



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.



**HORSE
EXPLORERS**

Part of the Challenge Awards



Silver Goal Setter

Session 1: Introduction to award and SMART goal setting

Session 2: Goal setting practice

Session 3: Explorer Challenge. This session is to set up the goal to be achieved. As part of the challenge the participant should arrange regular catch up/progress sessions with their coach so you will need to factor in time for these.

Goal Setter Session 1

Introduction

Welcome to Silver Goal Setter	<p>Introduce the award and what will be covered during the next few sessions. Talk about the Challenge Activity and what the participants need to do to achieve it.</p> <p>There is no need for them to pick now what they want to do but they may want to start thinking about it.</p> <p>Re-cap on Bronze Goal Setter Topic if group have previously completed it</p> <p>Ensure appropriate risk assessments are in place for each activity.</p>
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Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

SMART Goals	<p>Resources: access to internet, whiteboard to write ideas on, booklet</p> <p>Introduce SMART goals. Group discussion about - What is SMART goal setting? Read through relevant section in the booklet</p> <p>S – Specific M – Measurable A – Achievable R – Relevant T – Timed</p> <p>Option to use Video clip to introduce SMART goals (4.08mins) www.youtube.com/watch?v=iQQfCZjASX8</p> <p>SMART goal activity in book pages 23-35:</p> <p>Which of these are SMART goals?</p> <ul style="list-style-type: none"> • I want to have my own horse • I want to score over 60% in next month’s dressage competition • I want to achieve my BHS Stage 1 within the next two years • I want to improve my riding ability <p>Discuss what makes them SMART goals. Can you turn the ones that aren’t into a SMART goal? Add other examples if required.</p>
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	<p>Webpages with lots of information about SMART goals. It's in an educational context but is still relevant.</p> <p>creativeeducator.tech4learning.com/2017/lessons/set-SMART-goals</p> <p>www.coachingoutofthebox.com/coaching-resources/blog/how-do-you-support-someone-in-achieving-their-dreams</p> <p>www.exploring.org/wp-content/uploads/2016/10/5939-102293_Setting-SMART-Goals_CF.pdf</p>
<p>Wrap up (10 mins)</p>	
<p>Scrapbook Goals</p>	<p>This classroom-based exercise is great for creative participants looking for some goal-setting inspiration.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Blank scrapbook/noticeboard • Old magazines • Newspapers • Glue • Coloured pens/pencils <p>Instructions</p> <ul style="list-style-type: none"> • Ask the participants to go through the magazines and cut out anything and everything that seems like something they'd be interested in experiencing, achieving, or working in. They can include anything they want to (words, pictures, drawings etc) • They should end up with a pile of cut-outs that inspire them. • Stick them into the scrapbook <p>The result? A visual representation of what they enjoy/like/motivates them which can be used to inspire goals.</p> <p>Look at the scrap book and pick out some goals. These could be short term or long term aims. Discuss how the participant could work towards them.</p>
<p>Re-cap</p>	<p>Finish the session by discussing the use of goal setting and how it can help you to focus. Encourage participants to think about goal they would like to set for themselves for the Explorer Challenge</p>



Goal Setter Session 2

Introduction

Goal setting practice	<p>Recap on SMART goals and what they are</p> <p>This session is about setting small goals and working to achieve them as a group and individually. Participants can start to develop their goal setting skills covered in the explorer booklet.</p> <p>Read through these skills and discuss and encourage participants to answer the questions/activities in the book Pages 26-29</p> <p>For more information about turning your goals into reality: An A-Z Guide www.bbc.co.uk/bitesize/articles/z6th47h</p>
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Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

Shadow goals	<p>The goal for this activity is for the coach to set a goal and the participants to work together to reach it. For example: Their goal is to create a shadow that reaches the length of the outdoor school, or the distance between two poles.</p> <p>Resources:</p> <ul style="list-style-type: none">• Nice sunny day!• Large area• Starting line• Finish line <p>Instructions</p> <ul style="list-style-type: none">• The group have to work together to position themselves in a way that casts the longest shadow possible• It must be one continuous line• Only bodies (no props) can be used (unless you choose otherwise!)• They have 5minutes to do it• If you have a big group you can split them into smaller groups
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Stack 'em	<p>This is a fun way to get participants thinking about realistic goal setting.</p> <p>Resources:</p> <p>For each participant you will need some small stackable items (e.g. smarties, horse treats, buttons, paper cups) if you are indoors. If outside/on the yard you could use pebbles, buckets, polo wraps, grooming brushes.</p> <p>Instructions</p> <ul style="list-style-type: none">• The aim is for the participant to stack as many items on top of each other as they can in 30seconds.• Before they start, they must set themselves a SMART goal of how many items they want to stack based on the items and information they have. e.g. aiming to stack 100 items in 30secs isn't realistic but 15 might be.
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Once the participant has tried once – they can reassess their goal.

Alternative:

To make it interesting you can turn it into a competition by allocating points:

- If they reached their goal each stacked item up to that number is worth 10 points.
- Items above the goal number are worth an extra 5 points each
- If the goal number isn't reached the items stacked are worth 5 points each
- Each participant calculates their score and works out who has won

Pass the carrot

This goal setting game challenges participants to set a goal, come up with a method to achieve the goal and then reassess.

Resources:

- Carrots (or any other suitable item)
- Bucket
- Table

Without using their hands, participants take a carrot from the table and pass it down the line where the final person must get it into a bucket.

Instructions:

- The group set themselves a goal of how many carrots they will successfully drop in the bucket within the time limit
- They need to work out a method of how to pass the carrot successfully between them
- If the carrot is dropped it is returned to the table and the group have to start again.

Possible questions:

- Did they reach their goal?
- What issues did they have?
- Would they change what they did?
- Set a new goal and try again.

Bucket throw goal game

This exercise encourages participants to break a goal down into smaller achievable steps and work up to the bigger goal.

Resources

- Bucket
- Beanbags, plastic balls, polo wrap or something to throw
- Tape measure/string

Instructions:

1. Set the bucket on the ground in a large area. Outside works perfectly but you can do this in a large room as well.



	<ol style="list-style-type: none">2. Ask the participants how far they think they can stand back from the bucket and still get the beanbag in the bucket. This is going to be their big goal. You want them to set this so it's hard to achieve.3. Using the tape or other measuring tool, they should set up smaller, easier goals that will help them achieve their large goal. For example, they think they can throw it 30 feet into the bucket. Place the markers at 5-foot increments.4. Let them start throwing the bean bag at the first marker. Once they make it into the bucket twice in a row, they should move to the next goal.5. Keep playing until they reach their final goal of 30 feet.6. Option to turn this into a game by setting a time limit.
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Wrap Up

Recap	<p>Discuss what the participants have learnt about goal setting from the games they played.</p> <p>Discuss what types of goals participants could think about setting for their Explorer Challenge and ask them to think about what they would like to do ready to discuss in the next session</p> <p>Need some inspiration? www.bbc.co.uk/sport/get-inspired</p>
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Goal Setter EXPLORER CHALLENGE Session 3

Introduction

Use your SMART goal setting skills to develop a skill over the next four months. Think about how you will achieve your goal using what you have learnt. Discuss the skill you want to achieve with your coach and then using the template below, break it down and write a SMART goal including a plan for how you will track your progress. At the end of the four months discuss your achievements with the rest of your group.

Main activities suggestion

Setting your challenge SMART goal	<p>Discuss (either as a group or individually) the goals participants have suggested for their Explorer Challenge. They can choose to continue to develop the skill they started at Bronze Level or to work on or learn a new skill. Whatever they choose they must be able to do at the centre.</p> <p>Goals should be individual to the participant.</p> <p>Discuss the goal choices with each participant and make sure it is achievable and appropriate for them</p> <p>Help them to plan out how the steps they will take to achieve the goal using the pages in the booklet</p>
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Wrap up

Re-cap	<p>Arrange regular catch-up sessions with the participants where they can discuss their progress and highlight any concerns or issues.</p> <p>Remember goals can be adapted or changed to ensure the participants achieve. The participants should use their booklet to keep track of their progress and tick off the steps as they are achieved.</p>
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Examples of skills

- Improve their riding skills (could use photos/videos at start and end to measure progress)
- Achieve Explorer Awards to improve general horse care/riding skills (Bronze/Silver Awards)
- Ride a dressage test and then work to improve their score
- Improve their fitness and flexibility (use videos/pictures to show before and after)
- Lungeing
- Ride Safe Award
- Ride and lead
- General yard work skills
- Office skills (greeting clients, booking lessons)
- Ground schooling
- In Hand work
- Plaiting and competition turn out

Checklist for achievement

<ul style="list-style-type: none"> • Suggest and set suitable SMART goal • Breakdown goal into six smaller steps to be achieved 	<p><i>Discussion with coach and SMART goal recorded in book</i></p>
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<ul style="list-style-type: none"> • Keep a record of progress • Skill developed/Goal achieved • Reflect on experience 	<p><i>Goal broken down into up to 6 easily achievable steps and plan of how to reach each step. Steps recorded in book and updated as required.</i></p> <p><i>Evidence includes written, pictures in book, video clips, discussion or demonstration of progress and achievement of each step</i></p> <p><i>Demonstration of skills, video evidence, written evidence</i> <i>Discussion of skills developed.</i></p> <p><i>Questions answered in book, discussion with coach.</i></p>
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Helpful websites for coaches

- positivepsychology.com/goal-setting-students-kids/
- www.youthemployment.org.uk/smart-goals-for-new-year/
- www.youthemployment.org.uk/making-smart-goals-get-job-ready/
- www.coachingoutofthebox.com/coaching-resources/blog/how-do-you-support-someone-in-achieving-their-dreams
- classroom.synonym.com/fun-group-games-for-college-students12312292.html
- www.whatsdannyydoing.com/blog/goal-setting-games
- www.briantracy.com/blog/personal-success/smart-goals/

Things to consider

- Goals chosen should be suitable for the participant in terms of skill and achievement
- Appropriate risk assessment in place
- Participants can choose to continue to develop the skill they started at Bronze Level or learn a new skill.
- Participant must be able to demonstrate progress in chosen skill in the timeframe
- Skill development should take place at the centre (in lessons for example)
- Arrange regular catch-up sessions with the participants where they can discuss their progress and highlight any concerns or issues.
- Remember goals can be adapted or changed to ensure the participants achieve.
- The participants should use their booklet to keep track of their progress and tick off the steps as they are achieved.
- The time frame can be extended if required but participants should have a minimum of 4 months

