**Session Plan for: Horse Knowledge**

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| Coach Name |  |
| Topic | Part One | Lesson | 1 |
| Subject | Yard Safety | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart,Riding hat, sticky notes, access to BHS website |

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| Time | Activity |
| *20**mins* | INTRODUCTION: Depending on venue can arrange room into small groups around tableWelcome to courseOverview of course and how it will runSafety information and housekeepingGive aims, timetable and brief outline of lesson contentIce breaker |
| *60**mins* | **ACTIVITIES:** Hazards* As a group or split into smaller groups discuss what hazard means and why do we need to be aware of them
* Look around the room/out on the yard/somewhere known to all and ask them to write on sticky note/flip chart any potential hazards they can see or think of. Feedback suggestions to the rest of the group
* Ask the groups to identify the potential hazards in the pictures on the slides

Yard rules * Ask group to write some yard rules on sticky note/flip chart and each group can talk through what rules they have and why

PPE * Ask the group if they are familiar with the term PPE and what it means. Ask if anyone uses PPE as part of their work/hobby/outside of riding
* Discuss why PPE is important and what is used for working with horses/riding.
* Show where to find the standard on a riding hat, when should a hat be replaced
* Discuss suitable clothing/jewellery/etc to wear on a yard or around horses
* Link to BHS webpage – what to wear
* Using the pictures on the slide discuss the suitability of the clothing

Hi-Viz * Discuss the use of this when hacking out. Ask for any experiences of drivers coming across horses on road and how easy it was to see them
* Depending on audience can show the ‘dead slow’ or ‘be nice say hi’ videos from BHS website
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| *10**mins* | SUMMARY Discussion and questions about topicQuick quiz as revision  |
|  | ProgressionIdentify suitable PPE for different situations e.g. leading, handling, riding |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Horse Knowledge | Lesson | 2 |
| Subject | Horse Behaviour | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart,Access to video clips of wild/feral horses, lead ropes and string enough for pairs |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson contentIntroduce session on horse behaviour |
| *90**mins* | **ACTIVITIES:** **Behaviour and vision*** Ask the group why they think we need to know about horse behaviour and horses in the wild
* Split into smaller groups and ask each to discuss all the headings on the slide or allocate each group a specific heading
* Come back together to discuss their answers
* If possible show some video clips of horses in the wild to illustrate their behaviour
* Discuss how this relates to how we handle horses
* Ask the group if they think the horse’s vision is different from ours?
* Discuss the picture on the slide illustrating the horse’s vision
* Why do we need to know this?

**Approaching a horse*** Discuss as a group approaching a horse – relate back to the previous discussions on behaviour and vision
* Discuss safety

**Quick release knot*** As group discuss why it is safer to tie horse up when working around them
* What to check for before tying up
* Use of string/breaking point
* Type of knot used
* Split group into pairs and hand out lead ropes and string
* Practise tying quick release knot to string
* Can show both methods
* Show how to roll up a lead rope
* Discuss what can happen if the lead rope is too long/too tight

**Positioning when leading*** As group discuss what are the potential dangers when leading a horse?
* What PPE should they wear
* Discuss how the position of the handler can influence the horse. Where to position yourself on a turn
* Demonstrate how to hold the lead rope and what can happen if the rope is wrapped around your hand
* Demonstrate the difference in body language – standing up tall/slouching
 |
| *15**mins* | SUMMARY Re-cap on topics coveredQuestionsQuick quiz questions |
|  | ProgressionPractise tying quick release knotsPractical handling of horses |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Horse Knowledge | Lesson | 3 |
| Subject | Horse Welfare | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, sticky notes |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *60**mins* | **ACTIVITIES:** * Split group into smaller groups and ask them to discuss what they think are the basic needs for any animal not just horses. Write the answers on sticky note or flip chart
* Come back together to discuss
* Ask if anyone has heard of the five freedoms – can they name them?
* Discuss the headings on the slides and fit the groups answers to the first question under these headings
* Split into 5 groups and allocate each group a heading to suggest ways of ensuring the need is met. Give sticky notes or flip chart sheet for them to write answers on
* Group come back together to discuss their answers with the rest of the group
 |
| *15**mins* | SUMMARY Re-cap on sessionQuestionsQuick quiz questions |
|  | ProgressionConsider 5 freedoms and how they apply to other pets/animals participants may have at home |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Horse Knowledge | Lesson | 4 |
| Subject | Feeding | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart,Examples of hay and haylage |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *60**mins* | **ACTIVITIES:** * Ask the group what they can remember about the natural behaviour of the horse and how he has evolved to eat.
* Have they heard of the term trickle feeding? Discuss the meaning
* What are the main sources of fibre for the horse?
* Discuss hay and haylage – differences, grasses, briefly how made, why wrapped in plastic, cost, storage,
* If you have samples of each, discuss the differences between them – smell, appearance, grass type.
* Put up the slide on the presentation showing hay and haylage next to each other, ask group to raise hand to vote which is which
 |
| *15**mins* | SUMMARY Re-cap and questionsQuick quiz questions |
|  | ProgressionHow to feed hay and haylage to horses. How to recognise good and poor quality samples. |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Horse Knowledge | Lesson | 5 |
| Subject | Stable Care | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *60**mins* | **ACTIVITIES:** * Ask group for reasons why horses might be kept in stables
* What would we need to provide to horses in a stable for any length of time? Can split into smaller groups and write a list. Link back to the welfare needs/5 freedoms. Discuss their findings with the whole group.

**Bedding*** Why is bedding used in a stable?
* What types of bedding are the group familiar with? Why are their different types?
* Discuss the bedding shown in the pictures and any other suggestions brought up by the group. Include: suitability, storage, cost, disposal, pros and cons
* (Group to write answers in their booklet)
* Download the welfare bedding leaflet from the website [www.bhs.org.uk/welfareleaflet](http://www.bhs.org.uk/welfareleaflet)
* Water – discuss methods of supplying water in the stable

**Skipping out*** Discuss as a group reasons for keeping stable clean – link back to the Welfare needs
* Discuss skipping out methods, tools required, how often to do it.
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| *15**mins* | SUMMARY Re-cap of session and questionsQuick quiz questions |
|  | ProgressionPractical skipping out session |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Horse Knowledge | Lesson | 6 |
| Subject | Grooming brushes | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, grooming kit or selection of grooming brushes  |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *90**mins* | **ACTIVITIES:** **Grooming*** Discuss: what it is, benefits to the horse (can ask group for suggestions), what we use

**Grooming brushes*** Split group into smaller groups:
* Give each group a brush or selection of brushes to look at
* Discuss each brush and the features: bristle type, handle, feel etc
* Name each brush – can use sticky labels to label each brush
* List various parts e.g. body, face, leg and ask participants to hold up the brush they think is ok to use or on flip chart write headings and ask each group to write name of brushes on a sticky note and stick it under the relevant heading. Discuss the answers.
* Discuss the brushes in more detail – compare bristle types, feel, use
* (Participants to make notes in their booklet)
* Can they identify the brushes on the slides?

**Picking out feet*** Discuss reasons for picking out feet
* Discuss a safe technique for picking out feet
* Use the slides to describe how to pick up front leg
* What to be careful of when picking out the hoof

**Basic grooming procedure*** 6 Steps to grooming covers a basic outline of how to groom, discuss each step with the group
 |
| *15**mins* | SUMMARY Re-cap and questionsQuick quiz questions |
|  | ProgressionPractical grooming |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Horse Knowledge | Lesson | 7 |
| Subject | Identification | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, Measuring stick/tape |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *90**mins* | **ACTIVITIES:** * Split group into smaller groups.
* Ask the group to write term: foal, filly, colt, mare, stallion, gelding on sticky note and sort into male or female depending on which is being described.
* Discuss the meaning of each term

**Colours*** The next 6 slides have pictures of various colours and markings with the descriptions shown but the names hidden until clicked on.
* Can ask for answers from each small group or
* Write each colour on paper and place around the room, participants to stand by the answer they think matches the description or
* Give small choice of 2/3 potential colours for each slide and ask for each group to vote on what they think answer is
* (There is space for the participants to write answers in the booklets).
* Can include any other colours or your own pictures in this section

**Measuring height*** Discuss the measurements used for horses and ponies and where it comes from
* Split into pairs or small groups:
* Estimate each other height in hands or try to convert it to hands from centimetres.
* Use measuring stick to measure height to see how accurate they were.
* Once everyone knows the height in hands can they arrange themselves in hand height order?

**Points of the horse*** If have access to a model horse split into small groups or pairs and allocate each group different points to label.
* Describe the location of a point and see if the participants can name it correctly
 |
| *15**mins* | SUMMARY Re-cap and questionsQuick quiz questions |
|  | ProgressionPractice describing horses and ponies in terms of sex, colour, markings and approximate height |