

Platinum Leadership Awards



Future Leader EXPLORER CHALLENGE

This Explorer Challenge has two parts. Both parts can be completed at the same time. Participants will need to:

1. Volunteer at a centre for 30 hours.
2. Volunteer for a charity for 20 hours.

1. Volunteering at the centre

As part of volunteering at the centre participants will need to:

- Discuss with the coach or yard manager what they want to achieve and find out how they can be most helpful to the centre.
- Show they can take responsibility.
- Take on one of the following roles:
 - ambassador
 - eco-ambassador
 - mentor (mentor a less experienced peer, someone completing the Bronze Leadership award, a less experienced rider or centre helper)

2. Volunteer for a charity

Find out about local charities where they may be able to volunteer.

Commit to regular volunteering to complete the 20hrs for example one hour a week for approximately six months or volunteer for a day at a time, for example stewarding or jump judging at a British Riding Clubs competition.

Participants will need to contact the charity/organisation to find out about volunteering opportunities available to them. Opportunities may be available with:

- British Horse Society <https://www.bhs.org.uk/get-involved/volunteer>
- British Riding Clubs merlin.perlo@bhs.org.uk
- Riding for the Disabled Association <https://www.rda.org.uk/volunteer/> Find an RDA group to volunteer for <https://www.rda.org.uk/rda-groups/>
- Animal charities such as Blue Cross, RSPCA
- Any other charity or not for profit organisation of interest to the participant*

Examples include;

Taking responsibility :

- Assist in the office, greeting customers and answering the phone
- Make a profile all the horses on the yard – keep those records up to date
- Clean your tack after your lesson
- Tidy the yard/tack room/feed room
- Care for a horse on box rest

Ideas for Yard ambassador:

- Being a role model to others at the centre
- Conducting tours of the yard for new customers
- Writing a positive review of the centre (e.g. trust pilot)
- Encouraging others to write reviews (e.g. trust pilot)
- Promoting the benefits of riding/activities with horses generally, through own social media or wider activities.
- Give a presentation to others on the benefits of riding/activities with horses

Ideas for eco ambassador:

- Assess how environmentally friendly the yard to identify areas for improvement
- Assess all the activities done as part of the business and the impact on the environment

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- Make signs to put up around the yard to remind people to turn lights off
- Come up with a scheme to reward or promote lift sharing
- Give a presentation to the yard on ways to help the environment
- Look at examples for Silver innovator

Mentoring:

- Set up regular meetings with mentee
- Give an overview of yourself to the person – your struggles – ways you think you could help
- Plan how you will help
- Research areas you could help in

Checklist for achievement:

<ul style="list-style-type: none"> • Volunteer for 30hrs at the centre 	<p><i>Provide evidence of a log for the hours completed volunteering. This can be on paper or digitally (e.g. document, app, notes on phone)</i></p>
<ul style="list-style-type: none"> • Take responsibility for something at the centre 	<p><i>Take responsibility for at least one task, this could be an area of the yard, a particular task or a horse's care.</i></p>
<ul style="list-style-type: none"> • Take on a role at the centre (ambassador, eco-ambassador or mentor) 	<p><i>Provide evidence either via recorded information or via discussion as to how they have taken on the role chosen.</i></p>
<ul style="list-style-type: none"> • Volunteer for 20hrs for another charity 	<p><i>This should be signed off by a representative of the charity they have supported (e.g. member of staff, senior volunteer or similar). Participants can volunteer for more than one charity.</i></p>
<ul style="list-style-type: none"> • Reflect on experience volunteering 	<p><i>Complete the questions in the Horse Explorers booklet (Explorer Challenge pages) to reflect on experiences and skills learnt during the time spent volunteering.</i></p>
<ul style="list-style-type: none"> • Know the benefits of volunteering 	<p><i>Know three benefits of volunteering.</i></p>
<ul style="list-style-type: none"> • Know how to get the most out of volunteering 	<p><i>Participant has had discussions with centre/coach about what they want to get out of volunteering and how they can be most useful to centre.</i></p>
<ul style="list-style-type: none"> • Be able to behave professionally 	<p><i>Participant has shown they can contribute in a professional environment (could be demonstrated through timeliness, being helpful, customer care, being reliable)</i></p>
<ul style="list-style-type: none"> • Be able to take responsibility 	<p><i>Participant has taken responsibility for at least one task/area at the yard over time volunteering.</i></p>

Things to consider

- The minimum age for children to volunteer is 14 years old. For more information please visit: www.gov.uk/volunteering/when-you-can-volunteer. The minimum age a child can work is 13 years old <https://www.gov.uk/child-employment>.

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- Each charity/organisation will have their own policy for young people volunteering and this may affect the types of activities they will be able to get involved with and the requirements of adult or parental supervision.
- Its important to check in with the mentor and mentee to check that the mentorship is benefitting both parties.
- Check activities chosen by the participant as part of ambassador roles are suitable and parental permission is granted where required (e.g. social media)
- Ensure appropriate risk assessments are in place.



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Goal Setter EXPLORER CHALLENGE

Set yourself a long-term goal (or more than one) for your future and write a personal development plan to help you take the first steps towards achieving it. Focus on how you can develop your transferable skills to help towards your future learning, career or hobbies.

Break your goal down into short-term and medium-term goals that you can work to achieve at your centre over a minimum of 6 months. You might want to consider training for and taking a BHS Stage assessment, completing a series of Explorer Awards or finding work experience to add to your CV. Create a SWOT analysis to help you identify your strengths, weaknesses and any opportunities or threats that could apply to your goals.

Self-reflect on all the skills you have learnt during the Explorers Leadership Awards; identify what transferable skills you have and consider how they will be useful in the future.

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

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

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

The participant should lead the whole experience

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

Examples of goals:

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

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Checklist for achievement	
<ul style="list-style-type: none"> • Explain what is meant by transferable skills and identify their own transferable skills • Write a PDP • Write SWOT analysis • Identify long term SMART goal • Break down long term goal into relevant achievable short/medium term SMART goals • Plans steps to achievement • Demonstrate progress towards achieving goals • Explain how the smaller goals have helped them progress towards their long-term goal • Self -Reflect 	<p><i>Be able to give examples of transferable skills they have and how they developed them.</i></p> <p><i>Use the template in the book or produce their own PDP to identify and plan towards achieving their future goal.</i></p> <p><i>Identify their strengths, weaknesses, opportunities and threats to achieving their goal. Template in book</i></p> <p><i>Participant can choose to develop skills that will help with their intended future career or if more appropriate choose something that they have an interest in and will help to develop their transferable skills. Record in book.</i></p> <p><i>Discussion with coach to set the goals, use the template in the book, research opportunities available. Identify how this will help towards long term plan</i></p> <p><i>Use template in book or create own. Achievable and measurable steps set out to measure progress. Potential obstacles identified and planned for as much as possible. This should be regularly reviewed, and changes made as required.</i></p> <p><i>Progress discussed or demonstrated and recorded. Regular meetings arranged with coach to review progress including challenges faced, support with planning or making changes as required.</i></p> <p><i>Discussion and skills identified.</i></p> <p><i>Complete questions in book. Discussion with coach.</i></p>

Things to consider

- What industry links do you have that could help support the participant with their goals?
- How will you support each participant?
- Participants aren't expected to achieve their long-term goal by the end of the six months
- The timeframe can be extended if required



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- Participants should be able to demonstrate what they have achieved (short term goals) and how this will help them towards their future goal
- Participants can change their plans if circumstances dictate (for example injury, new opportunity available)
- How will the participant demonstrate progress within the timeframe?
- More time can be allocated if required but a minimum of 6 months must be allowed



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Team Player EXPLORER CHALLENGE

Show off and share your teamwork skills by organising three different team building sessions for a group to take part in.

As a team use all your knowledge of teamwork and your planning skills to put on a team building activity including ice breaker, main and reflection activities suitable for one of the following:

- Bronze or Silver Leadership group
- Pony Stars group
- Pony/Horse day camp

Work as a team to create the sessions including a plan of the activities and a risk assessment. Each team member should lead a different section.

You might want to allocate a specific group to the participants or allow them to choose.

Ideally it should be for a group they don't know but if circumstances dictate, they could be split into smaller groups and plan sessions for each other.

Each session must contain an ice breaker, main activity and wrap up/reflection activity. Participants should risk assess each element. The coach is responsible for checking these are in place.

Sessions should be a minimum of 45 mins.

Possible focus of the activities could be:

- Build friendships within the group
- To improve communication skills
- Building trust
- Problem Solving

Examples of activities include:

- Delivering section of the Bronze or Silver Team Player Awards using the booklet and team building suggestions from the session plans
- Group tasks for Pony Stars Activities – could be to support a specific topic or theme they are learning about
- An activity session during a holiday club day to encourage interaction between participants

Useful weblinks:

ventureteambuilding.co.uk/how-to-run-a-team-building-session-if-youve-never-done-it-before/#.Ysw9TnbMltw

Activities for kids:

www.sessionlab.com/blog/team-building-activities/

unicefkidpower.org/fun-team-building-activities-for-kids/

ventureteambuilding.co.uk/team-building-activities-for-kids/#.Ysw_VHbMltw

Activities for teenagers:

unicefkidpower.org/team-building-activities-for-teenagers/

www.developgoodhabits.com/team-building-activities-teens/



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ventureteambuilding.co.uk/team-building-activities-for-teens/#.Ysw_nXbMltw

Activities for adults:

blog.sage.hr/top-50-team-building-games-employees-love-play/

huddle.com/blog/team-building-activities/

Checklist for achievement

<ul style="list-style-type: none"> • Ideas suggested and discussed as a team 	<p><i>Take an active part in group discussion, listen, feedback, make suggestions.</i></p>
<ul style="list-style-type: none"> • Teambuilding activities chosen 	<p><i>Suitable range of exercises selected and resources identified</i></p>
<ul style="list-style-type: none"> • Teamwork skills demonstrated 	<p><i>Ground rules established and followed Interaction, positive attitude, clear communication written and verbal, listening, tasks achieved, Activities allocated between group. Roles and responsibilities allocated</i></p>
<ul style="list-style-type: none"> • Leadership skills demonstrated 	<p><i>Responsibilities and tasks allocated and completed, clear communication written and verbal, feedback collected and given</i></p>
<ul style="list-style-type: none"> • Session plan created and followed 	<p><i>Task list written and timeline produced, potential problems identified and solutions suggested, changes made as required, risk assessed activities with coach. Recorded in booklet</i></p>
<ul style="list-style-type: none"> • Sessions delivered 	<p><i>Activity successfully carried out. Clear communication and interaction with the group, feedback collected from participants and acted on</i></p>
<ul style="list-style-type: none"> • Self-reflect 	<p><i>Questions answered in booklet, discussion with team and with coach.</i></p>

Things to consider

- Although the group should take the lead in planning and organising the coach will need to support with the risk assessment. 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.
- Participants should consider inclusivity when choosing activities.
- If another group isn't available participant can deliver the sessions to the rest of the Explorer Team
- The sessions should be at least 45mins

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Innovator EXPLORER CHALLENGE

Set up a business venture at your centre. This can be done in a group or as an individual.

Come up with a business plan and share this with the coach or yard manager to see if it's possible to put the plan into action. If it's not possible to put your plan into action the coach can suggest a venture suitable for the centre which could be done instead.

Run your business venture for a minimum of three months.

Examples of business venture ideas:

- Equestrian photographer or artist. Take photos of people with their horse or favourite horse. If you are good at drawing you could draw these. You could look into creating products using the images like key rings, fridge magnets, birthday cards.
- Grooming or bathing service for liveries (support from coach may be required)
- Tack cleaning for liveries or cleaning grooming kits, horse trailers or any other equipment
- Brand ambassador or influencer. This could also incorporate running a fashion show and sale for clothing/equine company.
- Second hand equestrian clothing sales
- Selling manure.
- Making keepsakes from horse hair or horse shoes – e.g. bracelets so customers can buy one of their favourite horse.
- Homemade horse treats
- Make haynets out of bailer twine to sell
- Car wash provided for parents whilst children are in lessons
- Sunflower fields, pumpkin patch, or vegetable patch
- Sponsor a pony.

Checklist for achievement:

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| <ul style="list-style-type: none"> • Know why innovation and adaptability is important in business | <p><i>Know examples of businesses that have innovated and those that have failed to adapt.</i></p> |
| <ul style="list-style-type: none"> • Be able to do a SWOT analysis | <p><i>Know what a SWOT analysis is for and how to research environment/competitors. Complete at least one SWOT analysis</i></p> |
| <ul style="list-style-type: none"> • Know what they need to consider when coming up with an idea for a business | <p><i>May include; demand for product/service, start-up cost, local competitors, business name, identification of resources and skills available.</i></p> |
| <ul style="list-style-type: none"> • Come up with an idea for a business venture | <p><i>Come with own idea to discuss with centre/coach – if not suitable coach can support with another idea.</i></p> |
| <ul style="list-style-type: none"> • Complete a basic business plan | <p><i>Complete basic business plan in explorer booklet.</i></p> |
| <ul style="list-style-type: none"> • Run own mini business venture | <p><i>Run business venture for minimum of 3 months.</i></p> |

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Things to consider

- The coach will need to decide how participants will fund the start-up of their business venture. Examples for funding start-up:
 - A set amount included in the cost of the course (decided by coach)
 - Participants contributing own money (be clear this may be lost if venture is not successful)
 - A scheme to raise funds selling shares (share purchasers must be made aware of what a share is and returns will be dependent on success of business)
- The coach will need to decide where profit from the venture will go, this should be made clear to participants and discussed with them. Examples for distribution of profit at the end:
 - % to shareholders if present
 - Vouchers or credit for participants to use at centre
 - Agreement beforehand that profit will benefit centre and so go to centre
 - Distributed evenly between participants
 - Combination of the above
- All business venture ideas should be checked with the centre and must not disrupt centres activities or business