



## Leadership Awards Session Plans

Each topic (Future Leader, Goal Setter, Team Player, Innovator) has been broken down into sessions which could be delivered to cover the content of the awards. However, you can adapt the number of sessions you deliver to suit your explorer group and your centre.

Each session plan contains several optional activities, so you can choose the activities which suit your group best. For example if a topic is new to the group you might decide to deliver all the main activities in the session plan over more than one session.

The final session plan in for each topic includes details of the Explorer Challenge and suggestions of activities – participants should be encouraged to come up with their own ideas, but these must be suitable for the centre/coach to deliver. All BHS Approved Centres and APCs should check their own insurance cover if delivering activities outside of their usual remit.



# Gold Team Player

Session One: Building trust

Session Two and Three: Leadership skills

Session Four onwards: Explorer Challenge

## TEAM PLAYER Session 1

### Introduction

<p>Welcome to Gold Team Player</p>	<p>This session should include a brief introduction to the award and how it will be delivered.</p> <p>If the group have taken the Silver level award explain how the Gold award will progress from what they have done previously. This award will introduce the different roles that team members can take on and encourage the participants to consider which roles they are comfortable taking on and why.</p> <p>Useful websites  <a href="http://www.leadershipahoy.com/leadership-activities-and-games/">www.leadershipahoy.com/leadership-activities-and-games/</a>  <a href="https://positivepsychology.com/leadership-activities/#kids">https://positivepsychology.com/leadership-activities/#kids</a></p> <p><u><a href="#">To work well together a team has to trust each other. The activities below are aimed at building trust between the team members.</a></u></p>
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### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

<p>Trust building</p>	<p><b>Resources:</b> Chalk or markers, blindfold and suitable area</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Chalk out or lay out markers to make a maze</li> <li>• Allocate participants into pairs</li> <li>• One partner is blindfolded</li> <li>• Without speaking the other person must guide them through the maze</li> <li>• Together the pair have to come up with a code to communicate with each other (For example tap left shoulder for left turn, both shoulders for forwards...)</li> </ul> <p>Option: Add random objects around the maze that to be collected</p>
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<p>Trust and communication skills</p>	<p><b>Resources:</b> materials to build obstacle course</p> <p>Obstacles could include:</p> <ul style="list-style-type: none"> <li>• Bending poles</li> <li>• Stepping stones</li> <li>• Beanbags</li> <li>• Gate</li> <li>• Going under a low pole</li> </ul> <p>Instructions:</p>
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	<ul style="list-style-type: none"> <li>• Allocate participants into pairs</li> <li>• One partner is blindfolded</li> <li>• The second person guides the first around the course</li> <li>• Option to use verbal directions or non-verbal signals as above</li> </ul> <p>Options: Instead of building an obstacle course you could select the correct tack from the tack room, fold newspaper into shapes, make a sandwich, build a tower, draw a picture, stack buckets, sweep the yard</p>
<b>Trust wave</b>	
Trust wave	<p><b>Resources:</b> space for participants to form two lines side by side</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Line the participants up in two equal lines facing each other</li> <li>• Each person reaches their arms out in front of them, so their fingers tips are touching the persons opposite creating a barrier</li> <li>• Ask one participant to walk towards the line without stopping</li> <li>• They have to trust the pairs to drop their arms down or lift them up at the right time so they can walk through without stopping or hitting them</li> </ul> <p>Option: To make it more challenging have the volunteer walk quickly or jog towards them so their reactions have to be quicker.</p>
<b>Wrap up</b>	
Re-cap	<p>Question and answer session</p> <p>How have these activities helped you build trust within the team? Why is it important for team members to trust each other?</p>



## TEAM PLAYER Session 2 and 3

### Introduction

Leadership skills	<p>Read through pages 61 - 65 in book Leading a Team and Teamwork challenges. Encourage participants to complete the Self-assessment exercise at the start of the book.</p> <p>Discuss the scores they have given themselves. This will give you guidance as to who might need supporting through these sessions.</p> <p>Pearson Leadership Skills – training video for students (3.41) <a href="http://www.youtube.com/watch?v=F7qVUf6jgvM">www.youtube.com/watch?v=F7qVUf6jgvM</a></p> <p>Option to discuss leaders in the news just now – who do the participants admire/dislike? What makes this person a good/poor leader?</p> <p>The main sessions are around developing leadership skills. Depending on the group size these activities can be spread over several sessions to allow everyone the chance to practice their team leadership skills.</p>
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### Main Activities to develop leadership skills (choose the most appropriate exercises or spread them out over several sessions)

Leadership skills – Yard tasks	<p>Groups of 3-4</p> <p><b>Instructions</b></p> <ul style="list-style-type: none"><li>• Allocate a team leader to each group</li><li>• Allocate each leader a yard task that their group is responsible for.</li><li>• Team leader must explain task clearly to other team members and allocate roles and responsibilities.</li><li>• The team leader should oversee the task and report back to the coach on completion.</li></ul> <p>Participants can give feedback on the team leaders performance.</p> <p>Discuss how each team leader approached the activity</p> <ul style="list-style-type: none"><li>• How did they feel leading the team?</li><li>• What do they feel they did well?</li><li>• What would they do differently?</li><li>• Do they now think their self-assessment rating was accurate?</li><li>• What skills would they like to work on?</li></ul> <p>Yard tasks should reflect the participants experience but suggestions include</p> <ul style="list-style-type: none"><li>• Skipping out</li><li>• Sweeping</li><li>• Cleaning tack</li><li>• Making up feed</li><li>• Adding new bedding to stables</li><li>• Filling haynets</li><li>• Haying</li></ul>
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- Watering
- Organising storage area
- Building a course/dressage arena
- Skipping out field
- Field checks
- Grooming
- Tacking up

<p>Activity stations</p>	<p><b>Resources:</b> four tables or stations each with a different multi-step activity on them.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Divide group into four teams</li> <li>• Assign a leader to each team</li> <li>• The leader can only communicate, direct, and delegate the work but they can't actually do the work themselves</li> <li>• Time how long it takes each team to complete the task</li> <li>• Record the results and move each team to the next table</li> <li>• Assign a new leader each time the group moves</li> <li>• Time all teams on all tables and the team with the lowest overall time wins.</li> <li>• Discuss the tactics used by each team. What leadership skills were displayed?</li> </ul> <p>Activity suggestion</p> <ul style="list-style-type: none"> <li>• Putting a bridle back together (each team member can only touch one piece at a time, have multiple items and sizes)</li> <li>• Build a tower from paper and sticky tape that you can balance a marshmallow on the top</li> <li>• Build a model out of Lego bricks</li> <li>• Tack up for lungeing</li> <li>• Select tack for dressage/cross country and tack up</li> <li>• Muck out</li> <li>• Make feeds</li> </ul>
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<p>The cup stacking game</p>	<p><b>Resources:</b> Paper cups (or something similar size that can be stacked), pieces of string, rubber bands.</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Split into small groups of 4 or 5 people</li> <li>• Then attach the same number of strings as team members on each rubber band.</li> <li>• Give each group 4-5 cups (or more if you want), and ask them to build a tower, or simply stack the cups one inside the other.</li> <li>• Participants can only move the cups by using the rubber band with their strings.</li> <li>• The leader will need to direct their group to co-ordinate the movements of the strings to move the cups successfully</li> </ul>
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Leadership skills – make a video	<p><b>Resources:</b> something to video with, paper, pens</p> <p>Instructions</p> <ul style="list-style-type: none"><li>• Make a 3minute video advertising the Explorer Awards to show to new clients.</li><li>• Allocate a team leader to each group, who should allocate roles within the team</li><li>• Each team member must have a clear role.</li><li>• Allow time for planning (create a story board) and filming the video.</li><li>• Share the videos with the rest of the group.</li></ul>
<b>Wrap up</b>	
Re-cap	<p>Discuss how each participant felt about being the leader of an activity? Did some find it easier than others?</p> <p>What type of skills do leader need?</p> <p>Option to go back to table on p61 and ask participants if they would change their score after completing these tasks.</p>



## Explorer Challenge TEAM PLAYER Session 4 onwards

### Introduction

Strengthen friendship bonds by organising and taking part in an Explorer team building adventure. Your adventure can be done in one day or split into several smaller activities over two or more days. Each group member should take responsibility for planning part of the adventure.

### Main Activity suggestions

Idea generation	<p>Read through the book pages 66-69 - What is an adventure and Action planning</p> <p>As a group they need to come up with as many ideas for a team building adventure as they can. There are no limitations for their suggestions at this point.</p> <p>Encourage the group to do some research into several possibilities and feedback their findings to the rest of the group. Their research could include: locations, costs, equipment, entry/closing dates, possible travel arrangements</p>
Planning	<p>Once you have a list you can start to talk through which ones are realistic and achievable. The participants should be responsible for organising as much of this as they can, but coach support should be available if required.</p> <p>Ask participants to think about:</p> <p><b>Logistics</b></p> <ul style="list-style-type: none"> <li>• Take some time to think about the practicalities of the suggestions.</li> <li>• What potential barriers are there to be overcome?</li> </ul> <p>Considerations could include:</p> <ul style="list-style-type: none"> <li>• For example if the group want to camp overnight at the centre:</li> <li>• Who do they need to gain permission from?</li> <li>• Where will they sleep will they need tents, what about facilities?</li> <li>• Is there a backup plan in case of bad weather?</li> </ul> <p>If you want to take part in a Team competition.</p> <ul style="list-style-type: none"> <li>• Do they need to transport horses?</li> <li>• When will they practice?</li> <li>• When do the entries have to be submitted and are there any rules to follow?</li> <li>• What equipment might they need?</li> </ul> <p>Going on a group trip</p> <ul style="list-style-type: none"> <li>• Transport arrangements</li> <li>• Is there any specialist equipment required?</li> <li>• Cost?</li> <li>• Insurance?</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• Depending on the activity chosen you may need to discuss why it is important to consider the fitness of horse and rider</li> <li>• You might need to allow time for a fitness plan</li> </ul>



	<p><b>Funding</b></p> <ul style="list-style-type: none"> <li>• The adventure doesn't have to cost much or anything at all.</li> <li>• But if there is a cost associated with the plan, how will they raise money for it?</li> <li>• Encourage participants to use their fundraising skills from the Innovator topic</li> </ul>
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Organising	<p>Using this information the group can decide on what they are going to do.</p> <p>The team building adventure must include the whole team and everyone should have an area that they are responsible for.</p>
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### Examples of Activities

- Have a day out at an equine event
- Take part in an organised ride
- Train for and take part in a charity event (For example an organised run)
- Teambuilding activities (For example Go Ape, sports centre, gaming, escape room)
- Take part as a team in the Riding School Championships
- Enter a team competition (For example Team Quest)
- An overnight camp
- Spend a day Orienteering/geo-caching
- Plan and go on a day hike
- Long hack with a picnic stop
- Build a camp in the field
- Help organise and run a centre competition
- Volunteer to help at an event (BRC Championships for example)

### Checklist for achievement

<ul style="list-style-type: none"> <li>• Ideas suggested and discussed as a team</li> </ul>	<p><i>Take part in group discussion, listen, feedback, make suggestions. Book completed</i></p>
<ul style="list-style-type: none"> <li>• Action plan created</li> </ul>	<p><i>Planning skills demonstrated- timeline created, write task list, problems identified and planned for, or solutions found, planning ahead, organisation of themselves and whole team</i></p>
<ul style="list-style-type: none"> <li>• Team building activity carried out</li> </ul>	<p><i>Activity successfully carried out. Roles and responsibilities required discussed, defined and shared out</i></p>
<ul style="list-style-type: none"> <li>• Teamwork skills demonstrated</li> </ul>	<p><i>Interaction with other participants, positive attitude, appropriate verbal and written clear communication, listening, group ground rules established and followed, tasks achieved on time</i></p>
<ul style="list-style-type: none"> <li>• Leadership skills demonstrated</li> </ul>	<p><i>Responsibilities and tasks allocated and completed</i></p>



- Self-reflection on experience

*Questions answered in booklet, discussion with team and with coach.*

## Things to consider

- The adventure chosen must include all members of the team.
- Travel, preparation on the day etc can be included as part of the adventure.
- There is the option to do one longer activity that lasts all day or several smaller activities over several days
- Think about the Logistics – transport, cost, permission, insurance, equipment, fitness levels of horses, will they need to fundraise to fund the activity?
- Check insurance requirements for days out. Whilst this could be discussed at the centre, if the business does not hold the relevant insurance – this might need to be arranged where parents/carers accompany children.
- Although the group should take the lead in planning and organising the coach will need to support and risk assess. Involve the participants in writing the risk assessment as part of the plan.
- The planning should be done by the group with minimal input from the coach. They could present their plan for checking and challenging by the coach to make sure the plan will be successful.
- The group should arrange regular catch-up meetings with their coach to make sure everything is on track.