



## Leadership Awards Session Plans

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

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

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



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## Gold Future Leader

**Session One** – Introduction, Information for helping with sessions and Jump and pole distances

**Session Two** – Building rapport

**Session Three** – Planning sessions

**Session Four** – Speaking confidently and demonstrating tasks

**Session Five** – How to run an activity and understanding behaviour

**Session Six** – Safeguarding and Health and Safety

### Future Leader Session 1

#### Introduction

**Resources:** Explorer book

This session should include a brief introduction to the future leader topic and the skills that will be developed.

The ability to build rapport with others, as well as having an understanding for how and why people behave in a certain way, are useful leadership skills. Developing these skills with a coaching focus will be beneficial to many areas of life, including education and future employment. For participants considering progression to a coaching qualification (e.g. Stage 2 Coaching) this topic/award will be a useful stepping stone.

The aim is to build these skills whilst helping with sessions and then to progress these skills to be able to give demonstrations and run activities with groups. Participants should volunteer at their centre for 30 hours which should give them opportunities to observe and help with a variety of sessions.

Talk through the requirements for completing the explorer challenge, the focus should be on practising the activities listed on several occasions, so the participant is able to develop their skills and confidence in each area.

#### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

##### Helping with sessions

This session should cover or recap over what participants should know about when helping with sessions:

- When PPE is required as per yard policy
- Awareness of risk
- Safeguarding
- How to assist with mounting and dismounting



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|                                | <ul style="list-style-type: none"> <li>• Adjusting stirrups and girth</li> <li>• Showing riders how to hold their reins and place their feet in stirrups</li> <li>• School rules</li> <li>• Storing equipment safely</li> <li>• How to lead safely during lessons             <ul style="list-style-type: none"> <li>➢ which side to lead on</li> <li>➢ attaching lead rope to bit/using a headcollar under the bridle</li> <li>➢ distance between horses</li> <li>➢ awareness of rider (holding saddle/neck strap when required, feet still in stirrups correctly, sitting straight)</li> </ul> </li> <li>• Leading on rides out</li> <li>• What to be aware of when helping with stable management sessions</li> <li>• Always paying attention to what the coach is saying</li> </ul>  |
|                                |  |
| <b>Jump and pole distances</b> | <p><b>Resources:</b> poles, tape measure, jump wings/stands, chalk</p> <p><b>Jump and pole distances and fence heights</b><br/>         Whilst the coach will always have responsibility for setting distances it can be useful for assistants to start to be able to measure these distances and build some awareness. The aim is to build awareness – participants are not required to learn all distances.</p> <ul style="list-style-type: none"> <li>• Measuring own stride length – For example; measure out 9ft, with a marker at 3ft intervals and get participants to alter their stride to hit the markers (each stride 3ft). Some may have to shorten their stride slightly and some may need lengthen. They can practice over longer measured distances stepping out even strides.</li> <li>• Setting out trot poles – number of poles, trot pole distance and canter pole distances</li> <li>• Setting out jumps – one stride and two stride distances from trot and canter and could progress to related distances.</li> <li>• Building jumps to a certain height, how to measure, building spread jumps (awareness of safety cups).</li> </ul> |
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| <b>Other ideas for helping</b> | <p><b>Discuss other ways participants could help with sessions</b></p> <p>Are there opportunities for participants to help with? For example; bookings, producing resources to support sessions – this could include; creating a register, posters to advertise sessions, laminated school letters, any resources required for Pony Stars sessions, social media posts to advertise activities.</p>  |
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| <b>Wrap up</b>                 |  |
| Re-cap                         | <p>Ask participants to give some key things they need to do when helping out with sessions to stay safe.</p> <p>Ask participants to contribute at least one distance they have learnt/remembered.</p>  |



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|  | <p>Mini quiz on distances.</p> <p>Set out a distance between poles, ask participants to walk the distance and see if they can figure out how many strides it is. (doesn't matter if they don't get it right - let them know distances can't all be learnt in one session).</p> |
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## Future Leader Session 2

### Introduction

Ask Participants what they think rapport is? Why is it a good skill to build?

Being able to build rapport with clients is vital in coaching. Clients are more likely to trust you and you will have a better understanding of each other. Being able to build rapport with people is also a very useful skill to take into any career.

*Rapport can be described as a connection you have with someone who you trust and understand.*

### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

#### Rapport

#### Building rapport

Ask participants if they think they have already built a rapport with someone, who is this (could be a teacher, relative, coach)?

As a coach assistant they will have the opportunity to practise building rapport with clients in lessons/sessions.

How might they build rapport differently with adults and children?

Most people who care for horses will also build rapport with those horses. Compare how you might build rapport with a horse. Ask participants about bonds they have built with horses or other animals and how they went about doing this. Discuss how you could apply these principles to people to start to be able to build rapport.

Building rapport with someone involves taking time to get to know them, be aware of their body language and what it is telling you. Are they nervous, shy, confident, exuberant etc?

- Learning someone's name and learning facts about people and remembering these for the next time you meet is a really good way to show you have an interest in that person and it will give them a feeling that they are valued and respected.
- Consider the basics of good communication, speak clearly, smile and show open body language.
- Find out about the person by asking open questions.
- Show genuine interest in their answers and compare to your own experiences.

Mirror and match. This is where you mirror another person's body language with your own. This often happens subconsciously but you can choose to do it. You can



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|   | <p>also mirror their language by speaking with the same volume and tempo and using the same type of language. If you do this, make sure it is in a relaxed and natural way.</p>  |
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| <p><b>Role play for learning facts about others</b></p> | <p><b>Role play</b><br/>Put participants in pairs or small groups. Have one participant in the role of coach assistant trying to build rapport with others. Other participants should make up a name for themselves and a few facts about themselves. The coach assistant can practice learning names and using open questions to learn more about each person.</p>  |
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| <p><b>Mirror and match body language</b></p>            | <p><b>Mirror and match with people and horses</b></p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Split participants into pairs.</li> <li>• One participant can have the role of coach assistant and work on mirroring their body language to the other person.</li> <li>• The other participant can be given a brief as to how they should speak and the type of body language they could show (e.g. shy/nervous, quiet speech, closed body language, not making eye contact).</li> <li>• Participant could then swop and use a different brief e.g. friendly, open body language, clear positive speech.</li> </ul> <p>Try mirror and match with horses – can the participant pick up on the horse’s body language and respond.</p>   |
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| <p><b>Open and closed questions</b></p>                 | <p><b>Resources:</b> Sticky notes, pens</p> <p><b>Open and closed questions</b></p> <p>The use of open-ended questions is useful when building rapport as it allows you to learn more about the other person. Open ended questions encourage answers with more information and explanation and may also include a person feelings and attitudes.</p> <p>This activity demonstrates how you can gain much more information and insight using open ended questions.</p> <p>Put participants into pairs. One participant can choose two objects or horses. The other participant has to guess the first object/horse using only closed questions then guess the second using open questions. They should find it is more effective using open questions to get descriptive information.</p> <p>Alternatively write horses names on post its and stick them on each participants forehead or back. They can all wander about each other asking only closed questions (yes or no answers) and can use a limit of 10 questions to find out which horse they are.</p> |



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|                | <p>Repeat using open questions, compare how much more quickly they discovered who they were.</p> <p>The following links provide some more examples of activities using open ended questions:</p> <p><a href="https://www.trainingzone.co.uk/community/discuss/does-anyone-have-any-good-training-games-using-open-closed-questions">https://www.trainingzone.co.uk/community/discuss/does-anyone-have-any-good-training-games-using-open-closed-questions</a></p> <p><a href="https://ourpastimes.com/games-open-ended-questions-12062541.html">https://ourpastimes.com/games-open-ended-questions-12062541.html</a></p> |
| <b>Wrap up</b> |  |
| Re-cap         | <p>Ask participants what they plan to do to start learning to build rapport with centre clients?</p> <p>Recap on the difference of open ended and closed questions.</p>  |





## Future Leader Session 3

### Introduction

Why is planning important?  
How can it make a session better?  
Why is it important to assess risk.  
Explain that the aim of this session is to get the participants thinking about planning and how they can plan sessions. For the explorer challenge they will be running activities so will need to be able to plan these. Also included in the explorer challenge is planning a warm up which could be delivered by the coach during a riding session.

### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

**Resources:** Session Plan [template](#), pens, paper, bowl.

Look at a session planning sheet, how to break down the information into intro/warm up, main content and cool down – timings and resources.

Session plan templates are available on the hub.

What information do you need before planning a session? (level and age of riders/participants, type of session, length of session, location of session, resources/equipment required)

**Different types of topics and exercises that can be taught.**  
The aim is to let participants be creative, even if sessions might not work in practise it's an opportunity for them to start to think about what could be included in a riding lesson.

Ask participants to think about the types of things that could be taught in a riding lesson and how many themes or topics e.g. poles, transitions, rider balance, school figures etc. can be incorporated into any level of lesson

**Activity**  
Write down on separate small pieces of paper different types of clients e.g. a group of three 5 year olds having a lead rein lesson – walk and trot (30 mins), a group of 13 – 15 year olds having a jump lesson (1hr) can w, t and c and jump up to 70cm, a novice adult – walk and trot and so on. Screw up the pieces of paper and put them into a bowl. Then in separate bowl have pieces of paper with type of lesson e.g. jump course, school figures, transitions and so on. Once they have a rider(s) and a topic ask them to write a lesson plan including potential timings and equipment needed– they could do this individually or in pairs.

Share ideas – discuss whether these could work in practise.



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|   | Now they could plan a lesson of their choice which could be used during their own riding lesson.  |
| <b>What else to consider when planning sessions</b> | <p>Discuss considerations when coaching riders, what needs to be considered and their order of importance:</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Reason rider is having lessons (rider centred approach). Catering to the riders needs.</li> <li>• Enjoyment of lesson</li> <li>• Learning</li> </ul>  |
| <b>Risk assessment</b>                              | <p><b>Resources:</b> Risk Assessment template, <a href="#">pens.</a></p> <p><b>How to keep the session safe, how to do a risk assessment.</b></p> <p>Safety is the most important aspect – whilst it can't always be guaranteed we need to do everything possible to keep the riders/participants and horses safe.</p> <p>Look at a risk assessment template, these are available on the hub.</p> <p>You could also look at some of the yard risk assessments as examples.</p> <p>Work through how to fill out a risk assessment.</p> |
| <b>Wrap up</b>                                      |   |
| Re-cap  | <p>Why planning is important? When do participants need to plan as part of their explorer challenge?</p> <p>Why do we risk assess?</p> <p>The next session will be based on speaking confidently in front of others. Participants could prepare to talk for 5 mins in front of the group about a subject of their choice (something they do or have an interest in).</p>  |



## Future Leader Session 4

### Introduction

The aim of this session is to support participants to gain confidence to be able to stand up and speak in front of others.

For the Explorer Challenge participants are required to be able to give a demonstration. They will need to know how to structure this and be confident in their delivery.

Ask participants what sort of situations they have had to stand up and speak in front of others?

Did they feel confident doing this?

### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

**Speaking confidently in front of others**

**Resources:** Explorer book

Look through the points in the Explorers book on confident communication. NB: We all feel nervous sometimes, but even when you feel like this you can give the illusion of confidence and speak well in front of others.

These skills link to your public speaking skills. Lots of people have a real phobia of public speaking and giving presentations. Being able to give a demonstration is a good way of strengthening these skills in a less intimidating situation.

If you can confidently give a demonstration in front of an individual or an audience, you can transfer this confidence to your public speaking.

Activities below to build confidence when speaking in front of others:

**Giving a talk to friends (building confidence)**

**Present in front of friends**

Speak about a topic of interest to you in front of your explorer group, this is a great way to practice. Speaking in front of a familiar audience is a great way to build your confidence. As you get comfortable you can ease your way to larger unfamiliar audiences.

Each participant to reflect on how it went and what they can improve on next time.

Ask for positive feedback from the audience so the participant grows in confidence.

**Giving a talk (building confidence)**

**Just do it! – In small steps.**



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|  | <p>Build confidence from the previous exercise to talk about something in front of a small group of people you don't know e.g. a pony stars group. This could progress to talking in front of a small group of adults e.g. a regular riding group. Participants could do this as group and talk about something familiar – for example they could talk about the leadership awards, they could talk about a favourite horse, or any other topic/experience they are familiar with.</p> <p>Each participant to reflect on how it went and what they can improve on next time.</p> <p>Ask for positive feedback from the audience so the participant grows in confidence.</p> |
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**Doing a demonstration**

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| <p><b>Doing a demonstration</b></p> | <p><b>Resources:</b> equipment specific to each task</p> <p><b>Prepare and give a demonstration</b><br/>Provide a list of ideas, or participants can come up with their own. Each participant to prepare and then give a demonstration to their explorer group.</p> <p>Examples could include; mounting, dismounting, putting on a bridle, putting on saddle, putting a bridle back together (after it has been taken apart).</p> <ul style="list-style-type: none"> <li>• Make sure participants are familiar with the task and give them the opportunity to research it further if they want to before giving a demonstration.</li> <li>• Participants will need to break the task down into steps, so they can provide a logical step by step demonstration.</li> <li>• They will need to adapt their delivery depending on the audience (complete beginners, adults, children etc.)</li> <li>• They should check the audience understands, they could ask questions or ask if the audience has any questions</li> </ul> <p>Each participant to reflect on how it went and what they can improve on next time.</p> <p>Ask for positive feedback from the audience so the participant grows in confidence.</p> <p>This can be practised as often as required and the exercise can be progressed so that the participant can support someone to complete the task they have just demonstrated.</p> <p>The aim is for the participant to be confident to give a demonstration in front of a group of people they do not know.</p> |
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**Wrap up**

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| <p>Re-cap</p> | <p>How confident do participants feel about speaking in front of others.</p> <p>What are they going to think about and improve on for the next demonstration they do?</p> |
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|  | <p>If they want to gain some confidence speaking in front of others – you could arrange a time for them to speak in front of a group that they don't know and agree with the participant, the contents for this.</p> |
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## Future Leader Session 5

### Introduction

This session is to prepare participants to be able to run short activities (20 minutes) for children. It will cover; coming up with ideas for games or activities which can be run inside and outside.

It will also include some activities to help participants understand other's behaviour and how they can manage or help with this.

This is a useful skill in coaching but also in any career as it will help build empathy and help participants to support others which is an important part of leadership.

### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

#### Choosing an activity

**Resources:** pens, paper, (optional) white board.

What activity are you going to run?

Have a brainstorming session and come up with as many ideas as possible for activities. Participants can share activities they have done or come up with their own. They can search for activities online for inspiration, there are some useful links below:

<https://kidactivities.net/running-games-to-encourage-physical-activity/>

These activities should include activities which can be delivered outside and activities which could be delivered inside. These should be types of activities that participants could deliver to a group during a period of time to keep them occupied for a short period (e.g. 20mins over a lunch break or between riding/SM sessions on a Pony day. Inside activities could be delivered in wet weather in a classroom (if available) or office/tack room. Outside activities should be delivered away from horses in a safe area. Participants should be supervised at all times.

Each participant should choose an activity, think through and plan the activity and then deliver the activity to their explorer group (this activity does not need to be as long as 20minutes).

#### Understanding other's behaviour

**Resources:** Explorer book

#### Understanding behaviour

In the role of coach assistant, it is useful for the participant to start to understand how to approach and deal with different types of behaviour. Whilst the coach running the session has overall responsibility, if the coach assistant can help to



support children in a group this can help the session run more smoothly. The coach assistant may be able to calm and refocus excited children, help diffuse arguments and encourage individuals who may be shy or nervous to participate.

It is useful to highlight the following:

- Every young person/child is an individual, all young people/children should be treated equally.
- Focus always on recognising and rewarding positive behaviour
- When talking about behaviour, the focus should be on the behaviour rather than the individual displaying behaviour. For example; rather than saying a child is naughty, the focus should be talking about the behaviour and explaining why it is not appropriate.

*Refer back to safeguarding guidance and processes to follow following incidents or disclosures.*

Look through Explorer book and start to discuss behaviours based on reflecting on participant's own experiences, and how certain situations make them feel and how this might cause them to react:

Think about what can cause you to behave differently.

*How do you feel when you are tired?*

*How do you feel if you are running late or rushing somewhere?*

*How do you feel if you don't understand something and are not getting help?*

*How might these scenarios affect your behaviour or your mood towards others?*

Point out that everyone has good and bad days and everyone is affected differently by different situations.

Look at how others (peers) are behaving and think about what could cause this and how they could help.

*What do you think could cause the following behaviours? What would you do to deal with these?*

- *Being negative about decisions that are made*
- *Not contributing*
- *Belittling other's ideas*
- *Bullying others*

Helping with children's sessions

*What do you think could cause the following behaviours and how could you help the coach deal with them?*

- *Attention seeking*
- *Loud and boisterous behaviour*
- *One participant is not listening or not getting involved*
- *A participant is clinging to you and not joining the group*



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|  | <p>Reasons:</p> <ul style="list-style-type: none"><li>• There is always a reason behind behaviour. Ask the group to think of as many different factors that could contribute towards the above behaviours. Examples could include; boredom, over excitement, excessive enthusiasm, misunderstanding, over stimulation (e.g. environment – noisy, overwhelming or unfamiliar).</li></ul> <p>How could behaviours be prevented or remedied for the session?</p> <ul style="list-style-type: none"><li>• Boredom – make session more inclusive and interesting or more practical.</li><li>• Not understanding something – can information be presented in a different way? Are there extra people available to help with the session and support participants?</li><li>• Over excitement – set clear boundaries before the activity begins.</li></ul> <p>Useful links:<br/><a href="http://therapeuticfamilyinterventions.co.uk/making-a-difference/attention-seeking-is-attention-needing/">http://therapeuticfamilyinterventions.co.uk/making-a-difference/attention-seeking-is-attention-needing/</a></p> |
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| <p><b>Using positive language</b></p> | <p><b>Resources:</b> pens, paper, negative statements on cue cards.</p> <p><b>Turning negatives into to positives</b></p> <p>Using positive language can have a big impact when you are communicating to others and when coaching. It can help reduce negative behaviour and promote positive behaviour in others.</p> <p>Give coach assistants a set of negative statements and ask them to reword these using positive language:</p> <p>Negative Examples:</p> <ol style="list-style-type: none"><li>1. Who left that mess?</li><li>2. Be quiet and listen</li><li>3. Stop talking when I am</li><li>4. Don't run on the yard, I will be watching you</li><li>5. We don't say that word!</li><li>6. No, you are not riding now.</li></ol> <p>Examples of switching to positives:</p> <ol style="list-style-type: none"><li>1. Please everyone help tidy so everywhere is neat for the next group</li><li>2. You are going to enjoy this game, listen carefully to the instructions</li><li>3. Thank you for sharing your ideas, lets pause now so you can listen to this information.</li><li>4. You are all great at helping, remember stay safe and always walk on the yard</li><li>5. Please make sure to use appropriate language</li><li>6. You will all be having your riding lesson after lunch</li></ol> |
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The links below provide some examples of turning negatives to positives:

<https://www.kickboardforschools.com/school-culture-climate/3-tips-on-how-to-bring-more-positive-language-into-the-classroom/#:~:text=In%20many%20ways%20positive%20language,aligned%20to%20the%20classroom%20goals.>

<https://www.thepragmaticparent.com/affects-of-negative-and-positive-language-on-children/>

**Role play – how to manage a group**

**Disruptive participants**

Nominate a coach assistant to run an activity with the explorer group, ask a couple of members of the group to behave in a disruptive way. The coach assistant should try a variety of ways to deal with the situation, for negative examples; shouting and excluding the disruptive people from the game and then positive examples; focusing on the positive behaviour of others, using positive phrases with the disruptive people and trying to find a solution based on the reasons why these people may be behaving disruptively (e.g. checking understanding, calm clear instructions, altering the activity).

Afterwards discuss with the group which were the best methods.

**Code of Conduct**

**Resources:** pens, paper.

**What is my role? Code of Conduct**

Discuss with coach assistants what their role is with regards to managing behaviour when helping with sessions and when running activities.

The aim is that the coach assistant promotes a positive environment and supports the young people/children they are helping to enjoy and get the most out of their sessions and grow in confidence.

Any challenging behaviour should be reported to the supervising coach to intervene. Coach assistants should always follow guidance and instruction from their supervising coach.

Ask the group to come up with a Coach Assistant's Code of Conduct to follow.

The accredited professional code of conduct can be used as a guide:

<https://pathways.bhs.org.uk/media/2435/accredited-professionals-code-of-conduct.pdf>



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| Wrap up |  |
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| Re-cap  | <p>Participants should be able to plan some activities to deliver, this should include a basic risk assessment. Arrange a time when participants can practise this with the explorer group and/or with groups during e.g. a pony day at the centre.</p> <p>How will participants consider others' behaviour?</p> <p>How will they positively manage behaviour if required when working with a group?</p> |





## Session 6 Future Leader

### Introduction

#### Safeguarding and Health and Safety

#### Resources: Booklets

This session can be a recap if already covered at Bronze and/or Silver.

As the participant is likely to be helping with younger children during practical sessions it is important that they have a session to cover elements of safeguarding and safety on the yard.

Ideally this session should be completed before they start helping with sessions on the yard.

#### Safeguarding

Explain what safeguarding is and why you are going to talk about it.

*Safeguarding children is protecting children from physical, sexual, and emotional harm and from neglect. Any businesses that provide activities for children are required to have safeguarding measures in place.*

Explain the safeguarding measures the yard has in place and who the designated people are that they should go to with any problems.

Go through the safeguarding guidelines in their booklets:

If a young person tells you they are being abused or they raise a concern about their safety or wellbeing you should:

1. Allow them to speak without interruption and accept what they say
2. Be understanding and reassuring but do not give them your opinion
3. Tell them that you will try to offer support but that you must pass the information on
4. Tell a staff member immediately
5. Write careful notes of what was said and pass to the same staff member

If you are concerned about a young person's safety or wellbeing or there is a concern, complaint or allegation about an adult or yourself, you should:

1. Tell a staff member immediately
2. Write careful notes of what was said and pass to the same staff member

#### Guidelines to follow

- Be a good a role model at all times
- Treat everyone with dignity and respect



- Treat all young people equally – do not show favouritism
- Report all allegations, suspicions, and concerns to a staff member immediately
- Remember that someone may misinterpret your actions
- Respect a young person's right to personal privacy
- Only act within the boundaries of your role
- Do not trivialise abuse or let it go unreported
- Do not use inappropriate, suggestive, or threatening language when communicating with young people
- Do not take part in physical contact games with young people
- Do not plan to be alone with a young person, there should always be an adult present with you

**Main Activities suggestions (Choose the most appropriate exercises or spread them out over several sessions)**

**Do's and Don'ts**

**Resources:** Sticky notes, white board/flip chart, pens

Write some statements on pieces of paper or sticky notes, these should include those listed in guidelines, for example; 'Treat everyone with dignity and respect'. Write on a board or stick signs up on the wall saying DO and DON'T.

The group should then sort the statements and stick the up under the relevant section, you can then discuss each statement.

**Scenarios**

**Scenarios**

- Write out some scenarios that the participants could potentially come across.
- Split the group into two or more smaller groups and give each a scenario. Give them time to discuss the scenarios and think about what they would do.
- As a whole group discuss each scenario.

Example scenarios:

1. A new coach has come to the yard to fill in for the regular coach who is on holiday, you are helping with their session. The coach seems short tempered and seems to be picking on one of the less experienced children who gets upset and you see them crying.
2. A child has fallen over in a puddle and is soaking wet and dirty. They ask you to help them get changed.



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|  | <p>NB: For most if not all scenarios' participants should be advised to go to a member of staff and report the situation. However, there can be discussions around how a coach/senior member of staff could deal with these.</p>   |
| <b>Health and safety yard walk/search</b>        |  |
| <p><b>Health and safety yard walk/search</b></p> | <p><b>Resources:</b> access to yard, safety signs,</p> <p>Take the group on a walk around the centre and discuss any safety or warning signs that you have.</p>  |
| <b>Safety Risk assessments</b>                   |  |
| <p><b>Safety Risk assessments</b></p>            | <p><b>Resources:</b> risk assessment template</p> <p>When helping with sessions participants will need to know how to keep themselves safe and help keep the people attending the session safe.</p> <p>Talk about some of the activities they might help with, and the measures required to keep them and others safe.</p> <p>Make sure all participants are aware of the yard rules and safety measures that are in place.</p> <p>Show them the risk assessments the yard has in place for some activities and explain how a basic risk assessment is carried out.</p> <p>Allocate some tasks to the group for them to complete a risk assessment for.</p> <p>Think up some unusual ones so they have to think outside the box.</p> |
| <b>Wrap Up</b>                                   |  |
| <p><b>Re-Cap</b></p>                             | <p>Discuss key points to be aware of in relation to Safeguarding when helping with sessions for younger children.</p> <p>Re cap on key areas for health and safety in relation to the yard.</p>  |



## Future Leader EXPLORER CHALLENGE

To achieve the Coach Assistant Award, you need to volunteer at your centre for at least 30 hours and complete the following tasks:

- Assist with coach led sessions
- Design warm up and cool down activities for a coach to deliver during a ridden session
- Demonstrate a task to others
- Run an outdoor activity for a group of children under the supervision of a coach
- Run an indoor activity for a group of children under the supervision of a coach
- Reflect on what you have achieved

If some of the tasks listed above are new to you, it might take more than one attempt to complete them confidently. That's absolutely fine – the main aim of this Explorer Challenge is for you to build and develop your skills and knowledge over a period of time.

### Main Activity

Participants should have the opportunity to practise the skills they have been introduced to during coach led sessions throughout their time helping at the centre.

It would support their learning to have recap or catch up sessions to check on their progress during the time they are helping.

It may be beneficial to have a final session to conclude the course and discuss what they have learnt.

### Checklist for achievement:

- Volunteer at the centre for 30 hours
- Practise building rapport whilst helping with sessions
- Know how to prepare and speak confidently in front of others
- Give a demonstration to an individual or group
- Be able to explain instructions clearly

*Keep a record of the hours. This could include; sessions helped with and additional tasks. 30 hours can include time helping on the yard – participant should have the opportunity to help with a variety of coaching sessions as part of this.*

*Show interest and engage with riders/participants during sessions. Ask open questions and try to build a connection.*

*Prepare by planning what to say, rehearsing and finding out who they will be speaking to. Display open body language, try to engage with the audience by making eye contact, and asking questions.*

*Demonstrate a basic task, for example how to mount a horse. Speak clearly, engage with the audience, demonstrate the task correctly and safely.*

*Give clear instructions, with some reasoning as to why the task is performed in a particular way e.g. why you put your foot in the stirrup when mounting from the mounting block rather than just swinging your leg over.*



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| <ul style="list-style-type: none"> <li>• Have a basic understanding of the behaviour of others (how children may behave in sessions and how to support peers)</li> <li>• Know how to plan sessions/activities</li> <li>• Run at least two group activities (one indoor and one outdoor) under supervision of a coach. Each activity session should be 20mins in duration.</li> <li>• Be able to self-reflect on own progress and performance</li> </ul> | <p><i>Make suggestions for how to approach certain behaviours, for example when running an activity for children e.g. loud and excited children - setting clear rules and boundaries for the activity, be clear and consistent, be calm and encouraging. Know how to be observant of the behaviour of peers and how they might be able to help.</i></p> <p><i>Planning using a session plan sheet including intro, main content and sum up, consider timings and resources required. Risk assess activities. Plan a warm up and cool down for a coach to deliver as part of a ridden session. Plan an indoor and outdoor activity.</i></p> <p><i>Run an outdoor activity and an indoor activity for a group of children under the supervision of a coach. Activities should be planned and risk assessed. Participants can give clear instructions and keep the groups engaged. Participants should be able to keep the group occupied for a 20mins (they may need to plan to include more than one game in this time).</i></p> <p><i>Complete the reflection questions in the Explorers book to reflect on own progress and completion of topic/award.</i></p> |
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## Things to consider

- Coach Assistants should be able to assist a coach, they should carry out all activities under the direct supervision of a coach.
- To achieve this topic/award participants should receive sufficient practise running activities and giving demonstrations to develop skills and confidence completing each task.
- The minimum age for children to volunteer is 14 years old. For more information please visit: [www.gov.uk/volunteering/when-you-can-volunteer](http://www.gov.uk/volunteering/when-you-can-volunteer).
- The minimum age a child can work is 13 years old [www.gov.uk/child-employment](http://www.gov.uk/child-employment).
- Ensure appropriate risk assessments are in place.

