of the digestive system and the function of saliva, teeth, oesophagus, stomach, small and large intestine
- Major bones: skull, scapula, humerus, radius, cannon, pastern ribs, spine, tibia, femur, pelvis

#### \*\*Two star challenges

- Know the bones of the lower leg and inside of hoof
  - Can they tell someone else all about a pony's lower leg?
- Learn about one other organ system
  - It's role
  - Where the organs/component parts are
  - What the organs/component parts do (their function)
- Know more about pony's vision
  - Range of vision and blind spots
  - Advantages of nearly 360 vision
  - Children to research other facts about horse's vision to share with group – or coach could lead this type of lesson

## PET PROTECTOR

### POISONOUS PLANTS

This topic introduces the plants, shrubs, trees and other foods that are poisonous to horses and ponies

**Key points: children will be able to:**

#### \*One star challenges

- Recognise common poisonous plants, shrubs and trees found in the UK
- Create a poisonous picture guide
- Tell an appropriate adult if they see any poisonous plants in a horse field
- List other feed that should not be fed to horses and ponies as treats
- Know why grass cuttings shouldn't be fed
- Know the consequences if a pony eats unsuitable food

#### Coach guidance

- Common UK poisonous plants, trees and shrubs to recognise; ragwort, yew, oak (acorns), sycamore (helicopter seeds and seedlings). Particularly anything prevalent in local area
- Other feed to be aware of; grass cuttings, potatoes, food scraps etc. Children should be able to give a minimum of three examples
- Know who to tell at the yard if they identify poisonous plants
- Consequences: will depend on the poisonous plant. Also generalise unsuitable feeds could give colic. Also awareness that sugary treats such as carrots/apples could be unsuitable for overweight ponies/laminitic ponies and should always be mindful to not feed ponies they do not know.

#### \*\*Two star challenges

- Explore poisonous plants learnt in one star challenges in more detail
  - What type of environment are they likely to grow in / where are you likely to find them
  - What time of year do they grow
  - What part of the plant is poisonous
- Discuss the safe removal and disposal of poisonous plants from grazing land (e.g. ragwort)
  - If can't be removed (ie sycamore tree) how do you keep your pony away from it
- Pick two plants, trees or shrubs learnt about and find out if they are poisonous to any other animals and how the animals know not to eat them.

## PET PROTECTOR

### DISEASE PREVENTION

How to minimise the risk of disease and ill health in domestic animals

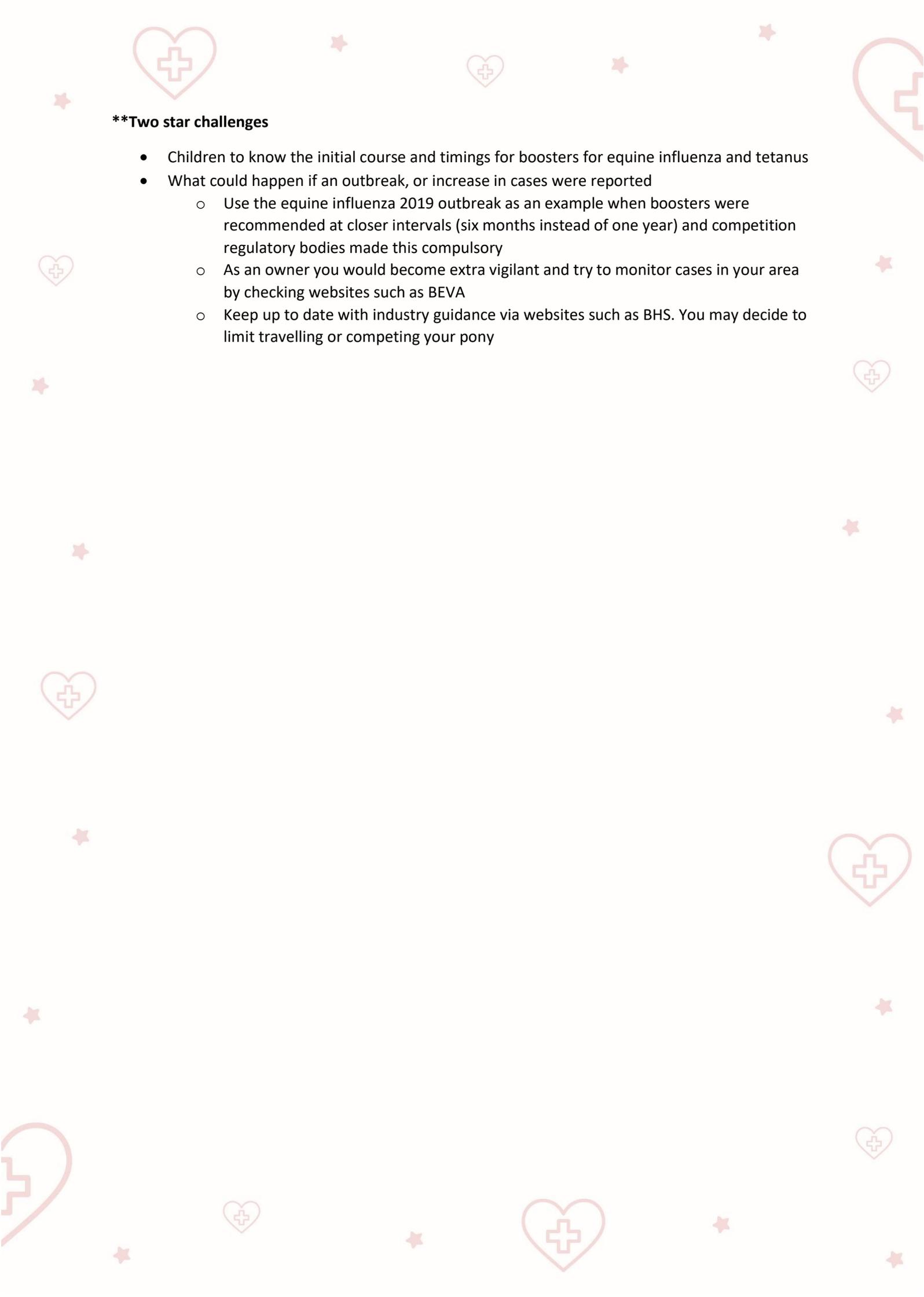
**Key points: children will be able to:**

#### \*One star challenges

- State a benefit to vaccinating domestic animals and pets
- Identify two diseases all ponies should be routinely vaccinated for in the UK and outline why they should be vaccinated against
- Identify another animal or pet that should have routine vaccinations
- State who administers vaccinations for animals
- Know how often ponies are usually vaccinated for flu and tetanus
- Outline how to record vaccinations
- Outline steps to take to prevent disease in ponies

#### Coach guidance

- Benefits: Vaccinations can help to reduce the risk and spread of a high risk disease between animals (of the same species) and decrease the severity of the disease in affected animals
- Vaccinations for ponies: Children should be aware of tetanus and equine influenza. Tetanus: Caused by a bacteria which lives in soil, entering the bloodstream via a wound. It multiplies quickly and attacks the horse's nervous system. Equine Flu: An infectious viral illness that affects the horse's respiratory system. It is highly contagious and can spread quickly between horses.
- Other animals: dogs – parvovirus, canine distemper, leptospirosis, adenovirus and canine parainfluenza. Cats – feline enteritis, feline influenza, feline leukaemia (latter only if cat goes outside). Rabbits - myxomatosis and viral haemorrhagic disease. Farm animals such as cattle pigs, poultry and sheep can also have routine vaccinations
- Vaccinations for all animals are administered by a vet
- Basic programme: the children does not need to state a specific programme for a particular vaccination or animal. Generally speaking the animal will then have a yearly booster, or some vaccinations are spaced up to three years apart. Further specific details can be discussed as part of a two star challenge
- How to record vaccinations: for dogs, cats and rabbits a record card is usually maintained to help keep track of dates, however this is not compulsory. If the pet is going to a boarding kennel/cattery whilst an owner is on holiday the vaccination record will usually be required to be seen. For ponies the use of a passport for recording vaccinations should be discussed, and how this is completed by a vet with the vet's stamp and signature and vaccine details
- Steps to prevent disease: Vaccinations. Children should have a basic understanding that some disease can be passed on by direct touch (animal to animal) or by indirect (via fence posts, water troughs or feed buckets). Therefore to be vigilant when with horses that do not know each other to not allow them to touch or share water/feed buckets. Do not stroke or fuss ponies you do not know and then handle your own pony. This is particularly important when at shows or pleasure rides when you could come into contact with a lot of ponies you do not know.

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## **\*\*Two star challenges**

- Children to know the initial course and timings for boosters for equine influenza and tetanus
- What could happen if an outbreak, or increase in cases were reported
  - Use the equine influenza 2019 outbreak as an example when boosters were recommended at closer intervals (six months instead of one year) and competition regulatory bodies made this compulsory
  - As an owner you would become extra vigilant and try to monitor cases in your area by checking websites such as BEVA
  - Keep up to date with industry guidance via websites such as BHS. You may decide to limit travelling or competing your pony

## PET PROTECTOR

### WORM CONTROL

Understand how worms can affect ponies and how to manage them

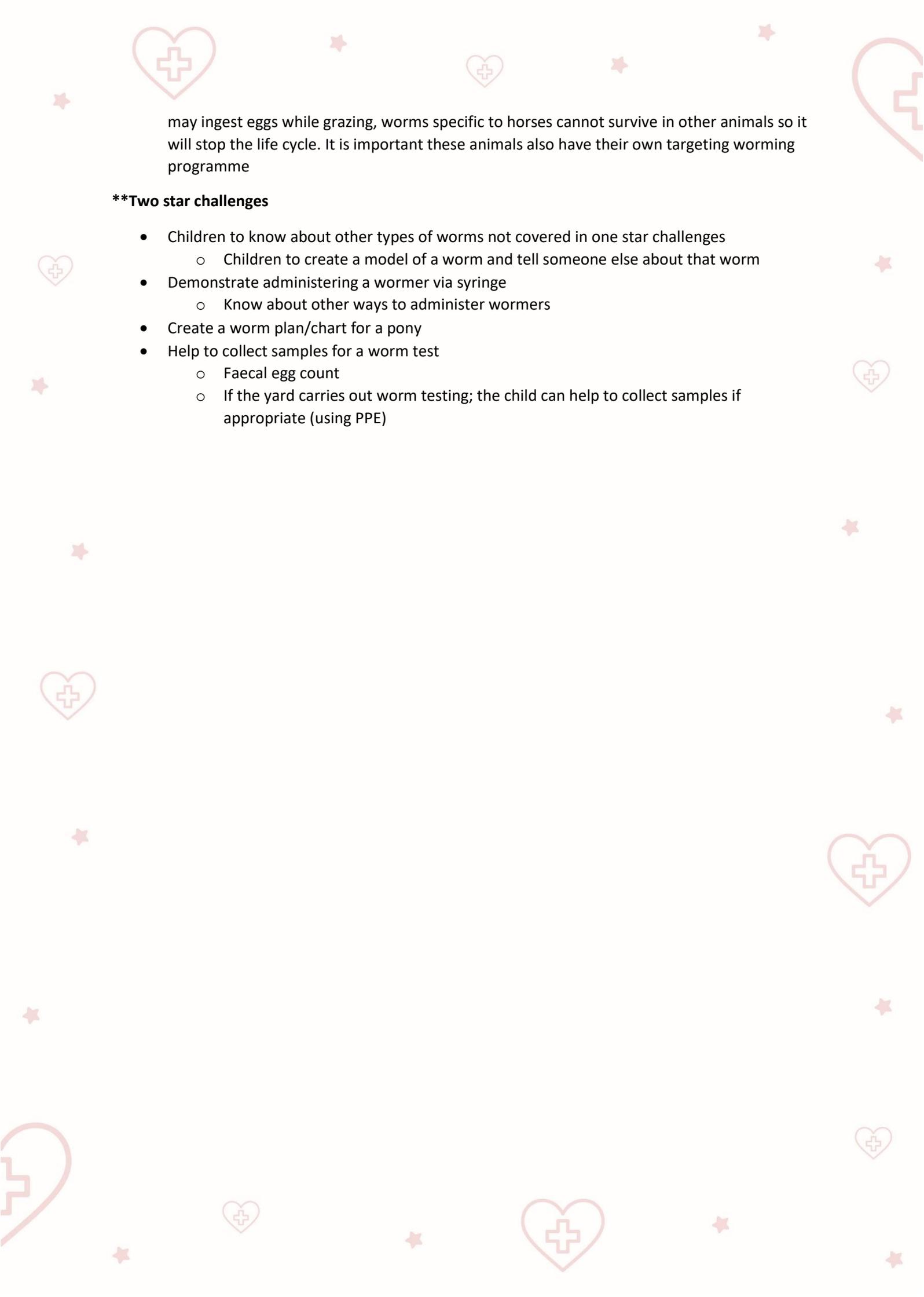
**Key points: children will be able to:**

#### \*One star challenges

- List two worms that can affect ponies
- Outline why it is important to manage worms in ponies
- State the purpose testing for worms in ponies and different ways to do this
- Outline when you would test for worms
- Outline when you would treat for worms and how to do this
- Know how to get advice regarding worming
- Describe the term worm resistance and how to reduce the risk of this occurring
- Outline the principles of good pasture management for controlling worms

#### Coach guidance

- Two worms of any of the following: Tapeworm, roundworm, redworm (small, large and/or encysted), bots
- A major worm burden can lead to potential problems such as gut damage which can lead to colic, diarrhoea and other serious problem which can be life threatening
- Testing: this determines how much of a worm burden your pony has so you can target specific worms with the relevant treatment. Testing methods include faecal egg count for roundworm, saliva test or blood test for tapeworm
- When to test: as a guide, faecal egg counts should take place in the Spring, Summer and Autumn, about every three months. Tapeworm testing in the Spring and Autumn.
- When to treat: if a test comes back positive for high burden you would treat for the worm present. You would also routinely treat for encysted small redworm (this cannot be picked up via any test). If you have a new pony you would worm for encysted small redworm and test for tapeworm. How: following any test results contact a vet or suitably qualified person (SQP) who can offer advice on the relevant product. Wormers can be administered via paste (syringe), tablets or granules in feed. Before administering a wormer the horse's weight should be known (via weigh bridge) or estimated (via weigh tape) so a suitable dose can be given. Always dispose of the wormer safely (leftover wormer can be toxic for other pets) and wash your hands thoroughly
- Worm resistance: means a worm population are resistant to (not affected by) ingredients in wormers designed to kill the worm. They have evolved to become resistant to the drug. This has happened due to ineffective worming, for example not giving enough wormer by not accurately weighing the pony, the pony spitting out some wormer, or routinely giving wormers when not required (for example, it being the wrong time of year in the worm's life cycle). To reduce the risk of this occurring it is important to only administer a wormer when it is required and ensuring the pony is not under-dosed
- Good pasture management: regularly remove droppings (this reduces the risk of eggs and larvae that may be eaten during grazing), do not over-stock, rest and rotate pastures for at least three months (strong sunlight and hard frost help to reduce eggs and larvae surviving in paddocks. Sharing pastures with sheep and cows can also be beneficial as although they

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may ingest eggs while grazing, worms specific to horses cannot survive in other animals so it will stop the life cycle. It is important these animals also have their own targeting worming programme

**\*\*Two star challenges**

- Children to know about other types of worms not covered in one star challenges
  - Children to create a model of a worm and tell someone else about that worm
- Demonstrate administering a wormer via syringe
  - Know about other ways to administer wormers
- Create a worm plan/chart for a pony
- Help to collect samples for a worm test
  - Faecal egg count
  - If the yard carries out worm testing; the child can help to collect samples if appropriate (using PPE)

## PET PROTECTOR

### CONDITION SCORING

Body condition scoring can help you to assess and monitor your pony's weight and condition

**Key points: children will be able to:**

#### \*One star challenges

- Outline what body condition scoring means
- State a purpose for body condition scoring
- Describe how and why a pony's body condition score could change over time
- Describe the key features to look for when body condition scoring
- Feel the difference between muscle and fat
- Body condition score a pony
- Interpret the results of a body condition score and make suggestions for management
- List other methods to monitor a pony's condition and weight

#### Coach guidance

- Body condition scoring (or also known as fat scoring) is where you look at and feel over different parts of your pony's body to gain an overall picture of their condition. As you feel your pony you can tell the difference between muscle and fat which will help to determine if they are overweight
- Purpose: Weighing is useful for monitoring weight but does not distinguish between muscle and fat. Body condition scoring can be used to assess fat covering and used in conjunction with the pony's weight to determine if they are a healthy weight
- How their body score could change: Generally, if in the wild, horses have evolved to naturally change weight and shape over a year as the seasons change. In the UK, native ponies and types have evolved to survive cold, wet winters and can do well on poor grazing (link back to *Winter Care Welshie Wizzers* topic and how they have adapted to survive winter (waterproof coat, thick coat, create heat through digestion etc). A pony will use more energy over winter to work to keep warm and therefore, naturally will lose weight. This is also an instinctive method to protect the pony from being overweight as they approach spring – when grass sugars rise and so does the risk of health concerns such as laminitis etc. So a body condition score may naturally fluctuate slightly during winter and summer, unless the pony is rugged, stabled, has access to rich pasture or excess forage and feed. Other considerations include the amount of exercise a pony has (which could also change over the seasons if a pony is ridden more in spring/summer than winter) which has an effect on weight and muscle covering. The above are likely to be subtle changes over a long period of time. If a pony's body condition score changes dramatically over a short period (for example a few weeks or a month) this could indicate a serious health concern and a vet should be consulted with
- Key features: neck, body and hind quarters and get hands on to help determine between muscle and fat
- Body condition score: using the 0-5 scale. Guide is also on the BHS website
- Interpret a body condition score: this is on a basic level (we do not expect the children to be able to suggest a detailed diet, exercise plan or detailed changes in management) rather have an awareness of changes that could be made and go to a coach, vet etc for advice. For

example, if the pony is 4-5 on the body condition score they should be able to recognise this suggests the pony is overweight, so changes in the amount of food the pony has/diet and increasing exercise could be suggested. You could also discuss clipping and/or reviewing the pony's winter management (are they rugged) depending on the time of year. They should be aware that changes in diet (whether for weight loss or gain) should be made gradually to reduce risk of colic and other conditions

- Other methods to monitor weight and condition: weigh bridge – will give accurate weight. Weight tape; will not give accurate weight but you will be able to track weight loss or weight gain over time

### **\*\*Two star challenges**

- Children to learn about two health issues in ponies that can be caused by, or made worse by, being overweight
  - Name, symptoms and treatments/management
  - Eg, EMS, laminitis, arthritis
- Discuss and practise Cresty Neck Score as an additional method to monitor weight
  - What does cresty neck mean
  - How it can affect the body condition score
  - What to look out for
- Look at the donkey condition scoring guide and compare differences

# PET PROTECTOR

## FIRST AID FOR PONIES

This topic introduces the basics of first aid for horses and ponies should an injury occur

**Key points: children will be able to:**

### \*One star challenges

- Outline the basic checks to make each day with regards to healthcare
- Tell an adult or experienced person about a suspected injury or illness
- Demonstrate how to treat basic wounds
- Discuss items in a first aid kit
- Discuss how pony's behaviour might change if they are in pain or unwell

### Coach guidance

- Opportunity to recap the 'pony health' topic in Welshie Wizzers
- Identify the responsible adults or experienced people on the yard. Where the horse first aid kit is and who is allowed to use it.
- Treat basic wounds; sponge or hose a wound to clean, what can be used to stem bleeding until vet arrives. Importance to stay calm and follow safe handling practices and recognise when it may be too dangerous to help
- How a pony's behaviour may change if they are in pain – important to keep self-safe and allow adult to handle pony

### \*\*Two star challenges

- How temperature, pulse and respiration rates can help to determine a pony's health
  - Resting / normal parameters
  - Take pulse and respiration rates of pony in stable – take different ponies and compare
  - Talk about taking temperature but children don't need to do it
  - How TPR changes when pony is unwell
- Know signs, causes and treatments of common ailments: colic, lameness, laminitis
- Different types of wounds, how they are caused, their severity and treatment (link to importance of tetanus vaccination)
  - Be aware if any children are squeamish and likely to be upset

## JUNIOR JOCKEY

### RIDING SKILLS 4

Develop riding skills with these sets of challenges.

**Key points: Children will be able to:**

#### \*One star challenges

- Know what a correct position looks like
- Know why the ball of the foot is in the stirrup
- Demonstrate how to hold, lengthen and shorten the reins
- Demonstrate rising trot
- Understand what a trot diagonal is, how to check and why it is important
- Ride changes of rein in trot
- Ride 20m circles at A, C, E and B
- Ride variety of school figures
- Describe a square halt
- Know how the pony moves in walk and trot
- Be able to give aids for halt, walk and trot

#### Coach Guidance

- Correct position: sit evenly on both seat bones, sit up straight, hands over thumbs on top, bend in elbow, legs relaxed and underneath you, ball of foot in stirrups, heel lower than toe
- Rider can rise to trot comfortably, understands the concept of diagonals and how to change them. Will need prompting as to when to change.
- Ride changes of rein in rising trot with change diagonal e.g. long diagonals, across centre line
- Ride a 20m circle in walk and trot. Markers can be used on floor as guide. Recognise circle should be round.
- Ride a variety of school figures: figure '8', 3 loop serpentine, shallow loop. Markers can be used
- Describe how pony moves walk and trot: walk: 4 beats, each leg moves individually, head and neck nod. Trot – move legs diagonal pairs with a moment of suspension when all feet off ground, head and neck lift and stay still.
- Aids: halt: sit up tall, increase pressure on rein until halted then relax rein. Walk: sit up tall, use both legs to lightly squeeze, light rein pressure. Trot: sit up straight, shorten reins, use both legs to squeeze.
- Rider can ride a series of transitions between halt/walk/trot around arena giving clear aids to pony and staying in balance.

#### \*\*Two star challenges

- Ride in walk and trot without stirrups
- Ride in a light seat position in walk and trot (seat lifted out the saddle, upper body slightly inclined forward)
- Ride simple canter exercises

- Recognise the correct and incorrect canter lead
- Ride as lead file
- Know what lead file responsibilities are
- Know what open order means
- Ride a simple exercise in open order under instruction
- Walk and trot over single ground poles in a line
- Walk and trot over a simple course of single poles
- Give some reasons for using poles

### Coach Guidance

- Rider to demonstrate balanced position in walk and sitting trot with no stirrups. Neck strap or front of saddle can be used.
- Light seat position to work towards improving lower leg strength and balance. Neckstrap can be used to prevent rider balancing down rein. Build up slowly to two mins or acceptable time depending on rider fitness.
- Canter exercises suitable for pony and rider to improve confidence.
- Rider should be able to give clear upwards and downwards aids and balance themselves in trot transition after a canter.
- Rider understands what is meant by correct and incorrect canter lead
- Rider understands what the role of lead file involves: setting pace, following instructions, asking if unsure, checking on ride behind,
- Open order: riders are spaced out, not simply following pony in front, all riders on same rein and same exercise as guided by coach. Use exercise appropriate to rider level.
- Reasons for ground poles: encourage the pony to flex their joints and pick their legs up. Improve co-ordination, balance, rhythm, accuracy, steering and any other acceptable reason.
- Poles can be used in straight lines and a simple single pole course

### \*\*\*Three star challenges

- Know about the lines: Ear/shoulder/hip/heel and elbow/arm/hand/rein
- Begin to recognise and discuss (with coach) their own position faults or issues to improve on
- Know exercises they can do off the pony to help improve position
- Understand what a working pace is
- Recognise when the pony they are riding is working actively
- Be able to ride transitions
- Describe what progressive and direct transitions are
- Ride at least five poles in a straight line (keeping pony straight, straight approach and getaway)
- Complete pole exercises including:
  - Four poles around a circle (if a clock the poles would be placed at 12, 3, 6, 9) and trot the same number of strides between each pole.
  - Start by aiming to ride over the centre of each pole
  - Test further accuracy by picking a different part of the pole to aim for.

- If suitable, children to research some pole exercises of their own, and draw diagrams of the layout and describe how to ride the exercise.
  - Together, review exercises and pick ones to ride in sessions
  - Children can help to set up the exercises
  - Take some time to reflect about the exercise after the session. Discuss what they liked, did it ride as you expected and is there anything they need to work on to improve?
  - This is to begin to discuss their own riding and if they can understand where they may need to develop

### Guidance for coaches

- Children should recognise own basic position faults and how to correct e.g. left hand drops down in transitions, keep hand raised
- Exercises: using non-dominant side e.g. brush teeth/hair, kick ball, hop or balance on one leg, balancing on ball of foot and dropping heel down over step, yoga, Pilates, gym ball, any other suitable exercise
- Children should have a basic idea of definition of working pace. E.g. working pace the one used most often in their lessons, pony should be active,
- Work with children to recognise an active 'working' pace and recognise if speed changes depending on direction or during turns.
- What makes good transition: rider good position and balanced, pony responsive, effective aids, good preparation
- Be able to ride a variety of transitions: progressive and direct if appropriate.
- Pole work: line of 5 trot poles can be double distance. Place 4 poles on a circle, aim to walk/trot over centre of each in regular rhythm. Choose different part of pole to go over e.g. outside edge, a coloured stripe etc aim is for rider to be accurate and maintain a rhythm. Can be done in canter if suitable.
- Children to research some pole exercises: discuss the purpose of each choice. Might need to include distances depending on exercise. Choose a suitable exercise or adapt one if required and explain why.

## JUNIOR JOCKEY

### TACK CARE

This topic introduces how to look after and care for riding tack

**Key points: children will be able to:**

#### \*One star challenges

- Recognise leather or synthetic tack
- State what is needed to clean a bridle or saddle
- Wipe down a saddle and apply saddle soap (if a leather saddle) or equivalent
- Wipe down a bridle
- Clean a bit
- State why tack should be cleaned regularly and how often
- Recognise cracked leather or broken stitching and know to tell an adult

#### Guidance for coaches

- Children can have assistance at all time to clean tack
- Children to recognise and clean the tack available to them, can be synthetic or leather, but both types of tack can be discussed

#### \*\*Two star challenges

- Take apart a bridle for a full clean, apply saddle soap (if leather) or equivalent, and put back together again
- The range of different balms, oils and soaps that can be used to clean, condition or waterproof tack.
  - The difference between them and how they can help to look after the leather
- Find out how much a synthetic and a leather saddle and bridle can cost.

## JUNIOR JOCKEY

### HANDY PONY

This topic introduces fun activities and games on horseback – all whilst improving riding skills!

**Key points: children will be able to:**

#### \*One star challenges

- Complete handy pony and/or mounted games type activities and games to help improve riding skills and have fun!
- Help your coach to design and set up a trail of obstacles and challenges for you and your pony to complete.
- Once you have practiced it, turn it into a competition with your group. Who can complete the course in the quickest time, or with the least mistakes? Your coach can award points for each obstacle and challenge completed. Take pictures or video yourself completing the course.
- Which obstacle did you enjoy the most? What was the hardest challenge you had to complete?

#### Guidance for coaches

- You can coach any mounted games, handy pony, gymkhana activities you can think of suitable for the group

#### \*\*Two star challenges

- Children to design and complete their own course
  - Coach will need to review and adapt course for safety
  - Coach to adapt the activities to challenge the riders according to their ability
  - Children to decide if they are scoring/timing the course – could design their own scoresheets for a fun competition
  - Children to draw a map of the course and describe what to do at each obstacle (instructions)
  - Children to help set up course
- Design the wackiest handy pony obstacle you can imagine! Create a detailed design of your obstacle and include a description of how to negotiate it.
  - This could be anything – not necessarily one that could be realistically ridden

## JUNIOR JOCKEY

### TACK FIT

The comfort of your pony is your number one priority. Find out how to check if your tack is comfortable and the professionals that can help you do this

**Key points: children will be able to:**

#### \*One star challenges

- Outline the importance of correctly fitting tack
- Outline the negative impact poorly fitting tack will have on a pony
- State the role of a saddle fitter
- State how to find a suitably qualified saddle fitter
- Check a bridle for comfort
- Check a saddle for comfort
- Recognise when a saddle fitter should be consulted with

#### Guidance for coaches

- Importance of correctly fitting tack: for the benefit of horse welfare, so the horse and rider are comfortable when riding/being ridden, to prevent issues arising from the horse being in pain, to be able to get the best from your horse
- Negative impact of poorly fitting tack: horse will be in pain and may show poor behaviour such as napping, bucking, rearing, unwillingness to move forward, unwillingness to be caught, groomed or tacked up. Performance issues (for example, tripping, lameness, knocking fences, tightness, unable to relax when being ridden – tense). Could lead to more long term damage such as back pain and arthritis in joints (from excessive strain)
- Role of saddle fitter: to assess the saddle for fit and comfort for horse and rider. The saddle fitter will look at many things to do this; conformation of pony, height and build of pony and rider, the discipline the pony is used for, they will assess the saddle whilst standing and then when being ridden. A saddle fitter may also be able to make small adjustments to a saddle to improve fit and comfort for the pony
- A suitably qualified saddle fitter should be one that has independent qualifications (ie, one that is not just trained in fitting one brand of saddle – these usually work for the brand and are often biased in their decision making). The BHS recommends Society of Master Saddlers qualified professionals and a directory can be found on their website
- Check a bridle: the following areas should be checked: height/width of bit, tightness of browband, noseband and throatlash
- Check a saddle: basic level of understanding. Length of saddle (not past last rib), height of saddle over gullet, saddle not restricting shoulder, not tipping forward or back. Should also be aware to look at the saddlecloth or numnah to check not too short or long, pulled up into the gullet and saddle isn't sitting on any piping on the cloth
- A saddle fitter should be consulted with on a regular basis for routine checks (at least every six months as pony changes shape over seasonal changes), however should also be consulted with if the basic comfort checks raise warning signs, the pony is demonstrating behaviour or performance issues (also vet/equine dental technician to be consulted with in this instance too), the pony has had a break in work due to injury or other reason (change of tone/muscle)

### **\*\*Two star challenges**

- Recognise signs that indicate poor saddle/bridle fit
  - Eg white hairs, scruffy hair after riding, uneven sweat patches
- Know about other careers related to tack such as loriner or leatherworker
  - What they do
  - Qualifications required
- How saddles are made
  - Trees – what this is, what it's made from
  - What parts of the saddle affect fit

## JUNIOR JOCKEY

### READY TO RIDE

Know how to get your pony ready for riding, tack up and untack!

**Key points: children will be able to:**

#### \*One star challenges

- Carry tack appropriately
- Put on a bridle
- Put on a saddle with saddle cloth or numnah and girth
- Put on a set of front brushing boots
- Lead a tacked up pony to the arena
- Untack a pony
- Wash off a bit
- Care for tack and equipment during use
- Store tack and equipment appropriately

#### Guidance for coaches

- Children can have assistance at all times. Safe handling of pony at all times, and safe procedure followed
- Children should show due care for tack at all times, for example tack put in a suitable place before being put on pony
- Bridle: cavesson bridle required, no martingale. Bridle should already fit the pony (not expected to adjust for fit). Pony should have headcollar around neck but leadrope untied, then headcollar put on one bridle is on
- Saddle: saddle placed on horse's back gently and children to be aware that pony may be sensitive when girthing
- Leading pony: stirrups run up and reins over the pony's head (unless martingale is used), position through stable door/gates
- Untack: pony safely tied up. Safe procedure followed, saddle lifted off horse gently and placed down appropriately until taken away to tack room
- Wash off a bit: Rinse off after use before the bridle is put away
- Care for tack: this relates to tack being placed appropriately before use – so cannot be knocked over or stood on by pony, not placed against wall so could be scratched. Rinse bit after each use and knowing when to clean tack
- Store tack: Understanding of need to store so is not scratched or cannot get damp, also on a suitable saddle rack so maintains shape. Boots are stored in pairs

#### \*\*Two star challenges

- Find out the system for allocating tack at the yard (if there is one)
  - How to know which saddle is who's
  - Do ponies have more than one saddle/bridle? How to know which one to use for certain activities
- Put on a bridle with different type of noseband
- Put on a martingale and/or breastplate/extra pieces of tack
- Check the fit of a bridle and saddle for comfort

## EQUINE EXPLORER

### HIGHWAY CODE

This topic will introduce the Highway Code for pony riders

**Key points: children will be able to:**

#### \*One star challenges

- Outline the Green Cross code and what it's used for
- Outline the Highway Code is and what it's used for
- Know the rules of Highway code relating to being a passenger in a car
- State why the Highway Code is implemented for all road users
- Outline the relevant rules relating to horse and pony riders
- Describe hazards that can be on or near a road
- Know why it is important to be aware of surroundings when walking, cycling or riding near a road

#### Guidance for coaches

- Highway Code is an official set of rules and guidance for every road user. Discuss the Green Cross Code and Stop, Look and Listen as a base line of their learning
- Discuss potential hazards out on the roads other than vehicles such as children playing near the road, cyclists, runners, dogs. Refer to *Be Nice, Say Hi* topic
- Children will need to identify within the Highway Code certain rules apply to horse riders. It covers safety equipment, riding at night (though should not be encouraged), before riding, footpaths, pavements, cycle tracks and roundabouts, and where to position themselves when riding
- Children to have an awareness that rules apply to England, Scotland and Wales produced by the Department of Transport, there is a different version of the Highway Code for Northern Ireland and the Republic of Ireland, and a country specific Highway Code is available. Children should be aware of the Highway Code that is relevant to where they live
- Hazards: animals, children playing, balls, building work, parked cars, cyclists, joggers, skips and any other appropriate answer

#### \*\*Two star challenges

- Create a short video, radio advert, play etc about the Green Cross Code to teach someone else about it and why it's important to follow
- Other road users and how they may use the Highway Code ie, cyclists
- How to navigate roundabouts on horseback
  - What does the Highway Code say
  - Where to position yourself when on a pony
  - How to let other road users know where you are going
  - Build a simulated route including a roundabout and practice riding round
- Create some top tips to help new pony owners stay safe on the road. Illustrate your top tips to make them stand out.

## EQUINE EXPLORER

### TRAVELLING

It's exciting to get out and about with your pony and explore, but in order to do this you should understand how to travel your pony safely

#### Key points: children will be able to:

##### \*One star challenges

- List reasons why you may need to travel a pony
- List some travel equipment you can put on a pony and a reason for its use
- Put on travel boots and a tail guard
- List safety checks to carry out on the vehicle before travelling
- Outline safety considerations when loading and travelling a pony
- List items to take with you when travelling a pony
- Prepare a vehicle ready to load a pony

##### Guidance for coaches

- Reasons for travelling: to ride somewhere, to compete, if pony is ill or is going to a vet, going to a new yard
- Travel equipment to include: leather headcollar, travel boots, and tail guard. Can also include poll guard and travel rug and tail bandage
- Safety checks: should have an understanding to check inside the vehicle: floor, partitions for general wear and tear, ramp, any sharp objects. Then check outside of vehicle (tyres and lights). Doesn't need to know how to check these but should understand to ask/remind an adult to check
- Safety considerations: is area suitable for loading (flat, not slippery and well-lit if leaving early or returning late, enough room before ramp to walk horse to/off), ponies may react differently to being handled normally as may be excited/nervous to leave yard or return to yard, should not load a pony on your own in case of an accident and also to have help to lift ramp, some horses do not like being loaded and can be stubborn, or even rear, barge or try to pull away. Pony should be tied using a quick release knot. PPE should be worn (hat, gloves and hard boots). Always get an adult to help load
- Items to take with you: passport, water and buckets, spare headcollar/leadrope, charged mobile phone, hay (a passport is not required if travelling the pony in an emergency)
- Preapre vehicle: can be practical if access to vehicle or discussion. Lower ramp (safe position), fix partitions etc depending on vehicle type.

##### \*\*Two star challenges

- Discuss the different size trailers and horseboxes and what is the recommended size for a pony compared to a shire
- Look at different scenarios for travelling a pony and discuss what else you may need to take with you (water, buckets, sponge, tack etc)
  - What considerations would you make if it was a long journey – over five hours/overnight stay? Or you are travelling in hot weather?

- Discuss the payload of a lorry or trailer and what this means. If you have access to a weigh bridge, weigh lorry, then load it up (without pony) and weigh it again. Add the weight of the pony – are you over the payload?
- Depending on suitability/facilities available/temperament of ponies you could move onto practicing loading – risk assessment and only if suitable. Not required to complete two star challenges

## EQUINE EXPLORER

### BE PREPARED

Looking after your horse's welfare when out and about is very important. An accident or incident will hopefully never happen, but being prepared will help you to stay calm and react appropriately, and most importantly, look after you and your pony

#### Key points: children will be able to:

##### \*One star challenges

- List considerations to think about before going for a hack: traffic volume, time of day, sun position (winter), daylight, weather conditions, road conditions, local activity such as shoots, hunts, cycle races, running events
- Describe when it would be better not to go for a hack or to change the intended route
- List accidents or incidents that might happen when out on a ride
- Describe what to do if someone you are with has an accident
- Outline how to find your location when on a ride
- List less common hazards: wind turbines, solar panels, low flying aircraft, bird scarers
- How to introduce pony to these and extra precautions to take out hacking.

##### Guidance for coaches

- Checks and considerations: weather – rain could mean slippery or deep ground, road conditions, volume of traffic – busy during rush hour, time of day e.g. school letting out time mean lots of people/children around, any events e.g. sporting that might be on road or using hacking routes, low sun can affect visibility, daylight hours – might lose daylight before home, local hunt nearby – cars etc parked up on road side, hounds, other horses and riders, local shoots – noise from guns and beaters, birds, dogs. Anything else relevant to area.
- Accidents/incidents: try not to go into too much detail here as do not want to scare/worry the younger riders. Just a general overview that accidents and incidents can occur, such as, pony going sore or lame, twisted shoe, stone in foot or other type of injury, a rider could fall off, become ill or injured, loose pony. These are just a few examples. Discuss incidents and accidents appropriate to the group you have and the type of hacks or rides they may go on
- How to find location: Ensure mobile is fully charged with emergency numbers programmed in (In Case of Emergency (ICE), vet number). Someone on the ride should have a smart phone with a map app downloaded (for example Google Maps), this can give your location. Another app you could use is 'What3Words' which gives a unique three word grid reference. All riders with a smart phone should be able to practise using these apps to find their locations so they are aware of how to use them before in an emergency situation
- Less common hazards: wind turbines, solar panels, low flying aircraft, bird scarers or anything relevant to where they live.

##### \*\*Two star challenges

- Find out about organised (fun/pleasure) rides
  - What these are
  - Considerations if want to take pony on one: fitness, travelling, control in open spaces, riding a group

- Equipment you may need to take
- Who to report incidents and accidents to?
  - BHS Horse Incidents app/website
- What to do if meet loose dogs out hacking
  - How might a pony behave
  - Share the BHS leaflet advising dog owners

## EQUINE EXPLORER

### GATES

You may need to navigate you and your pony through a gate when exploring off-road routes

**Key points: children will be able to:**

#### \*One star challenges

- Open and close a gate using the 'heels to hinges' method
- Safely lead their pony through a gate from ground
- Identify two types of gate that can be found on a bridleway
- Recognise if a gate needs to be improved for equestrian use and how to report this

#### Guidance for coaches

- Open and close a gate: can be done on a bridleway/byway or on the yard. Can be a simulated gate in arena. Can have assistance if required.
- Varying types of gates are found on bridleways/byways dependant on geography of area. Find some local examples and show to children
- Children to know the two different types of gates found on bridleways/byways. Gates do not have a 'standard' type but will have certain characteristics eg. self-closing/ two way opening gates
- Gates should be openable with one hand to apply 'heels to hinges' technique. This method is the safest as it reduces the chance of reins, bridle or martingale becoming caught on the gate or the latch, or the pony's head being hit by the gate. Children will be able to practice this both on and off their pony
- Children will be able to spot gates which are not suitable for horses and riders. For example: bridleway gates will usually be no less than 5ft wide for horse and rider to travel through, so if they are less than 5ft it may not be safe for horse and riders. If they find a gate to be dangerous this should be reported to the Local Authority. You can also report incidents involving gates on the [BHS Horse Incidents](#) site
- Watch BHS video Advice on gates

#### \*\*Two star challenges

- Know why gates are used on bridleways
- Discuss why it is important to close gates behind them if the gate is not self-closing.
  - Link to Countryside Code/Scottish Access Code depending on Nation
- Identify route markers on gate post
- Make a video guide or picture guide to negotiating gates safely on horseback.

## STABLE STAR

### STABLES

This topic introduces some common yard tools, what a stable is, what a stable should have or not have, how to keep it clean and how to provide the food and water for a pony in a stable

**Key points: children will be able to:**

#### \*One star challenges

- State why a horse may require a stable
- List the basic requirements for a safe and suitable stable
- Skip out a stable
- Clean food and water buckets
- Refill a water bucket and haynet

#### Guidance for coaches

- Basic requirements: near to companions, able to see other horses, suitable size so pony can turn around and lie down (specific dimension requirements not required), no sharp objects or anything sticking out that pony can get injured on, bedding, be able to provide food and water, doorway suitable size, door can be secured, light and airy
- Any type of bedding can be discussed depending what is used at the yard
- Children can have assistance at all times
- Pony is not required to be in the stable when skipping out
- Children are not required to carry water bucket into the stable or carry/tie up haynet
- If yard uses automatic drinkers children can help to clean this instead of a bucket

#### \*\*Two star challenges

- Go into further detail about the requirements ie specific sizes, height of tie ring (for haynet), electric fittings
- Discuss different ways to provide water (bucket or automatic drinker), forage (haynet, hay bar, on the floor, soaked or dry) and food (bucket on floor or over door) and advantages and disadvantages of each
- Discuss different types of bedding and the advantages and disadvantages
  - Children to rank their favourite preference and discuss why
- Discuss the process of mucking out and how to do this. Why it is important for horse health to skip out and muck out and health problems that can arise (respiratory, dust allergies). You can begin to teach the method for mucking out if you feel suitable, but this is not compulsory.
- Does a pony require a stable? Prepare reasons for and against and have a friendly debate.

## STABLE STAR

### PADDOCKS

Want to know what makes a great paddock for a pony? Find out in this topic.

**Key points: children will be able to:**

#### \*One star challenges

- Describe an ideal paddock for a pony
- Identify any hazards found within a paddock
- Give examples of basic paddock management
- Clean out a water trough
- Poo pick a paddock

#### Coach guidance

- Ideal scenario for a paddock – at least 1 acre per pony, no poisonous plants, no rubbish, secure fencing, field poo picked, clean water supply, shelter, enough grass for the horses that are on the paddock
- Hazards may include any faults within the ideal scenario, rabbit holes, types of fencing used etc.
- Paddock management should include poo picking, checking for poisonous plants and checking fencing and water daily. Any issues should be reported to an adult. Any rubbish should be removed from the field if spotted
- Reasons for poo picking – link to worm control, pony's won't graze near droppings lead to overgrazing other parts.

#### \*\*Two star challenges

- Identify which types of fencing should be used in horse paddocks and which should be avoided
- Identify what challenges may be present for paddock care in winter
  - How can rotating grazing help with this?
  - Other paddock management ideas
  - Interview yard manager and write an article for a magazine about caring for paddocks in winter
- Be able to explain why paddock care is important to the welfare of the horse
  - Link to five freedoms
  - Create a poster to encourage other horse owners to look after their paddock / why they should do this or how to do it

## STABLE STAR

### FENCE BUILDING

Learn about different types of fences and how to help build them

#### Key points: children will be able to:

##### \*One star challenges

- Recognise a variety of show jumps
- Outline when and why safety cups are used
- Outline when and why flat cups are used
- Describe what fillers are and when they may be used
- Outline features of a safe fence
- State what the white and red flags and numbers indicate on a fence
- Help to build a variety of show jumps

##### Guidance for coaches

- Variety of show jumps should include: cross pole, straight upright, oxer. Can also include planks if available at the centre
- Safety cups: used on the back rail of oxers, so they collapse and release the pole in an incident. For example, if the horse misjudges the take-off they may put a leg down the middle of the two poles; the safety cup will allow the pole to fall. If this wasn't there the horse might trip, or fall over (important for them to know the risk of not putting safety cups on)
- Flat cups: used for planks as these usually have flat ends, flat cups allow the plank to slide off should they become knocked
- Fillers: usually on the ground underneath a pole. They can be used to provide variety within a course and can help to prevent large empty spaces in a fence. Some fillers have 'feet' so they stand on the floor, others will need to be placed on cups. If using a single pole fence, with a water tray on the floor, the pole will require safety cups.
- A safe fence: wings and poles are not split, damaged or broken. Smooth with no sharp edges. Safety cups are used on the back rail if it's an oxer. Should be positioned so there is a good take off and landing area (for example, good footing, not close to the edge of an arena)
- Show jumps: will fall down when knocked. Will have a top rail which will be a pole or plank.
- Red/white flags indicate the direction the fence is jumped. You jump the fence with the red flag on your right side and white on your left side. Numbers will be visible if jumping a course, so you know the correct order to jump the fences in. Numbers will always be positioned to the right hand side of the fence
- Build show jumps: Children should be able to help a coach build show jumps (for a lesson or short course perhaps). The children will not need to know stride distances, but should be aware to use the appropriate cups, ensure poles are placed correctly, the fence is built according to the correct direction of jump, and follow manual handling advice with regards to lifting and moving items. They should understand the importance of clearing up after use; stacking jumps and poles correctly, removing all cups from the arena (to avoid ponies accidentally treading on them)

### **\*\*Two star challenges**

- The role of a course builder at a show jumping or cross-country competition and the qualifications or training they will need
- Related distances
  - What they are
  - Measure out a related distance between two jumps that is suitable for a pony
- Investigate how distances will change depending on the size of the pony/horse and why this is
- Work as a team to design and build a show jump course with your coach.
  - Decide how many fences you will need and what type.
  - Will you have any related distances?
  - Number each fence and then design a course plan to show riders where to go
- Walk the course as a group and practice your lines and turns to each fence.
  - If suitable, they could ride the course to test it out. You can use poles on the floor instead of jumps to test lines and turns.

## STABLE STAR

### BIOSECURITY

The importance of good hygiene on the yard for the safety of humans and ponies

**Key points: children will be able to:**

#### \*One star challenges

- Why it is important to follow general good hygiene practice when on a yard
- Outline some good hygiene rules to follow when on a yard
- Give an example of 3 equine diseases that can be passed between ponies
- Outline how an equine disease can be spread on a yard
- Outline some rules to follow on a yard to prevent a spread of an equine disease
- Outline the rules to follow if a pony is in isolation and what it means

#### Guidance for coaches

- Good hygiene: important to follow to reduce the risk of spreading a disease or illness between other people or ponies
- Good hygiene rules: washing hands upon arrival, before eating etc. Washing hands before handling a different pony. Not touching your face. You could discuss the Covid outbreak which resulted in social distancing and wearing a mask
- Equine disease: Equine Flu, Strangles or Ringworm
- An equine disease can be passed via direct touch (pony to pony), can be transmitted by small water droplets in the air (one pony coughing in close proximity to another), or water droplets landing on fence posts, stable doors or in water troughs. Water droplets can also land on a coat or someone's hands, and then transferred by touching the pony
- Rules to follow: some examples include keeping vaccination up to date, wash hands before handling different ponies, do not touch or handle unknown ponies before handling your own, do not allow unknown ponies to share water, grooming kit, feed buckets etc. A new pony to the yard should be put in isolation: turned out individually without being able to touch other ponies and not stabled directly next to another pony (should still be able to see other ponies – explain why)
- Pony in isolation: generally the yard should have a list/rota of staff that will be looking after the pony and only these named staff can handle the pony. Signs will be on the yard for all to follow and must be obeyed, such as 'no access' or 'do not touch'. Usually they will wear overalls and change/remove these once finished caring for the pony. The yard should also have a 'boot dip' to be able to disinfect the soles of boots before moving around the rest of the yard. The pony should not have any compromise on its health and welfare, but strict rules would be in place to try to prevent any cross contamination – separate grooming kit, feed bucket, water bucket etc and these are kept in one area away from the others. The pony should be able to see other ponies but should be turned out/stabled so it cannot touch and mix with others. Isolation as a general guide will be up to 21 days; but vet's guidance should always be followed depending on the illness or situation concerned

#### \*\*Two star challenges

- Children to choose two common diseases learnt about in one star challenges and find out more information about them. Create a fact sheet for each.

- Discuss an outbreak further and the implementation of a traffic light system to colour code ponies into the following groups:
  - Red – Isolate suspected or confirmed cases in a group away from other horses on the yard
  - Amber – Isolate horses that may have had contact with suspected or confirmed cases in the past three weeks
  - Green – Group horses that have had no known contact with suspected or confirmed cases for at least three weeks
  - How is a traffic light system managed to control the spread of an outbreak
- Discuss the meaning of herd immunity



## HELPING HERO

### EVENTS

Develop your organisation and leadership skills to help to plan and run an event

**Key points: children will be able to:**

**\*One star challenges**

- List types of events that could be held at the yard
- Plan an event of their choice
- Assign roles to helpers and staff
- Outline the safety considerations for their event

**Guidance for coaches**

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- The event can be any event of your choosing. If your children are quite young you might want to plan an imaginary event. They could plan an event for themselves to participate in, or plan an event for another group of riders at the centre. For example, a tack and turnout, fancy dress, handy pony, small gymkhana or clear round event. Or it could be an event without ponies for example a sports day type event or perhaps a dog show?
  - Planning an event could include:
    - Deciding on the event – what type, what classes, how many? Do competitors need to wear any special competition clothes? Do the competitors or helpers need to wear any special safety equipment; if so who will check they are the correct standards (for example, hat checkers?). If this is an external event, how much are the classes? What are the prizes?
    - Producing a schedule
    - Advertising the event – put up posters around the yard
    - Recruiting helpers and deciding roles – how many helpers do you need? Roles may include judge, stewards, warm-up stewards, poo pickers, arena party, who will look after helpers on the day, who will look after horses and riders?
    - Assigning roles to helpers and then let them know the time to arrive, what they will be doing on the day, what do they need to bring (for example, refreshments, packed lunch, warm and waterproof clothes, gloves if lifting equipment)
    - Planning a break and lunch rota for all helpers (necessary if an all day event)
    - How many people do you need to set up and tidy away after the event, ensuring any equipment is stored safely
    - How will you thank volunteers after the event – thank you cards?
  - Safety: do you need signs to direct competitors, visitors or volunteers? Do your helpers need to wear hi-vis or advice how to lift poles/jumps? Who will be the designated first aider?

**\*\*Two star challenges**

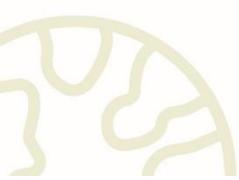
With coach assistance:

If suitable, could the group organise an event for several groups or the whole yard to take part in.

Children to decide on which event they would like to organise and get planning!



Design posters to advertise the event and a schedule if there is more than one class. Don't forget the entry forms!





Allocate roles to everyone in the group.

Complete a risk assessment for the event.



Write a report for a magazine about your event and include some pictures.





## HELPING HERO

### HEALTHY MIND



This topic supports positive mental wellbeing and wellbeing for children.

#### Key points: children will:

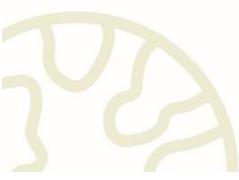
##### \*One star challenges

- Be aware of their own mental wellbeing and what good mental wellbeing means
- Know who to talk to if they feel sad or upset
- Be aware of strategies they can adopt to look after their mental health and wellbeing
- Know who is in their support network

##### Guidance for coaches

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- Talk to children about mental health in the broad sense, explaining it is ok to not be ok
  - Discuss how it is helpful to talk to someone, whether that is a friend, parent, teacher or someone at the centre
  - Ask children to look at how they can take care of themselves and their mental health, for example, take a break, be kind to themselves, relaxing breathing techniques, engage the senses (go for a walk, or sit somewhere and think about what you can see, hear, touch, smell or taste), think about what they are grateful for or learn about meditation.

##### \*\*Two star challenges

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- Discuss how mental health can affect everyone and how to spot signs of someone else suffering from poor mental health. How to talk to someone and signpost them to get help
  - Make a horseshoe chain of positivity for the yard
    - Write a positive message on each horseshoe and then join them together to make a horseshoe chain of positivity which can be displayed on the yard for everyone to benefit from.
  - Make a resource informing others of mental wellbeing and why it is important
  - Share an act of kindness with someone in school or at the yard or home
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## HELPING HERO

### Yard helper



Pave your way to becoming a hero on the yard and help out with tasks and jobs which need doing. This topic also lays the foundations for the BHS 'Riding School Assistant Certificate' which you can achieve when you're 14 years old. More information on that certificate is available via the BHS Approvals Team.

### Key points: children will be able to:

#### \*One star challenges

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- Help to keep a yard tidy
  - Skip out empty stables
  - Sweep the yard
  - Tidy away equipment
  - Clean feed buckets
  - Prepare a pony for a lesson
  - Tack up
  - Untack
  - Assist a coach in a session under supervision

#### Guidance for coaches

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- Children should be supervised at all times
  - The tasks in this topic are covered in other topics. This is designed to be a consolidation of previous learning but the children may need support in some areas.
  - Skipping out: empty stables, correct tools selected, muck forked back on muck heap.
  - Other areas: tack room or office, hay barn
  - Pony tied up using headcollar and quick release knot
  - Correct grooming brushes used following safe technique.
  - Tack selected following yard protocol
  - Pony untacked and washed off and rugged up if required
  - Lead pony safely to arena
  - Position on centre line or safe space guided by coach
  - Poles, wings etc moved using safe technique under guidance
  - Equipment moved safely
  - Poo pick arena

#### \*\*Two star challenges

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- Muck out empty stable
  - Provide hay and water a pony living in
  - Add more bedding to a stable
  - Catch and turn out a pony in a suitable paddock
  - Prepare and hold a pony for a rider to mount
  - Show rider how to position feet in stirrups and hold reins following coach instructions
  - Lead a pony safely during a lesson



## HELPING HERO

### FIRST AID (2)

**Key points: children will be able to:**

**\*One star challenges**

- Outline basic injuries and conditions
- Know how to put a basic dressing and bandage on
- Be able to place someone in the recovery position
- Demonstrate how to check for a pulse
- Demonstrate how to check for breathing
- Describe what to do in the event of a back, neck or head injury
- Outline the considerations when assessing a first aid situation that takes place on a yard or within a riding lesson

**Guidance for coaches**

- Go over points from First Aid (1) topic. First thing to do is call for help (shout for another adult) and recap dialling 999 (if there are no adults to help)
- Basic injuries and conditions; burns, choking, a broken bone, a bleeding wound, a head injury, unresponsive and breathing, unresponsive and not breathing and an asthma attack
- Children should know how to recognise if someone is responsive or unresponsive
- Children should recognise that if there is a head, back or neck injury the person must be told to stay still
- Considerations: this is for the children to consider the risk when a horse is involved; is the horse loose, does the horse pose a further risk or danger and the actions to take

**\*\*Two star challenges**

- Discuss common injuries that may be seen on a yard or when riding. Discuss how to deal with these
- Find out who the first aider is on your yard.
  - Where is the human first aid kit kept?
  - Where the accident book is kept and what type of information is recorded
- Learn about diabetes
  - What the signs are if someone with diabetes blood sugar level is too low or too high.