**Session Plan for:** Knowing your horse

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| Name |  | Level | Platinum |
| Topic | Knowing your horse | Lesson | 1  |
| Subject | Fittening | Location | Classroom and yard |
| Resources & Requirements | Work level table, Complete Horsemanship Vol 3, access to video clips of types of work, measuring wheel/tape measure, markers, willing horses and riders fit enough to demonstrate interval training, field/track or large arena space, stop watch |

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| Time | Activity |
| *10 mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *80**mins* | **ACTIVITIES:** In classroom:1. Ask group what activities they do with their horse and if they class it as being in low, medium or hard.
2. Discuss work level chart – how accurate were they? Talk through and show video clips of horses in relevant work levels e.g. advanced dressage movements/Newcomers height course/racing
3. Discuss the importance of making sure horse is fit for the job
4. Discuss how to put together a fitness plan for horse and rider aiming to do a BE80. Include eventing distances and speeds and interval training.

On the yard:1. Measure the respiration and pulse rate of the horse
2. In suitable area horse and rider to demonstrate basics of interval training. Can use canter/walk/canter or trot/walk/trot (choose suitable timings)
3. Group to observe how respiration rate changes after cantering and after walking.
4. Monitor how long takes for horse’s breathing to return to normal
5. Discuss the use of minute markers. In a suitable area measure out some minute markers for a BE80 distance (435mpm).
6. If possible work with a horse and rider towards finding this speed. Group to record timings and distance covered
7. Discuss how they can implement interval training at home with their horses (stress the importance of starting slowly)

Extra task suggestion:1. Create a 6 week fitness plan for a horse and rider.
2. Take a picture of the horse and record details of respiration and heart rate on day one
3. Monitor the progression over the six weeks by taking pictures and recording heart and respiration rate
4. After six weeks compare the results
 |
| *10 mins* | SUMMARY Group discussion on fitnessQuestions |
|  | ProgressionFollow a horse on a fitness programme |

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**Session Plan for:** Knowing your horse

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| --- | --- | --- | --- |
| Name |  | Level | Platinum |
| Topic | Knowing your horse | Lesson | 2  |
| Subject | Feeding | Location | Classroom and yard |
| Resources & Requirements | Work level table, Complete Horsemanship Vol 3,  |

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| Time | Activity |
| *10 mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *60**mins* | **ACTIVITIES:** In classroom:1. Ask the group to list what they think the horse’s diet should provide
2. Discuss nutrients the horse requires from his diet
3. Discuss considerations to make when choosing feed for a horse
4. Discuss the effect unsuitable diets can have on a horse
5. Focus on work levels (recap from previous fittness sessions) and how these can influence which nutrients the horse needs

In the feed room:1. Measure out how much water the average horse will drink daily
2. Look at feed bags and weigh out how the recommended amounts for the horse to receive the nutrients he needs
3. Compare nutrient values of different feed types
4. Assess horses on the yard and discuss suitable diets for them
 |
| *10 mins* | SUMMARY Group discussionQuestions |
|  | ProgressionResearch suitable diets for horses with health conditions, horses in hard work, brood mares |

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| --- | --- | --- | --- |
| Name |  | Level | Platinum |
| Topic | Knowing your horse | Lesson | 3  |
| Subject | Teeth | Location | Classroom and yard |
| Resources & Requirements | Quiet horses happy to have their teeth looked, headcollers, leadropes, access to the No Pain? Check Again! Guide from BHS website (printed out or online) |

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| Time | Activity |
| *10 mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson contentYou might want to ask a local vet or BAEDT to give a talk for this part of the award |
| *60**mins* | **ACTIVITIES:** **In the classroom**:1. Ask the group what they understand about looking after their horses teeth
2. Refer to the No Pain? Check Again! Guide
3. Talk about the different types of teeth, their location and function

**On the yard:**1. Demonstrate how to look at the outside of the horse’s teeth
2. Talk through what to look for: size, shape, colour, canines, incisors, Galvaynes groove.
3. Group to practice under guidance
4. Look at old and young horses and discuss the differences the group can see in their teeth
5. Demonstrate how to look at the tables
6. Group to practice under guidance and make notes on what they observe
 |
| *10 mins* | SUMMARY Group discussion Questions |
|  | ProgressionLearn about aging a horse  |

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| --- | --- | --- | --- |
| Name |  | Level | Platinum |
| Topic | Knowing your horse | Lesson | 4 |
| Subject | Anatomy of lower leg | Location | Classroom and yard |
| Resources & Requirements | Skeleton handouts, water based paints or chalks, suitable horses, Volume 3 Complete Horsemanship chpt 3 |

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| Time | Activity |
| *10 mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *60**mins* | **ACTIVITIES:** **In the classroom**:1. Revision skeleton of horse – ask group to label a diagram or stick labels on a horse. They should be familiar with location of the major bones
2. Discuss why knowing the structure of the lower leg is useful
3. Using handout label bones of lower leg – link to human bones
4. Talk about extensor and flexor tendons and where they run down the leg
5. Using suitable horses – paint/chalk the outline of the bones and tendons onto the lower leg and hoof as a visual aid. Can use diagram or horse anatomy app as guide
6. Walk and trot the horse to show the movement of the leg
7. Leave time to wash horse off afterwards!
 |
| *10 mins* | SUMMARY Group discussion and recap on position of bones and what the tendons doQuestionsIntroduce next session on health |
|  | ProgressionLearn the names and position of all tendons and ligaments in the lower leg |

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| --- | --- | --- | --- |
| Name |  | Level | Platinum |
| Topic | Knowing your horse | Lesson | 5  |
| Subject | Health | Location | Classroom and yard |
| Resources & Requirements | Flip chart, welfare health leaflets or online access, Vols 2 & 3 Horsemanship Manual, |

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| Time | Activity |
| *10 mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *70**mins* | **ACTIVITIES:** **In the classroom**:1. Revise signs of health and TPR
2. Ask group to create a list of horse health conditions
3. Go onto yard and allocate horses to pairs or groups to carry out health checks on
4. Discuss common conditions of leg - linking back to lower leg anatomy
5. Demonstrate how to check the leg for signs of injury
6. Discuss foot abscess, thrush and mud fever
7. Talk about what types of horses/ponies are prone to laminitis. Link to condition scoring. Demonstrate how to feel for a digital pulse
8. Discuss any other relevant common conditions
 |
| *10 mins* | SUMMARY Group discussionQuestionsAsk group to read up on health conditions to be covered in the next session |
|  | ProgressionResearch other common health conditions  |

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| --- | --- | --- | --- |
| Name |  | Level | Platinum |
| Topic | Knowing your horse | Lesson | 6  |
| Subject | Health – skin conditions | Location | Classroom and yard |
| Resources & Requirements | Flip chart, BHS welfare health leaflets or access to online, sweet itch rugs/fly rugs |

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| Time | Activity |
| *10 mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *60**mins* | **ACTIVITIES:** **In the classroom**:1. Recap on previous session and refer to list created.
2. Discuss what skin conditions the group have found out about
3. Go onto yard and health check horses, look for signs of skin conditions
4. Discuss importance of following basic biosecurity procedures to prevent spread of disease between horses
5. Sweet itch – use of specialist rugs to help prevent, fly masks
6. Discuss any other relevant health conditions
 |
| *10 mins* | SUMMARY Group discussionQuestions |
|  | ProgressionTreatments of common health conditions  |

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| --- | --- | --- | --- |
| Name |  | Level | Platinum |
| Topic | Knowing your horse | Lesson | 7  |
| Subject | Health  | Location | Classroom and yard |
| Resources & Requirements | Flip chart, BHS welfare health leaflets or access to online |

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| Time | Activity |
| *10 mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *70**mins* | **ACTIVITIES:** **In the classroom**:1. Recap on health conditions covered in previous sessions

Discuss the following:1. **Colic** – refer to REACT leaflet
2. **Flu and tetanus**
3. **Strangles**
4. Any other health conditions not yet covered from booklet or original list created

**On the yard:**1. Discuss prevention of disease, biosecurity/isolation procedure for horses.
2. Split into small groups to discuss and create plan of how to isolate horse
3. Group discussion on suggestions
4. Home work – as individual/pair or small group select a variety of health conditions covered in previous sessions. Create a resource to highlight the signs horse owners should be aware of
 |
| *10 mins* | SUMMARY Group discussionQuestions |
|  | ProgressionTreatments of common health conditions  |

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| --- | --- | --- | --- |
| Name |  | Level | Platinum |
| Topic | Knowing your horse | Lesson | 8  |
| Subject | Health  | Location | Classroom and yard |
| Resources & Requirements | Flip chart, BHS welfare health leaflets or access to online, access to vet cabinet or selection of common medicines |

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| Time | Activity |
| *10 mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *70**mins* | **ACTIVITIES:** **In the classroom**:1. Group to share resource created
2. Recap on all conditions covered in previous sessions
3. Discuss some common treatments for various conditions
4. Look at the contents of a vet cabinet and discuss some common medicines used to treat horses
5. Discuss the use of medicines and the risk of cross contamination
 |
| *10 mins* | SUMMARY Group discussionQuestions |
|  | ProgressionTreatments of common health conditions  |

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