

THEME: Golden Groom		GROUP: Shetland Striders
TOPIC: Pony or Horse		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. Recognise a pony and a horse (<i>ponies are shorter and horses are taller</i>) 2. Use the terms mare, gelding and foal correctly 3. Help to measure a pony (<i>understand that they are measured from the ground to the withers</i>)	Possible starter activities	<ul style="list-style-type: none"> Guinness World Records: Tallest Horse – Big Jake includes photos and a 2 minute video Guinness World Records: Smallest horse - Bombel includes a 3 minute video
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	What do the children understand is the difference between a horse and a pony?	
	Can they give an example of a pony and a horse on the yard? Or alternatively; give an example of a pony on the yard and an example of a horse. Ask the children to list the differences between the two. Now introduce that one of these is a pony and one is a horse. Do they know which one? Of all the differences they listed, which do they think relates to using the term pony or horse?	
	If the 'Breeds' topic has been completed, can they give an example of a pony breed, and a horse breed? (Which is our shortest native breed? Which is our tallest breed?)	
	Who is the current Guinness Book of Records tallest horse? Who is the shortest? Show images from web (look at coach resources column for links) and discuss.	
	Possible main activities	
	Which point of the horse do we use to measure a pony or horse? If the yard has a measuring stick or tape measure, each child could be measured to see how tall they are. (If you do not have a measuring stick, you may have a wall chart, or could explain estimating heights.) On the measuring stick, or through estimation, provide the children with a visual of the height (depending on age they may be more comfortable with cms, introduce hands and inches if you feel appropriate), explaining ponies are under this height, and horses over this height.	

	<p>Give a demonstration of measuring a pony using a measuring stick. If the pony is quiet, children could try measuring for themselves. Are there any ponies the same height as themselves?</p>	
	<p>Explain the terms mare, gelding and foal (girl, boy and baby horse). Compare a mare and a gelding so that children are able to identify the difference. If you have a foal, you might be able to include an exciting visit to see him/her, or use a book/image from the internet. How long is a foal's tail in comparison to an older horse?</p>	
	<p>Walk through the yard, estimating if each is a pony or a horse, and identify if it is a mare or gelding. Then see if the guesses are correct by measuring the ponies and horses.</p>	
	<p>Create your own wall height chart by sticking pieces of paper together, then mark on the cms (or hands/inches) like a big ruler. You can then walk around the yard and measure different items, children and ponies. Children to record the height of these. Then go back to the classroom and draw a picture of that object/person/pony with their name and stick it on the chart in the relevant places. The children's pictures could be moved up the chart as they grow taller.</p>	
	<p>Do you grow any large flowers at your yard (for example sunflowers?). Are any of them as big as the ponies or horses? Measure them to find out!</p>	
	<p>Possible wrap up activities</p>	
	<p>Working in groups or pairs, using a name list of the yard horses and ponies, which do they think are ponies and which are horses?</p>	
	<p>Quick quiz! What is a horse, pony, mare, gelding, foal? Add an example of each from the yard horses and ponies (if the children are familiar with the horses and ponies on the yard). Or give different coloured cards for children. One colour represents mare, one gelding. Give the name of a pony on the yard and children raise the colour they think is correct. You can also do this for horse/pony.</p>	
	<p>Draw and colour in a foal. (Remember he/she has a short, cute tail and mane!)</p>	
<p>**Two star challenges</p>		

- Name the units used to measure horses and ponies other than centimetres (cm) or metres (m)?
 - Introduce the concept of accurately measuring horses and ponies, units used (hands and inches) and ponies are under 14.2 and horses 14.2 or over.
- Measure some ponies on the yard. Can you find something (or someone) at the yard that is the same height? Measure lots of different things and see which is closest.
 - This is to get them familiar using the measure (as much as they can without assistance). You can measure a range of ponies and see what on the yard, or who, is a similar height. Measure a pony and see if they can guess what might be a similar height, then measure this to confirm their guess. It could be any object – tree, fence rail, stable door, or another person or animal – be creative! If they are particularly bright you could see what is ‘two times the height of pony x’, or ‘what is half the height of horse y’, for example.
- Discover the other words we use to describe horses and ponies depending on their gender and age.
 - Further terms such as stallion, filly and colt

Things to consider:

- Be aware of safety when children handling measuring stick to ensure they do not accidentally hit/poke anyone or any pony

THEME: Golden Groom		GROUP: Shetland Striders
TOPIC: Breeds		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Identify some breeds of horses and ponies (<i>any three from Shetland, Welsh Pony, Dartmoor, Exmoor, Cob, Suffolk Punch, Dales Pony, New Forest, Cleveland Bay, Connemara, Shire, or any three breeds at your centre. You can also use images from books/the internet/posters. You can also discuss mixed breeds if you have them at your centre.</i>)</p> <p>2. Describe a feature or state a fact about the breed (<i>for example, height, common colours, hoof size, where the horse/pony originates, thickness of coat/mane/tail, purpose of the breed, temperament of the breed</i>)</p> <p>3. Identify some differences or similarities between the</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>Do they have a pet (for example dog or cat) at home? If so, what breed is it? What are its characteristics? Explain that there are different horse and pony breeds as well, and they all have different characteristics, both physically, and in their personalities.</p> <p>Introduce the breeds they will learn about with the Breeds wordsearch (download from Accredited Professional Hub)</p> <p>Learn about Strider! Read all about Strider in the Challenge Book. See if the group can think what features are purely special to Strider and what might be common with all Shetland ponies</p>	<p>Links to Breed Societies:</p> <ul style="list-style-type: none"> • Shetland • Welsh Pony • Dartmoor • Exmoor • Shire • Suffolk Punch breed standard characteristics & great 'Children and Education' section, including a useful slideshow of the history of the Suffolk, including a brilliant introduction to harness • Suffolk Punch activity sheets (colouring in and wordsearches) • Dales Breed standard characteristics, and useful gallery of photos also on the website. • New Forest breed standards. • Cleveland Bay breed standards. Gallery of
	<p>Possible main activities</p> <p>Using pictures of horse and pony breeds (from a poster, book, internet pictures) ask the children if they can identify the breed that they have named (in a starter activity) or whether they can identify any of the breeds from the images.</p> <p>Discuss some of the most common characteristics such height, colour, thick mane and tail, which country or region they originate from. Discuss some of the breeds that the children haven't named.</p> <p>Order the breeds by height and tell the children another fact about that breed as you order them.</p> <p>Print off a map of the UK with labels for England, Scotland, Ireland and Wales. Children can point to the country where each breed is from or stick the image of the pony onto the map.</p>	

<p>breeds (for example, similarities - thick coat, hardy; differences - job, height, native region in the UK, length of feather, temperament)</p>	<p>If you have any of these breeds on the yard tell the children their name. Visit the pony or horse (if safe) and discuss all of their features.</p>	<p>photos on the website – page 2 more useful.</p> <ul style="list-style-type: none"> • Connemara breed standards. Good images when googled ‘Connemara pony’. • Rare breeds Equine watchlist – 12 out of our 14 native breeds are considered rare. Could lead to discussion about why it is important to keep our breeds alive.
	<p>Using a breed poster or wall chart, give the children the labels with the names of the native horses and ponies on them and ask them to try to match the correct name on the label to the correct pictures.</p>	
	<p>Give the children pictures of different breeds of horses and ponies and ask them to colour them in colours typical of the breed. The children could be asked to write a story or poem to describe their favourite breed of horse or pony (this could be ‘homework’).</p>	
	<p>On paper measure out heights i.e. 11.2hh, 12.2hh, 13.2hh, 14.2hh etc. and Blu Tac this to a wall. Get the children to stand next to the wall and mark their heights on the paper so they can learn their approximate equivalent horse height. Also, so they can see that anything under 14.2hh is a pony and anything above this height is a horse. Using the images of breeds ask the children to put the cards next to the maximum height the horse/pony can be. <i>(This links to Strider the Shetland, Golden Groom, Pony or Horse? Topic.)</i></p>	
	<p>On the yard: using two ponies and/or horses of different breeds, ask the child to spot the difference between the two breeds trying to encourage the discussion points covered in the classroom such as height, size of hooves, thickness of mane – characteristics of the breed.</p> <p>Emphasise that these differences make the ponies all special and unique – just like the children are all special and unique!</p>	
	<p>Using horses and ponies of various sizes ask the children to guess if they think they are a horse or pony. Using children who are roughly the same height as any of the horses or ponies, ask them to stand next to them (at a safe distance) so the other children can start to relate the size of a person in relation to the size of horses and ponies. <i>(This links to Strider the Shetland, Golden Groom, Pony or Horse topic.)</i></p>	
<p>For younger children use the Breeds Match Game resource (download from the Accredited Professional Hub). Children draw a line to correct breed features.</p>		

	<p>For older children use the Breed Factsheet Template (download from the Accredited Professional Hub) for them to write the features they have learned for each breed.</p>	
	<p>Thinking about the region you are teaching in, discuss any horses or ponies that are native to the area and what job they were previously used for or might still be doing.</p>	
	<p>Discuss the jobs that the breeds would have had hundreds of years ago and what they were bred for. Children can then write a story or poem to describe their favourite breed and what they would have done.</p>	
	<p>Possible wrap up activities (approx. 10 mins)</p>	
	<p>Children to state their favourite breed and list a couple of the breed characteristics.</p>	
	<p>Activities in the child's Challenge Book include a wordsearch of horse and pony breeds and design a flag for their favourite breed.</p>	
	<p>Children to draw a picture of their favourite breed.</p>	
	<p>Children to estimate heights of some ponies on the yard.</p>	
	<p>Identify 3 breeds, native to the UK (using ponies in the yard or poster/cards).</p>	
	<p>Give a name of a pony on the yard and children to tell you their breed.</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Make a poster of your favourite breed. Include at least one picture and some interesting facts about them. <ul style="list-style-type: none"> ○ This can be done at home or at the yard • What does native and non-native mean? What features make native breeds more suited to living in the UK? What native and non-native breeds do you have at the yard? Find out about at least two non-native breeds. <ul style="list-style-type: none"> ○ You could also compare native breeds to non-native breeds or sports horses and describe the difference in care that may be required. • The Welsh Pony breed has four breed varieties. Find out what these are and describe the features of each. Identify any of these breed varieties on the yard. 		
<p>Things to consider:</p>		

- Depending on age and ability of children you can go into detail about the breeds or just a few facts such as height, colours and where they are native to
- Be aware of children with reading and writing difficulties, who may find it easier to list characteristics verbally, rather than writing them down.

THEME: Golden Groom		GROUP: Shetland Striders
TOPIC: Colours and Markings		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Identify common colours of horses and ponies (<i>common colours are grey, black, bay, chestnut, palomino, (piebald and skewbald can be generalised as 'coloured pony' for this topic) Photos can be used if the colours are not found on the yard.</i>)</p> <p>2. Identify the common facial markings (<i>stripe, star, blaze, snip. Photos can be used if the markings are not found on the yard.</i>)</p> <p>3. Identify the common leg markings (<i>stocking and sock</i>)</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>Ask the children to name or describe the colour and markings of their favourite horse or pony or other pet. Explain that horses and ponies have specific terms for their colour, just like other pets they may be familiar with. For example, you might refer to a brown or chocolate Labrador dog; but that colour for a pony could be chestnut or bay. Different animals will have different names for their coat colour and they will learn the correct names for ponies.</p> <p>Ask the children if they have noticed that some horses and ponies have white markings on their face and legs? Ask them the name of their favourite pony, if the pony has white markings on see if the group can describe where the white parts are on the pony? Explain that these markings will have specific names and they will learn the correct names for these markings in the session.</p>	<ul style="list-style-type: none"> • Equine World UK: images of horse colours and coat patterns and markings • Godolphin Kids: Colours, facial markings, leg markings and whorls • Colours and markings wordsearch (download from Accredited Professional Hub)
	<p>Possible main activities</p> <p>Walk around the yard and discuss the colours they can see. Encourage children to guess what the name of the colour might be and try to describe the colour to you (ie dark brown, chocolate brown or autumnal brown). Discuss if manes and tails are different colours and the overall name for the colour of the horse and pony. Children can sketch a couple of colours in their My Challenge Book or draw and colour their own in.</p> <p>Discuss markings and the names of markings to learn. Describe facial markings with an example on the yard (or a photo); is there another pony on the yard with similar</p>	

	<p>markings? Talk about as many examples as you can. The children can sketch some markings in their My Challenge Book.</p> <p>Discussion similar to above but move onto socks and stockings. You could have an example of a human sock and stocking or tights and discuss that socks are short and stockings/tights are long; this is how we identify the marking on ponies. Look at as many examples as you can and encourage children to have a guess at identifying them. The children can then sketch a few examples in their My Challenge Book.</p> <p>If you have a wall chart or poster with colours and markings use this to go over the colours and markings on there. Then cover over the labels on the chart with cut up pieces of paper or blank sticky labels and give the give the children post-it notes or labels with colours and markings on them and ask them to try and match them to the correct horses on the chart.</p> <p>Give the children line drawing pictures of horses and ask them to colour the horse in a certain colour.</p> <p>Other classroom based activities (detail depends on age of children) these could also be relevant for some two star challenges:</p> <ol style="list-style-type: none"> 1. Using images or wall charts start to incorporate parts of the horse into the markings description i.e. snip on a horse's muzzle, white to fetlock, white to knee etc. 2. Using images or wall charts discuss skewbald, piebald, different coloured roan horses. 3. Using images or wall charts explain that sometimes the colour of the horse can be described in more detail i.e. grey can be flea bitten, dappled, iron, a roan can be blue, white, red, a chestnut could be liver or flaxen mane and tail, appaloosas etc. 4. Recap on <i>Breeds</i> topic to discuss how certain breeds have to be a certain colour to be registered with that stud book, for example a Fell pony must always be black. 5. Using images or wall chart start to discuss more unusual makings such as a dun must have a dorsal or eel stripe running along the back, if one is not present then it is not a true dun it's a buckskin, explain wall eyes etc. 6. Give the children images and ask them to describe the horse in the picture. 	
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	<p>Using two or more ponies on the yard, ask the children to ‘spot the difference’ of colours and markings. Begin to describe the colour and markings using points of the horse to make the description more detailed.</p>	
	<p>Using a variety of horses and ponies, ask the children to identify what colour they are and any markings they have. Or, you could pre-plan a treasure hunt type game. Each clue is a description of a horse or pony on the yard using the colours and markings you have learnt, or a picture of that pony and they need to describe and name the colour and markings (you can also include breed description/heights if you have covered those topics). The children walk to the stable of the pony they think is the answer to find the next clue (these could be pinned to the door). Find all the clues and complete the treasure hunt. NB Treasure hunts can be exciting! A good time to teach children to be considerate and safe around horses, despite excitement levels.</p>	
	<p>Possible wrap up activities</p>	
	<p>Design your own marking or colour combination. Children to come up with a marking of their own, its name where is it, what shape, will it be white or a different colour? They can be as creative as they like! Alternatively what colour of pony would they like to see? Come up with the name and how their pony would look.</p>	
	<p>Colours and Markings wordsearch (download from the Accredited Professional Hub)</p>	
	<p>Alternatively, you could play guess the word type game with colours and markings names (draw out the relevant number of dashes to represent each letter in a word. The children to guess letters until they know the word). Once they have guessed the correct colour or marking word, they then describe the colour, or draw the marking – or say the name of a pony on the yard with this colour or marking.</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Can you discover five more colours and three markings in ponies not learnt about in 1*. Paint a picture of them or describe them to your coach and use the correct terms and names. <ul style="list-style-type: none"> ○ These will be colours not listed in the 1* guidance such as: piebald, skewbald, dun, flea bitten grey, dapple grey, cremello, appaloosa, liver chestnut, blue roan etc 		

- Markings not listed in 1* such as: dorsal stripe, zebra stripes, wall eye, ermine marks
- Most breeds of horses and ponies will be a range of colours, but there are some which will have one or a limited number of colours. Find out what these are.
 - Discuss colours that you only see in certain breeds or colours you will never see in certain breeds (for example a Fell pony is always black).
Link this to the '*Breeds*' topic

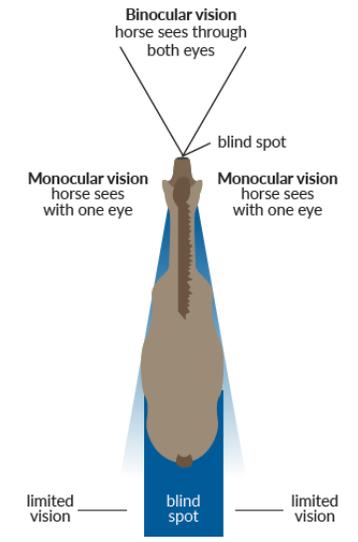
Not required for 2* challenge but you can also discuss markings in passports if appropriate for level of children:

Using horse's passports explain how horse's markings are used as identification on their passports and veterinary pre-purchase examinations.

- Explain that when marking up identification a horse requires 5 identification marks.
- Explain what a whorl is, where these can be found on the horse and how they also form part of a horse's identification. Also explain that markings on the feet such as black and white strips can also be used as identification.
- Use the identification section of the horse's passport and the actual horse to discuss what markings etc. have been used for identification.

Things to consider:

- Ensure to discuss ponies are different colours and have different markings and this is what makes them all unique and special – just like humans!
- Are there any children with colour blindness? They may see some colours differently

THEME: Golden Groom		GROUP: Shetland Striders
TOPIC: Handling Ponies		
*One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to:		
<p>1. Understand how to behave around ponies (<i>quiet, calm, positive, no running, awareness of horse body language</i>)</p> <p>2. Understand the potential consequences of not behaving correctly around ponies (<i>accident to themselves, others or the pony, pony becomes distrusting or aggressive</i>)</p> <p>3. Know the importance of asking permission to approach a horse or pony that they do not know (<i>the pony may be one that does not like fuss</i>)</p> <p>4. Approach a pony safely, position themselves and move</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>Ask children what do they think makes a pony happy? (Eating, feeling safe, resting, working, being in a herd.) Ask children how they think a pony would like to be treated when being handled, how to ensure the pony is happy?</p> <p>Ask children if they have noticed that pony ears can move and wriggle around a lot! What can they tell you about pony ears and how they move?</p> <p>Why will a pony need to be handled by a person? Children to think of reasons</p> <p>Ask what they already know about positive behaviour on the yard.</p> <p>Possible main activities</p> <p>How do horses and ponies communicate with each other? What does calm, positive body language look like in ponies, and humans? In pairs or within the group, children can act out an emotion, and the others guess what it is (happy, sad, scared, confident etc). Then, walk around the yard and interpret pony body language. Identify the horse's ears being the main area to look at. Highlight grumpy body language for the children to watch out for, so they can identify when they should not approach a pony (use images if not found on the yard). Recognise happy ponies that are safe to approach. Discuss asking permission to approach a pony that they do not know.</p> <p>As a group, develop yard rules (and reasons for them) for entering the yard and behaviour around horses, and prompt any existing yard rules that have been missed. Maybe create a poster which is then displayed. Why is running forbidden? Discuss the potential consequences of not following yard rules. Complete the 'Golden Rules' to</p>	<ul style="list-style-type: none"> Understand Your Horse's Body Language RSPCA drawings and explanations of horse behaviour Blind Spot – Horses (extension.org) description of blind spot in horses
		

<p>around a pony safely (<i>ensure the pony is aware of them by talking quietly on approach, reading horse body language, awareness of the horse's blind spots, approaching the neck/shoulder, using reassuring touch on the neck, awareness of front feet and that the pony may shift its weight, reasons not to move towards the hind legs, how to safely move around the pony, behaving correctly (calm and quiet) at all times</i>)</p> <p>5. Pat, stroke or fuss a pony safely (<i>how to stroke the head, gently pat the neck, understand sensitive areas of the pony, itchy-scratchy areas that the pony may like – but be careful, the pony may mutually groom you too! Respect ponies that want personal space and don't like fuss</i>)</p> <p>6. Feed a treat safely (if the</p>	<p>stick to and write these in the My Challenge Book (page 31).</p> <p>How does the horse see? Where are his eyes? Where might be the blind spots? NB ensure children know what a blind spot means Knowing where the blind spots are, discuss the best area to approach, and not to approach from behind. Ask the children if they know the manner in which they should approach (calm, quiet and confident), revisiting the body language practise. Demonstrate approaching a tied up pony and stroking and gently patting a pony's neck and how to stroke the head. Reasons for standing to the side and not in front of the pony – a head butt can hurt! Explain weight shifting, and watching out for your toes near the front legs. Demonstrate moving around the horse safely, and the value of keeping a hand on the pony so they know where you are. Each child to practise approaching and moving around a pony safely. The others in the group can watch and provide feedback about what was good, and read the pony's reactions.</p> <p>NB some children may not want to do this in front of others, so may need to organise smaller groups, pairs or individual work if there are enough coaches/supervisors. All children must remain supervised at all times. Give guidance to the group about giving feedback, ie. Be kind</p> <p>The aim is for participants to gain confidence being around ponies and to treat them with respect.</p> <p>Discuss and demonstrate how to feed treats, and each child to practise if the yard allows. This could be spread over different sessions ie give a treat after a riding lesson, for example. Discuss reasons for not feeding treats. Children could draw a poster advising 'do not feed the ponies'.</p> <p>Discuss being kind to ponies. How do the children feel when someone is kind to them? How do they feel if someone shouts at them? What kind of behaviour do they expect from the pony if they are kind/unkind to them? Discuss how behaviour such as shouting at a pony is unkind, how it might scare them and how it could influence negative behaviour with the pony. Lead to reflective discussions like how they feel when people shout at them – treat ponies how they want to be treated themselves and encourage positive relationship between them and the ponies, and each other. A good</p>	
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<p>centre allows treats to be given) (<i>flat hand, fingers and thumb together, reasons why a pony would not be fed treats</i>)</p> <p>7. Identify a headcollar and lead rope and untie a pony (<i>reasons for using a headcollar, why we use quick release knots, how to untie</i>)</p>	<p>opportunity to reflect on their behaviour maybe away from the yard and how this affects the behaviour of others (negative behaviour like shouting, being aggressive can sometimes lead to conflict and how positive actions influence people for the better, similarly positive behaviour around a pony will help to ensure the pony is calm and friendly – positive behaviour in return) – if there are any concerns follow safeguarding procedures.</p> <p>This could be done as a group discussion or writing down ideas individually or as a group. (This topic links to <i>If My Pony Could Talk</i> and <i>Kindness</i> topics both Shetland Strider.)</p> <p>Introduce the children to headcollars and lead ropes – why and when we use them, why we tie up to string. Demonstrate tying and untying a lead rope, and reasons for putting the end through the loop – clever, ponies who can unties themselves! Let the children practise untying leadropes, which can be practised without a pony.</p> <p>Possible wrap up activities</p> <p>As a group, create a poem or mnemonic to help remember how to approach ponies, for example:</p> <p>Walk, don't run</p> <p>Approach their shoulder</p> <p>Less noise</p> <p>Keep calm</p> <p>Handling Ponies Wordsearch (<i>download from Accredited Professional Hub</i>).</p> <p>Draw and colour your own headcollar! Which funky design will you create?</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Put on a headcollar <ul style="list-style-type: none"> ○ This can be done with the coach's assistance, but they can learn where to stand to put on the headcollar, and which part is for the nose, 		

and which strap ties over the poll, and how to ensure the pony is comfortable

- Lead a pony in walk
 - Can have assistance. Do not need to lead pony on their own, can walk next to coach or helper but should have basic awareness of where to position themselves, how to hold the rope and how to behave
- Ponies are tied on the yard using a special knot. Find out what this is called, why it is used and how you tie this type of knot.
 - Tie a pony up using a quick release knot, explain why a horse is tied to bailer twine
 - Can have assistance to tie the knot
- When scared or feeling threatened, animals will either try to 'fight' or 'flight'. Discover what this means and how this applies to ponies.
 - Explain the 'flight or flight response' and how this affects how horses react

Things to consider:

- Participant can have assistance at all times when around the pony or ponies
- Safety of a group of children around ponies. Selecting an appropriate pony for demonstration and practise.

THEME: Pet Protector		GROUP: Shetland Striders
TOPIC: Animal Lover		
One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to:		
<p>1. Recognise local wildlife and the environment they would live in (<i>could include birds, bugs, bees, butterflies, hedgehogs, farm animals, rabbits, badgers or deer – or anything you have near to your yard.</i>)</p> <p>2. Recognise how to be kind to animals and wildlife through own actions and behaviours</p> <p>3. Know why it is important to be kind to all animals and wildlife</p> <p>4. Be kind to animals and wildlife</p>	<p>Possible starter activities (approx. 10 mins)</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>What animals have they seen when they have been out and about? Have they ever seen a fox/badger/hedgehog/sheep/birds/rabbits/deer/bees/butterflies/insects etc.?</p> <p>Identify three reasons as to why people should be kind to animals.</p> <p>Draw your favourite animal. Can children explain why this is their favourite animal?</p>	<ul style="list-style-type: none"> • Woodland Trust - animals found in trees and woods • RSPB – birds and wildlife • Wildlife Trust – explore wildlife includes web cams • Lots of ideas to do and make, wildlife ID sheets and more, from: <ul style="list-style-type: none"> ○ Wildlife Trust ○ RSPCA • RSPB – ‘Spot it’ sheets • Animal Lover wordsearch will be on the BHS Accredited Professional Hub
	Possible main activities	
	Take children on a nature walk around the yard – what animals and wildlife do they see? What can they hear? Record in any way, e.g. pictures; writing; photos etc. Discuss as a group what local wildlife they saw and where they saw it specifically – trees; on the ground; under rocks etc. Where would the animal they see live....or if you see things such as burrows, nests etc discuss what type of animal may live there	
	Make a house or a feeder for some wild animals. This could be done as a group. Ideas include:	
	<ul style="list-style-type: none"> ○ Make a butterfly banquet (RSPB) ○ Build a bug hotel (RSPB) ○ Make a bird bath (RSPB) ○ Make bird seed cakes (RSPB) ○ DIY Hedgehog café (RSPB) 	
	Recap animals discussed in the starter activity. Where have they seen these different	

Topic: Animal lover

	<p>animals? NB – be aware they will not all have seen them; do they know what each one is? Discuss where children live in a wider sense, i.e. the city, town or village; this is called a habitat. Does anyone know any of the wildlife habitats? Identify which ones live in meadows, woodland, grassland, rivers etc. Discuss whether the animals live underground or overground; in trees; in built up areas or in green spaces; in a nest, sett or burrow? Use the Woodland Trust, RSPB and Wildlife Trust to research animals in their local area and present information as a group/make a poster/draw a picture.</p>	
	<p>If you have an animal or wildlife sanctuary local to you, you could see if they could visit your yard for a talk</p>	
	<p>How can we be kind to each other? Discuss ways in which we are kind to other people and children. Link this to how we are kind to animals – what are the similarities? What are the differences? NB – if children suggest ways in which we are kind to our pets, talk about how this differs if they are wild animals in our local environment. Ensure children highlight being kind to animals would include: not scaring or chasing animals; looking after their environment, e.g. not creating hazards by littering; planting trees or plants which encourage wildlife; by providing shelter or food; leaving out food and water etc. RSPCA – how littering can affect animals BHS – be horse aware</p>	
	<p>Possible wrap up activities (approx. 10 mins)</p>	
	<p>What should you do if you see an injured animal? Identify that they should ALWAYS speak to an adult first and never approach an injured animal, whether it is a pet or wildlife. RSPCA – guide to animal kindness</p>	
	<p>Animal Lover wordsearch (available to download from BHS Accredited Professional Hub)</p>	

Two star challenges **:

- Become a Pet Protector role model! Tell people why what you care about is important. By telling others you can have a bigger impact;
 - You could ask them to record or discuss with you conversations they've had, or what they've done to try to influence others. You could set a target for them (for example talk to five family members or friends). Target dependent on age and suitability for child
- Get crafty and make a collage of your favourite animal. You could include things from a nature walk like leaves, flowers or small twigs.
 - For example, collect leaves and [make a leaf print butterfly](#) (Source: Countryfile)
- Create a poster showing your top three ways to be kind to animals and their environment.
- Make a bug or hedgehog hotel at the yard; a safe space for small critters to live.
 - There is a step by step guide in the participant's My Challenge Book (page 42-43)

THEME: Pet Protector		GROUP: Shetland Striders
TOPIC: Pet Care		
One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to :		
<p>1. Give examples of animals that can be kept as pets (<i>minimum two examples</i>)</p> <p>2. Tell you about the basic requirements that pet will need (<i>from at least two examples given above participant should be aware of the responsibilities of owning a pet: visiting it twice a day (if pet doesn't live at home – for example a pony), exercise or stimulation, space, providing food and water, clearing up after them, friends, vaccinations, love and care, brushed or groomed, to go to the vet, toys etc.</i>)</p> <p>3. Outline a daily care plan for a pet, such as a dog, cat or pony (<i>the participant can describe a care plan, or write</i></p>	<p>Possible starter or wrap-up activities (approx. 10 mins)</p> <p>Read the relevant section from the My Challenge Book to introduce and start a discussion about the topic</p> <p>What pets do the children in the group have? Create a list as a group – add others which they could have.</p> <p>Why do we only have certain animals as pets? What animals could we not have as a pet and why? NB – be careful which animals are identified here. Keep the discussion generalised, e.g. big cats; giraffes etc. – avoid discussions about snakes/other reptiles/spiders as some of these are not allowed to be kept as pets.</p> <p>Children to draw a picture of their pet or a pet they would like to have when they are older. If any children are unsure about having a pet, encourage them to draw a picture of a horse they have seen/ridden. Consider allergies too as to reasons why children may not have pets.</p>	<ul style="list-style-type: none"> • https://www.battersea.org.uk/pet-advice Battersea Dogs Home • https://www.petsathome.com/pet-talk Advice from Pets at Home • https://www.bluecross.org.uk/pet-advice Pet advice from The Blue Cross • CBeebies – My Pet and Me includes links to songs (Old MacDonald), games and activities. • RSPCA video: What do pets need? (about 3:30 minutes, requires You Tube)
	Possible main activities	
	Invite a local vet to talk about pet care (NB – ensure safeguarding procedures are followed). Children to prepare questions in advance they would like to ask – discuss this as a group and encourage all to share their views (NB – be aware that some young children will not want to speak aloud in front of a group; offer them alternatives, e.g. writing their question down for someone else to ask or whispering the question to an adult they know so they can ask on their behalf).	
	Choose one of the animals discussed which could be a pet, e.g. dog or cat. Ask children what the pet needs; identify water, food, walks (if a dog), a warm bed, shelter, toys. Also discuss importance of 'chill time' for the pet. Discuss what else pets may have, e.g.	

Topic: Pet care

<p><i>it down, they can make a picture diary of a typical day or week, or they can make up a daily routine for an imaginary pet or their favourite pony on the yard and draw pictures)</i></p>	<p>treats, collar, lead etc. Which of these are necessary and which are extra? Children to then draw an animal which can be kept as a pet and draw/write what that animal needs. Also important to discuss responsibilities such as time and money. Also consider their routine and if they have time for pet. What happens if they want to go on holiday?</p>	
	<p>Coach to talk through the daily care of looking after a horse and children can draw pictures to represent each stage. Discuss how this would differ from looking after a smaller pet, e.g. a guinea pig/fish and a medium pet e.g. dog. Children to then draw a 'Day in the Life of a ...' to show the daily care for another pet.</p>	
	<p>Organise an 'own a pony day' at the yard for pairs or small groups, then the children can write or draw about their experience and responsibilities.</p>	
	<p>Are there any TV shows they know where the characters have pets? How are they looked after? For example, My Pet and Me on CBeebies. You could find a You Tube or BBC iPlayer link for one animal. The presenters Rory and Ferne show children a variety of different animals - from cats and dogs to snails and pigs.</p>	
	<p>Possible wrap up activities (approx. 10 mins)</p>	
	<p>https://www.rspca.org.uk/adviceandwelfare/pets Look at different advice as to how to look after pets, is there anything there they didn't think of?. NB – do not discuss the pet bereavement section with young children.</p>	
	<p>Draw a picture of a pet they would like to have when they are older and talk about how they would look after it.</p>	
	<p>Discuss why some of the pets they have talked about have more needs attached to them than others. Does this mean that some pets are more difficult to look after than others? Are there any pets that don't have any needs attached to them? NB Point out that all pets have needs and that it is our responsibility to meet those needs</p>	
<p>Two star challenge **:</p> <ul style="list-style-type: none"> Show how much you care by helping to look after an animal for a week. If you don't have a pet or if you already have a pet at home see if you can 		

help to look after a friend's or neighbour's, or help to look after a pony for a day at the yard. Record what you did – be creative! You could draw a cartoon strip; ask an adult to help you make a short video; take photos; draw pictures or anything you can think of!

- Create an advice leaflet to be able to give to someone so they would know how to look after the same pet.
 - Can be their own pet, a friends/neighbours or arrange a 'look after a pony day' at the yard for them to write about

Things to consider:

- Some children may have allergies to types of pets

THEME: Pet Protector		GROUP: Shetland Striders
TOPIC: Animal Welfare		
One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to:		
<p>1. List basic welfare needs of all animals (<i>food, water, love and care, exercise/play/fun, somewhere to live/shelter, medical care and company</i>)</p> <p>2. Describe how each basic welfare needs relates to looking after an animal of their choice (<i>child can choose an animal of their choice – their own pet or favourite pony on the yard – to describe how the basic needs are met</i>)</p>	<p>Possible starter activities (approx. 10 mins)</p> <p>Read the relevant section from the My Challenge Book to introduce and start a discussion about the topic</p> <p>List some animals! Ensure ones which are kept in and out of captivity, such as tigers, elephants etc. are mentioned alongside ones which can be kept as pets.</p> <p>Children to draw a picture of their favourite animal.</p>	<ul style="list-style-type: none"> • https://twycrosszoo.org/animals/ information about different animals at Twycross Zoo (or you could research animals at a zoo local to you) • https://www.rspca.org.uk/-/smileyface Smiley face RSPCA activity • Blue Cross – how to have a happy pet • The Blue Cross have lots of helpful resources including videos and activities designed for children https://www.bluecross.org.uk/downloads-teachers-and-groups
	<p>Possible main activities</p> <p>What do we need to live happily? Ask children what makes them happy and create a big list. Children could work on their own or in pairs, then share/discuss their answers with others, eventually you should have one big list. From the list, what are the things that you need and what are the things that you want? What's the difference between needs and wants? Hopefully children should eventually identify food, water, shelter, love and care, exercise, play/fun, medical care and company are needs. NB – ensure background of children is known before this is discussed. Safeguarding policies must be followed if any concerns are raised. Link to animals – which of these do animals need to live happily? Identify all of them! Now think about what an animal's basic welfare needs are. Children to choose an animal which they have seen/own/know i.e. domesticated and draw a picture of the animal and what they need to live happily.</p> <p>You could link to other topics in the Pet Protector series – how do these welfare needs relate to looking after an animal, or being kind to animals?</p>	

Topic: Animal welfare

	<p>Ask who has ever been to a zoo. Discuss what animals they saw there and how they were kept, i.e. in cages. Use https://www.chesterzoo.org/virtual-zoo-2/ or another virtual zoo tour and discuss animals they see and how they are being kept. What is being provided for them? Does it make any difference to their needs that they are in a zoo? Ensure children realise ALL animals have the same basic needs to live happily. Children to choose their favourite animal they have seen at a zoo/on the video and draw the animal and how their needs are met by the people who work at the zoo.</p>	
	<p>This topic includes making a game to play as a group – similar to snakes and ladders – themed around the care of ponies. Land on a ‘good practice’ square they ‘go up’; land on a ‘bad practice’ square they ‘go down’. As a group, they can create the ‘board’ using a sheet of paper, think of examples of good and bad care, the playing characters and name of the game. This gives the opportunity to discuss good and poor care and can be played on rainy days!</p> <p>To create the game begin a discussion on how do horse owners at the yard meet the needs of the ponies in their care? They will have lots of examples of good care to share with you. Now think about what poor examples of care might be. From your lists create the game to play!</p>	
	<p>You could walk around the yard and link the basic welfare needs to different situations. So why are ponies turned out together, or if they have individual paddocks that they can still see other ponies, point out things that provide shelter (provide shade in summer or protection from wind/rain in winter (trees, hedges, purpose built shelter, stable, wall), how ponies are regularly groomed, given attention etc (provide love and care)...this helps the children to put the basic welfare needs into practice and see how they are being met at your yard.</p>	
	<p>Possible wrap up activities (approx. 10 mins)</p>	
	<p>Draw Strider and label with his basic needs (these can be written or drawn)</p>	
	<p>Write the basic welfare needs on individual pieces of paper, folded up or put in a bag. Children to pick one, and give one way how this is met for an animal of their choice</p>	
	<p>Write welfare needs and wants on individual pieces of paper, folded up or put in a</p>	

	bag. Children to pick one, and say whether this is a need or a want.	
<p>Two star challenges **:</p> <ul style="list-style-type: none"> • In the UK, an animal’s welfare is protected by law. Find out what this means and what might happen if very poor animal care is given. <ul style="list-style-type: none"> ○ A basic understanding for example, they could get into trouble with the Police and face consequences. They do not need to know about going to court/fines/jail sentences if not appropriate for the age/group you have • There are animal welfare charities that can offer support to owners and help educate them to improve their animal’s care. Research a national or local charity and find out what they do. 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • ensure background of children is known before basic needs are discussed. Safeguarding policies must be followed if any concerns are raised 		

THEME: Pet Protector		GROUP: Shetland Striders		
TOPIC: If my Pony Could Talk				
One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)		
Children will be able to:				
<p>1. Outline what a pony's ears tell you about their behaviour (<i>identify which ear positions reflect how they are feeling</i>)</p> <p>2. Outline what a pony's body language can tell you about their behaviour (<i>recognise posture and movement in relation to emotions and link to flight or fight instinct</i>)</p> <p>3. Recognise behaviour which may mean it's not safe to approach the pony (<i>ears back, hind quarters to the door, head up on high alert, kicking, rearing, pacing, running</i>).</p> <p>4. React appropriately to a pony's behaviour to keep themselves safe (<i>body language indicators that it is</i></p>	<p>Possible starter or wrap-up activities (approx. 10 mins)</p> <p>Read the relevant section from the My Challenge Book to introduce and start a discussion about the topic</p> <p>Recap yard rules and reasons for them, introduction to 'flight or fight' and basic body language from Golden Groom 'Handling Ponies'. (<i>This topic links to and crosses over with 'Handling Ponies'.</i>)</p> <p>How do ponies communicate with each other? (When they can see each other, when they are out of sight of each other? (<i>Body language/vocal sounds.</i>))</p>	<ul style="list-style-type: none"> • RSPCA Understanding your horse's body language. https://www.rspca.org.uk/advicewelfare/pets/horses/behaviour/bodylanguage • Horses extension. Blind spot image. https://horses.extension.org/blind-spot/#:~:text=A%20horse%E2%80%99s%20blind%20spots%20are%20directly%20in%20front,you%20are.%20For%20more%20information%2C%20see%20Horse%20Vision. • Videos of horses showing a variety of behaviours. At a guess these horses are usually stabled as the initial 5 minutes is a lot of rolling and running, but then the pace slows and children will see mutual grooming, expressive ears, 		
	Possible main activities			
	Discuss how ear position is the most obvious sign of how the pony is feeling. If you have a younger or more highly strung horse or pony for the children to quietly observe they may see a wider range of emotions to illustrate the body language that would/would not be safe to approach (interest, ears mobile listening for noise, uncertainty). What else combines with the ears to provide a complete picture of how the horse is feeling? (Position of head and neck, tension/relaxation in the body, movement.)			
	Walk around the yard looking at horses and ponies, or use images, to demonstrate different body language. As you walk around the stables, some horses may come forward and be interested and some may put their ears back, clearly demonstrating their 'Do not disturb' sign. If you have a herd of horses together in a field or barn, the children may be able to witness the subtle communication that goes on between horses. Do any ponies match the pictures in the My Challenge Book (page 50).			
	Complete the activity on page 51 in the My Challenge Book to label the human moods.			

Topic: If my pony could talk

<p><i>not safe to approach a pony, always maintain space when moving around the pony, continue to read body language)</i></p> <p>5. Recognise a pony that may be asleep or sleepy, and how to approach so that they are not startled (<i>talking on the approach, waiting to see that the pony has seen them, understanding the potential consequences of startling a pony</i>)</p>	<p>Using body language and their hands as ears, children can demonstrate to each other what a horse would look like for each of these moods.</p> <p>Discuss and acts out all sorts of moods and behaviours such as was sleeping, contently eating, interested, angry, warning another pony to move out of the way, threatening to kick, playful, heard a sudden noise that it didn't recognize, saw something startling in the distance etc.</p> <p>Extend to body language, facial expressions and even noises.</p>	<p>squealing and striking out with front legs, relaxed wandering, dominance etc,</p> <p>https://www.bing.com/videos/search?q=Horse+Herd+Behavior&view=detail&mid=D8ABE3359EFE7659D830D8ABE3359EFE7659D830&&FORM=VRD GAR&ru=%2Fvideos%2Fsearch%3Fq%3DHorse%2BHerd%2BBehavior%26FORM%3DVRIBQP</p>
	<p>Horses can sleep whilst standing up! What does a sleeping pony look like? (Head hanging, resting a hind leg, eyes closed/semi-closed.) Why must you make sure the sleeping pony knows you're there before approaching it? What are the potential consequences if you startle a pony? (Jump, spook, run away. Risk to self, pony, others.) How would you make sure the horse knows you are there? (Talking quietly on approach.) How will you know if the horse has recognized you're there? (They will wake up.)</p>	
	<p>Turn two or more ponies out in a field, paddock or arena and watch what they do. How do they say hello to each other? What other behaviours can the children see?</p>	
	<p>Let the children take part in a routine task such as grooming ponies. Ask them to talk about the pony's body language, ears etc. If the children are talking to the pony whilst they are grooming do they notice if the pony's ears move to listen? Or if they turn their head? Discuss how their calm behaviour has a positive impact on the pony. Now extend to thinking if the pony was startled somehow, what would indicate they may need to move? (Pony could lift head suddenly, or move quickly). Discuss how to reassure the pony.</p>	
	<p>Possible wrap up activities (approx. 10 mins)</p>	
	<p>Describe how ponies look if they are happy, grumpy, anxious, waiting to be fed. How would the children expect them to behave if they showed these expressions?</p>	
	<p>Complete the dot-to-dot in the My Challenge Book activities page to reveal how Strider feels (page 55)</p>	

Topic: If my pony could talk

	Watch a video of horses in a herd and see which behaviours they spot.	
	Children to demonstrate a behaviour using hands as ears and body language for the other children to guess.	
<p>Two star challenges **:</p> <ul style="list-style-type: none"> • What makes the children happy, sad, stressed, worried? Consider reasons why horses feel these emotions too. <ul style="list-style-type: none"> ○ Discuss other factors that can influence a horse's behaviour; weather, environment (home or away from home), other ponies, noises, human behaviour, food (food time or lack of food), being ridden (associated pain), other pain and illness 		

THEME: Junior Jockey		GROUP: Shetland Striders
TOPIC: My Riding Kit		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Wear appropriate safety equipment, footwear and clothing when riding (<i>participants do not need to own riding clothing if the centre loans it</i>)</p> <p>2. Identify a body protector and its use (<i>the item is to protect the body in the event of a fall</i>)</p> <p>3. State one reason why it is important to wear the appropriate clothing when riding (<i>safety, remain warm and dry, cover arms and legs for protection, wearing the right materials that do not make noise or flap around</i>)</p> <p>4. Look after their riding equipment when in use and store appropriately after use</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>What equipment do the children already know they need to wear when riding? What does this equipment protect?</p> <p>Display different items of clothing (for example, flip flops, tshirt, jumper, rusty coat, poncho etc) children to guess if these are suitable or unsuitable clothing for riding in.</p> <p>How important is your head? Children to think of reasons why it's important to protect your head and wear a hat when riding.</p>	<ul style="list-style-type: none"> Safety standards on BHS website: https://www.bhs.org.uk/advice-and-information/tack-and-equipment/what-to-wear
	Possible main activities	
	<p>You could draw a stick person on a white board and participants can draw on clothing. Discuss why we wear certain equipment when riding (hat, gloves, correct footwear). What is a body protector and the reasons we advise wearing one. Why we should wear long sleeved tops and trousers, and close fitting, but non-restrictive clothes. Seams can make you uncomfortable, and therefore jeans are not advisable. Poppers and studs on the outside of clothes can cause pressure points on the skin, and damage tack. Discuss what clothing you might wear in the summer versus winter. How might the pony react if the children wore rusty materials or left a flappy coat open?</p>	
	<p>Riding equipment can be expensive. It's important that we look after it. Children can make a poster summarizing how to keep their riding equipment in the best condition.</p>	
	<p>Who can fit my hat? Why we want a hat that fits. Children to try on various different sizes of hat. Too small, and it will produce a headache, if too large it will move forwards</p>	

Topic: My riding kit

<p><i>(don't drop your hat, store hats so they cannot roll away, store equipment in a dry environment, clean boots after use, and if leather, treat with polish/leather treatment to keep them waterproof and prevent the leather from cracking)</i></p> <p>5. Find an appropriate adult to check the fit of a hat before riding <i>(if purchased in shops, or the person to go to on the yard to check fit if loaning a hat)</i></p> <p>6. State why wearing jewellery is not recommended when riding <i>(the risk and dangers of catching it in something, losing a valuable item, reasons long hair should be tied up)</i></p>	<p>and backwards on their heads when they nod, and potentially cover their eyes. In either hat discuss how it may feel to ride in this? Why is it important that their hat fits? People have different shaped heads, so when they buy their own, trying different brands will help them find the most comfortable and best fit. Practise adjusting the length of the chin strap so that it fits comfortably and securely. Children must know who at the centre will fit their hat for them (if they loan the equipment) before each lesson. Also understand they are likely to grow and so will their head; so to talk to that adult if their hat that currently fits begins to pinch or give them a headache.</p>	
	<p>Why jewellery and horses do not mix. What could jewellery get caught on – leading a pony to the arena and whilst riding? What might be the consequences? Children to list jewellery that they regularly wear, and therefore what do they need to remember to remove before coming to the yard? Why do we need to tie up long hair, both on the yard, and when riding?</p>	
	<p>Try on different sizes of body protector and ask the children to sit on a chair/barrel/mechanical horse. The larger/longer body protectors should ride up and be uncomfortable. Children to come to the agreement that this is not suitable for riding! What might happen if they were to have a fall? How can you tell if a body protector fits and who can do this?</p>	
	<p>Possible wrap up activities (approx. 10 mins)</p>	
	<p>Quick quiz! In groups, answer questions about riding equipment? (What should you wear on your head/feet when riding? Who can check the fit of your hat? Why shouldn't we wear loose clothing? How should you clean leather riding boots? Etc)</p> <p>Children to design their own hat silk! Be as crazy or classical as they want with their colours and design! You can use the activity in the My Challenge Book (p75) or they can draw their own</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Describe two points which may indicate your riding hat doesn't fit <ul style="list-style-type: none"> ○ They should be aware how a riding hat should fit and be able to tell you if it's loose (ie, sits too low or moves up and down), or the chin strap is too loose or too tight. They do not need to have detail as a hat fitter would, but should be aware of two things to be able to tell you 		

if their hat is too big or too small.

- Create a poster to put up at the yard which lists the important clothing to wear when riding.
- What does PPE mean? What is the PPE for riding?
 - Introduce the term PPE (Personal Protective Equipment), what this means and how it relates to horse riding
- There are UK safety standards with essential safety equipment such as your riding hat or body protector. Find out where this is displayed on your hat and what the current safety standards are.
 - Introduce safety standards for hats and body protectors, where this is displayed on the hat or body protector and how to find the current safety standards (BHS or BETA website). The importance of finding an approved fitter if buying a hat or body protector, local approved sellers/fitters, importance of not buying second-hand and to replace if had a fall

Things to consider:

- Have there been any reports of head lice in local schools? If so, don't use the hat trying exercise.
- A child with autism may not like to wear hats, so it may take a bit of work with parents at home to reach the point of a child wearing a hat before they can ride.

THEME: Junior Jockey		GROUP: Shetland Striders	
TOPIC: Getting On			
*One star challenges. Children will be able to:	Activities		
<p>1. Recognise a safe place to get on their pony (<i>pony is halted with a safe gap between ponies</i>)</p> <p>2. Approach their pony safely (<i>hat on and done up, reading the pony's body language, walking quietly and confidently to the shoulder, patting a pony</i>)</p> <p>3. Stand in a safe position ready to mount (<i>awareness of horse body language, stand near the shoulder, face the pony's head, awareness of weight shifting on the front legs</i>)</p> <p>4. Run their stirrups down</p>	Possible starter activities		
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.		
	Brief assistant before lesson. Outline safe clothing and PPE to wear when riding, how to mount and dismount correctly and safely. In office/yard cover: What should you wear when you are riding? Why do riding boots have a small heel? Talk through what other clothing it is sensible to wear when riding (e.g. body protector) Demonstrate putting on and fastening a riding hat and talk about how to check the basic correct fit e.g. not too tight, shouldn't move around on your head/cover your eyes. Why it is important to have the chin strap fastened securely. (This links with 'My Riding Kit' topic.)		
	Discuss the space between the ponies in the arena, and that it is maintained to keep the ponies happy.		
	Discuss reading the pony's body language before approaching a pony. Looking to see if the pony is dozing, if ears are forwards. (This links to Golden Groom 'Handling Ponies' and Pet Protector 'If My Pony Could Talk'.)		
	Possible main activities		
Demonstrate how to lead a pony into the arena, each child can practise leading with assistance. Show how to line up in a safe space ready to prepare to get on. Coach to check the girth. Demonstrate and help the child put the reins over the head, and run the stirrups down in preparation for mounting, how			

Topic: Getting on

<p>before mounting (<i>unthread the leather out of the stirrup before pulling down</i>)</p> <p>5. Mount safely with assistance (<i>from block, leg up, being lifted or from the ground</i>)</p> <p>6. Put feet in stirrups and hold the reins ready to ride (<i>with assistance</i>)</p>	<p>to loop their arm through reins and change sides around the front, keeping one hand on the reins at all times. Discuss mounting with assistance, where to stand, how to control the pony when mounting, why a mounting block is used. Demonstrate or observe another rider mounting from a mounting block and, if appropriate, with a leg up. Highlight how to land gently in the saddle and how to put your feet in the stirrups Demonstrate a basic correct position at halt, including how to hold the reins.</p>
	<p>Depending on numbers in group and available ponies, each child can practice, with assistance appropriate to their age and size, mounting and dismounting procedure, basic position and how to hold the reins.</p>
	<p>Traffic light game: Red dismount and remount, Amber halt, green walk. Can include mounting and dismounting from near and off -side, leg ups etc. If assistants in lesson to hold ponies - riders dismount and move to the pony behind and mount up, person at the end of ride has to go to the front.</p>
	<p>Thread the needle and half scissors. These are good exercises to help children practice the technique of swinging their leg over the pony's bottom as they would when mounting. Make sure someone is holding the pony, so they are kept stationary. Some children (especially beginners) may not feel comfortable moving about on top of the pony, around the world could be used initially to build confidence.</p>
	<p>Possible wrap up activities</p>
	<p>Ask the riders to list the correct mounting procedure, with bonus points for safety considerations and references to reading pony body language.</p>
	<p>Ask why we use a mounting block or leg up?</p>
<p>Ask why we create a safe gap between ponies when they are halted side by side?</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Lead the pony into the arena • Begin to check and adjust girth and stirrups on their own before mounting and once mounted. • Start to mount unaided. 	

- Practice mounting from both sides.
- Check own stirrups and adjust stirrups

Things to consider: How much the child can do independently is often dependent on how much intervention the pony requires from the coach. Swapping children around ponies within the lesson offers an opportunity for all to develop independence and confidence.

THEME: Junior Jockey		GROUP: Shetland Striders
TOPIC: Dismount		
<p>*One star challenges.</p> <p>Children will be able to:</p>	Activities	
<p>1. Recognise a safe place to halt their pony (<i>safe space between ponies, turning in off the track</i>)</p> <p>2. Cross their stirrups before dismounting</p> <p>3. Dismount safely with assistance (<i>big swing of right leg whilst leaning forwards to clear the back of the saddle, jump down and bend knees on landing</i>)</p> <p>4. Walk away from the pony safely (<i>looking for a safe route to the arena exit, not walking behind other ponies in the lesson, keeping hat on until left the arena</i>)</p>	Possible starter activities	
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	As this topic links with the 'Getting On' topic, starter activities are listed there.	
	Possible main activities	
	Discuss preparing to dismount: a safe place to halt, both feet out of the stirrups, stirrups can be crossed over the pony's neck if they are not going to be run up, keep hold of the reins. Demonstrate dismounting and highlight bending knees on landing. Practise dismounting with assistance, running up the stirrups, loosening the girth and taking the reins over the pony's head in preparation for leading out of the arena.	
	Walk, trot and lead gymkhana game/race – or other variations where a dismount is involved. Children should be briefed that they must show a correct dismount in a designated area. Children may each need a leader/assistant.	
	Traffic light game – riders mounted, Green = walk, Red = halt, Orange = dismount and remount (can be on either side). Works well with leaders giving leg ups, can make more difficult by adding in extra colour where riders swap to the pony behind/in front and mount up.	
	Riders line up in the centre of school, try to time dismount to land on the floor all together, or in a 'Mexican wave' type effect	
	See 'Getting On' for other activities, as the two topics are linked.	
	Possible wrap up activities	

	Ask the riders to list the correct dismounting procedure, with bonus points for safety considerations and references to reading pony body language.
	Ask why we bend our knees on landing? On a cold day, what could they do briefly to warm up their feet before dismounting?
	Ask why we create a safe gap between ponies when they are halted side by side?
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Loosen girth (mounted or unmounted) • Run up stirrups • Begin to dismount unaided • Lead the pony out of the arena back to stable/yard 	
<p>Things to consider:</p> <ul style="list-style-type: none"> • How much the child can do independently is often dependent on how much intervention the pony requires from the coach. Swapping children around ponies within the lesson offers an opportunity for all to develop independence and confidence • Riders can be assisted at all times 	

THEME: Junior Jockey		GROUP: Shetland Striders
TOPIC: Riding Skills 1		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Stand in a safe position, ready to mount (<i>awareness of horse body language, stand near the shoulder, face the pony's head, awareness of weight shifting on the front legs, holding the reins in two hands</i>)</p> <p>2. Hold their reins correctly (<i>equal length, correct hand position. Can demonstrate this in halt only, rider can hold onto neck strap or saddle when required whilst riding</i>)</p> <p>3. Sit in the correct riding position (<i>in halt, awareness of needing to be in balance with the pony, ear-shoulder-hip-heel line, looking up and ahead. Rider does not need 'perfect' seat to achieve this</i>)</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>Brief assistants before the lesson.</p> <p>Recap leading, preparing to mount, reins over the head, checking the girth, running down the stirrups, checking stirrup length and mounting procedure (<i>Links with 'Getting On' and 'Dismount' topics.</i>)</p> <p>Once mounted run through basic correct position, holding the reins. Explain how to hold the front of the saddle (strap)/neck strap if required.</p> <p>Explain the aids, (signals to the pony) for walk and halt.</p>	<ul style="list-style-type: none"> • Watch other coaches teaching beginner riders. Everyone has different phrases, ideas and methods that may be useful to incorporate into your coaching. • Coloured reins may help rider to hold them in the correct place. Or pegs placed on the reins if coloured reins are not available • Pictures on the letters in the arena are useful especially for younger children, e.g. they can be asked to turn or halt when they get to 'F' for frog (picture of frog on letter F)
	<p>Possible main activities</p> <p>Walking large, focus on correct position and holding the reins following the movement in walk.</p> <p>Practise the aids for halting and walking.</p> <p>As reins slip through little hands easily, demonstrate how to shorten and lengthen the reins as this can be practiced during all the early lesson, initially with assistance.</p>	
	<p>Introduce the aids for turning. Practice turning across the arena and discuss how to do simple changes of the rein.</p>	
	<p>Repetition of halting and walking and turning left and right across the arena.</p> <p>Use cones or blocks to practice using the turning aids.</p>	
	<p>'Simon says' is a useful game to develop co-ordination and confidence, particularly for this level to practise putting the reins in one hand, follow a Simon Says instruction, and return to one rein in each hand, checking equality of length and adjusting as</p>	

<p><i>topic but an awareness of how they should sit and that they are working towards this in lessons)</i></p> <p>4. Sit up when walking, turning and halting</p> <p>5. Begin to use aids when walking, halting and turning (<i>leg and rein aids whilst sitting in balance, use of the voice. A demonstration of at least one of these aids is required</i>)</p>	appropriate.	
	Make an obstacle course for participant to ride through which will include turning, stopping and walking, relevant to their star challenge, for example:	
	Halt. One star – they halt when you shout halt. Two star - halt in a box (poles or markers on the floor), big or small box depending on difficulty. Three star – halt at a letter – requires more accuracy.	
	Include elements such as single poles to walk over (striped poles are useful as the rider can aim for the middle stripe to gain accuracy points), poles to walk between, halt box (with an assistant to hold the pony, the rider could go around the world), cones to weave through, pick up a bean bag from the side of the arena and drop in a bucket.	
	Possible wrap up activities	
	In halt, which parts of the pony can the child reach from the saddle? Use easy and close parts of the pony initially, and more challenging parts as confidence and balance grows. Be specific with instructions “right hand to...” and check that rider knows left from right. If not, they could wear coloured gloves (and instead say “green hand to...” or assistant could help (Be aware of head-shy ponies, or those that find it amusing to lower their heads when the child reaches for the ears!) (This links to Dartmoor Dazzlers ‘Anatomy 1’.)	
	Around the world and half scissors (with assistance).	
<p>Dismount like dominos! Give each child a number and dismount in sequence, a second between them.</p>		
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Ask the participant to hold the reins in one hand and then back to two hands and see if the participant can hold the reins correctly unaided <ul style="list-style-type: none"> ○ Alternate the hands that the reins are held in. Standing still and in walk • Shorten and lengthen the reins to an appropriate length unassisted 		

- Standing and in walk
- Introduce school figures and ask the participant to apply correct rein and leg aids for turning and stopping
 - Circle and figure of eight
 - Progress with halting, walking and turning with less assistance. Increase the number of cones in a line to create a greater challenge.
 - Introduce more simple changes of rein – long and short diagonals, A-C, E-B lines. Asking the children to think of an animal or country beginning with the letters starts to embed the location of the letters (preparation for Dartmoor Dazzlers, 'Arena Awareness').
- Begin to count the beat at walk and ask them if they can feel which legs are moving
- Letting go of both reins in walk
- Half scissors (assisted)
- Describe the basic riding position to you
 - Include why stirrup in ball of foot. Sit up straight (ear, shoulder, hip, heel). Heels down, elbows bent. Very basic things at this level
 - Ask the children to list the vertical alignment parts of their body – ear, shoulder, hip, heel. They can also point out these areas on themselves whilst in halt or walk. Ask which parts should be in line from their elbow to the pony's mouth?

*****Three star challenges:**

- Begin to walk your pony off lead rein
 - They can have an assistant walking at the side ready to step in if necessary
 - Make a target like 5 laps of the school, in walk, sitting up straight. Include some halts and turns
- Begin to learn about straightness in walk and how to keep your pony on a straight line
 - Set up some alleys using poles on the floor, can they keep their pony straight? Begin to narrow the space allowed
 - Why is it important to keep your pony straight?

- Working towards a balanced position in trot
 - This can be on lead rein
 - Start to introduce trot. The sensation of sitting trot for a short period, holding the front of the saddle or neck strap. Practice rising and sitting in halt whilst holding the neck strap.
- Further balance tests include putting both hands on your head, or arms outstretched when walking and full scissors.
 - Arms could be outstretched and still (like a scarecrow), and making arm circles

Things to consider:

- Riders can be assisted, on lead rein, holding the saddle or neck strap whilst riding if needed. Only walk is required for this topic
- Everyone progresses at different rates. A child who finds shortening the reins challenging at this level may breeze through learning to canter when others struggle.

THEME: Equine Explorer		GROUP: Shetland Striders
TOPIC: Countryside		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Know the name of the Code relevant to where the participant lives (<i>the 'Countryside Code' in England, Wales, Northern Ireland, the 'Scottish Access Code' in Scotland</i>)</p> <p>2. List the main rules in the Code (<i>keep dogs on leads, don't drop litter, leaving gate as they are – if they need to be shut to ensure they are closed properly and securely (so an animal can't nudge it open), don't light fires, respect landowners and follow footpaths</i>)</p> <p>3. Describe a basic reason for each rule (<i>don't let dogs chase livestock, animals might eat</i>)</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p>	<p>Nation guidance:</p> <ul style="list-style-type: none"> Wales: https://naturalresources.wales/days-out/the-countryside-codes/?lang=en Wales and England https://www.gov.uk/government/publications/the-countryside-code Scotland https://www.outdooraccess-scotland.scot/ and Scottish Outdoor Access Code - Activity Guides Northern Ireland https://www.nidirect.gov.uk/articles/countryside-code Also a Leave No Trace scheme in Ireland https://www.leavenotraceireland.org/stay-safe-leave-
	<p>Introduce the countryside. Ask the children what they think this is. Discuss any countryside local to you; is there a public green space nearby you can discuss for example. Do children think animals live in the countryside? Which animals? Introduce this topic is all about helping to look after the countryside – why do children think this is important?</p>	
	<p>Which of the children have been walking/rambling/hiking in the countryside? What did they like about it? Was there evidence that people had left litter, there had been a fire, or that there was damage? The lists could be written under smiley and sad faces on a whiteboard.</p>	
	<p>Which rules do the children already know from the Countryside Code or Scottish Access Code if you're in Scotland?</p>	
	<p>Possible main activities</p>	
	<p>From the list they could have created in the starter (using happy and sad faces) ask the children to then decide on rules to ensure happy faces all the time! What rules can they come up with? Children to write them out in a poster, or draw a picture to represent their rule/s.</p>	
<p>Countryside Code: Watch this short 1 minute video: https://www.youtube.com/watch?v=IMLHrBtLMTI</p> <p>Scottish Access Code: They have a series of short videos, each video represents a 'rule' or advice: https://young.scot/campaigns/national/knowthecode</p>		

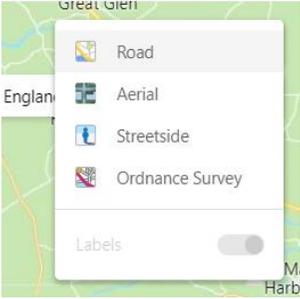
Topic: Countryside

<p><i>the litter and it doesn't break down, the farmers have left gates open/closed for a reason, fires can get out of control and devastate plants and wildlife, prevent crops being damaged by following footpaths)</i></p> <p>4. Know why it is important to follow the Code (<i>to look after the countryside so that everyone can enjoy it</i>)</p>	<p>Ask the children to then tell you the rules they should follow. Write them down and see if as a group you can sort the rules under the headings 'Respect other people', 'Protect the Natural Environment' and 'Enjoy the Outdoors'. Ask the group to give reasons and examples under each heading.</p>	<p>no-trace-love-the-place/</p>
	<p>True or false? Give some true and false statements linking to the Countryside Codes and children can state if they think they are true or false, and reasons. For ideas see here: https://www.scouts.org.uk/activities/countryside-code-true-or-false/ The statements could be cut out and stuck under the headings 'True' and 'False', or they could have 'True' and 'False' zones in the room, and children move into the appropriate zone.</p>	
	<p>Match the rules to reasons. Write pair cards (rules and reasons). Give each participant a card and they aim to find its partner. This could be done with the reason or rule cards face down, and then take turns at turning the cards over to find the match.</p>	
	<p>Nature walk. Take the group on a nature walk around the centre's fields to follow the Code. Can they stick to the path (is it marked as a footpath?), walk at the edge of the field, open and secure a gate, climb over a style or gate? Pick up litter (if safe – ie gloves are worn, litter picker and rubbish bag, no sharp objects). Discuss any animals you see. Look for examples of the Code not being followed and what could be done.</p>	
	<p>Write a short article about why protecting the countryside is important to the group. Or if the participants are very young you could read this article from the point of view of a 12 year old and discuss.</p>	
	<p>The Countryside Code – Respect, Protect, Enjoy; A Kids Perspective. Short article, written by a 12 year old. the countryside code; a kids perspective (wordpress.com)</p>	
	<p>Possible wrap up activities</p>	
	<p>Design a poster, drawing examples of how to follow the three main rules of the Countryside Code.</p>	
	<p>What examples of not following the Countryside Code can the participants think of?</p>	
	<p>Bingo game or quiz. Countryside Code leaflet for children, bingo game and quiz, which</p>	

	<p>can all be downloaded. Countryside code & Scavenger Hunt – Eden District Scouts (edenscouts.org.uk)</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Follow the code when you go for a walk. Look for examples of where the code has been followed or where it has been ignored. When you spot an example make a note of it or take a picture. Share what you have found with your group. • Get together with friends and make up a show all about how wonderful the countryside is. Tell people why it is important to look after it and about the code that helps us do this. You could be the stars of the show or your toys could be centre stage. 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • If taking children on the nature walk, discuss with parents the week before so that appropriate clothing can be worn, depending on the time of year. 		

THEME: Equine Explorer		GROUP: Shetland Striders
TOPIC: Explore		
*One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to:		
<p>1. List places where you can ride on a pony (<i>at least two examples should be given: bridleway, restricted byways and byways open to all traffic, road, woodland – unless a restricted route, beach – some, common land – use the term relevant to your Nation</i>)</p> <p>2. List places where you should not ride (<i>at least two examples should be given such as: pavement, footpath, restricted routes, private land</i>)</p> <p>3. Identify a marker for a route to ride and a route where you cannot ride (<i>cannot ride – footpath, can ride – bridleways, restricted byways, byways open to all traffic, identify markers and</i></p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>Do the participants already know where horses are allowed to be ridden? Where must they never be ridden? Ask children if they have ever seen horses on the pavement or a footpath?</p> <p>How could participants find out where they are and are not allowed to ride? (Ask parents, coaches, BHS access department, maps.)</p>	<p>National guidance:</p> <ul style="list-style-type: none"> • Wales • Wales and England • Scotland • Northern Ireland • Where you can ride a horse. BHS. Where Are You Allowed To Ride A Horse? The British Horse Society (bhs.org.uk) • Planning a ride BHS resource: Planning a hack Horse riding information British Horse Society (BHS) • Waymarkers. Although this is a sales site, it lists all the waymarkers. Waymarker Discs Waymarkers Farm Signs (farm-signs.co.uk) • Worksheet with different markers on https://www.ordnancesurvey.co.uk/education/teacher-resources • OS maps of areas. National
	Possible main activities	
	Go for a walk around the yard (particularly good if you have footpaths/bridleways near by)...ask the group can your pony follow this route too? Discuss things like obstructions/gates/styles/narrow paths which might make it unsuitable. Then you can discuss if the route was a footpath – therefore ponies are not allowed and so access does not need to be made for ponies. What makes a route unsuitable for ponies? With the group, think of places where you could ride and places where you should not, or would not want to ride.	
	Introduce routes to participants. Traffic light game with different rights of way. Ask the participants to hold up the corresponding colour when the coach asks if they are allowed on different types of routes – red=no (footpaths, pavements) amber=maybe (beaches, forests, private land, permissive bridleway) green=yes (bridleways, roads)	
	What are the coloured markers and symbols seen marking routes in the countryside? Introduce children to waymarkers (<i>see coach resources for links</i>). Children can copy and colour appropriate waymarkers onto paper to take home with them. Alternatively, the	

Topic: Explore

<p><i>the colour relevant to your Nation)</i></p> <p>4. Know that permission from landowners may be required for some routes (<i>permissive bridleways, permission may be granted at certain times of the year to ride on privately owned land, eg stubble fields after harvest</i>)</p> <p>5. Know how to dress for the weather and be comfortable for a ride out (<i>clothing to stay warm, dry and comfortable if cold/wet, hydration and sun protection on hot days</i>)</p>	<p>group could make several bridlepath waymarkers and post them up around the yard to create a pony route. Are there ‘no go’ areas for horses? – they become footpaths.</p>	<p>Library of Scotland. Ordnance Survey Maps - National Library of Scotland (nls.uk)</p> <ul style="list-style-type: none"> • Explore Wordsearch – download from Accredited Professional Hub • Bing Maps OS layer available online and easy to use, also printable: Bing Maps - Directions, trip planning, traffic cameras & more. Click on icon in top right to change to OS view:  <ul style="list-style-type: none"> • Further advice on how to share routes: Responsible Horse Riding Information from The BHS
	<p>Participants should be aware of restrictions in some places where you can ride (for example on a beach you must make sure ponies are allowed and be aware of tide times, busy periods)</p>	
	<p>Draw a basic map of the yard, with appropriate route markers. (The coach might be able to provide a template map for the participants to mark and colour.)</p>	
	<p>What should I wear to ride out? Discuss appropriate clothing for wet, cold, windy, sunny, hot weather. Become fashion designers! Children can draw appropriate clothing for different weather conditions. What else do they need in hot weather? (Sun cream and to stay hydrated). Don’t forget your pony - some ponies have pink noses and may need sun cream too!</p>	
	<p>If the children can hack as a group, discuss the markers that are seen whilst out. If you have access to different types of hacks, these could be done over a few sessions, with different places to ‘explore’ for each session. Prompt children to remember hat and hi-vis are essential before you go!</p> <p>Have discussions after about their favourite place to hack, and why this is? Different groups members might have different opinions; remind the group this is ok!</p> <p>You might come across some wildlife too, which you could discuss (<i>this links to the Equine Explorer, ‘Farm Animals’</i>).</p>	
	<p>Draw and colour in bridleway markers, stick them round the yard to create a mini hack for participants to go on (on foot or on ponies).</p>	
	<p>Possible wrap up activities</p>	
	<p>True or false? Give some true and false statements linking to the route and waymarkers and children can state if they think they are true or false, and reasons. The statements could be cut out and stuck under the headings ‘True’ and ‘False’, or they could have</p>	

	<p>'True and 'False' zones in the room, and children move into the appropriate zone.</p>	
	<p>Explore Wordsearch – download from Accredited Professional Hub</p>	
	<p>If you've been able to hack out, draw a picture or write an adventure story of where they have been. There is a 'draw/write a postcard' activity in the My Challenge Book they could complete, or it can be done on separate paper.</p>	
	<p>Match the routes/waymarkers to a description of who can use the route. Write pair cards (routes/waymarkers and who can use the route). Give each participant a card and they aim to find its partner. This could be done with the route/waymarkers cards face down, and then take turns at turning the cards over to find the match.</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • The route markers and symbols you have spotted will also be marked on a map. Look at a local map and see if you can spot a route near you. <ul style="list-style-type: none"> ○ Look at an OS map of your area and spot the bridlepaths, footpaths, restricted byways and byways open to all traffic. (By asking around, you may find a parent who has an OS map of the area for the group to examine. OS maps can be found online for viewing – <i>see coach resources.</i>) • You can list all access routes in your Nation and the markers associated with them. <ul style="list-style-type: none"> ○ Discuss all route markers (footpath, bridleway, byway, restricted byway) 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • 		

THEME: Equine Explorer		GROUP: Shetland Striders
TOPIC: Be Nice, Say Hi		
*One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to:		
<p>1. State why horses and ponies can react to things that the rider cannot see (<i>horse and pony hearing is better than ours, so they may become scared before we have heard the problem</i>)</p> <p>2. Outline how a walker or cyclist should pass a pony and rider safely (<i>making the rider and horse aware that they are there, passing wide and slow, moving onwards from the horse slowly</i>)</p> <p>3. Outline how to pass a pony and rider safely in a vehicle (<i>wide and slow when safe to do so</i>)</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>Discuss pony flight or fight instinct (<i>links with Golden Groom, 'Handling Ponies', and may only need a recap if the group have already completed this topic</i>) What situations might scare a pony, and how might they react when on the yard? Who might be at risk in each situation?</p> <p>Which of the children rides out, cycles or walks on or off roads? What good and bad experiences have they to share?</p> <p>What responsibility does a car driver have when passing a pony on the road? What responsibility does the pony rider have?</p> <p>Possible main activities</p> <p>The senses. Which is the pony's primary sense? (Hearing, which is better than ours.) What other senses do they have to warn them about danger? (Sight – see danger (horse's have the largest eye than any other mammal), smell – smell a poisonous substance, such as a poisonous plant, taste – taste a poisonous plant, touch – feel something for the first time, like a rug, which they perceive as dangerous.) You could discuss this on the yard with a pony – point out the size of the ears, nostrils and eyes, whiskers on the muzzle. Do ponies have a sixth sense for danger, or do we think they have because their sense of hearing is better than ours? Include the fact that horses and ponies often need to be closer to an object in order to recognize it – when we recognize a wheelbarrow at the</p>	<ul style="list-style-type: none"> • See how we have been going to schools with our Be Nice, Say Hi message: Henry the Horse British Horse Society (bhs.org.uk) If you are interested in this option please contact the Safety team to discuss (02476 840516) • Henry the Horse wordsearch (download from Accredited Professional Hub) • BHS Riding Horses on the Road. Riding Horses On The Road Advice & Information The BHS • BHS Horses and the Highway Code. Horses & the Highway Code British Horse Society (bhs.org.uk)

Topic: Be nice, say hi

<p>4. Outline the 'Be Nice, Say Hi' actions (<i>this is what they do if they are riding a pony on the road and another road user has passed them safely: Say Hi (smile, wave); Be Nice (wave if safe to do so – or nod)</i>)</p> <p>5. Outline the risk and effect of pedestrians, cyclists and cars passing too fast or too close (or both) to a horse or pony (<i>rear, spook, run away, spin, accident on the road</i>)</p>	<p>side of the road, the pony only sees something scary until they are much closer to it and can work out what it is and that it does not pose a danger. How does knowing about the senses help the participants to understand that ponies can become scared easily?</p> <p>Out and about. Develop the discussion about things that might scare a pony when/whilst riding out. Children could draw or list all the things that a pony might come across whilst hacking which might scare them. (On the road, wind turbines, hacking near a zoo, drones, cyclists and runners etc). What might a pony hear before we do? How might they react before we have heard the problem?</p> <p>Vehicles passing too close or too fast can also spook a pony; how can we reduce the likelihood of this? Explain by wearing hi-vis.</p> <p>If children haven't hacked on the road before introduce this as a form of exercise for the pony and go over some basic points, such as: Explain we can share the road with other road users safely – who are road users (main ones to discuss are walkers, cyclists and vehicles). Which side of the road do we use if we are riding a pony? Are we allowed to ride on a path, why not?</p> <p>How might a horse react if it was scared whilst riding on the road? You can ask the children to act out their best horsey impressions and think about what they might do in different scenarios.</p> <p>You can then watch a BHS video which has horse reactions to bad and good driving on the road BHS Dead Slow 360 VR - YouTube. Discuss the about the horses spooking and how different horses have had different reactions. The children may begin to worry about riding out themselves; reassure them they will always have an adult with them, and that the ponies you have at the riding school are experienced on the road and unlikely to rear or spin.</p> <p>Discuss how we should pass horses as cyclists, pedestrians, drivers. How can the rider say thank you for considerate behaviour? Did they see the rider do this in the video to</p>	<ul style="list-style-type: none"> • BHS Responsible Horse Riding, with links to Planning a ride, Safety advice for hacking. Planning a hack Horse riding information British Horse Society (BHS) • You Tube video (about 2 mins long) Be Nice, Say Hi – a Cycling UK and BHS guide to passing horses off road • You Tube Video (about 1:45 mins) Be Nice Say Hi – a Cycling UK and BHS guide to passing horses on road • Download from Accredited Professional Hub (or contact the Safety Team for printed copies) the 'Be Nice Say Hi Notice to Parents'; read this to the children and then ask them what the main points are to tell an adult? The child can take home the leaflet and use this as prompts when discussing what they have
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	<p>say thank you to the driver who did pass safely?</p> <p>Children to come up with a list of rules they would like road users to follow when passing a pony. You could split them into groups – walkers / cyclists / car drivers / lorry drivers (number of groups depending on group size you have).</p> <p>Move onto how the pony rider could show “thank you” and why this is important. Things you can do to show thank you – nod, wave, smile – importance of eye contact (has the driver seen you?). Discuss saying thank you is an act of politeness and why this is a kind thing to do. NB – some children may find making eye contact difficult. If so, encourage them to wave or nod.</p> <p>This exercise could be acted out, with children pretending to be a horse rider, cyclist, pedestrian, driver and subsequent potential horse reactions to good and bad driving/cycling/walking. Could use hobby horses if have them so the rider can put the reins in one hand and say thank you.</p> <p>Act out ‘Be Nice, Say Hi’ in an arena on ponies. How to put the reins in one hand and wave, nod or smile. How to do this with oncoming vehicle or a vehicle passing from behind. Explain even though they have a leader it’s still polite for the rider to acknowledge the other road user too.</p> <p>Hack out. Before you go on a hack prompt them to remember what essential piece of kit they need (hat and hi vis) and why it’s important (to be seen early). Pick out relevant hi vis for them to wear (and for the pony if available). To instil good practice ensure any leaders are also wearing hi-vis.</p> <p>As you are hacking ask them what they can hear, smell, see and if they think their pony could hear, smell and see this too. If there are opportunities to ‘Be Nice, Say Hi’ to other road users, pedestrians etc prompt them to do this. Discuss if they were happy with how the road user passed them (ie were they wide and slow).</p> <p>Possible wrap up activities</p> <p>Quick quiz! (Individual, pairs, as a group.) Which is the horse’s strongest sense for danger? How might the horse react if scared? What is this instinct called? How does a</p>	<p>learnt about.</p>
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	horse see, in comparison to us? What can scare a horse when out hacking? How should you pass riders safely? How can you make the horse aware of you if you are cycling up behind a rider? How can we thank considerate road users? Etc.	
	Henry the Horse wordsearch download from Accredited Professional Hub. An easy and hard version is available	
	Draw a poster outlining the correct way to cycle/walk/drive past ponies.	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Create a ‘Be nice, say hi’ poster. You could display this in a window to encourage others to pass ponies safely. • Discuss the responsibilities horse riders have to play their part in acknowledging those that pass horses safely, wear correct hi vis (to be seen early) and ride responsibly. If a driver that passed safely was not thanked, how might this make them feel and act with the next rider they pass <ul style="list-style-type: none"> ○ What are our responsibilities as horse riders when riding on the road? (1. Wearing high-viz. What high-viz is available to purchase for horse and rider? 2. Showing appreciation for considerate road users. How do we thank road users? How might they feel if we don’t thank them and what might they do differently next time they see a rider on the road?) ○ If we ride out, what is the correct procedure to follow? (Ride out with a responsible adult on a pony you can control, take a phone, tell someone at home the route and approximate time you will be out, check the route you are taking is free from hazards/roadworks to the best of your ability, wear high-viz, take a hoof pick, be aware at all times, check the pony’s shoes, check tack for safety.) • Tell other people how to pass ponies safely on the road. The more people you tell, the bigger impact you will have and help to create safer roads for riders. Hopefully, they will care about it as much as you do! <ul style="list-style-type: none"> ○ You can contact the Safety Team to ask for car stickers that the children can give to a family member or friend and then the child can tell them why it is important to pass horses wide and slowly. Telephone: 02476 840516 or Email: safety@bhs.org.uk. If emailing don’t forget to add the quantity you need and the full postal address to send them to. ○ Download from Accredited Professional Hub (or contact the Safety Team for printed copies) the ‘Be Nice Say Hi Notice to Parents’; read this to the children and then ask them what the main points are to tell an adult? The child can take home the leaflet and use this as prompts when discussing what they have learnt about. 		
<p>Things to consider: Be wary of the age of the children and not to scare them with detailed stories of accidents on the road</p>		

THEME: Equine Explorer		GROUP: Shetland Striders
TOPIC: Farm Animals		
*One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to:		
<p>1. Recognise common farm animals (<i>pigs, sheep, cows, bulls, ducks, geese, chickens, donkeys, llamas, or any other animal that may be local to your area</i>)</p> <p>2. Describe how a pony may react to farm animals on a ride out (<i>interested and want to take a closer look, scared and want to run away, not notice them until they move, and then become interested/scared</i>)</p> <p>3. Describe how to ride past farm animals (<i>only ride on farmland with the owner's permission, try to make sure they have seen you coming by calling out to them, try to make sure your pony has seen</i>)</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>What farm animals do the children know? Describe their common behaviour (live in a herd, eat grass, run away when scared, etc). (Pigs, sheep, cows, bulls, ducks, geese, chickens, donkeys, ponies, llamas, or any other animal that may be local to your area)</p> <p>Which farm animal is the participant's favourite? What do they already know about it? (Where it lives, what it eats, what it looks like etc.)</p>	<ul style="list-style-type: none"> • BHS leaflet: Riding or driving through cattle, horses and other animals • Countryside walking with your dog: PDSA • Countryside Code short You Tube video: • Jimmy's Farm Activity book • Rare Breeds Survival Trust: Make a cow mask • Rare Breeds Survival Trust: Spot the difference and name the animals that you can see • Another website that offers some free resources is: https://www.activityvillage.co.uk/farm-animals
	Possible main activities	
	<p>What farm animals do you know? Can your friends tell you about any you are not familiar with? As a group, think about lots of different animals you may meet if you were riding out or walking across farmland and fields. What noises might the animals make? What do they smell like? Explain that you or your pony might hear them before you see them! How might a pony react to these sights, sounds and smells? Children to be aware that ponies have much better hearing/vision/smell than humans! Find out some facts about the animals that will help you if you meet one. How big are they? What is their personality like? Are they likely to be angry or inquisitive? Also be aware they may come across other horses/ponies/donkeys on a farm – how might they react?</p>	
	<p>Make a fun guessing game and act out different animal noises! Get creative and the children could make masks of their favourite animal too - instructions are in the My Challenge Book.</p>	
	<p>You may be able to link potential reactions to ponies on the yard that the children</p>	

Topic: Farm animals

<p><i>the animals, ride past positively in walk)</i></p> <p>4. Describe what to do if you meet farm animals on a walk (<i>observe them from a distance – do they have young? Give a wider distance if so, as they may be protective of young ones. Read and follow any signs providing warnings. Try to ensure they know you are there so that you do not startle them. Walk past confidently. Do not feed them.</i>)</p>	<p>already know, if there is an example of a brave pony and a timid pony. Children could act out how a timid/brave pony would react if chased by geese, saw a llama for the first time, heard a pig snort etc. Ponies do not like the smell of pigs – children to be aware of this as a pony could become nervous even before rider has seen or heard pigs themselves.</p>	<p>(some sheets require you to be a member but there are lots of free ones)</p> <ul style="list-style-type: none"> • Home - NFU Education (nfonline.com) looks at life cycles and the arable side of farming • Virtual farm walk http://www.virtualfarmwalk.org/index.html and resources http://www.virtualfarmwalk.org/teachers.html
	<p>Explain that if they have a new pony, or a timid pony they may want to consider another route? Talk about always hacking out with an adult who will help to reassure and make decisions about what to do.</p>	
	<p>Which animals may be aggressive when out hacking? (Bulls, mothers with their young.) Why might they become aggressive?</p>	
	<p>What foods do we like to eat? Children to make a list. Which of these foods could ponies eat? What about other animals such as wildlife or farm animals? Identify probably none, or if there are these should be treats only. What are the risks of feeding animals we do not know (we might upset their tummy, they may be on a restricted diet). Explain that most farm animals (cows, sheep, ponies) live in herds and if you begin to feed them this could cause some fighting; you may put the animals or yourself in danger.</p>	
	<p>Farm walk. The centre may be on or near a farm, where the children could visit farm animals (parental permission to take children off site would be required and appropriate risk assessment). If there is nothing nearby, you could use the virtual farm walk (needs Adobe Shockwave player, or can be downloaded from the website see <i>coach resources</i>)</p>	
<p>How to ride or walk past farm animals that you may come across. (<i>Taken from BHS leaflet – see coach resources.</i>) You could provide each scenario, and ask the children how they think the livestock and pony would react in each situation. They could draw a picture or act it out themselves. How do you reassure your pony and encourage them to walk past something they may be nervous of?</p> <p>Points to remember:</p> <p>Any animal with young may behave differently from normal and should be treated with extra caution as mothers may be more aggressive and highly protective of their young.</p>		

	<p>What they perceive as a threat in your presence or actions may not be obvious to you.</p> <p>Breeding males (e.g. bull (cow), ram (sheep), stallion (horse)) may be aggressive and protective of their females.</p> <p>Animals quickly sense distress and will respond accordingly. Keep calm; be purposeful, smooth and quiet in your movements; make your voice strong and confident.</p> <p>Frequent riding or driving through livestock usually means the stock react less because visitors are common and no longer interesting. Stock also becomes familiar to the visiting horses so they too are likely to react calmly.</p> <p>Young cattle and horses in groups may be boisterous, with 'mob mentality'. Be firmly assertive while alert to the situation escalating.</p>	
	<p>Explain how to be respectful to any animals/land they may come across. Are they allowed on the land to begin with? What can they look out for to ensure they can ride on the land (signs/bridleway signs/or an adult has asked permission). How do they respect the land? What about if you are on foot with family or friends? You may be allowed to walk on footpaths through farmland that you may not be able to ride through. How should you walk past animals and what might you have to be aware of? What if you were walking a dog? The animals, or your dog, may react unexpectedly to each other. Discuss the best thing to do.</p> <p>There are some important guidelines for equestrians passing through any livestock:</p> <p>Walk quietly through the field. Stick to the footpath if signposted. Or you may need to ride around the edge of a field (known as the headland)</p> <p>Do not ride or drive through any field with livestock with a dog, even if the dog is in a vehicle. Dogs are farm animals too and might run after you/your pony</p> <p>Avoid coming between mothers and their young; if your actions may separate them, stop until they are together before continuing slowly. Do not touch any young (their mother may not like the new 'smell')</p> <p>If stock are following you closely, turn your horse to face them; they are more likely to</p>	

	<p>retreat. Shout or move towards them if necessary. You may need to do this repeatedly while crossing the field; keep calm all the time.</p> <p>Make sure stock know you are there. Stop until they become aware of you, especially if they have young.</p> <p>If riding in a group or driving in convoy; keep the horses reasonably close together.</p> <p>Also recap 'Countryside Code' rules.</p>	
<p>Possible wrap up activities</p>		
<p>Guessing game Write the names of various farm animals and one pony on slip of paper, each child chooses a piece. The child who picked pony 'hacks' past the others in turn who make the noise of the farm animal they picked. The rider has to guess which animal they are</p>		
<p>Use any of the fun downloadable worksheets (<i>see coach resources</i>).</p>		
<p>Guess the collective names of farm animals (cows/cattle = herd, sheep = flock, pigs = drift, drove or litter, ducks = raft, team or paddling, geese = gaggle, chickens = flock, donkeys = drove or herd, llamas = herd, deer = herd, rabbits = fluffle or colony, squirrels = dray or scurry)</p>		
<p>Write a rhyme about the participant's favourite farm animal.</p>		
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Choose one farm animal you have learnt about and research how they are looked after. Do they have different needs to ponies? • As well as the common farm animals, there may be other wild animals you may see out and about, such as deer, pheasant or rabbit. See how many you can name and think about how they may react to seeing people or ponies. Discuss how you can be respectful to them and their environment. <ul style="list-style-type: none"> ○ Deer, pheasant, rabbit, hare, partridge, squirrel, or any others you can think of 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Parental permission to take children off site would be required if visiting a farm. 		

THEME: Stable Star		GROUP: Shetland Striders
TOPIC: Stay Safe		
One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to:		
<p>1. Report to an appropriate adult when they arrive at the centre (<i>follow centre protocols, which may be the coach or a reception area</i>)</p> <p>2. Follow centre guidelines for signing in/out for themselves and guests/guardian/parents (<i>signing in/out book</i>)</p> <p>3. Tell you why it is important to let an adult know where they are (<i>the adult is responsible for their well-being whilst under their supervision, adults can check that they are safe</i>)</p> <p>4. Tell you why it is important to be supervised when at the centre and around ponies</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>Ask children if they know the reason why a register is taken at school? (The school then knows who is present in the case of emergency, such as a fire.) Discuss who they should report to on arrival at the yard, and sign in/out registers for your yard.</p> <p>Ask why we need to be safe around horses? What are the potential consequences if we do not behave appropriately or follow yard rules?</p> <p>Possible main activities</p> <p>Ask children what might distract them at a yard? What might make them forget about safety. (Friends, ponies, watching others riding.) Take the group to a safe area to watch a busy activity. This may be a lesson changeover, staff tacking up for lessons, children arriving for lessons. What potential risks do they see? What measures have been put in place to minimize the risks? (For example, ponies are taken into the arena by staff for the lesson changeover, rather than young children bringing ponies out of the stables themselves.) Why do the children feel that supervision is important on the yard? (They might become distracted and not notice a risk, and the person supervising would keep them safe.)</p> <p>Discuss why is it important that an adult knows where they are. In which kind of situations do they need to tell an adult where they are going? (Going to the toilet, forgotten something from the car.)</p> <p>Yard tour! What goes on behind the scenes of a yard? Which are the out of bounds areas and why? (Workshop/tool shed/machinery area/muck trailer/straw, shavings, hay</p>	<ul style="list-style-type: none"> There will be a 'spot the hazard' activity in the My Challenge Book

<p><i>(supervisors have greater awareness of safety than children, supervisors remember the yard rules, supervisors can spot dangers)</i></p> <p>5. Identify areas at the centre that are restricted access <i>(looking out for signs, what the signs mean)</i></p> <p>6. Recognise staff members and who to talk to if they feel unsafe or worried at any time <i>(who's who at the yard – you may have a board with photos or an internet page of staff with photos, identifying staff uniform, reception may always be manned during lesson times)</i></p>	<p>stacks or barns/horses they must not approach etc.) Are there any gates that must always remain closed – why? Spot the signs! – which 'No Entry' or warning signs can they spot? What is the purpose of these signs? You may have a 'Who's Who?' display of staff, or use the yard's internet page of staff, which you can look at on the tour, and then ask who the children can identify during the tour. Identify staff en route, and highlight that these are the people to approach if they have a concern or worry. Allow staff to introduce themselves and talk a bit about themselves so the children can get to know them (favourite pony, food, colour etc) <i>(This topic links with Stable Star, 'On the Yard'.)</i></p>	
	<p>Take props into the classroom or empty stable and ask children how each one helps us to stay safe on the yard. (For example, headcollar, gloves, hat, no entry sign, study boots, bridle, spare stable kick bolt.)</p>	
	<p>What would you do if.....? Imagine possible yard scenarios and discuss appropriate action to be taken and why. For example, what would you do if you saw a horse loose on the yard? you witnessed bullying on the yard? you saw someone being unkind to a horse?</p>	
	<p>Possible wrap up activities (approx. 10 mins)</p>	
	<p>List all the signs that they noticed on the tour. Make a warning sign for the yard (for example No Entry, Restricted Access), which will really stand out and be noticed.</p>	
	<p>Write a rhyme about yard safety.</p>	
	<p>Draw pictures of the staff children could approach if they had a concern.</p> <p>Spot the hazard. Draw a picture of a yard doing everything wrong! How many hazards can the children include?</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> ● Get creative and design a poster to show others how to stay safe on a yard. ● Show someone around the yard, remembering to let them know the important rules about how to be safe on the yard. <ul style="list-style-type: none"> ○ This can be completed individually or part of a group and they can have assistance (should not be left on their own and can carry out the 		

tour with their coach). The situation can be set up – eg, the participants carry out a yard tour for another member of staff or friend.

- Children can take it in turns to repeat the yard tour to each other or their parents/guardians/another member of staff, pointing out potential hazards, no go areas, warning signs, and how to act safely on the yard.

Things to consider:

- Yards can be mucky places, especially some of the out-of-bounds places. Make sure children bring appropriate footwear for the tour.
- Watching an activity in winter can be chilly. Make sure children bring warm clothes, and have an area to run around or warm up if necessary.

THEME: Stable Star		GROUP: Shetland Striders
TOPIC: Kindness		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. Outline how to behave appropriately on a yard 2. Follow the yard rules with regards to behaviour 3. Show kindness and respect to all on the yard 4. Identify who they can talk to if they are worried or something has happened that they are concerned about	Possible starter activities	<ul style="list-style-type: none"> Antibullying week is annually in November. Lots of resources and ideas available on the website: https://www.antibullyingalliance.org.uk/anti-bullying-week Template code of conduct, anti-bullying policy, Safeguarding Policy and online guidance for U18s available at www.bhs.org.uk/safeguardingchildren Think U know website https://www.thinkuknow.co.uk/ has age specific sections
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Draw a happy and a sad face – ask children to record or discuss what makes them feel happy or sad and why.	
	What does 'Kindness' mean? Children to give examples of other people being kind to them.	
	Discuss rules they may have in school – do any of these come under the label of being kind? Why is it important to be kind?	
	Possible main activities	
	Talk about how to be kind – ask children to give examples of when someone has been kind to them, e.g. if they fell over on the playground and someone helped them up; their brother or sister shared a toy with them; an adult at home helped them with their reading etc. How did that make the children feel? Why? Talk about when they have been kind to someone else and discuss examples – how did that make the children feel when they were kind to someone? Why? Make a list of reasons why it's good to be kind to each other. Children to draw a poster encouraging people to be kind to each other and giving examples of how they can do that around the yard – these could then be displayed to encourage kindness. Ensure children mention being kind to both people and the animals they would come across at the riding school.	
How should we behave on a yard? Discuss as a group what rules we might need to remind people how to behave, e.g. listening to each other; walking not running; helping other people etc. As a group, create a 'Code of Conduct' for how to behave – ensure		

	<p>children understand what a 'Code of Conduct' is (maybe link to school rules?) and why it is needed. Check they understand why each rule is so important and what might happen if people broke them.</p>	
	<p>Discuss who they can talk to if they feel someone is unkind to them. Talk to participants about your centre safeguarding officer and encourage them to remember who they can talk to if they have a worry or concern.</p> <p>Remind children why we should be kind – how does it make you feel when you are kind to someone? What about when someone is kind to you? How might it make you feel if someone was unkind to you? Why? Discuss who children could talk to if they feel someone is unkind to them – identify different people in different settings, e.g. at home; at school; at the yard etc. Ensure children can all name people they could talk to – if there are any concerns follow safeguarding procedures. Discuss who they can talk to at the riding school and ensure they can name the centre's safeguarding officer – ask the safeguarding officer to introduce themselves to the group so children can recognise them. Encourage children to say hello to them whenever they see them around the yard.</p>	
	<p>Possible wrap up activities</p>	
	<p>https://www.youtube.com/watch?v=kAo4-2UzgPo Read (or watch the reading of) the book 'Be Kind' and discuss what it means in this story (video is about 7 minutes long)</p>	
<p>**Two star challenge:</p> <ul style="list-style-type: none"> • Repetitive and intentional unkind behaviour is bullying. Discuss the different forms of bullying and how children can keep themselves and others safe from bullying. Make a pledge to be united with your friends to stand against bullying. What will you do if you see someone being bullied? <ul style="list-style-type: none"> ○ Children can write their pledge in the My Challenge Book – you may need to discuss what a pledge is if they do not already know (a pledge is a promise) ○ Discuss what bullying means and why it is not kind; that is can be verbal, physical or via social media (NB – children should not have social media accounts at this age. Follow safeguarding procedures with any concerns). Discuss how they can keep themselves safe and who to talk to if they feel they are being bullied. ○ Participant is aware of other places to report a worry, such as Childline. 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Be aware of the young age of some of the children taking part in these discussions, especially with regards to bullying. 		

THEME: Stable Star		GROUP: Shetland Striders
TOPIC: Yard Smart		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Behave appropriately for a yard to be a safe and kind environment for all (<i>quiet, calm, positive, aware, no running, awareness of horse body language, being kind to horses and others</i>)</p> <p>2. Outline yard procedure and rules to follow whilst at the centre (<i>generic yard rules to that would be appropriate on any yard, eg don't touch horses you don't know without permission, individual rules for each centre</i>)</p> <p>3. Identify how their actions may have an effect on their safety, that of others, or horses on the yard (<i>the potential consequences of not following yard rules, eg running could startle a pony</i>)</p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> •
	<p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p>	
	<p>Ask the children why we have rules about safety and behaviour at school or other clubs that they might attend. What rules do they follow when they are at these places? Are any relevant to being at the yard?</p>	
	<p>Ask the children why we should be kind to each other and horses. (This links to Stable Star, 'Kindness', and may be a recap of ideas already covered.)</p>	
	<p>Possible main activities</p>	
	<p>As a group, develop yard rules (and reasons for them) for entering the yard and behaviour around horses, and prompt any existing yard rules that have been missed. Maybe create a poster which is then displayed. Or if you have a larger group of participants they can create a poster focusing on one rule (each to have a different rule) and these can be displayed in relevant places around the yard. Why is running forbidden? Discuss flight or fight in horses. Discuss the potential consequences of not following yard rules. (This section links with Golden Groom, 'Handling Ponies', and may only need revisiting to check learning/understanding if already covered.)</p>	
	<p>Display a smiley face and an unhappy face. Children to think of actions or behaviours that would create a safe and kind yard environment (put next to happy face), and some actions or behaviours that would create an unhappy or unsafe yard environment (put next to sad face). NB follow safeguarding procedures if anything raised causes concern</p>	
<p>To look after horses, we use lots of tools and equipment. Tools. What do we use to</p>		

Topic: Yard smart

<p><i>and create an accident)</i></p> <p>4. Identify equipment they can use with supervision and any equipment they are not allowed to use (<i>this will vary with centre policies, age and size of child and yard set up, for example, little ones may be allowed to use a broom, but not a shavings fork</i>)</p> <p>5. List equipment that can be used to help reduce the risk of an accident or incident (<i>always wear sturdy footwear, use of gloves and hat when appropriate</i>)</p> <p>6. Follow good hygiene practice on the yard (<i>wash hands before eating or after handling tools/grooming etc, depending on what other activities you have carried out with the children you could also include washing out feed buckets, understand why we clean bits after use, key areas</i>)</p>	<p>muck out stables? Which tools can the children use under supervision? How to store and carry tools. In the Challenge Book the children are asked to learn about: wheelbarrow, sweeping brush, skip and bucket, fork, spade. Discuss uses and if supervision is needed etc. Grooming kits. Which brush is never used on a pony? Feeding horses. How to carry a haynet/feed bucket. How to lift and carry items. Not lifting heavy weight. Teamwork if you need more muscle! Tack. How to carry a bridle, saddle and boots. This exercise could be covered as part of a yard tour (see below) or props taken into a classroom/empty stable. Children can practise picking up and carrying a broom, tack, haynet etc safely, which could be organised like exercise stations at circuit training. NB lifting/carrying to be covered briefly (awareness of correct lifting procedure and not to lift anything heavy) as this topic is covered in more detail in the Dartmoor Dazzlers Stable Star topics. Coach can decide on which items to discuss how to carry depending on age of child and what they will be doing on the yard.</p>
	<p>You could create a multiple choice quiz of scenarios and possible answers (relate this to your yard).</p>
	<p>Yard tour. What goes on behind the scenes of a yard? Which are the out of bounds areas and why? (Workshop/tool shed/machinery area/muck trailer/straw, shavings, hay stacks or barns/horses they must not approach etc.) Spot the signs! – which ‘No Entry’ or warning signs can they spot? What is the purpose of these signs? (This topic links with Stable Star, ‘Stay Safe’.)</p>
	<p>What equipment can we use to keep us safe? Sturdy footwear, gloves, hat, waterproofs, no loose clothing (include no jewellery, hair tied back). (Links to Junior Jockey, ‘My Riding Kit’.) Children could produce a poster for display. If this has already been covered, maybe a quick quiz for recap.</p>
	<p>Hygiene on the yard. Why do we wash our hands regularly, especially before eating? (Wash mud and bacteria off our hands. Zoonotic diseases can also be introduced, with a simple explanation that there are some diseases that can be transferred from horse to human and visa versa.) Hygiene for horses – washing bits, cleaning out feed buckets, emptying uneaten hay from a net or rack. How do the children feel when they are ill?</p>

<p><i>to keep clean on the yard)</i></p>	<p>When they are ill, how are they treated and looked after? How does illness transfer between horses? What actions can we take if a horse is ill? How do we look after them? This could be introduced as a game – smiley and sad face – list all the things we can keep clean to help promote a hygienic environment. What are the potential consequences if we don't? How do we look after a sick horse? Either the children can write down lists in groups or pairs, or the instructor can write down as the group answer.</p> <p>Possible wrap up activities</p> <p>Return props to their correct area of the yard. How and why we clean bits before hanging up. How to hang a bridle up correctly. Which way does a saddle face on the wrack? Replacing tools neatly and safely. Returning grooming kits to their home. How are haynets stored so that they are not a trip hazard? How to scrub feed buckets before returning to the pile.</p> <p>Spot the hazard! This yard looks dangerous. Which hazards can the children spot? There will be an activity page in the Challenge Book related to this you can complete as a group</p> <p>Have a range of items on display that are found on the yard, children to give one way to carry item/use item/safety consideration/purpose. For example, Pair of boots – help protect feet, should be worn when riding (to prevent foot slipping through stirrup), worn on yard to protect feet if around ponies Haynet – do not drag empty haynets on floor – can be a trip hazard, could spook pony, could get dirty (dirt transferred to hay) Bale of shavings – child to not pick this up – too heavy No entry sign – always follow this instruction if seen on the yard</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Sometimes an accident will happen on the yard. Your coach will tell you the correct procedure to follow and why it is important that an accident is recorded. <ul style="list-style-type: none"> ○ Discuss accident recording and where the accident book is 		

- Learn more about good hygiene practice with ponies. New ponies on the yard should be isolated away from others for a period of time, find out why this is. Why is it good practice to not handle ponies you do not know?
 - Explain why new horses should be isolated at first for hygiene reasons
 - Reasons for not handling ponies they do not know – could link to riding out, not allowing ponies to sniff/touch other ponies
- Name two diseases that may be spread on a yard through poor hygiene, and how this could be stopped or the spread limited
 - You can discuss this with the children yourself if they are too young to research. It could be simple human illnesses such as a cold or flu (could discuss Covid but be aware of any family illnesses which could be upsetting for the participant), or a tummy bug. They may be aware that they will have a day or two off school if they are ill to not pass on the germs to their friends.
 - If discussing a horse illness/disease you only need to cover a basic level. For example, equine flu, you could describe it as like flu for ponies and can easily be passed on just like the flu in people. You can't tell a pony to stay away from others so we have to keep them separate until they are better again. To prevent the germs being spread between ponies it's important to wash your hands after handling that pony. It will be a yard rule that only certain members of staff will be allowed contact with the pony.
 - Discuss isolating a sick horse, or one that is new to the yard. Why do we need to isolate sick horses or newbies coming to the yard? What part do the children play in this process? (Looking for signs such as 'No entry' or 'Do not touch', and following these instructions.)

Things to consider:

- Hygiene is very topical during COVID times. Some children may have OCD, and become obsessed with cleanliness, so check with guardians before deciding how to introduce hygiene.

THEME: Stable Star		GROUP: Shetland Striders
TOPIC: What to Wear		
One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to:		
<p>1. List appropriate clothing to wear when on the yard (<i>hat, gloves, suitable footwear, no jewellery, long hair tied back</i>)</p> <p>2. List appropriate clothing for the season or weather (<i>long sleeves all year around, waterproofs, warm layers, wellies, sun cream</i>)</p> <p>3. State one reason why it is important to wear appropriate clothing when on the yard (<i>safety, warmth, staying dry</i>)</p> <p>4. Look after any clothing that is lent to them whilst on the yard (<i>keeping clothing dry, not dropping a riding hat, storing clothing appropriately,</i></p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>We wear special clothing when we ride and work on the yard to stay safe and warm. Ask the group in which other sports or activities do they wear or use specific equipment or clothing? Why do they wear it?</p> <p>What do the children wear at different times of the year? What do they wear in cold and wet weather?</p>	<ul style="list-style-type: none"> BHS website: What to wear when riding Why adults wear PPE includes short video (approx. 1 min) it's not equine related but a good conversation starter about PPE and why it might be worn Surprising jobs that require PPE
	Possible main activities	
	Look at the 'My Riding Kit' topic or ask them to name the items they have worn when riding, and discuss which items are also suitable for the yard, and why. Why might a hat and gloves be worn even when not riding? What would be the worst items you could wear on a yard?! The group could design a poster of appropriate and inappropriate clothing for the yard. Items could be drawn and coloured, or cut out from magazines and glued onto the poster.	
	Discuss what we wear when the weather becomes cold and wet? Why are layers useful, but not so many that you can't move? Why is it important not to restrict range of movement when working around horses? A volunteer could be dressed in lots of layers until they feel that their movement becomes restricted. How do their fingers feel when they are cold? How might this affect working on a yard safely?	
	Discuss why it is important to look after riding and yard clothing. How should they look after it? (Clean and dry before storing, disinfect the inside of the hat that have been borrowed, never drop a riding hat, replacing the hat safely so that it can't fall.) Your	

Topic: What to wear

<i>maintaining hygiene)</i>	yard may have a damaged hat, which is used for training purposes, that the children can examine.	
	Discuss why we shouldn't wear loose clothing and jewellery on the yard, and why long hair should be tied back. Add lots of jewellery and long hair to the poster of inappropriate clothing. How might a pony react to flappy or rusty clothing? What's the other reason that we don't wear flappy clothing? (It could get caught up on the yard.)	
	Possible wrap up activities	
	As a group, create a dress code for the yard. The poster created from the main activities could be annotated to explain the reasons why certain clothing is appropriate or inappropriate.	
	Quick quiz! Questions covering What to Wear on a yard. This could be quizzed verbally or written, pairs or groups.	
** Two star challenges: <ul style="list-style-type: none"> There's a particular term you may hear on the yard when people talk about safety equipment or clothing, called PPE. Discover what this means and how it relates to tasks carried out on the yard. Many jobs require PPE such as a police officer or firefighter. Can you think of any other jobs that require PPE and what type of PPE? 		
Things to consider: <ul style="list-style-type: none"> Children do not have to own their own kit, this can be borrowed at the centre (if you offer this) Follow centre protocol with regards to appropriate clothing and dress code 		

THEME: Helping Hero		GROUP: Shetland Striders
TOPIC: Grow your own		
*One star challenges: Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List the basic needs of plants and flowers for them to grow (<i>sunlight, water, carbon dioxide</i>)</p> <p>2. List benefits that plants give to the environment and wildlife (<i>convert carbon dioxide into oxygen; food for animals/insects; repel certain insects (for example geraniums, marigolds and wild garlic); make the environment attractive to look at/smell; gardening is good for mental health</i>)</p> <p>3. Identify some common flowers or plants (<i>based around their environment – this will be different depending upon where you</i></p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> • Garden Organic includes activities for growing with children and advice for how to look after your plants, posters and more • Gardeners World 10 gardening projects for kids • BBC 7 tips for gardening with kids • Royal Horticultural Society Lots of advice for growing various plants and ideas for activities • RSPB Gardening ideas and activities • RSPB 'Spot it' sheets
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	'Grow your own' wordsearch (two wordsearches available to download from Accredited Professional Hub)	
	Colouring in: line drawings of some flowers (free downloads to print) http://www.supercoloring.com/coloring-pages/flowers	
	Dot to dot of plants (free downloads to print) https://www.dottodots.net/category/flowers	
	Do we need this equipment? Have a bag of equipment which we do and do not need for growing plants. Alternatively the items could be laid out around a room or on the floor. Do children know which they may need and why? If you do not have the equipment you could use pieces of paper with the item name on it. There are a few examples below but you can think of anything you like! Examples of do need: watering can or bottle of water, plant pot, trowel, packet of seeds, gloves, stones, soil Examples of do not need: balloon, straw/hay, haynet, an item of food such as bag of crisps, chocolate	
	Each child to draw a picture of their favourite plant, show to the group then discuss what do they all have in common? How are they different? Encourage children to use correct vocabulary i.e. leaf, stem, flower, petal, roots, trunk.	

Topic: Grow your own

<p><i>live or what you have at the yard)</i></p> <p>4. List some considerations when planting near ponies or other animals (<i>that what you're planting isn't poisonous or harmful to any animals that could get to the plants (most wild animals instinctively know what they can and can't eat but domestic animals like dogs, cats and ponies are likely to try to eat anything!), that you plant them so ponies can't access them (for example don't hang a hanging basket outside a stable – or your pony is likely to eat it!)</i>)</p> <p>5. Plant seeds or bulbs (<i>can be a simple hanging basket or indoor pot plant. Wild flowers can be very easy to grow and create lots of colour and attract wildlife – is there a small patch of greenery you have? You</i></p>	<p>Possible main activities</p> <p>Give children a flower each (NB – ensure allergies are checked and gloves are worn). Children to pull apart their flower – what is each part called? Ensure children find and can name petal, flower, leaf and stem. Introduce 'roots' – ask children where these are found both on the plant and when they are planted. Discuss the function of each part of the plant, i.e. flower and petal – to attract bees; root to absorb water from the ground and to anchor the plant; stem – to hold up the flower; leaf – to use the light to make the plant's food. Take children out to see a plant – what does this plant need to survive and grow? Water, sunlight and carbon dioxide. Ask children what they think might happen if a plant didn't get one of these things? Identify it would not grow.</p> <p>If you do not want to pull plants apart they can look at flowers around the yard.</p> <p>Plant beans using jam jars and a piece of damp paper towel. Inside a clean jam jar, put a damp piece of folded paper towel. Put a broad bean in between the paper towel and the glass jar and leave it on a window sill (or similar). Children can then see the bean growing through the glass jar, add a little water as needed and observe how the plant has changed at the start of each following session. See example if needed here.</p> <p>Equipment: broad beans, jam jars, paper towel/kitchen roll, water</p> <p>Discuss how planting the bean and watching it grow has made us feel; link to positive mental health and mindfulness (NB – children are likely to have heard these terms at school; check they understand what they mean). How do plants help the environment? Walk around the local area/field/stables etc. and see what plants they can spot (there are apps available to help with identifying plants!). Can they see any insects or animals around the plants? Why are they there? Discuss how plants help the environment through feeding animals, insects and us! Discuss which plants we eat – highlight the importance of never eating anything we find outside, checking with an adult when looking at plants and ensuring we always wash hands after touching plants. Children could then design their ideal garden – why would this make you feel good? Why would it help the environment?</p>	
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<p><i>could even talk about sowing grass seeds if you do this at your centre and the benefits this has to the grass/hay the ponies eat)</i></p>	<p>Create their own garden using egg boxes. Each child needs their own egg box – fill each part with soil. Children to then plant a variety of different seeds in each egg section – do they all need the same things to grow? Why/why not? Children to then care for their egg gardens – they could decorate the outside before planting too and make little signs for each seed they have planted. When planting or tending to plants discuss all the senses – what can the children see, hear, smell, feel and touch? Equipment: egg boxes, soil, seeds, card and scissors, tray or plate to put the egg boxes on (to catch any water)</p>	
	<p>Go on a plant hunt. Read ‘We’re Going on a Bear Hunt’ with the children or use https://www.youtube.com/watch?v=OgyI6ykDwds Identify any plants which are mentioned or they can see (grass, trees, flowers) and tell the children you are ‘Going on a Plant Hunt!’. Go on a walk around the area to find different plants – children could take photos or draw the plants they see. Discuss what the different plants need and where they are growing – do some need more water/sunlight than others? Why might this be? Where have different plants been planted by people? Talk about why – keeping them away from animals/people etc.</p>	
	<p>Possible wrap up activities</p>	
	<p>Make a poster about what plants need to be kept away from people/animals and why.</p>	
	<p>Label a picture of a plant.</p>	
	<p>Draw their own ‘Plant Hunt’.</p>	
<p>Each child to say one thing they have learnt or enjoyed about the session</p>		
<p>**Two star challenges:</p> <p>Create the perfect pony plant patch! Dream up the best pony friendly garden patch you can think of with pony friendly grasses, herbs, vegetables and plants. Research what could go in your garden and design your dream patch! What will you be able to smell and see? If there is space at the yard you may be able to plant some of the suggestions, but don’t worry if not!</p> <ul style="list-style-type: none"> ○ Research pony friendly grasses, flowers, plants, vegetables and herbs. Are there any that can be added to existing paddocks/grazing? ○ Pony friendly herbs include: mint, parsley, wild garlic – even nettles and dandelions which we may consider weeds are very good for ponies (some have to be cut/picked before ponies will eat them) ○ Centre decision if they can be planted in paddocks, if not, the participant can still design their dream garden patch 		

Things to consider:

- This topic is best completed during Spring/Summer; many flowers are in bloom and can be identified. This is also a good time to get participants involved with planting seeds or bulbs, watering and tending to the plants;
- If you are planting this can become a bit mucky! You will need participants to bring wellies or yard boots, old clothes or an apron, you may need to provide gloves if participants cannot bring their own;
- This can be completed using any kind of plants – indoor or outdoor; hanging basket, pot plant, bedding plants or shrubs, wildflower patch or garden, and any type of flower or plant that you have or want to grow with the space you have available;
- Ensure what you are planting is not poisonous or harmful to animals or children;
- Check allergies of children before starting;
- Use scientific vocabulary e.g. absorb, carbon dioxide, oxygen, sunlight.

THEME: Helping Hero		GROUP: Shetland Striders
TOPIC: Feed the Birds		
*One star challenges: Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List some basic welfare needs of birds (<i>can be linked to Pet Protector topic Animal Welfare. Basic welfare needs are food, water, love and care, exercise/play/fun, somewhere to live/shelter, medical care and company</i>)</p> <p>2. Identify some common birds (<i>can be any three birds common to your surroundings. Common birds include sparrow, robin, blue tit, magpie, pigeon and are usually easily identifiable for children. You can also look at pictures of birds</i>)</p> <p>3. List bird friendly foods <i>a general awareness that different breeds of birds will like different foods and have different diets. Should be able</i></p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>Show children a variety of different pictures of birds – which ones can they name?</p> <p>Show children a feather – discuss what it is, how it feels etc. (NB – check allergies). Discuss with children about not using their taste sense!</p> <p>Wordsearch. Two wordsearches are available to download from BHS Accredited Professional Hub</p>	<ul style="list-style-type: none"> • https://www.theschoolrun.com/homework-help/birds fun facts about, pictures of birds, an approx. 4 minute video to watch and lots of craft and other activity ideas • RSPB – Activities for kids, recipes and activities for bird feeders and boxes etc. • RSPB – ‘Spot it’ sheets • RSPB – Birdwatching for kids • RSPB – Open a bird café • National Trust – Watch a bird • CBeebies – Make a bird feeder • Woodland Trust – lots of information about birds and
	<p>Possible main activities</p> <p>Ask if any of the children have a pet (including a horse). Discuss how they take care of each animal: what does the animal need? What can they find themselves and what do we need to provide for them? Identify food, water, shelter, medical care, exercise, play, love and care. Link to wild animals – what are the differences/similarities? Extend into birds – what do birds need which is the same or different to our pets? Identify the basic welfare needs of birds. Discuss with wild animals such as birds that love and care is difficult to give from humans, however, whilst they are nestlings and fledglings they will receive love and care from their parents until they are ready to leave the nest and fend for themselves. Similarly medical care is difficult to provide for wild animals, but there are lots of animal welfare charities that will help wild animals in need. Children could create a poster on what birds need to live a happy life.</p> <p>Children could create a comic strip: a day in the life of a bird and draw pictures of all the things the bird could do in a day.</p>	

Topic: Feed the birds

<p><i>to list two general foods such as seeds, nuts, mealworms, flies, insects/bugs, suet, fat, sweetcorn, oats, berries, fruit such as apples, grapes</i></p> <p>4. Create a feeding station for birds (<i>could be food on the ground or in feeders. Feeders can be bought or homemade</i>)</p>	<p>Equipment: printed pictures of birds or computer with internet access to use a website such as RSPB for pictures of birds, paper, pens, colouring pencils, felt tips or paints</p>	<p>wildlife and also have their live Osprey cam (can watch highlights when not nesting)</p> <ul style="list-style-type: none"> • RSPB: Big garden birdwatch. You can take part at your yard, happens every year, late January
	<p>Take children on a Bird Hunt in the surrounding area. This may be the yard or a local field – ensure permission is received from guardians before taking children off site. Show children photos of local birds and see which ones they can spot. What are the birds doing? Are they feeding, resting, cleaning their feathers, singing, flying? This would be a good opportunity to use binoculars if any children have them. If binoculars are used, remind children to not look directly at a light source e.g. the Sun.</p> <p>Equipment: images of birds, binoculars (not compulsory), older children could take a notebook and pen to write down the birds they see.</p> <p>You could then encourage them to draw pictures of the birds in page 126 of the My Challenge Book</p>	
	<p>Make a bird kebab! Children to cut apples, bread and hard cheese into cube sized pieces (NB – check with a guardian regarding allergies. Also, be aware of any children who may struggle to use a knife and therefore will need additional support. If necessary, the items could be cut up in advance). Thread the apple, bread, cheese and some raisins onto floral wire, leaving about 8cm on each end. Bend each end into a hook. Bend the wire to form a circle and join the ends together. Tie a loop of string onto the circle of food and hang it up for the birds to eat!</p> <p>Discuss where it is safe to hang these and why before putting them outside (for example, away from ponies, off the ground to avoid bugs etc and to also avoid prey such as cats getting near the birds).</p> <p>Equipment: floral wire, cheese, apples, bread (or any other suitable food), knife, chopping board, string or hook for hanging</p>	

	<p>Make a bird cake! Each child with need: bird seed; raisins; peanuts; grated cheese; suet or lard; a yoghurt pot; some string and scissors. Children will also need a mixing bowl. Carefully make a small hole in the bottom of a yoghurt pot. Thread string through the hole and tie a knot on the inside. Leave enough string so that the pot can be tied to a tree. Allow the lard to warm up to room temperature, but don't melt it. Then cut it up into small pieces and put it in the mixing bowl. Add the other ingredients to the bowl and children to mix them together with their finger tips. Keep adding the seed/raisin/cheese mixture and squidging it until the fat holds it all together. Fill the yoghurt pots with bird cake mixture and put them in the fridge to set for an hour or so. Hang them up outside next session! NB – this is not suitable for children with nut allergies. Check with guardians about other allergies as well, and how they feel about children working with lard/suet as some parents may ask for an alternative. Discuss where it is safe to hang these and why before putting them outside (for example, away from ponies, off the ground to avoid bugs etc and to also avoid prey such as cats getting near the birds).</p> <p>There is also a bird feeder recipe in the My Challenge Book (page 127).</p> <p>Make a bird bath/drinker. You can use any old Tupperware, containers or an upturned dustbin lid. If it's deep you may have to put stones on the bottom (this also gives a bit of grip for the birds). Fill with water. Discuss how the bath can have two roles: a bird bath and a water drinker. Discuss filling with clean water regularly.</p> <p>Possible wrap up activities (approx. 10 mins)</p> <p>Children to design the 'Best Bird House Ever'! What would they include and why?</p> <p>Children to draw a picture of birds they saw on their Bird Hunt.</p> <p>Children to watch their bird feeders from afar and see what birds they spot.</p> <p>Children to say two foods for birds (best done after an activity such as making a bird kebab/cake).</p> <p>What can birds eat: Have different types of food, or empty packets or a type of food</p>	
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	written on a post-it note or similar. Each child picks at least one and puts item in a 'safe' pile or 'unsafe' pile.	
<p>**Two star challenge:</p> <ul style="list-style-type: none"> • Can you identify any birds just by their call? <ul style="list-style-type: none"> ○ You can go onto the RSPB website and listen to bird song if seeing/hearing birds outside isn't an option. 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Making a bird fat ball may not be suitable for children with allergies, including nut allergies, or those who are not comfortable handling lard or suet. Check with a guardian before doing the activity. • Be aware of any children with sensory issues who may not be comfortable handling certain items, e.g. seeds or feathers. 		

THEME: Helping Hero		GROUP: Shetland Striders
TOPIC: First Aid 1		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Outline what first aid is and how to show kindness when helping others (<i>a few key phrases or actions that can help to reassure a person who is injured or requires first aid</i>)</p> <p>2. Outline how to keep safe when helping others (<i>participant should be aware to consider their own safety and any potential danger to themselves or the injured person</i>)</p> <p>3. Describe the actions to take to assist a first aid situation (<i>participant should be reassured to stay calm and to take a deep breath to try to assess the situation before considering actions.</i>)</p>	<p>Possible starter activities</p> <p>Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.</p> <p>Children to think of as many examples of being kind as they can and share as a group.</p> <p>What injuries have they seen before? (NB – ensure children’s backgrounds are known about before posing this question)</p>	<ul style="list-style-type: none"> • You Tube song: 999 Ambulance Song (about 3 minutes) • Red Cross – First Aid Champions (First Aid for children aged 5-11). Resources, videos and powerpoints • Red Cross - help and advice when teaching first aid to children
	<p>Possible main activities</p> <p>Ask children to share examples of when they have hurt themselves (NB – be aware of individual children’s circumstances and ensure safeguarding procedures are followed should a child share something which raises a concern). What happened? Who looked after them? What did they do? Discuss how this is different depending where you are – if it was at home then their guardian probably cleaned them up and gave them a cuddle; if at school then an adult probably cleaned them up and had to fill in an accident form for them to take home to their guardians. Introduce the term ‘first aid’ – what do children think this means? What do they already know about first aid? Children to design a poster showing someone who has fallen over and hurt themselves – what should a first aider do? How could we help? Ensure children realise they must make sure they remain safe and always to tell an adult first if someone is hurt.</p>	
	<p>Teddy Bear Hospital! Ask children to bring in a teddy or cuddly toy from home. Demonstrate how to apply a bandage, clean a cut, put on a plaster or any other first aid techniques. Children to then do the same to their teddies.</p>	
	<p>Using teddies or puppets, act out different scenarios where someone has been</p>	

<p><i>Participant to be aware to find an adult first if possible. Follow DR ABC: Danger, Response, Airway, Breathing, Circulation)</i></p> <p>4. State how to call 999 and what they may need to communicate on the phone <i>(the importance of staying calm and able to communicate important information to person on the phone such as their name, where they are, what has happened or happening.</i></p> <p>5. Follow the first aid procedure on the yard <i>(Who are the first aiders? Where is the first aid kit? Where can they find the address of the yard?)</i></p>	<p>injured. Encourage children to identify what they would do (NB – ensure children always check if an adult is there to help first and then go to help after checking any risks to themselves). Discuss what risks there might be, e.g. if someone has slipped over is the floor still wet? Are there any ponies loose or able to cause further injury? Demonstrate how to talk slowly, calmly and clearly and what to do in each scenario. Use examples children may encounter, e.g. falling over in the playground, tripping on the yard etc.</p>	
	<p>Discuss DR ABC (Danger; Response; Airway; Breathing; Circulation). Brief understanding required. Children to practise using teddy bears or mannequin as available. Children to create a poster to remind people how to use this.</p>	
	<p>Discuss what to do if someone is seriously hurt or are not answering them when they talk to them. Identify 999 – talk about what 999 is and when they may need to call the number. Ensure children understand they CANNOT practise this – it is an emergency number and only to be used in an emergency. Explain what happens if they ever need to call 999 and what information they would need to give – do children know any of this information? Children could create a cartoon strip showing how to call 999 or simply write 999 in bubble writing/colourful numbers. For the very young members they could colour in a printed 999.</p>	
	<p>Possible wrap up activities (approx. 10 mins)</p>	
	<p>Can they draw a picture of someone who has injured themselves for someone else to solve?</p>	
	<p>Is there a song they could make up to remind them to dial 999 in an emergency? Could sing https://www.youtube.com/watch?v=cqW-WjJrzSY together?</p>	
<p>**Two star challenges</p> <ul style="list-style-type: none"> • Find out how to take someone’s pulse. <ul style="list-style-type: none"> ○ Demonstrate taking a pulse; ○ Demonstrate checking for breathing (NB these should be done to themselves, not on another person). • Discuss allergies and how these could lead to a serious allergic reaction and the action to take. • Practice basic wound cleaning for a graze or cut. 		

- Should be aware of things like low pressure water (from hose or tap) if possible to clean wound, not to direct water into wound but from the top so water runs down. If using a sponge instead to not press into the wound.
- Once wound is clean how to stop bleeding (if necessary).
- Remember to wash hands thoroughly after.

Things to consider:

- Check with a guardian regarding allergies before doing any activity – including allergies to plasters.
- Be careful not to scare children when talking about scenarios – check with guardians if there is anything which may specifically upset particular children.
- When discussing how to dial 999 – remember most people only use mobile phones which are likely to be locked when children try to use them. Talk about how to dial 999 in this case; there is an emergency button on the lock page of most mobile phones.

THEME: Helping Hero		GROUP: Shetland Striders
TOPIC: Clean Up		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List the types of waste that a riding centre may produce (<i>list at least two things, for example used bedding, pony droppings, uneaten horse food/forage, stale water, feed bags, baling twine, general litter, broken tools</i>)</p> <p>2. Outline how to dispose of that waste safely and considerately (<i>follow centre's own guidelines – organic waste onto the muck heap/compost, recycling, who to tell if a tool breaks, the dangers of baling twine (trip hazard)</i>)</p> <p>3. Dispose of their own</p>	Possible starter activities	<ul style="list-style-type: none"> • Online search 'muck heap architects' for images of well-maintained and not so well-maintained muck heaps! • Useful page for ideas of how kids can contribute to the 3 Rs. https://www.funkidslive.com/learn/environment/r-is-for-reducing-re-using-and-recycling/ • Nat Geo. Reduce your waste – ideas for kids to reduce waste. https://kids.nationalgeographic.com/explore/nature/reduce-your-waste/
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	What items do the children regularly recycle at home and school? What items do the children already know we can recycle? (Paper, cardboard, glass, cans, tins, plastic bottles.) Discuss why recycling is beneficial to the environment.	
	Where are the recycling bins at the centre? Identify bins for different types of recycling. Possibly save some items ready to be recycled that the children can place in the appropriate bins.	
	Could open a fun and interesting conversation about pony poo! How much poo do they think a pony produces in a day? What about a horse? Give examples of pony and horses on the yard to relate to the size of the animal. What do they think happens to all that poo? Does it need cleaning up? What would happen if it wasn't cleared up?	
Possible main activities		

<p>rubbish correctly when at the centre (<i>why no litter on the muck heap, use the appropriate bins/recycling, why we keep the yard litter free</i>)</p> <p>4. State the importance of keeping a muck heap tidy (<i>safety, health – not allowing muck to drain into water systems</i>)</p> <p>5. Dispose of muck correctly and maintain a muck heap (<i>consideration for the next person coming to use it, keeping safe muck heaps</i>)</p> <p>6. State the importance of keeping the yard and feed room tidy (<i>hygiene for people and horses, reduce rodents, items can be found easily</i>)</p> <p>7. Help to sweep the yard and feed room</p>	<p>Take a walk around the yard, asking the children to identify types of waste that a yard produces (bedding, droppings, uneaten hay/feed, feed bags – plastic and paper, baler twine, broken tools, stale water).</p> <p>Are there any ideas to reduce the waste thrown away on the yard? Can anything be recycled that currently isn't?</p> <p>Discuss which goes to the muck heap and how to dispose of the rest – appropriate to the individual centre. Why don't we want litter on the yard (might scare the ponies, keep the environment clean so that it's a nice place to be for horses and people).</p> <p>Muck heaps! Horses produce a lot of waste. What do we do with it? Who wants to use it? Do any of the children have a compost heap at home? What is it used for? Discuss rotted manure as a useful fertiliser for farmers.</p> <p>How to maintain a muck heap. If children are old enough/strong enough they could experience taking a wheelbarrow of muck to the heap and forking it back, thinking of the architectural wonder they are creating! (An online search for 'muck heap architects' will produce images of manicured and scruffy muck heaps for them to look at first.) Consideration for others – leave the muck heap tidy for the next person coming to use it. They can sweep around the area to make it tidy. Discuss not allowing muck to pollute water systems and why litter must not be added to the muck heap.</p> <p>Behind the scenes in the feed room! What do horses eat? What's in a feed room? (Feed, feed chart, feed bins, bags of feed, feed buckets, scoops). Why is it important to keep everything clean? What do we keep clean? (Buckets, scoops, feedbins, floor.) What are the risks if we don't keep the feed environment clean? (Bacteria, mould, rodents, which can all be harmful to people and horses.) Children could help make up a couple of feeds, and then make the feed room spotless afterwards. Work as a team to get the feed room clean and tidy.</p>	<ul style="list-style-type: none"> • Online search 'mould' for images of mould on bread/walls/food.
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	<p>Possible wrap up activities</p> <p>Leave part of the yard unswept for the children to complete. Coach technique for good posture and high standards of cleanliness. Do they get a gold star for sweeping?</p> <p>Quick quiz recap about muck heaps, recycling and cleanliness.</p> <p>Group/pairs to draw a poster to promote yard cleanliness and recycling. The group could make different posters to put in different areas (feed room, café, yard)</p> <p>A good wrap up activity after discussing recycling/waste disposal is to recap what they have learnt about rubbish at the yard (don't drop litter, take it home, dispose of thoughtfully) and what they can do at home (help to sort waste at home for recycling; don't drop litter when out and about etc). Can each child think of a personal challenge for themselves to try to reduce their waste?</p> <p>Create a drawing about their favourite part of the session today.</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Could you give a persuasive talk on why we should all reduce our waste? <ul style="list-style-type: none"> ○ Help the children to research facts so that they could contribute to a persuasive discussion about why we should all reduce our waste and recycle more. Discuss reasons for 'Reduce, Reuse, Recycle' (save natural resources, eg, trees, preserve natural spaces, save energy, reduce pollution in the air, land and water, reduce landfill space and associated pollution). Think what could be raised as a counter argument (recycling costs too much, recycling causes pollution) and investigate if these claims are true. ○ How can children contribute to reducing waste? (Recycle, take a litterless lunch to school, turn off the lights when they leave a room, reuse paper (use the other side for notes/working out homework), turn off the tap whilst they are brushing teeth, walk/cycle to school if it's safe to do so, give unwanted items to charity, spread the word about what they are doing, and why they are doing it.) • The muck heap is a bug hotel! Find out what kind of bugs like to live there. <ul style="list-style-type: none"> ○ Wellies/protective clothing and gloves to be used if digging up a bit of the muck heap to look at bugs ○ Benefits of bugs in the muck heap – help to break down/rot the waste by eating it. • Understand where a muck heap should be located and why (ideally raised and away from water course) 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Children handling tools, such as pitch forks (number of children using tools at any one time and the space between them). • Give notice to parents regarding these sessions if wellies/waterproof clothes are required (when helping with muck heap for example) 		

- Understand that some children will not want to look at bugs in a muck heap
- Washing hands after handling tools/being around the muck heap and handling equipment in the feed room.