

# Silver Leadership Awards



## 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.

# Silver Leadership Awards



## Team Player

**Session 1:** Rate your teamwork skills. Benefits of teamwork re-cap

**Session 2:** Teamwork roles

**Session 3:** Planning

**Session 4:** Planning practise

**Session 5 – 8:** Explorer Challenge Sessions. These include planning and organising sessions that will take place before the activity. Depending on the experience of your group you may need more or fewer sessions.

### TEAM PLAYER Session 1

#### Introduction

Welcome to Team player

This session should include a brief introduction to the award and how it will be delivered.  
If the group have taken the Bronze level award explain how the Silver award will progress from what they have done previously. This award will introduce the different roles that team members can take on and encourage the participants to consider which roles they are comfortable taking on and why.

Look at the first section of the Explorer book that talks about teamwork skills. You can ask participants to rate their teamwork skills now or if they haven't worked as a team yet wait until the end of the session. Discuss their ratings either as a group or individually.

**Ensure appropriate risk assessments are in place for each session**

#### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

Punch it in

This fun game aims to get the team working together to come up with a strategy.

**Resources:**

- On a large piece of poster paper write the numbers 1 - 30 in a random order. Or cut the numbers out and place on the floor
- Draw a shape around each number.

Split the group into small teams of no more than 3. Their goal is to touch each number in numerical order as fast as possible.

**Instructions:**

- They get five attempts to get the fastest time.
- Each member of the group can only press one number at a time.

# Silver Leadership Awards



	<ul style="list-style-type: none"> <li>• As they work together, they will begin to create plans based on teamwork, such as assigning each person two or three numbers and relying on them to remember where the numbers are.</li> <li>• Whichever group accomplishes this task in the fastest time wins.</li> </ul>
<p>Benefits of teamwork for problem solving</p>	<p>Watch the following Video Clip from the film Apollo 13. It shows the NASA Team trying to figure out how to fix the broken ventilation system on the space shuttle. They must make a square filter fit into a round hole.</p> <p>Apollo 13 (1995) Film clip (1.15mins) Square peg in a round hole Scene  <a href="https://www.youtube.com/watch?v=ry55--J4_VQ">https://www.youtube.com/watch?v=ry55--J4_VQ</a>        (6.09min) longer version of above clip which shows the outcome  <a href="https://www.youtube.com/watch?v=wJpk6UvWeF0">https://www.youtube.com/watch?v=wJpk6UvWeF0</a></p> <p>Quick discussion after you've watched the video clip:</p> <ul style="list-style-type: none"> <li>• What are the benefits of teamwork in situations like this?</li> <li>• What teamwork skills were used in this clip?</li> <li>• How would they approach a problem like this?</li> </ul>
<p>Benefits of teamwork for problem solving</p>	<p>The team now have the chance to work on their own problem. (Split the group into smaller teams if required)        Their mission is to design and build a rocket to carry an egg on its maiden voyage</p> <p><b>Materials suggested</b> (you can add your own or they could use any materials they find around the yard)</p> <ul style="list-style-type: none"> <li>• Two eggs</li> <li>• Five pieces of A4 card</li> <li>• 30 pieces of A4 paper</li> <li>• A roll of sticky tape</li> <li>• 12 paper clips</li> <li>• One pair of scissors</li> <li>• Coloured marker pens</li> <li>• Glue stick</li> </ul> <p>Each team has an hour to design and make an Egg Rocket that will carry an egg pilot over a short distance and onto or near to a target drawn on a large piece of paper on the floor. The winners will be the team that launch their spaceship the closest to the target without the egg breaking</p> <p>Method:</p> <ul style="list-style-type: none"> <li>• The egg can't be taped or tied on</li> <li>• Only the provided items can be used</li> <li>• The team must stand behind the 'launch line' to launch their rocket</li> <li>• Each team can have 2 test launches and can make minor changes to their rocket after each one</li> </ul>

# Silver Leadership Awards



	<ul style="list-style-type: none"><li>• Each Team will begin their launch sequence with a short informal and fun unveiling of their rocket where they can announce the name and introduce their egg pilot, the rocket design features and how they made it.</li><li>• All rockets will be launched at the same time for the final flight</li></ul> <p>Discuss what tactics were used, which ones worked best and why? What were the benefits of working as team in this exercise?</p>
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## Wrap up

Re-cap	<p>Award prizes for the winning rocket, design and presentation</p> <p>Discuss what the participants liked about working on the project.</p> <p>If not done at the beginning of the session, ask participants to complete the rate your teamwork skills page in the Team player section of their book. Discuss their ratings either as a group or individually.</p>
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# Silver Leadership Awards



## Team Player Session 2

### Introduction

Introduction to teamwork roles

Read through the Team Role section of the booklet. Encourage the participants to think about and complete the questions.  
The booklet questions fit into the exercise below.

### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

Teamwork roles

This exercise is designed to get participants thinking about the possible roles that each of them play in a team task and how these roles can be distributed between the team.

Use the previous Egg Rocket task or another teamwork task the team have taken part in recently for the discussion or pick a team building exercise for the participants to take part in first.

**Resources:** Pens, plain and coloured paper

Brief:

Pose the following questions: (This section will be useful for encouraging participants to think about their strengths)

Idea generator

- Who was good at thinking creatively?

Supporter

- Who was encouraging and supportive to everyone?
- Who offered help when someone was struggling?

Doer

- Who did the work to make sure everything got done?

Problem Solver

- Who was good at offering suggestions to solve a problem?

Decision Maker

- Who made the final decision on what the team did?

Who was responsible for the outcome of the task?

- This is the only one of the example questions that has a correct answer! The whole team is responsible for the result.

Method:

- Use one colour of paper for the questions.
- Fold the question papers up and put them in a container.

# Silver Leadership Awards



- Each team member takes a turn at pulling a question out and reading it out to the whole group.
- Each person writes down their answer.
- Then the whole group takes turn at reading out their answer. If there are several different answers (and there might be different points of view), the group should discuss and decide on a final answer.
- Give a slip of different coloured paper to each person named in an answer
- If the answer is no one – place the question to one side
- If the answer is the whole group place the question paper in the middle of the group
- Repeat until all the questions are answered

When all the questions have been read out and answered.

- Look at the distribution of the slips.
- Does one person have loads and others none?
- What are the team's thoughts on this?
- Discuss equal distribution of roles in group work.
- The roles required will vary depending on what the task is.
- What other roles can they think of?
- Ask the teams to imagine they are going to do the task again.
- How would they allocate the tasks up this time based on the answers above?

Creativity and role allocation

This task is to help participants decide on and allocate team roles. You might need to allocate more than one session for this task.

**Resources:**

Use items around the yard that can be re-cycled (for example: pallets, feedbags, bailer twine, tape, buckets, broken wheelbarrows/tools etc)

Or provide any items you want such as paper, tinfoil, glue, plastic bags,

Or they could draw the plans and present them instead of making the product

**Brief the team:**

You are the newly appointed creative team for an equine company. You have been tasked with designing a brand-new equine product. It could be something for the yard, tack room, feed room or an item of clothing for horse or rider. Design your product to the best of your team's ability – consider the function, design, looks and practicality. Each team will present their product to the rest of the groups and try to sell it (you could make your own Dragons Den!)

Discuss the roles needed for this task in your team. Allocate roles and responsibilities to each team member.

Award a prize to the best design.

# Silver Leadership Awards



Discuss how each group worked as a team:

- What roles were required
- How did they allocate the roles?
- How did each team member feel about their role?
- How did they feel they worked together as a team?

Teamwork Skills – Training video for students by Pearson (3.55mins)

[https://www.youtube.com/watch?v=JmytOJC\\_C4o](https://www.youtube.com/watch?v=JmytOJC_C4o)

# Silver Leadership Awards



## Team Player Session 3

### Introduction

Planning	Read through the relevant pages of the book and answer any questions. Encourage the participants to think about and answer the questions in the book.
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### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

Introduction to Planning an event	<p>With the whole group choose an imaginary event to plan for (party, prom, show jumping/dressage competition, etc) try to choose something the group will have knowledge of.</p> <ul style="list-style-type: none"> <li>• Once the event has been chosen, ask the group what facilities will they need? Start to make a list and then decide on the type of venue for example a party – might be in a hotel/village hall or a show jumping competition an equine facility with two arenas.</li> <li>• Ask the group to shout out or write down any tasks they can think of in relation to that event (choose cake, hire a band, hire a judge, organise catering, parking) and write them on a sticky note</li> <li>• Next decide how long each task might take (finding a judge might take a couple weeks to contact and hear back from)</li> <li>• Decide on the task that needs to be completed first and put that at the top of the list.</li> <li>• Add the other tasks in time order to create a timeline.</li> <li>• Allocate roles for each team member and discuss any roles or task that people aren't clear about.</li> </ul> <p>An alternative is to talk through how you plan for an event at the yard or if you have specific event management staff ask if they would be willing to share the preparation that goes into an event.</p>
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Plan for problems	<p>This exercise is designed to encourage the group to plan ahead and start to think about possible problems that may occur during a task and having some possible solutions prepared.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Pens</li> <li>• Paper</li> <li>• Flip chart/white board</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>• Think of a scenario</li> <li>• What possible problems could occur can the group think of. It doesn't matter how small or silly they sound.</li> <li>• Discuss why these could be problems (the consequence)</li> </ul>
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# Silver Leadership Awards



- Encourage the team think creatively to come up with at least 10 possible solutions. Creative thinking is key here, the solutions don't have to be detailed and not all suggestions have to be serious. The main idea is to get the group thinking positively and confidently that they can find a solution.
- List the suggestions on the paper/flip chart
- Select the top three solutions from the list and expand on them

Possible scenario ideas:

- Five saddles belonging to school horses have gone to the saddlers to be repaired and won't be back in time for lessons the next day.
- Your group has been asked to run a quiz night to raise money for a local charity.
- You have a presentation to give in school.
- You need to travel across town by public transport to a 9am job interview.

Alternative exercise:

Try to think of a solution to the problem beginning with each letter of the alphabet

The next time they hit a problem or are planning a task encourage them to use this exercise to work through potential solutions

## Wrap Up

What have they learned from these exercises?  
How can they use this to help with their Explorer Challenge?

# Silver Leadership Awards



## Team player Session 4

### Introduction

Re-cap	Discuss last week's session and what they can remember about planning an activity.
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### Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

Plan an activity	<p>Tell the group they are going to run the routine yard tasks for a day (or any other task that is appropriate)</p> <ul style="list-style-type: none"><li>• Ask the group to list all the tasks on the yard that will need to be done throughout the day.</li><li>• Break the task down if required</li><li>• When will the task need to be done and how long will it take? For example: the 10:30am skipping out takes approx. 30mins.</li><li>• Arrange the tasks into a timeline/outline of the day</li><li>• Allocate people to carry out specific tasks</li><li>• Can they think of any potential issues and possible solutions?</li><li>• Do they feel they could run the day with this information? Do they feel prepared?</li><li>• Is there any other information they need or want?</li></ul> <p>If possible, test out their plan by helping on the yard</p>
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### Wrap up

Re-cap	Discuss how the activity went Did their plan work?
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# Silver Leadership Awards



## Team Player Explorer Challenge Sessions 5- 8

### Introduction

Organise a small event or activity at your centre for a small group of participants to watch or take part in. As a group decide what you would like to put on and what you need to organise to make it happen. Your coach will supervise but it is up to you and your Explorers team to put the event together.

Keep notes of each stage of your planning and record your success.

Choosing the activity:	<p>This challenge is about working through the process of working as a team to plan an activity. The activity should be suitable for a small group of people to watch such as a demo/musical ride or take part in such as a yard tour.</p> <p>The group could be other riders at the centre, or the group could invite people to the yard. Ideally it will be something with no or very little cost to organise and that the participants can put on themselves with minimal coach input.</p> <p>Invite all participants to give suggestions and then discuss the practicalities of each before choosing one as a group.</p> <p><b>The coach should risk assess the task</b></p>
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### Main Activity

Planning	<p>Depending on the size of the group you might want to split them up for this challenge to make sure everyone can take part.</p> <p>There are templates and questions in the Explorer book for participants to use</p>
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### Wrap Up

	<p>After the activity the group should have a de-brief to discuss how it went and what worked well and if there were anything they would change or do differently next time.</p>
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### Suggestions for Activities:

These activities could be for friends/family/other centre clients/Pony Star group/pony day group

- Tour of the yard
- Meet a pony
- Put on a musical ride
- Gymkhana games or sports day races session
- Treasure hunt
- Short demonstration of a skill (stable management, ridden)
- Craft session
- Fancy dress parade
- Scarecrow trail around the yard

### Checklist for achievement

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|---|--|
| <ul style="list-style-type: none"> <li>• Demonstrate teamwork skills</li> </ul> | <p><i>Interact with other team members, show respect, set and follow ground rules, attitude, communication, listening,</i></p> |
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# Silver Leadership Awards



<ul style="list-style-type: none"> <li>• Identify possible roles within a team</li> <li>• Carry out a role within a team</li> <li>• Assist in the planning of an activity</li> <li>• Take part in group activity</li> <li>• Reflect on own performance</li> </ul>	<p><i>Suitable roles identified for the task and allocated within the team for activity planning</i></p> <p><i>Take responsibility for actions, plan and carry out relevant tasks. Discuss any problems and suggest solutions.</i></p> <p><i>Tasks identified and allocated, timeline created, problems identified and planned for. Record in book</i></p> <p><i>Work as part of the team, willingness to take part, good communication/interaction with teammates, listening skills, positive attitude</i></p> <p><i>Answer questions in the book. Discussion with coach</i></p>
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## Things to consider:

- Although the group should take the lead in planning and organising the coach will need to support and risk assess. Involve the participants in writing the risk assessment as part of the plan.
- Roles and responsibilities should be discussed between the group.
- 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.
- There is no time limit for this as it will depend on the activity chosen.
- The group should arrange regular catch-up meetings with their coach to make sure everything is on track.