



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



Session 1: Introduction to award and teamwork

Session 2: Benefits of teamwork

Session 3: What makes a good team player

Session 4 and 5: Team building activities (optional sessions)

Session 6 – 8: Explorer Challenge

Session 1 Team Player

Introduction

Welcome to team player

Introduce the topic and what will be covered including the Practical task. You could also include how the award progresses through the levels (Bronze to Platinum).

For the Practical task participants are asked to work together as a team to choose and complete a practical task that can be done on the yard.

Include the content of the Award and how this will be covered in the sessions

Check appropriate risk assessment in place for each session

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

Setting ground rules

Resources: paper, pens, white board/flip chart

Discuss that ground rules are for everyone and ensure the group know the value of having rules, that they aren't restrictions but help to make things fair. The participants should be involved in discussing and setting out the rules for their group.

You might want to set general ground rules for the Explorers Group meetings and then more specific rules for any tasks they are taking part in.

1. Ask each participant to think about the best group discussions they have been a part of and what made these discussions work well?
2. Next, ask the participants to think about the worst group discussions in which they have participated and why they were bad?
3. For each of the positive things identified, ask the participants to suggest three things the group could do to make sure this happens in their group.
4. For each of the negatives identified, ask the participants to suggest three things the group could do to ensure that this doesn't happen.
5. Use their suggestions to write a set of ground rules that everyone agrees with
6. Throughout the course revisit these rules and check they are still being followed and still appropriate for the group.

Key points you might want to include:

- Respect each other
- All opinions and suggestions should be considered before a decision is made



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	<ul style="list-style-type: none"> • Back up your opinion with a reason • The group is collectively responsible for decisions made <p>Safety rules are not negotiable</p>
<p>Get to know your group Activity</p>	<p>Resources: Space to move around</p> <p>Quick line up Activity If you have a group of participants who don't know each other very well this activity is useful to get them interacting with each other and moving around.</p> <p>Have the group standing in a line (or more than one line depending on numbers/space). They have 1 minute to organise themselves into an order such as:</p> <ul style="list-style-type: none"> • Alphabetically by first name/surname • Age • Height • Shoe size • Birthday month <p>To make it harder you can ask them to do it out without asking any direct questions or without speaking at all!</p>
<p>Hot Potato Activity</p>	<p>Resources: Something soft and small participants can throw – ball, polo wrap, scrunched up paper</p> <p>This is a fun exercise for people to learn names and/or get to know each other better.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Stand the group in a circle and give the ball to someone to start. • They call out their name and pass the ball to the person to their left who does the same and work around the circle. • Next, pick someone to throw the ball too, you must shout out the name of the person before you throw. • That person catches it, picks someone else shouts their name and throws the ball to them and so on. <p>Once everyone has had a turn you can speed it up or add in more balls so more than one person is throwing and shouting. Mix the group up part way through so everyone moves position. You can choose any question for example shout out their favourite horse/food/drink/singer/TV program/colour</p>
<p>Introduction to Teamwork</p>	<p>Resources: Access to internet for research, paper, pens, white board/flip chart</p> <p>Once the group are warmed up and interacting you can move on to introducing the topic of Teamwork.</p>





Ask if anyone likes watching quiz shows or competitions on TV? Point out that we live in a highly competitive world where everyone wants to be a winner. Healthy competition is good as it makes you focus on your talents and achieve goals, but you can't do it completely on your own you need to work as part of a team.

Ask the participants if they are part of any teams outside of Explorers. This could be in a sports team, at school, at home or in another hobby. What do they like about being part of that team?

In the equine industry there are lots of examples of teamwork. Look at the riders listed below (riders selected as they have a team section on their website) or chose any other relevant person or talk about the team at your centre. Ask the participants to guess how many people they have as part of their immediate team and part of their wider team. Who do they think makes up their team? Use this opportunity to introduce the wide variety of careers available in the industry that participants may be less aware of such as Physio, EDT, Osteopath, saddler, nutritionist, suppliers, sports psychologists.

Have a look at their Websites under the Team Section and see how people are listed. Discuss how all these people have a role to play. (Could link to future career paths?)

Tom McEwen Website
<https://tommcewen.co.uk/>

Laura Collett Website
<https://www.lauracollett.com/>

Natasha Baker Website
<http://www.natasha-baker.com/>

Lissa Green Website
<https://www.lissagreeneventing.co.uk/team-trainers>

Scott Brash Website
<https://www.scottbrashequestrian.co.uk/>

Wrap up

Re-cap

Resources: Access to internet to watch video clip and research

Finish the session by asking the participants to find some examples of good teamwork (they can use google!) and share them with the rest of the group.

Video 1minute
How Ants Carry Heavy Loads – National Geographic
<https://www.youtube.com/watch?v=fjyTkagc8BI>



Team Player Session 2

Introduction

Teamwork benefits

Resources: Online to watch video, booklet

Read page 35 – benefits of team work.

Start the session by showing this short video about teamwork.

Video The Power of Teamwork (3.30minutes)

<https://www.youtube.com/watch?v=ftPOy4yUGMQ>

What did the video highlight about the pros of working as a team?

What other benefits are there to working in a team? What skills can it help you to develop?

Discuss the skills they come up with and include:

- Lots of different ideas and approaches
- Communication and listening skills
- Problem Solving

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

Ideas and Suggestions generator Activity

Resources: paper, pens, white board/flip chart

Read out these scenarios to the group or make up some of your own.

- A fence rail around the field has broken and can't be replaced until tomorrow. What would you do to make the fence secure for the night so the field could still be used?
- You are moving to a desert island and can only take 6 items that can fit in a backpack with you. What do you take and why?
- A farmer buys a cat, a bag of sunflower seeds, and a parrot from the market. He uses a small canoe to cross a river to get home but can only fit one other thing in the canoe beside him at a time. The challenge is to work out a method of getting everything home safely. However the cat can't be left with the parrot, or it will attack it and the parrot will eat the sunflower seeds so can't be left with the bag.

Ask the participants to individually come up with potential solutions to the situations. Highlight that there are no right or wrong answers here and that you are looking only for ideas and suggestions as to what could be done.



	<p>Discuss their answers as a group. Did any of the answers surprise anyone? Where they able to come to an agreement on what the best action was for any of the questions?</p> <p>Remind the group that the suggestions someone puts forward will be related on that person's previous experience and knowledge of the situation. You might find suggestions that you hadn't thought of or tried before and that you could use in another situation.</p>
Mind the hotspot!	<p>Resources: Spaces to spread out, items to make hotspot or maze, blindfold or mask</p> <p>Instructions</p> <ul style="list-style-type: none">• This can be done in a classroom or an arena.• Place plastic markers or pieces of paper randomly on the ground to represent 'hotspots'.• The spaces between 'hotspots' can be made smaller or larger to make it more challenging.• Split the group into small teams and allocate one person to stand at the far end and the rest of the team to be blindfolded.• The person at the end has to guide one blindfolded person around the 'hotspots' to the other side of the course.• Once the blindfolded participant reaches the end, they can remove their blindfold and then they guide the next person.• If more than one team does this at the same time, they need make sure they are heard above the other team. <p>If you have space and resources, you could build an obstacle course or a maze instead.</p>
Blanket Volleyball	<p>Resources: two blankets and a ball (a bandage or lightweight brushing boot will also work).</p> <p>The aim is to throw the ball from one team to the other using the blankets.</p> <p>Instructions</p> <ul style="list-style-type: none">• Split the group into two and give each team a blanket.• You can make it harder by introducing a net for the teams to throw the ball over.• The team must work together to keep the blanket tight, throw the ball and then be in the right position to catch it again.• Set a challenge to see how many times they can pass it between them
Don't drop the whip	<p>Resources: Long whip or bamboo cane or broom handle</p> <p>This exercise requires the participants to communicate carefully and co-ordinate their movement, so the whip doesn't drop.</p>



	<p>Instructions</p> <ul style="list-style-type: none">• Participants stand in a line with their shoulders touching• Hold out their hands out in front of them palm up.• Close their fingers so only their index finger is pointing forward.• Place a dressage whip so it is laying across their fingertips.• On the count of three the team have to crouch down and place the whip on the floor without it rolling off.• Time each team to find out who is the quickest.
Wrap up	
<p>Balloon Caterpillar</p>	<p>Resources: Balloons, space to move around</p> <p>This activity requires communication and co-ordination as a team to work out when and how to move so the team stays close together.</p> <p>Instructions</p> <ul style="list-style-type: none">• In a team participants stand in a line one behind the other• Place a balloon between each person and the person in front.• Once the balloon is in position, they can't touch it with their hands.• Staying together in the line participants try to walk from one point to another without the balloons falling out.• If a balloon falls the whole team has to go back the beginning and start again. <p>You can add obstacles such as walking around a chair or stepping over a pole to make it even more challenging or see if the group can do it jogging or skipping or hopping.</p>
<p>Re-cap</p>	<p>Discussion points for all activities:</p> <ul style="list-style-type: none">• Did they have to adapt the language they used to get the person to move in the right direction?• What type of instructions worked best for the person who was blindfolded?• Did they find it easier to give instructions after they had tried it themselves?• What did they learn about communicating clearly?• How did they find trying to communicate with their team member over other people?



Session 3 Team Player

Introduction

Qualities of a good team player

Resources: Access to internet to watch video, white board/flip chart, pens, booklet

Each member of the team will bring a different quality to the team. Sometimes you might find it easier to work with some people and not so easy with others.

Use this video as a discussion point or pages 36-37 in the booklet

Teamwork Skills – Young Professional (3minute video)

Youth Employment UK

<https://www.youtube.com/watch?v=N6oaCRICnhA&t=179s>

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

Qualities of a good team player

For this session we want to encourage participants to think about the qualities or characteristics needed to be a good team player.

- Ask them to think of what qualities make a good team.
- Ask the participants to call out words or descriptions relating to what qualities they think makes a good team player and what don't.
- You can suggest a few words to start them off.
- Can they give reasons why these are good or bad characteristics?

- What skills/strengths do they have that make them a good team player?
- What skills/strengths does the person next to them have that makes them a good team player?
- Do they recognise any of the less useful team player skills in themselves? (They don't have to share out loud).

Make it clear that everyone has areas that they need to work on but being aware of them and recognising them is the first step.

Look at the group qualities – how do they think they will work together?

Recognising team strengths

Resources: access to yard

Everyone in the group will have a different strength and they are all important.

- Discuss some routine yard tasks and what skills are needed to complete them.
- Take the group onto the yard and allocate them a set of tasks to complete as a team.



	<ul style="list-style-type: none">• Ask them to decide who in the team would be best suited to the task based on their strengths. <p>For example: rolling bandages – neatness, patience, organisation. Stacking hay bales – strength, logic, problem solving. Grooming – calmness, attention to detail.</p> <p>Set the group a team building task to complete. Afterwards discuss what skills they needed to complete the task. Did any team member show these skills particularly well?</p>
Wrap up	
Re-cap	Ask what skills the participants think are valuable in teamwork. Why is it important or necessary to have team members with different skills?





Session 4 & 5 Team Player

Introduction

Team Building

There are many fun and engaging team building activities that you could use here to help the group bond and learn how to work together. There are a few suggestions below but feel free to adapt them or use your own. These activities can be integrated into any of the sessions.

You might find that initially the group are reluctant to get involved in team building activities. You could try turning the task into a small competition or challenge instead of a team building activity. This might start to appeal to their competitive spirit, and they might just be more inclined to join in especially if there is a reward at the end. Ensure the task you set is achievable for the group, you can gradually make it harder as they become more confident.

During the activities observe the group and how well they are interacting together. They may need support or guidance to make sure everyone is included and no one person is dominating the tasks.

After an activity ask the group for feedback on how they think it went, did everyone have a part, where the group listening to each other, where there any problems and how were they resolved?

Videos

Why Teamwork is Important? (approx. 3minute) from Youth Employment UK

<https://www.youthemployment.org.uk/young-professional-training/teamwork-skills-young-professional/>

BBC bitesize

Top tips for teamwork

<https://www.bbc.co.uk/bitesize/articles/zrdswtv>

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

Scavenger Hunt

Set a time limit for the teams to return by

There are many ways to set up a scavenger hunt.

- Write a list of items or objects for participants to find and bring back
- Instead of bringing the item back they could take a picture on a phone.
- Set them the task of finding something for each letter of the words 'HORSE EXPLORERS' or any other relevant word/s you choose.
- Depending on the size of your group you can split them into smaller groups or pairs.



	<ul style="list-style-type: none">• They must stay together for the duration of the task.• Allocate points for each item or how creative the group have been.• Teams can then decide on a tactic to earn them the most points.
Creative challenges	<p>Resources: Marshmallows (or equivalent), dry Spaghetti (or equivalent)</p> <p>Using only marshmallows and dry spaghetti (or any other material you provide) create a model</p> <p>Instructions</p> <ul style="list-style-type: none">• They can only use the items they have been provided with.• You set the challenge and the time limit.• The ideas are limitless on this one! You could link it to horses e.g., other than a horse create something to do with horses (such as a stable, a course of jumps) or a specific challenge such as create a bridge structure. <p>Alternative:</p> <p>Resources: Newspaper, Sticky Tape, Egg</p> <p>Instructions</p> <p>Using only the paper and tape make a tower of at least 30cms that can stand by itself. You must be able to balance the egg on the top of the tower.</p>
The floor is lava	<p>Resources: Empty feed bags or similar, arena or paddock area</p> <p>Instructions</p> <p>Give each team 2/3 empty feed bags. The team must cross together from one side of the arena to the other without touching the floor or leaving anyone behind.</p>
Communication Activity	<p>Resources Lead ropes joined together to form a circle, Blindfolds</p> <p>This exercise will help to develop communication skills between the group. The blind folded participants have to listen and follow instructions and the participant without the blindfold has to give clear instructions.</p> <p>Instructions</p> <p>Blind fold all apart from one team member. The blind folded participants hold onto the edge of the lead ropes. The non-blindfolded person gives instructions to the others to create different shapes or letters using the lead rope.</p> <p>Score a point per recognisable shape/letter.</p>



Wrap up	
Jigsaw Challenge	<p>The teams will think they are competing against each other initially, but they need to work together at the end to complete the whole jigsaw.</p> <p>Resources: A large jigsaw split in sections, suitable surface to build it</p> <p>Instructions Split the jigsaw equally into the number of teams. Each team should have the right pieces to build their section of the jigsaw. Set the challenge – piece together the jigsaw in front of you but don't give any further instructions or let them see the box! Don't tell the teams they have to join up their individual sections to make the full picture, they need to work it out during the task.</p>
Re-cap	<p>At the end of each activity discuss how each team approached the task. What strategy did they employ? How was everyone included?</p> <p>Can they think of their own team building activities to take part in?</p>





Session 6 -8 Team Player EXPLORER CHALLENGE

Introduction

Plan and take part in a team activity that can be done on the yard with your fellow Explorers under the supervision of your coach. Work together to decide what task you are going to take on and how you will make it happen.

Choosing the activity:

Resources: Booklet, paper and pens,

Everyone in the group should come up with at least two suggestions of the task they would like to complete.

Write the suggestions up on the board and the group vote for the winner or pick out a hat. You can link several smaller activities together.

Risk assess the task chosen

Main Activity suggestion

Pick your challenge

Once the task/s have been chosen, the group should spend time planning how they are going to carry it out and allocate roles to each member of the team. Everyone in the group must have a part.

Depending on the experience of the group you could allocate another session to preparation and practice. If it doesn't work well the first time, discuss what can be done differently and then try again.

During the tasks take photos or make notes that can be used as evidence of the group working together.

Things to consider

- The Coach will act as team leader for this task to make sure everyone is involved fairly
- Be aware of dominant personalities overshadowing quieter ones
- If the group is large, it can be split into smaller groups and separate tasks allocated

Wrap Up

Re-cap

Team Player

The final session should be reflection on how well they worked as a team. Did they find the teamwork building exercises helped them work together as a group better? What went well and was there anything they would like to change? How are they going to use these skills going forward?

Complete the booklet pages 38-39

Suggestions for Team Activities

- Carry out a routine task on the yard (for example turning out/tacking up for lessons/skipping out/watering/haying/poo pick paddock)
- Tack cleaning
- Build course of jumps/dressage arenas
- Make horse friendly treats



- Paint jump poles/wings
- Under supervision from your coach, run a section of the yard
- Rug washing
- Spring clean the stables | tack room | feed room | office | classroom
- Upcycle or Re-use items around the yard to make something new (for example make jump fillers, artwork, a mascot for yard, furniture, xc jumps, an obstacle course, planters)
- Build a shelter from items you find around the yard and have a picnic in it (items could include feed sacks, rugs, pallets, etc)
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Checklist for achievement

• Suggest and select suitable task	<i>Take part in group discussion to suggest tasks, be involved in decision making</i>
• Demonstrate teamwork skills	<i>Willingness to take part, good communication/interaction with teammates, listening skills, positive attitude, Work together to decide how task will be completed</i>
• Task completed successfully	<i>Task completed successfully. Teamwork skills demonstrated. Section in book completed</i>
• Reflect on performance	<i>Complete questions in book, discussion with coach on how well they felt they worked as part of the team</i>

Things to consider

- The coach will act as team leader for this task to make sure everyone is involved fairly
- Be aware of dominant personalities overshadowing quieter ones
- If the group is large, you might find it beneficial to split into smaller groups and allocate each group a separate task
- Ensure appropriate risk assessment in place