



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.



Platinum Team Player

Session One: Transferrable skills

Session Two onwards: Explorer Challenge

Team Player Session 1

Introduction

Welcome to Platinum Team Player

This session should include a brief introduction to the award and how it will be delivered.
Introduce the Explorer Challenge as this will make up the main focus of these sessions.

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

Teamwork = Transferable skills

If you have completed the Goal Setter topic the group will have covered transferable skills already. Read pages 67-68 in the booklet

Transferable skills are core skills and abilities that you have learnt that can be applied to any range of jobs/industries/areas

barclayslifeskills.com/educators/lessons/transferable-skills-activity/
www.skillsyouneed.com/general/transferable-skills.html

Select specific exercises or activities participants have taken part in and ask them to identify what skills they have developed.

You could relate it back to the Gold Team Building adventure, or any of the team building activities they have completed at any level or use the spiders web exercise below.

Examples of teamwork transferable skills include:

- Encouraging others
- Co-operation
- Understanding behaviour
- Leadership
- Negotiation
- Communication (verbal/non-verbal)
- Dealing with conflict

What other skills have they developed that they can they think of?

www.skillsyouneed.com/general/transferable-skills.html
uk.indeed.com/career-advice/career-development/transferable-skills

Spiders web

Resources: 2 solid jump wings, lots of pieces of different lengths of bailer twine, scissors.



**HORSE
EXPLORERS**

Part of the Challenge Awards



	<p>The objective is to get all the team members through the web without touching it.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Position the wings as if you are going to build a jump • Participants must work together to thread the string through the holes to make a spider web shape with a variety of size and shape holes in it. • There should be a minimum of one hole for each team member (5 members = 5 holes) • Team members have to climb through their hole without touching or knocking over the web. <p>Considerations:</p> <ul style="list-style-type: none"> ○ Teams have to think about the size and position of the holes ○ How they will work together to get everyone through ○ What skills are this exercise developing? ○ What challenges did the teams face?
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<p>What skills are in your toolbox?</p>	<p>Ask participants to identify up to ten teamwork skills which they have developed during Horse Explorers. Read pages 67-68 in the book</p> <p>Think of the team building tasks they have done and what skills they needed to complete them. Remember to encourage them to think 'outside the box'</p> <p>Ask each participant to write a short script they could use to describe their transferable teamwork skills to a potential new manager during an interview.</p> <p>These example questions might help them to get started:</p> <ul style="list-style-type: none"> • Tell us about a time when you worked in a team to achieve an objective • Tell us about a time when you worked in a team to solve a problem • Tell us about a time when your contribution made a big difference to a team's success • Tell me about a time when you had a disagreement with another team member. How was it resolved? • In your opinion, what makes a team work well together? <p>Participants could work in pairs or small groups to share ideas.</p>
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<p>Wrap up</p>	
<p>Q & A</p>	<p>List three transferable skills that they have learnt from teamwork and give an example. How will these skills benefit them in the future?</p>



Team Player EXPLORER CHALLENGE Session 2 onwards

Introduction

Show off and share your teamwork skills by organising three different team building sessions for another 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.

Main Activities

Planning team building sessions

Read pages 69-71 in the booklet and answer the activities.

As a group or in your smaller groups decide on who you are going to put the 3 teambuilding sessions for. 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.

Useful weblink:

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

Each session must contain an ice breaker, main activity and wrap up/reflection activity. There are templates in the book to help plan the activities.

Participants should risk assess each element. The coach is responsible for checking these are in place.

Discuss within the group who the session is for and what the focus of the session will be.

Sessions should be a minimum of 45 mins.

Possible focus could be:

- Build friendships within the group
- To improve communication skills
- Build trust
- Work together to solve a challenge



<p>Delivering the team building sessions</p>	<p>They can work as a group or in pairs, but one person has overall responsibility for each section. Each section should be delivered by a different participant.</p> <p>They need to consider for each session:</p> <ul style="list-style-type: none">• What the aim is• What equipment will they need• The amount of time they have• Where the activity will take place (all inside/outside/mixture).• How will they collect feedback from the group?• What help will they need?• How many people will be in the group• The age range of the group• Do they want to practice the activities before they deliver them?
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<p>Reflection</p>	<ul style="list-style-type: none">• After each session the group should collect feedback from the participants and reflect on the session.• There are questions in the book to use as a template.• Discuss with the group what they have learnt and how they will use this to improve the next session. <p>After all 3 sessions have been delivered discuss with the participants what they have learnt about themselves and what skills have they developed. How will they demonstrate these skills in the future (on CV)? What did they particularly enjoy about delivering the sessions?</p>
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Examples of Team Building Activities

Once the group have selected the focus, they can choose the activities.

Allocate a different leader for each section (ice breaker, main, wrap up). This leader of each section should change for each of the 3 sessions.

The leaders should research activities and present their findings to the group. They can then pick the most suitable exercises.

Activities for kids:
www.sessionlab.com/blog/team-building-activities/
unicefkipower.org/fun-team-building-activities-for-kids/
ventureteambuilding.co.uk/team-building-activities-for-kids/#.Ysw_VHbMltw

Activities for teenagers:
unicefkipower.org/team-building-activities-for-teenagers/
www.developgoodhabits.com/team-building-activities-teens/
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