**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Part Two | Lesson | 1 |
| Subject | Horse Behaviour | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, if possible access to video clips which show various facial expressions and horse behaviours,  |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson contentIntroduction to course |
| *60**mins* | **ACTIVITIES:** * Discuss why it is important to know about horse behaviour and how it affects how we behave around horses
* Ask the group to describe any horse behaviours they have seen – what would suggest the horse was happy, relaxed, grumpy
* Look at the pictures on the slides and write short description about what they can see. Add any relevant video clips/other pictures you have access to
* Ask if any of the group have seen horses sleeping – do they have to lie down to sleep? Briefly discuss the stay apparatus and how it works. Why might this be a useful to a horse in the wild?
* Discuss what other body language signs from the horse to be aware of – tail swishing is covered in the slides, could add in stamping leg,
* Discuss safe positioning around the horse and why this is so important. Link back to natural behaviour (flight and fight) and eyesight.
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| *15**mins* | SUMMARY Discussion, re-cap and questions around the subjectQuick quiz questions |
|  | ProgressionWatch horses in fields or on the yard and describe behaviours seen |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Part Two | Lesson | 2 |
| Subject | Horse Care | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, variety of equine passports, silhouette of horse, red pens,  |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *90**mins* | **ACTIVITIES:** * Ask the group for reasons to keep records and identification documents for horses. Can they suggest ways of doing this and any potential issues?

Split into small groups:**Microchipping*** Discuss reasons for microchipping any animal
* What information do they contain and how are they read. Do the group think microchipping is a good thing? Can they think of arguments for and against?

**Passports*** Hand out passports for each group to look at
* Look through and discuss each section. On the silhouette page discuss what is marked
* Hand out outlines for the group to practise filling in – have a picture for them to copy (consider handing out prize for best one!)
* Look through the vaccinations – are they in date?

**Markings*** Discuss horse theft and methods owners can take to identify their horses
* Discuss briefly the use of freeze marking and brand marking. Show examples if possible. Do the group think these are ethical? Depending on your group you could have a mini debate about this.
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| *15**mins* | SUMMARY Re-cap, discuss topics covered and answer questionsQuick quiz questions |
|  | ProgressionDescribe horses and ponies |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Part Two | Lesson | 3 |
| Subject |  | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, passports or vaccination cards,  |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *90**mins* | **ACTIVITIES:** **Signs of health**Split into small groups:* Use the headings on the slides, ask each group to write down suggestions for signs of health on sticky notes and stick them under each heading
* Create a master list with their suggestions and discuss each point. Why is it important to know these – link back to the 5 welfare needs

(Participants to fill in their booklet)**Preventing spread of disease*** As group ask if they think prevention of disease is better than cure?
* Ask the group if they are aware of any vaccinations available for horses?
* Briefly discuss Equine Flu and Tetanus and the vaccination programmes available
* Look at the vaccination records in passports: can the initial course be identified?
* What happens if you miss one?

**Biosecurity*** Ask the group what they understand by the term biosecurity
* What biosecurity rules/guidelines are they aware of? Create a list.
* Discuss each picture on the info graphic
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| *15**mins* | SUMMARY Re-cap, discussion and questionsQuick quiz questions |
|  | ProgressionCarry out health check on a horse |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Part Two | Lesson | 4 |
| Subject | Feeding | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, small selection of feed samples, rules of feeding and reasons,  |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *90**mins* | **ACTIVITIES:** **Split into small groups:*** Ask the group to write down three treats/feeds suitable for horses and three foods that aren’t. What are the most common foods? Any surprising suggestions?
* Has anyone made their own treats for their horse?
* Ask the group if they can think of any issues with horses expecting treats regularly?

**Rules of feeding*** Ask them to write down any rules of feeding that they know
* Collate the answers into a list and discuss the rules shown on the slide
* Give each person/pair/group a reason for one of the rules of feeding. One at a time read out the reason and decide which rule it relates to. **or**
* Give each person in group either a rule of feeding or a reason. They have to walk round and find their partner (rule and reason) **or**
* Give each small group/pair rules and reasons on spate pieces of paper and they have to match them up

(Participants to write rules and reasons in their booklets)**Methods of providing water*** In small groups think about methods of providing water to horses in the stable and field
* Discuss the answers and fill in the table in booklets

**Feeding hay and haylage*** In small groups think about ways of providing hay/haylage to horses in the stable (can re-cap the differences between hay and haylage)
* Discuss the answers and fill in the table in the booklet

**Types of bucket feed – show samples of each here*** Ask the group if anyone knows what is meant by a bucket feed and how it differs from hay/haylage
* Discuss why chaff and alfa are used and the differences between them (space in the booklet for participants to write notes)
* Discuss the basic differences between cubes and mix (space in the booklet for participants to write notes). Can they identify any of the ingredients of the mix?
* Discuss how sugar beet cubes differ from normal cubes
* Discuss the preparation of sugar beet
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| *15**mins* | SUMMARY Re-cap, discussion and questionsQuick quiz questions |
|  | ProgressionIdentify feed in a feed room |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Part Two | Lesson | 5 |
| Subject | Field Care | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, sticky notes, access to BHS website to look at Ragwort toolkit |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *90**mins* | **ACTIVITIES:** * Split the group into smaller groups
* Ask them to write down what their ideal field would be for a herd of horses. Discuss the answers as a group.
* Discuss why checks need to be carried out on a field
* Next ask them to think about what kind of checks they would carry out daily/weekly/monthly on the field and create a master list from the answers.

**Fencing*** Put up headings of each fencing type. Give each group sticky notes and ask them to write down some pros and cons for each type of fencing and stick it under the headings.
* Bring group back together to discuss their answers and go through the points on the slides.

**Water** * Re-cap methods of providing water and any extra checks that need to be carried out in the field

**Removing droppings*** Discuss why removing droppings from the field is important
* Briefly discuss parasite control and how removing droppings affects this

**Poisonous plants*** Ask the group if they know of any plants poisonous to horses. Can they name them and describe them to the rest of the group?
* On each slide there is picture of common poisonous plants. (The name and description will appear when the slide is clicked on). Discuss each picture.
* If possible have a look at the ragwort toolkit on the BHS website.
* Discuss how to get rid of poisonous plants – PPE to wear e.g. gloves, fencing off of trees to limit horse access to them.

(participants to write notes in booklets) |
| *15**mins* | SUMMARY Re-cap, discussion and questionsQuick quiz questions |
|  | ProgressionCarry out a basic field check |

**Session Plan for: Horse Knowledge**

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| Name |  |
| Topic | Part Two | Lesson | 6 |
| Subject | Parts of the saddle and bridle | Location | Classroom |
| Resources & Requirements | Access to power point presentation, pens, board/flip chart, Saddle and bridle for demonstration, sticky labels, pens |

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| Time | Activity |
| *15**mins* | INTRODUCTION: WelcomeSafety informationGive aims, timetable and brief outline of lesson content |
| *60**mins* | **ACTIVITIES:** * Briefly discuss why tack is used and how it has evolved over the years
* Using the pictures of the slides ask participants if they can name any parts
* Using the saddle and bridle to demonstrate
* Split into smaller groups and give each group sticky labels – ask them to label parts of the saddle/bridle with sticky labels.
* Extra challenge: Take apart a bridle – can the group identify each part, can they put it back together again?
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| *15**mins* | SUMMARY Re-cap and questionsQuick quiz questions |
|  | ProgressionIdentify parts of saddle and bridle from memory |