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|-------------------------------------|---|-----------------|------------------|
| Name | | Level | Silver |
| Topic | Behaviour | Lesson | 1 of 9 |
| Subject | Body language | Location | Yard & Classroom |
| Resources & Requirements | Horses to observe, handouts, computer screen, | | |

| Time | Activity | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---|---|--|------------------|---------------------------|----------------------------|---------------------------------|---------------------|-----------------------------------|-------------|---------|------------------|-------------------------|----------------------|-----------------------|--------------------------------|--|---|--------------------------------------|-------------|------------------------|-------------------------------|-------------------------|--------------|
| 10 mins | <p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce today's session</p> | | | | | | | | | | | | | | | | | | | | | | | |
| 70 mins | <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Revisit Bronze behaviour – group question and answer on: natural instincts of the horse and relate these to a stabled horse, how has domestication affected the horses' ability to display natural behaviour. 2. Group to observe horses in stables and record behaviour seen e.g. eating, dozing, walking around stable 3. Group come together to discuss observations and create a list of what could be considered 'normal' behaviour for horses in the stable. 4. Discuss any other/interesting behaviour observed. Stereotypical behaviour – crib biting, wind sucking, box walking, weaving. Why and when horses display these behaviours. What can be done to stop the horse doing them? 5. Recognising body language and facial expressions – discuss how the horse communicates through expressions and body language. Ask for examples of these from the group. What might a horse look like if they are: dozing, content, divided attention, warning another horse away from his stable, alert, worried 6. Either as a group or individually complete the handout (can relate these behaviours to horses on your yard) <p>Suggested answers for table</p> <table border="1"> <thead> <tr> <th>Behaviour</th> <th>What it might mean</th> <th>How to deal with it</th> </tr> </thead> <tbody> <tr> <td>Staring into distance head high</td> <td>Attention attracted</td> <td>Be vigilant, reaction yet to come</td> </tr> <tr> <td>Soft nicker</td> <td>Welcome</td> <td>Pat, offer treat</td> </tr> <tr> <td>Shooting to back of box</td> <td>Startled, frightened</td> <td>Talk calmly, reassure</td> </tr> <tr> <td>Ears back, threatening to bite</td> <td>Go away!! Discomfort, pain, aggression</td> <td>Alleviate discomfort if possible. Reprimand</td> </tr> <tr> <td>Pawing repetitively with one foreleg</td> <td>Impatience!</td> <td>Go to horse, handle it</td> </tr> <tr> <td>Nudging you with their muzzle</td> <td>Seeks titbit, attention</td> <td>Over to you!</td> </tr> </tbody> </table> | | | Behaviour | What it might mean | How to deal with it | Staring into distance head high | Attention attracted | Be vigilant, reaction yet to come | Soft nicker | Welcome | Pat, offer treat | Shooting to back of box | Startled, frightened | Talk calmly, reassure | Ears back, threatening to bite | Go away!! Discomfort, pain, aggression | Alleviate discomfort if possible. Reprimand | Pawing repetitively with one foreleg | Impatience! | Go to horse, handle it | Nudging you with their muzzle | Seeks titbit, attention | Over to you! |
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| Soft nicker | Welcome | Pat, offer treat | | | | | | | | | | | | | | | | | | | | | | |
| Shooting to back of box | Startled, frightened | Talk calmly, reassure | | | | | | | | | | | | | | | | | | | | | | |
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| Pawing repetitively with one foreleg | Impatience! | Go to horse, handle it | | | | | | | | | | | | | | | | | | | | | | |
| Nudging you with their muzzle | Seeks titbit, attention | Over to you! | | | | | | | | | | | | | | | | | | | | | | |

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| | | curiosity | |
| | Swishing tail and stamping a foot | Irritation, discomfort, | Address cause |
| | Snorting & jumping away from handler | Fear, surprise | Calm, reassure |
| | Rubbing head on rails after bridle removed | Itchy, bridle a tight fit | Allow, check bridle fit |
| | Ears flick back and forth alternately | Sound alerts | Take note |
| | Ears flat back, when groomed/girth tightened | Sensitive | Soft brushes, hand, stable rubber |
| | Lashing out when groomed under stomach | Sensitive | Be careful, Hold tail, stable rubber |
| | Lifts/stretches head & neck up when groomed | Enjoying it | Continue! |
| | Lifting neck, wrinkling top lip | Distaste | Try again! |
| | <p>7. Discuss also:</p> <p>a. What behaviour might you expect horse to show at feed time?</p> <p>b. Why do horses roll?</p> <p>c. Can horses sleep standing?</p> <p>8. Go round the yard and see if can identify expressions/body language you have talked about.</p> | | |
| 10 mins | <p>SUMMARY:</p> <p>Each member of group offers one factor they have learnt.</p> <p>Topic for next session introduced</p> | | |
| PROGRESSION: | | | |
| <p>Handling more difficult horses when ready and confident</p> <p>Read & research more widely on behaviour</p> | | | |

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|-------------------------------------|--|-----------------|------------------|
| Name | | Level | Silver |
| Topic | Stable Care | Lesson | 2 of 9 |
| Subject | Mucking Out | Location | Yard & Classroom |
| Resources & Requirements | Quiet horses, stables, tools, barrows, classroom | | |

| Time | Activity |
|----------------|--|
| 10 mins | <p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce today's session</p> |
| 70 mins | <p>ACTIVITIES:</p> <p>1. Skipping Out has already been covered in Bronze Caring Session 2 & ask group about what constitutes good practice for this.</p> <p>Mucking Out is a development of this.</p> <p>2. Demonstrate how to muck out, follow your yard procedure but ensure the following points are covered:</p> <p>Safety: Take the horse out of the stable or tie the horse up if you need to work around it, positioning of wheelbarrow or skip, how to move around the horse in the stable and use the tools, tools stored correctly.</p> <p>Technique: remove water buckets and haynets etc, sieve bedding so don't remove too much clean bedding, throw bedding up banks, turn over bank, depth of bed, how to put new bedding in, why banks are used, how to load wheelbarrow, throw bedding up muck heap, sweeping the yard</p> <p>3. Groups members practice mucking out each with a horse and box of their own. Work with each member in the stable to help with technique, including tidying the muck heap and sweeping the yard.</p> <p>MUCK HEAPS</p> <ul style="list-style-type: none"> • Each yard will have its own system for building a muck. Generally bedding goes at back or top of the heap and trodden down to compress. The more compacted it is the quicker it will rot and this reduces its size. • Any access on to and off muck heap must be safe • Suggest coach talk to group about the following at muck heap • Where should a muck heap be sited? (downwind, not too far from boxes, not near wooden buildings) • Ideally the yard will maintain three muck heaps: a) ready for disposal, b) rotting c) current |

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| | <ul style="list-style-type: none"> • They should be built on a concrete base - why? (soil & water course contamination) • Maintain the muck heap by keeping the sides square so more bedding can be spread on it • What are the options for muck heap disposal? <p>Group tidies the muck heap with sides square, top impacted and areas around it clean and swept</p> |
| 10 mins | <p>SUMMARY:</p> <p>Discuss industry acceptable speed for mucking out. Set challenge for next week of 20mins per stable and all members to muck out at least two thoroughly. Invite questions & feedback.</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be improved</p> |
| <p style="text-align: center;">PROGRESSION:</p> <p>Increase speed & dexterity</p> <p>Have prize for best mucking out within a set time limit (15 or 20 mins?)</p> | |

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|-------------------------------------|---------------------------------------|-----------------|--------|
| Name | | Level | Silver |
| Topic | Stable Care | Lesson | 3 of 9 |
| Subject | Mucking Out | Location | Yard |
| Resources & Requirements | Quiet horses, stables, tools, barrows | | |

| Time | Activity |
|--|--|
| 10 mins | <p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce today's session</p> |
| 70 mins | <p>ACTIVITIES:</p> <p>1). Recap on mucking procedure and allocate each group member two stables each</p> <p>2). Set the challenge! Stable to be mucked out thoroughly in 20mins including refilling and cleaning waters. Prize for the best stable mucked out within the time. Set a timer and give countdown every 5 minutes</p> <p>Some less able members of the group may struggle so offer assistance and help where required.</p> <p>3) Check stables have been mucked out to a good standard (this is more important than time)</p> <p>4) Group move onto second stable and start timer again.</p> <p>5). Yard swept as a team effort and muck heap stacked and tidied.</p> <p>6) Best mucked out stable prize!</p> <p>This session can be repeated as required until the whole group can muck out two stables in 40mins. Some members might be able to do more in that time but emphasis should be on clean stables not speed! If there is a variety of bedding available ensure group have the opportunity to muck out each type.</p> |
| 10 mins | <p>SUMMARY:</p> <p>Prize for best stable – can be by group vote!</p> <p>Invite questions & feedback.</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be improved</p> |
| PROGRESSION: | |
| <p>Increase speed & dexterity</p> <p>Offer to help muck out stables at weekend</p> | |

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|-------------------------------------|--|-----------------|-------------------------|
| Name | | Level | Silver |
| Topic | Field Care | Lesson | 4 of 9 |
| Subject | Poisonous plants | Location | Yard Arena Classroom |
| Resources & Requirements | Classroom, drawings or pictures of poisonous plants, preferably accurately coloured for easy identification Computer & screen if available, BHS Complete Horsemanship Vol. 2 pp 143/44; bhs.org.uk website, | | |

| Time | Activity |
|----------------|---|
| 10 mins | <p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce today's session</p> |
| 70 mins | <p>ACTIVITIES:</p> <p>1. Group discussion on daily field checks covered in Bronze session. Link to poisonous plants and trees and what to do if you have some in your field.</p> <ul style="list-style-type: none"> • Most poisonous plants are not very palatable to horses and it is unlikely they would choose to eat them over grass. However if grazing is sparse or the plants have wilted or been baled in with hay or haylage, it is possible that horses may eat them. <p>2. Group to name and describe any poisonous plants & trees they know about. Create list on board.</p> <p>3. Give out handout and match the names to the pictures from the list created above. Include the effects of them if eaten by the horse. Fencing off trees, awareness that sycamore seeds can travel distances, oak trees don't produce acorns every year.</p> <p style="padding-left: 40px;">Go to the BHS website for more information leaflets on poisonous plants (Welfare)</p> <p>4. Include the following in discussion:</p> <ul style="list-style-type: none"> • Ragwort - Starts as a green rosette shape then grows into a tall plant with yellow flowers. Contains toxins which if eaten will cause liver damage over a period of time. • Deadly nightshade – green plant with purple bell shaped flowers. It produces berries that turn from green to black as they mature, is toxic to |

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| | <p>horses and increases in toxicity when dried.</p> <ul style="list-style-type: none"> • Foxglove – A tall spike with bell shaped flowers ranging in colour from white, yellow, pink or purple. If eaten will cause cardiac arrest. • Yew - Evergreen tree with red berry shaped seed cones. Highly toxic and a small mouthful is fatal to horses. Commonly found in cemeteries • Hemlock – green fern like leaf, purple spotted stem, small white flowers and progressively attacks central nervous system • Oak (acorns) – Deciduous tree with dark green lobed leaves. It produces acorns which if eaten in large quantities can cause colic or renal distress. • Sycamore - produces V shaped seeds. Ingestion of the seeds can cause Atypical Myopathy which is muscle damage, particularly to the heart and respiratory system, often fatal. Sycamore seeds travel long distances on the wind so you might find the seeds on your field in autumn • Laburnum – tree with toxic, bright yellow pea flowers in long, drooping clusters and black seeds inside pea like pods <p>Depending on time of year can go out to a paddock to look for poisonous plants etc or at how trees have been fenced off.</p> |
| <p>10 mins</p> | <p>SUMMARY: Invite questions & feedback. Introduce next lesson topic and recommended prior reading/preparation for it Coach reflects on lesson, what went well, what didn't and how it could be improved</p> |
| <p style="text-align: center;">PROGRESSION:</p> <p>Recognising poisonous plans in the field Controlling ragwort The law and ragwort</p> | |

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|-------------------------------------|---|-----------------|-------------------|
| Name | | Level | Silver |
| Topic | Field Care | Lesson | 5 of 9 |
| Subject | Providing hay and water | Location | Fields, Classroom |
| Resources & Requirements | Classroom, fields, ponies, hay, water troughs | | |

| Time | Activity |
|----------------|---|
| 10 mins | <p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce today's session</p> |
| 70 mins | <p>ACTIVITIES:</p> <p>1. Revise poisonous plants covered last week – can the group label the pictures on the handout</p> <p>The following activities are best done as practical tasks but if this is not possible the procedure can be discussed in class</p> <p>2. Feeding horses hay in the field -</p> <ul style="list-style-type: none"> ○ Discuss why hay might need to be provided in field, ○ What herd behaviour do you need to consider when putting hay out? ○ Where the hay should be positioned? ○ Discuss use of hay feeders, big bales, small piles, haynets <p>3. How to provide water in field</p> <p>Methods of providing water in the field – automatic troughs, buckets, barrels, streams, ponds – advantages and disadvantages of each</p> <p>4. How to clean trough – switch off water supply, use buckets, tip water away from trough to prevent flooding area</p> <p>What to think about in cold weather – breaking ice, lagging pipes, methods of preventing ice forming</p> |
| 10 mins | <p>SUMMARY:</p> <p>Ask for questions</p> <p>Introduce next lesson topic on rugs and recommended prior reading/preparation for it</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be improved</p> |

PROGRESSION:

Consider advantages/disadvantages of using large or small bales of hay

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|-------------------------------------|--|-----------------|--------|
| Name | | Level | Silver |
| Topic | Rugs | Lesson | 6 of 9 |
| Subject | Checking the fit of a rug | Location | Yard |
| Resources & Requirements | Variety of sizes and weights of rug, stables, horses | | |

| Time | Activity |
|----------------|---|
| 15 mins | <p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content Introduce today's session</p> <p>Quick memory check of how to put on a rug covered in Bronze Caring Session 5. Explain that this session develops this theme to include how to select the right type and size of rug for your horse</p> |
| 70 mins | <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. On yard show group that rugs are measured in length and start at around 3ft in length and go up in 3 inches increments to over 7ft or measured in centimetres. 2. Discuss - lightweight, middleweight or heavyweight and what to consider when choosing which rug to put on such as: weather, time of year, if the horse is clipped, type of horse, age, illness.... 3. Demonstrate how to measure horse for rug length - from the centre of the horse's chest to the point of buttock or if European rug from top of withers to tail (measure in cms) 4. Recap safe procedure for putting on a rug 5. How to check the fit of the rug – depth, length, shoulders, leg straps, belly straps, front straps, fillet string and the dangers of a badly fitting rug. Dangers of a rug that doesn't fit correctly 6. Group in pairs to practice fitting a variety of rugs, adjusting length of leg straps and crossed surcingles, saying what weight of rug they have and how well it fits their horse |
| 10 mins | <p>SUMMARY:</p> <p>Recap, invite questions & feedback.</p> <p>Introduce next lesson topic and recommended prior reading/preparation for it</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be Improved</p> |
| | <p>PROGRESSION:</p> <p>Care and maintenance of outdoor rugs</p> <p>Different types of stable rugs</p> |

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|-------------------------------------|---|-----------------|----------------|
| Name | | Level | Silver |
| Topic | Grooming | Lesson | 7 of 9 |
| Subject | Grooming & Plaiting mane over | Location | Yard Classroom |
| Resources & Requirements | Horses, stables, grooming kit, plaiting kit, steps, water, buckets, classroom | | |

| Time | Activity |
|----------------|---|
| 15 mins | <p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce today's session</p> |
| 70 mins | <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Ask questions about types and how to check the fit of rugs to check learning and understanding in the previous session 2. Using horse as a model, demonstrate how to fold rug when grooming to keep horse warmer in cold weather using the following procedure: <ol style="list-style-type: none"> a. Undo all the rug straps and tie the crossed surcingles up out of the way. Clip the leg straps back on to the rug buckles so they are not hanging down. b. Fold the rug in half from front to back to cover the quarters leaving the horse's front uncovered c. Groom both sides of the horse from the top of the neck to where the rug is positioned d. Fold the front of the rug forwards over the withers again and then fold the rug in half from back to front so it is covering the shoulders. e. Groom the back of the horse f. Once complete refit the rug 3. Group then practice individually quartering horses 4. Encouraging the mane to lie flat – ask group if they know which side of the neck the mane should lie on? <p>How to encourage an unruly mane to lie flat – demonstrate how to loosely plait mane to right side</p> <p>How long should plaits be left in for, why shouldn't turn out with bands in.</p> <p>Group practice either individually or in pairs. Coach helps those having difficulty</p> |
| 10 mins | <p>SUMMARY:</p> <p>Recap on how to check the fit of a rug</p> <p>Questions</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be improved</p> |

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|-------------------------------------|--|-----------------|--------|
| Name | | Level | Silver |
| Topic | Grooming | Lesson | 8 of 9 |
| Subject | Tail Washing | Location | Yard |
| Resources & Requirements | Horses, stables, grooming kit, plaiting kit, shampoo, mane and tail conditioner, water, buckets, classroom | | |

| Time | Activity |
|----------------|--|
| 10 mins | <p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce today's session</p> |
| 70 mins | <p>ACTIVITIES:</p> <ol style="list-style-type: none"> Recap on how to plait the mane over and group to practice Demonstrate how to wash a tail – include explaining the reasons why: it is necessary to keep the dock clean, remove scurf and that with a smooth, untangled tail, fewer hairs will be removed when brushing a tail. Safety – where to tie horse up or have someone hold the horse. <p>Positioning behind horse N.B. Some yards have special washing bays for this (cross ties)</p> <p>Include -</p> <ul style="list-style-type: none"> Some horses might not like this and tuck their quarters right underneath them if the water is cold. Always stand slightly to the side of the horse's quarters, in case he kicks out. Once the tail is wet through, apply some shampoo and rub it in. How to remove excess water from the tail by swinging it in a circle Spray the tail thoroughly with tail conditioner and leave to dry Comb out the tail with your fingers and once the tangles are removed you can use a mane and tail brush. <p>Group to practice washing tails in pairs.</p> |
| 10 mins | <p>SUMMARY:</p> <p>Explain that the last Silver Caring session will be a time limited series of tasks with the prize</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be improved</p> |

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|-------------------------------------|--|-----------------|--------|
| Name | | Level | Silver |
| Topic | Caring | Lesson | 9 of 9 |
| Subject | Practise makes perfect! | Location | Yard |
| Resources & Requirements | Classroom, iPad, stables, horses, mucking out equipment, rubber bands, shampoo, conditioner buckets, grooming kits | | |

| Time | Activity |
|---------------------|---|
| 10 mins | <p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce tasks to be completed tonight within strict 60 minute limit, allocating horses to group members for their tasks</p> |
| 65 mins | <p>ACTIVITIES:</p> <p>Group have 60 minutes to complete the following tasks:</p> <ol style="list-style-type: none"> 1. Muck out thoroughly with horse in box, taking soiled bedding to muck heap and leaving area outside box swept 2. Pick out feet into skip and groom horse thoroughly (quartering) 3. Put mane into sections and plait it loosely 4. Fit rug correctly, identifying type and size and how well it fits horse <p>N. B. It is up to individuals to manage their time efficiently so it would be wise to muck out and plait mane loosely with the remainder of time for grooming and rugging</p> <p>Coach will observe group in action</p> <ol style="list-style-type: none"> 5. Back to classroom, individual feedback given in private |
| 15 mins | <p>SUMMARY:</p> <p>Winner of best performance prize announced</p> <p>Quality control feedback forms completed to enhance Gold sections delivery</p> |
| PROGRESSION: | |
| GO FOR GOLD! | |

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