



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.



Bronze Future Leader

Session 1: Introduction to Award and Role Models

Session 2: Communication activities

Session 3: Safeguarding and Health and Safety

Sessions 4 – 11: Participant to help with sessions and be able to put into practice the skills learnt in earlier sessions.

Session 1 Future Leader

Introduction

Welcome to Bronze Future Leader

This session should include a brief introduction to the future leader topic and the skills that will be developed as part of the topic. This could include how this will progress in the Silver and through to the Gold and Platinum.

Silver Future Leader: Helping at the centre and developing interpersonal skills.

Gold Future Leader: Coach Assistant Award

Platinum Future Leader: Volunteering, Centre Ambassador/Mentoring

The aim is that throughout these awards the participants will develop the skills to be able to lead others including leading on projects, leading a team, positively influence others and being a good role a model.

Discuss the requirements of the topic, and how the participants can achieve it. The focus at Bronze is communication and being a good role model.

What skills do they think they will develop as part of the topic? Why do they think these skills are important?

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

Role Models activity

Resources: access to internet, printer, sticky tape, scissors

Participants should learn about role models and consider who their role models are, identify the qualities their role models have and how they can develop these qualities in themselves. When helping with sessions at the yard for customers and younger children, participants should know how to act in order to be a role model for others.

<https://www.cambridge.org/elt/blog/2018/02/15/thinkheroes/>



Choose 6-8 inspirational people that you think participants will recognise, or who you would like to introduce to them.

Examples could include;

- Laura Collett - became the first British female Olympic eventing champion, she had previously suffered serious injuries after a riding accident where she was left in an induced coma.
<https://www.lauracollett.com/team/laura-collett/>
- Charlotte Dujardin, Britain's most successful dressage rider.
- Malala Yousafzai - she is the youngest Nobel Prize laureate and is an activist for girl's education in countries where are not freely able to attend school safely. Malala grew up in Pakistan, when the Taliban took control of her town the education of girls was banned. After speaking out about this Malala was shot, she survived and continues to campaign for this cause. <https://malala.org/malalas-story>

Others could include:

- Carl Hester
- Marie Curie
- Jennifer Lawrence
- Elon Musk
- Will Smith
- Millie Bobby Brown
- Reece Witherspoon
- Serena Williams

You could choose any others relevant to yourself or your group. They don't have to be celebrities; any local inspiring heroes or people on the yard that are role models could be discussed too.

<https://www.emmaand3.com/55-good-role-models-for-kids/>

Print out pictures of the inspirational people and stick them around the room. Participants can work in pairs to try to identify each person and work out why they are role models (they can use their phones). Ask them to think about each person's characteristics not just their achievements.

Discuss each person and write down the types of words the participants use to describe them, for example; hard working, brave, resilient, grounded.

Ask each participant to think about someone who inspires them. Discuss.

https://www.thirteen.org/edonline/adulted/lessons/lesson21_activities.html



	<p>Thinking about the characteristics and qualities they have identified above, ask the participants to consider how they could develop those qualities in themselves.</p> <p>Create the ultimate role model by cutting out and joining the body parts of each person.</p>
--	--

<p>Who influences you?</p>	<p>Resources: access to internet</p> <p>Discuss with participants who influences them. Who has the biggest impact on how they behave? Whose opinion do they value the most?</p> <p>Are participants influenced by people who are close to them, e.g., family, teachers, friends.</p> <p>Do they value the opinion of celebrities?</p> <p>Do they follow social media stars or influencers? Do they value their opinion more than 'traditional celebrities', if so, why?</p> <p>Have they ever been negatively influenced by someone else?</p> <p>www.groupdiscussionideas.com/social-media-influencers-impact-on-youth/</p>

<p>Negative Role Models</p>	<p>Resources: access to internet</p> <p>All people have good and bad qualities, and everyone makes mistakes. Sometimes an admired public figure can make poor personal choices, it doesn't always mean they are a bad person. However, some people in the public eye embrace poor behaviour like violence, racism, sexism, and drug and alcohol abuse which is not acceptable.</p> <p>Ask participants if they can identify negative role models or public figures who have made mistakes.</p> <p>Discuss whether they feel that person is a bad role model or just made a poor choice/mistake. Have they admitted their mistake and apologised, what have they done to rectify their mistake?</p> <p>www.aacap.org/AACAP/Families and Youth/Facts for Families/FFF-Guide/Children-and-Role-Models-099.aspx</p>





Wrap up

Re-cap

To finish recap on the topics covered and discuss how each participant use good role models as influencers for themselves and how they can be a good role model to others



Session 2 Future Leader

Introduction

Communication

Introduction to communication as a skill and why it is so important.

Communication is probably the most important life skill. Communication is vital for us to be able to interact with others both socially and at work or school. Good communication skills allow you to understand information accurately and quickly and provide clear information.

Discuss: Why is good communication important, what could result from poor communication?

Briefly go through the different types of communication; verbal, non-verbal (body language, written and visual). When are these used on the yard? Why might you use one type over another?

The activities below focus on listening skills and adapting communication clearly and appropriately in given situations.

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

Listen and draw Activity

Resources; selection of pictures (can be basic shapes that interlink), pens, paper,

One participant is given a picture, they then describe the picture giving clear instructions to the second participant, who follows the instructions and draws the image. The person listening is not allowed to ask any questions and can only listen to the instructions.

Instructions

- Split the group into pairs (one speaker and one drawer).
- Give each speaker a basic drawing (for example a combination of shapes and lines).
- They have to describe the image clearly in steps to the person drawing, (for example draw a square in the centre of the page with each side 20 cm in length, draw a circle next to the left hand side of the square)
- The pair with the most accurate drawing wins
- Add a time limit to make it more challenging



Blindfolded obstacle course	<p>Resources: space and items to create an obstacle course, blindfold</p> <p>Instructions</p> <ul style="list-style-type: none">• Create a simple obstacle course in a relatively large space.• Pair up the participants• Each pair has to choose one person to be blindfolded and one person to direct. (They will swap)• The participant to direct the blindfolded participant around the course.• Repeat so all participants have had a go at directing. <p>Discuss in the group who were the most successful people at directing. What made them successful?</p> <p>Discuss why it's important to use as few words as possible when explaining to avoid confusion.</p>
Listening activity	<p>Resources: pens, paper, prepared list of two lists of 10 unrelated words, two lists of names and pictures to go with the names,</p> <p>This experiment highlights the importance of listening and confirming what you have heard by showing how easy it is to forget information.</p> <p>Instructions</p> <p>Make a list of 10 random words</p> <p>Tell the participants you are going to say 10 words and they need to remember them in order (without writing them down).</p> <p>For example</p> <ol style="list-style-type: none">1. Dog2. Tree3. Scissors4. Wood5. Orange6. Wind7. Glasses8. Telephone9. Sand10. Jumper



	<ul style="list-style-type: none"> • After saying the 10 words talk read a short article from a magazine out loud to the group. • Then ask the participants to write down the ten words • How many words could they remember? Who got the most? • Try again using ten different words but this time allow participants to repeat the words after you. Include the short break before asking participants to write the words down. <p>How many words did they remember this time? Did anyone remember them all? Discuss if they found this easier than the first experiment.</p> <p>Repeat this exercise using names (could use horses on the yard or famous horses/riders/athletes/singers for example)</p> <ul style="list-style-type: none"> • Say the names of 10 names. • Then speak about something else for a few minutes. • Ask the participants to write the ten names down. <p>The second time</p> <ul style="list-style-type: none"> • Use ten different names and provide pictures of each • Again, have a short break • Ask participants to write the names down using the images as prompts. <p>How successful were they this time? Why do they think it was?</p> <p>The result should show that participants can remember more names if they are allowed to a visual cue.</p> <p>How can they use this in everyday life?</p> <p>When they hear someone's name, they can repeat it or confirm the name with the person. They can use visual cue to associate people with their names e.g., Mille has brown hair in pig tails.</p>
<p>Explain how to..... Activity</p>	<p>The aim of this activity is to understand how you might need to alter the way you communicate according to who you are communicating to.</p> <p>Instructions:</p> <p>Split the group into pairs and give each pair a short task that can be done on the yard. (Skipping out, putting on item of tack, fitting a boot, hanging a haynet, refilling water buckets)</p>



	<p>The first person must explain to the person they are paired with how to complete the task</p> <p>The pair swap and the second person must explain the same task – but this time imagining they are explaining it to someone who knows nothing about horses.</p> <p>Discuss how these explanations differ - The first explanations will probably be briefer. It would be fine to use abbreviations as the listener would understand the subject. The speaker may use specific terms to identify parts of the horse or parts of the tack.</p> <p>The second explanation would need to be much more detailed – each time the speaker mentions an area of the horse or tack they would need to provide more explanation. The listener may appreciate an explanation of what they are doing and why to put context to the situation.</p> <p>Discuss what could happen if you do not consider the audience you are speaking to? For example, they would not be able to complete the task, they may lose interest, they are more likely to engage with you if they know the context of the situation.</p>
--	---

<p>Adapting communication activity</p>	<p>Ask participants to think about who they might be communicating with during sessions and how they should communicate to each person in different situations.</p> <p>If in a group, they could act out the scenarios and then discuss afterwards.</p> <p>Scenario 1</p> <p>You are helping with a Pony Stars stable management session and the group are grooming their ponies. One of the ponies stands on a child's foot, the pony moves straight away so is not still on their foot, but the child is upset. You are the first to see. What should you do and who should you communicate with? For example, they may need to talk to the child first and then talk to the coach, you may also need to talk to the other children. How will you talk differently to each person?</p> <p>Highlight the impact that your communication has on others and how acting calmly can help others feel calm which is especially important when dealing with younger children.</p> <p>Scenario 2</p> <p>You are helping with a ride out. The yard staff are helping the riders to get on, a lady who is already mounted is trying to get the attention of a coach as</p>
---	--





	<p>she is not comfortable with how her stirrups are adjusted. She is getting anxious as she is worried, they will leave without re-adjusting them and she hasn't been able to get the attention of a staff member. What should you do and who should you communicate with? For example, you should respond to the lady, and then go and then find a staff member. How will you talk differently to each person?</p> <p>Highlight the impact that your communication has on others. Being confident in how you speak and through your body language will reassure the lady. Give the message clearly and concisely to a staff member as they will be busy, so they need to know which person needs help, what the problem is, and that the person is anxious.</p> <p>Scenario 3</p> <p>You are helping a coach with a jump lesson. One of your friends is in the lesson and whilst waiting to jump is trying to chat to you. The coach asks you to put the jump up to 1 metre, but you are not sure how to measure it. What should you do, how should you communicate with the coach and your friend?</p> <p>Highlight the importance of being professional, the coach is teaching paying clients, any assistants also need to act professionally. Be friendly and polite to the friend but clear that you cannot talk as you are helping with the session. Always ask if you are unsure about something and confirm what you are being asked to do.</p>
--	--



<p>Introduction to helping with sessions</p>	<p>Resources: horses, arena, lead ropes, access to the yard</p> <p>Participants will need to put their communication skills into practice when helping with sessions at the yard. They need to be able to listen and follow instructions from the coach but will also need to be able to communicate with the people participating in the sessions.</p> <p>Discuss:</p> <p>How to behave when helping with sessions?</p> <p>How should you communicate with the participants of the sessions?</p> <p>How might you communicate differently to children and adults?</p> <p>General points to consider:</p> <ul style="list-style-type: none">• Always be polite• Make eye contact and smile
---	--





	<ul style="list-style-type: none">• Ways to remember names• Speak clearly and use appropriate volume. <p>Communication with children</p> <ul style="list-style-type: none">• Keep any explanations simple and to the point• Be practical, show them how to do something at the same time as explaining simply• Go down to level to speak to them if you need to• Ask them questions – which is their favourite pony, do they have pets at home. Use encouraging comments to show you are listening and interested in what they are saying• Offer compliments when they do something well <p>Communicating with peers and adults</p> <ul style="list-style-type: none">• Be friendly and engaging (make eye contact and smile)• Be helpful• Keep explanation simple and clear• Be positive and encouraging• If you don't know the answer to a question, say so – but offer to find out the answer for them <p>Practice some scenarios with the group such as</p> <ul style="list-style-type: none">• Meeting someone in the office• Assisting someone to mount• Leading in a lesson
Wrap up	
Re-Cap	<p>Discuss the descriptions and types of language that worked best for each task. Going forward how will the participants use what they have learnt today?</p> <p>Ask the group to share any experiences they can relate to the scenarios above. Some may have part time jobs where they have to communicate with members of the public or other colleagues.</p>



Session 3 Future Leader

Introduction

Safeguarding and Health and Safety

Resources: Booklets

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



	<ul style="list-style-type: none"> • 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	<p>Resources: Sticky notes, white board/flip chart, pens</p> <p>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.</p> <p>The group should then sort the statements and stick the up under the relevant section, you can then discuss each statement.</p>
------------------------	--

Scenarios	<p>Scenarios</p> <ul style="list-style-type: none"> • 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. <p>Example scenarios:</p> <ol style="list-style-type: none"> 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.
------------------	--



	<p>2. A child has fallen over in a puddle and is soaking wet and dirty. They ask you to help them get changed.</p> <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>
<p>Health and safety yard walk/search</p>	<p>Resources: 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>
<p>Safety Risk assessments</p>	<p>Resources: 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>
<p>Wrap Up</p>	
<p>Re-Cap</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>



Sessions 4-11 Future Leader EXPLORER CHALLENGE

Introduction

Support others at the centre. Help out with lessons, stable management sessions or rides out over eight weeks or sessions.

Show that you are a good role model and develop your communication skills.

Log the types of sessions you have helped with in your Explorer Book.

Suggestions for Explorer Challenge Activities

- Leading or helping with riding lessons
- Helping with stable management sessions
- Helping with rides out

Checklist for achievement:

- Help consistently at the centre over eight weeks or help with eight sessions.
- Show they are a good role model.
- Practise communication skills.

Sessions completed and logged in explorer booklet.

Participant may show this by being polite, helpful, treating others with respect and acting responsibly.

This may include greeting and directing customers as they arrive at the centre, speaking to customers during sessions, passing messages on to coaches and staff, speaking to both adults and children.

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 www.gov.uk/child-employment.
- Children under the age of 14 years old, not working at the centre, who are taking part in this challenge should be helping with organised sessions to practise and develop their communication skills and will be under the direct supervision of a coach.
- Ensure appropriate risk assessments are in place.