**Session Plan for: First Pony Guide**

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| **Name** |  |
| **Topic** | First Pony Guide | **Lesson** | 1 |
| **Subject** | Potential costs and daily routine | **Location** | Classroom, field, stables |
| **Resources & Requirements** | Access to power point presentation, pens, board/flip chart, mucking out tools, haynets |

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| **Time** | **Activity** |
| ***20******mins*** | **INTRODUCTION**: Welcome and introductionsSafety informationOverview of the course  |
| ***120******mins*** | **ACTIVITIES:****Introduction to owning a pony*** Considerations: Discussion about potential costs/time required/types of livery available.
* Discuss the pros and cons of each livery type and if applicable the ones on offer at your centre/local yards. Encourage participants to think about what they want/need/level of support required.
* Where to look for a pony: Discuss adverts and how to interpret them/other options such as PC, dealers, private sale, riding school ponies. What questions to ask when viewing/what to expect. Importance of getting pony Vetted. Passports
* Insurance – vets fees, public liability etc

**Routine care*** This can link to time budgets. Discuss the Welfare needs.
* Field care – daily checks and considerations If suitable field nearby – take the group to look at the field and discuss – maintenance, fencing, shelter etc
* Stable care – size of stable, fixtures and fittings, bedding types, storage/muck heap location (if thinking of keeping horses at home)
* Discuss examples of daily routine based on different scenarios e.g. horse out 24/7, in overnight.
* Mucking out and how to tie up a haynet practical session
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| ***10******mins*** | **SUMMARY** Questions |
|  | **Progression**Handling horses |

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| **Name** |  |
| **Topic** | First Pony Guide | **Lesson** | 2 |
| **Subject** | Handling | **Location** | Yard |
| **Resources & Requirements** | Suitable horses or ponies for handling, headcollars, lead ropes, PPE, safe area to lead, hoof picks, skips |

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| **Time** | **Activity** |
| ***20******mins*** | **INTRODUCTION**: Welcome and introductionsSafety informationIntroduce topic: **Introduction to horse behaviour and handling** |
| ***120******mins*** | **ACTIVITIES:*** Discuss natural instincts and how this affects the way we handle horses. Discuss potential issues to be aware of in various situations e.g. catching pony in a herd
* Use of PPE
* Demonstrate how to put on a headcollar and tie quick release knots
* Demonstrate how to move around pony in a stable safely. Discuss where to tie pony up e.g. considerations if tying up outside stable
* Participants practice
* Demonstrate and practice leading skills, taking pony out of stable, turning, leading past or around other ponies, taking in and out of field (if practical)
* Demonstrate how to pick out feet
* Participants to general handling skills to build confidence around the pony
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| ***10******mins*** | **SUMMARY** Questions and re-cap as required |
|  | **Progression**Handling ponies in various situations |

**Session Plan for: First Pony Guide**

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| Name |  |
| Topic | First Pony Guide | Lesson | 3 |
| Subject | Health Care and rugs | Location | Classroom and Yard |
| Resources & Requirements | White board, flip chart, pens, suitable ponies or horses, passports. If available: worming syringe, poo sample pots, dentist tools, farrier tools, clippers, disease prevention leaflets, selection of rugs |

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| Time | Activity |
| *20**mins* | INTRODUCTION: Welcome and introductionsSafety informationIntroduce topic: Health |
| *120**mins* | **ACTIVITIES:****Signs of good health*** Discuss and demonstrate how to check for signs of good and ill health
* Participants carry out health check on pony
* Discuss disease prevention and how diseases/illnesses can be transferred between ponies. Use the disease prevention poster (in the booklet) for discussion points.

**Routine health care*** Discuss what routine health care is:

**Vaccinations** – use examples of passports to discuss vaccinations and how to check if they are in date. Discuss the other sections of the passport. Potential cost.**Worming** – various methods of testing, reducing worm burden, how to give a syringe wormer, potential costs.**Teeth** – show how far back a pony’s teeth go. Why they need to be checked and who can do this. Signs that pony is not comfortable (include behavioural). Download the No Pain? Check again! An equine dental health project to show examples of issues with teeth. What to expect at a dental check? Potential costs.**Hoof care** – recap how to pick out the hoof. Discuss the use of shoes and barefoot. Who can shoe your pony. What to expect at a farrier visit? If you have access to farrier tools, talk about what each one is used for. Potential cost.**Clipping –** why we clip ponies, different types of clip, use of rugs, who can clip your pony if you can’t, cost**Use of rugs*** Following on from clipping, introduce the use of rugs. Why rugs are used, types of rug, how to choose which one to use – discuss different scenarios where rugs can be used.
* Demonstrate how to put a rug on and take off, discuss the potential issues such as leg straps getting caught up. Demonstrate how to check the fit.
* Participants practice putting on taking off rugs and checking the fit
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| *10**mins* | SUMMARY Questions and re-cap as required |
|  | ProgressionSelecting and fitting rugs |

**Session Plan for: First Pony Guide**

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| Name |  |
| Topic | First Pony Guide | Lesson | 4 |
| Subject | Feeding and exercising | Location | Classroom and Yard |
| Resources & Requirements | White board, flip chart, pens, feed room or samples of feed  |

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| Time | Activity |
| *20**mins* | INTRODUCTION: Welcome and introductionsSafety informationIntroduce topic: Feeding and exercise |
| *120**mins* | **ACTIVITIES:****Feeding*** Rules of feeding – discuss each one and the reasons for it
* Discuss what a pony’s diet should be made up from
* Differences between hay and haylage – if possible: show examples of hay and haylage – how to recognise the difference.
* Discuss how to decide what pony needs: workload, weight, age, health
* Discuss the issues associated with over or under feeding
* Demonstrate how to condition score, participants to practise
* Look at and discuss different types of feed (either in the feed room or samples)
* Discuss different scenarios such as pony lives out in little work. Pony ridden daily and competing regularly…. what feeds would be suitable? Adapt examples to suit audience

**Exercising**Could include this as part of workload and levels of workDiscuss:* Why ponies need regular exercise and what is meant by regular
* What could happen if pony underworked
* Why you need to be aware of how fit your pony is and fitness programmes
* The importance of warming up and cooling down. Include some ideas of routines or exercises that can be used
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| *10**mins* | SUMMARY Questions and re-cap as required |
|  | ProgressionRecognising types of feed  |

**Session Plan for: First Pony Guide**

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| Name |  |
| Topic | First Pony Guide | Lesson | 5 |
| Subject | Tack and equipment | Location | Yard, tack room |
| Resources & Requirements | Suitable horses or ponies, tack, headcollars, lead ropes, boots, martingales, breastplates, neck straps |

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| Time | Activity |
| *20**mins* | INTRODUCTION: Welcome and introductionsSafety informationIntroduce topic: Tack |
| *120**mins* | **ACTIVITIES:****In tack room** * Discuss types of tack available, the potential value (insurance options) and storage methods Demonstrate ways to lift and carry tack safely and on the yard demonstrate ways to place tack to minimise damage e.g. on stable door, on ground
* Discuss how to tack up – best order to put tack on, tie pony up, brushing off, picking out feet etc
* Demonstrate how to put on and take off the saddle and bridle, point out parts of tack as relevant. Discuss leaving a pony tacked up and how to twist the reins, put headcollar over bridle
* Include martingales, breastplates and neck straps
* Discuss the use of brushing and over- reach boots (or any type relevant) and demonstrate how to fit them
* Assist participants to practice tacking up and untacking

**Checking fit*** Participants need to know enough to recognise when it doesn’t fit, they are not expected to be experts and should be encouraged to seek advice from a qualified person
* Discuss why it is important that tack fits the pony correctly/comfortably and the potential consequences of it not fitting
* Demonstrate how to check the fit of the bridle and signs the saddle is sitting too low/high.
* Discuss what to expect from a professional saddle fitting and where to find a saddle fitter/potential cost

**Taking care of your tack*** How to check saddles and bridles for safety
* Demonstrate how to clean tack and assist participants to take apart and clean bridles and saddles
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| *10**mins* | SUMMARY Questions and re-cap as required |
|  | ProgressionTacking up and untacking confidently |

**Session Plan for: First Pony Guide**

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| **Name** |  |
| **Topic** | First Pony Guide | **Lesson** | 6 |
| **Subject** | Travelling | **Location** | Yard |
| **Resources & Requirements** | Suitable horses or ponies, travel equipment, access to trailer and vehicle or lorry if possible |

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| **Time** | **Activity** |
| ***20******mins*** | **INTRODUCTION**: Welcome and introductionsSafety informationIntroduce topic |
| ***120******mins*** | **ACTIVITIES:*** Briefly discuss licensing requirements advise participants to go to [www.bhs.org.uk/transporting-horses](http://www.bhs.org.uk/transporting-horses) for more information.

**Safety checks*** Carry out basic safety checks on a trailer and vehicle or lorry and as a group discuss why they are important. If no vehicle available discuss in a classroom setting.
* As a group discuss security options and how to store trailers/lorries when not in use

**Travel equipment*** Discuss the use of travel equipment and demonstrate how to put it on
* Participants to practice

**Loading and unloading**If vehicle and suitable pony/horse available:* Walk through the loading and unloading process as a group without the pony/horse
* Discuss positioning of pony/horse in trailer or lorry and how to secure
* Practice loading and unloading with a pony/horse
 |
| ***10******mins*** | **SUMMARY** Questions and re-cap as required |
|  | **Progression**Travelling a pony  |