

THEME: Golden Groom		GROUP: Dartmoor Dazzlers
TOPIC: Grooming		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. State a reason for grooming a pony (<i>cleanliness and hygiene, health of the coat, skin and muscles, checking for cuts and wounds, bonding with the pony</i>)</p> <p>2. Select and use correct brushes and equipment (<i>children do not need to know the names of the brushes, but need to know which brushes they would use on different areas and when they wouldn't use certain brushes</i>)</p> <p>3. Safely groom a pony, being aware of where to stand, position themselves and move around the pony (<i>safety awareness about where to stand to groom, reading pony body language, all under</i></p>	<p>Possible starter activities</p> <p>Read the relevant section of the My Challenge Book to introduce the session</p> <p>Spending time grooming horses is an opportunity to further understand pony language and behaviour and their individual likes and dislikes. Ask children what they already know about the reasons for grooming. Prompt further reasons.</p> <p>If a mane has been pulled recently, or tail cut, give it to the children to feel and talk about the qualities of hair – strong, waterproof, insulating, used to swish away insects.</p> <p>Have some brushes out on display for the children to touch. Which are soft, which are hard? Which purpose do they think each brush has?</p>	<ul style="list-style-type: none"> • There will be an activity page in the Challenge Book for the child to draw or stick photos of grooming kit items, write down the name, what it's used for etc. You can encourage this to be as detailed as they like depending on writing ability • Grooming wordsearch (BHS Accredited Professional Hub)
	<p>Possible main activities</p> <p>The grooming kit. Equipment required for 1 star grooming: soft bristled body brush, hard bristled body brush (e.g. dandy brush), mane and tail comb, curry comb (plastic or rubber), hoof pick</p>	
	<p>Clarify that they do not need to remember the names of the brushes for these challenges, explain the purpose for each. Discuss ponies with sensitive skins and how different coat length at different times of the year helps guide them to the appropriate brush. Discuss not brushing wet mud – leave to dry and brush, or wash off.</p>	
	<p>Demonstrate grooming a pony, including how to pick up a front foot safely. Highlight how to hold the brushes used, where to stand, how to move the pony over to create safe personal space when changing sides, awareness of pony body language and the sensitive areas to be gentle with, using brushes in the same direction as the coat. How</p>	

Topic: Grooming

<p><i>supervision)</i></p> <p>4. Recognise sensitive areas on a pony and how to groom these areas (<i>point out sensitive areas - head, girth area, flanks, legs, back – names of points of the horse are not required. Understand which brushes to use and the sensitivity needed with these areas)</i></p> <p>5. Pick up a front foot (<i>assistance is allowed. If appropriate, the coach can show how to pick the front feet out)</i></p> <p>6. Look out for cuts or wounds and know to tell an adult on the yard (<i>any areas of broken skin or hair loss should be reported to a member of staff)</i></p>	<p>long does it take to grow a tail hair? Highlight not pulling out tail hairs. Emphasise examining an area before using the brush – if there is an un-noticed wound and they brush over it, it may cause the pony to flinch.</p> <p>NB: A full groom is not required to achieve the topic. The aim of the topic is not to get the pony completely dust free and clean – some children may be too young to do this. Instead, it is about helping the coach to groom a pony, recognising brushes and awareness of where to stand and how to move around a pony when grooming. The child can be assisted by the coach at all times to hold pony and/or move pony and pick up the front feet. The coach can remove the headcollar to brush the face and assist the child to brush the face but brushing of the face is not required to achieve the topic</p>	
	<p>Children to practise grooming a pony. Each child can take turns to groom a part of the pony, swapping around to either re-groom the same pony or, preferably, different ones with different coats/clips/sensitivity. The coach can assist at all times. The children observing can look for the pony’s body language – which parts does the pony indicate are itchy/sensitive? They can provide positive and constructive feedback on grooming technique and positioning. (<i>If swapping ponies, children could lead and tie up if appropriate and there is time, which links with Golden Groom, ‘Leading Ponies’.</i>)</p>	
	<p>Match pairs. Take two grooming kits. You can hide individual brushes around the yard, under buckets, or do this in a classroom based setting with brushes hidden under a bucket, in a bag etc. Children to take it in turns to uncover a brush and guess where it’s matching pair will be. As they reveal the brush they should try to name it. If they pick the matching pair they then tell you about the brush and what it’s used for. Continue the game until all brushes are paired up.</p>	
	<p>Each child to practise picking up a front foot, lifting and holding correctly, replacing on the ground with awareness of the position of their own feet.</p>	
	<p>Turn out competition! In teams, organise a tidy turn out competition. Each child to be responsible for a particular area, working one at a time.</p>	

	<p>Possible wrap up activities</p> <p>Where do the children remember the coat changes direction? They could draw coat directions on a blank outline drawing of a pony (see coaching resources). (<i>This links with 'Pony Passport'.</i>) They can also mark the sensitive areas of the pony.</p> <p>Quick quiz! (Take a grooming kit as a prop.) List ways in which we maintain safety whilst grooming ponies. Hold up each brush in turn – When do we use/not use this brush? Which brush do we never use on the horse? (Description acceptable if name not remembered.)</p> <p>Write a poem or a few lines about what you enjoyed most about grooming ponies today.</p> <p>Put a brush in a closed box (with a hole big enough for an arm) or bag. Ask child to try to guess the brush (by touch only) then describe how to use the brush. Swap the brush for another one for the next child.</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Show off your new skills and have a tidy turnout competition with your friends. Who can get their pony the cleanest? <ul style="list-style-type: none"> ○ Organise a small fun competition ○ If you have quarter marks available at the yard would be a good time to discuss these and use them for their competition. You could also have another fun little game of designing their own quarter marks • As you become more confident handling ponies you can begin to learn other grooming techniques such as wiping your pony's eyes and nose, picking out feet and applying hoof oil. There will be additional items of a grooming kit you would use. Don't forget to add these to your list you have made! <ul style="list-style-type: none"> ○ Identify and use correctly all items in a full grooming kit ○ Use a sponge to wipe eyes and nose (you can also discuss wiping the under the dock but it's not required for this topic) ○ Brush the pony's head correctly, untying or unclipping the lead rope first ○ Apply hoof oil (on outside of hoof) and discuss why it is used (also covered in hoofcare topic) 		

- Picking out feet (children can have assistance to pick up the foot if required)
- Discuss points of the horse during grooming (link to Anatomy 1 topic)
- Learn about other abnormalities you can look out for whilst grooming other than cuts and wounds such as lumps, bumps, heat and swelling

Things to consider:

- Use correct terminology when discussing brushes and points of the horse. Although they do not need to remember either at this level, they will pick up words for future topics.
- For safety, one person to groom at a time. Train good practise for the future.

THEME: Golden Groom		GROUP: Dartmoor Dazzlers
TOPIC: Anatomy 1		
One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)
Children will be able to:		
<p>1. Use the correct names for points of the horse (<i>eyes, ears, nostrils, mane, neck, back, tail, front leg, back leg, hock, knee, fetlock, hoof, chestnut</i>)</p> <p>2. Identify some major bones in the horse (<i>three major bones and where they are, such as skull, ribs, spine, pelvis, or any bones they are familiar with</i>)</p> <p>3. Identify some major organs in the horse (<i>two organs and show roughly where they are on the horse such as heart, brain, lungs or skin or any organ they are familiar with. Do not need exact location but an awareness of the area where it's found</i>)</p>	<p>Possible starter activities</p> <p>Read the relevant section of the My Challenge Book with the group</p> <p>What is anatomy? (<i>The parts of the body</i>) Why is it useful to be able to identify areas of the horse? (<i>To identify the location of wounds, to describe individual markings for identification, to begin to understand the parts of the horse's body</i>)</p> <p>Which points of the horse do children already know? Use either a pony or book/poster.</p> <p>Introduce anatomy as the parts of the body. What parts of the human body can they name? Do they think ponies have this/these to?</p>	<ul style="list-style-type: none"> The videos listed in the bones section are aimed at Key Stage 1 age (5-7). If your group are older, or more capable you could watch Key Stage 2 skeleton video: https://www.bbc.co.uk/bite size/clips/ztfnvcw (about 2 minutes) There is a child vs pony skeleton page in the Challenge Book you can refer to and ask them to label bones they learn about There is also a picture of a pony in the Challenge Book for children to label points of the horse Wordsearch (download from Accredited)
	Possible main activities	
	Use a wall chart/book/poster to teach the basic points of the horse (<i>eyes, ears, nostrils, mane, neck, back, tail, front leg, back leg, hock, knee, fetlock, hoof, chestnut</i>). Then move to the stables and go over them again on a horse, before asking children to point to each part. Post-it notes written with points of a horse can be stuck to a well-mannered pony. Highlight that the handling of the pony and safety are as important as naming the areas, for example, to reach the back leg, the child would approach making sure the pony knew they were there, touch the shoulder, and run their hand along the body until they reached the hind leg to identify it. (Coach can assist at all times to help the child move around the pony safely and position the pony etc.)	
	Are ponies predators or prey? What adaptations have they developed as prey animals? (Four legs for speed and balance, eyes on the side of their head for near 360 degree vision, independently mobile ears to trap the slightest sound, good sense of smell so that they do not eat anything poisonous, nostrils that get bigger when they run to allow	

	<p>more air in and out, the neck helps them to balance when they run, and allows them to graze and also browse on trees, tail to swish away insects and parasites). Try to link back to the children to encourage discussions, for example: why do ponies need a better sense of hearing than us?</p> <p>Compare ponies and horses. They all have different lengths of legs, size of joints, widths and lengths of neck and back. Does this mean they have a different number of bones in their skeleton? Are there any characteristics that the children remember from the 'Breeds' topic?</p> <p>Bones. Cover questions such as do you know what a skeleton is? Do you know what the purpose of your skeleton is (<i>bones give your body structure, let you move in many ways, protect your internal organs, and more</i>)? You could also watch this BBC Bitesize video before moving to the yard (it's about 1 minute long) https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhbr82</p> <p>Horses are mammals (like humans) and have a skeleton too. How many bones to humans have (<i>depending on what they have learnt at school they may know the number of bones a baby vs adult has, or just adults. A baby has about 300 bones at birth these eventually fuse (grow together) to form 206 bones that adults have</i>). Do they think a pony has more or less? How many? (205) Do they think there is any difference between a pony and a horse (<i>explain no, they have the same number of bones, ponies are just shorter!</i>)</p> <p>Ask children to point to some of the bones they know, how many can they name? You can prompt them (ie touch your head) if they are struggling. Where is this on the pony? Go through various easy/common bones between horse and human. You can also ask them to write the bone on a post-it note and stick on the pony. NB do not require equine-specific bones at this level (for example cannon, pedal etc).</p> <p>You can then create a fun song to sing as a group to remember the names and what comes after/connected to each bone. Skeleton Dance song ideas on You Tube (e.g https://www.youtube.com/watch?v=qeSSmNRBlgY) could the group make one up for ponies? The song could then be repeated at the end of the session as a wrap up activity.</p>	<p>Professional Hub)</p> <ul style="list-style-type: none"> Horse facts: <p>Horse and Hound</p> <p>Double D Trailers</p> <p>Horse heart facts</p>
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	<p>Organs. Questions similar as above. Do you know what an organ is? (<i>a structure in the body that performs a specific function</i>) You could play the BBC Bitesize video major organs in the human body: https://www.bbc.co.uk/bitesize/clips/zsw39q (it's about 1min 30) then ask, do ponies have these organs too? <i>Yes, as mammals they have the same organs.</i> Do you think they would be the same size as ours? You can then explain fun facts about organs their size etc. A pony's skin is very different to ours...how? Why?</p> <p>Go out on the yard and ask children to name some organs that are in their body. Where do they think this will be in the pony. Explore the locations, size, function of the organs. If you have a model of a horse you could go back to the classroom and ask the children to draw the organs on the pony with chalk. This could also be done with individual posters or line drawings of ponies if a model is not available.</p> <p>Possible wrap up activities</p> <p>What jobs require the worker to know lots about points of the body? (vet, farrier) or in humans (doctor, dentist, nurse). What would happen if they didn't? It may be difficult at first to learn and remember lots of different points, or bones or organs but ask children why it is important.</p> <p>Quick quiz! How many fetlocks/knees/hocks does the horse have? Where are the eyes positioned? How does this help him see as a prey animal? Where are his blind spots? Why are horse's ears mobile? Which breeds of horse keep their manes long? What does the horse use his neck for?</p> <p>Label points of the horse on a blank line drawing.</p> <p>Wordsearch – see BHS Accredited Professional Hub resources.</p> <p>Do a guess the organ/point/bone game with dashes for each letter. Depending on ability of children you can start them off with some letters. Guess letters to complete the word, then point to a picture of a horse where this is.</p>	
<p>Two star challenges **:</p> <ul style="list-style-type: none"> • Make a model of an organ you have learnt about. Your model can be made from play-doh, paper, card, sponge or anything you like! Then use your model to tell someone about its purpose and function and some other cool facts! 		

- All parts of your body, and your pony's body will have a special function, but what are they? Find out what is special about a pony's whiskers, or what purpose their forelock, mane and tail have.
 - Should at least cover the function of whiskers, forelock, mane and tail
- Did you know your horses and ponies can sleep standing up? How do they do this without falling over?
 - Discuss how horses can sleep standing up, which joints allow this to happen and what is it called

Things to consider:

- Everyone learns in different ways and at different rates. Some children will be able to repeat the points of the horse having heard it once, others will go away and read it, and return the following week, fully embedded in their memory. Deliver information to cover auditory, visual and kinesthetic learning styles during coaching.

THEME: Golden Groom		GROUP: Dartmoor Dazzlers
TOPIC: Leading Ponies		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Approach a pony in the stable (<i>reading pony body language, how to approach safely</i>)</p> <p>2. Put on a headcollar (<i>can be assisted. Care of eyes and ears, fastening with pony comfort and safety</i>)</p> <p>3. Lead a pony in and out of the stable (<i>can be assisted. Safety awareness of the route to be taken, opening the door wide enough, care taken of the pony's hips when turning</i>)</p> <p>4. Lead a pony on the yard (<i>Can be assisted. In walk, where to stand when leading, how to turn</i>)</p>	<p>Possible starter activities</p> <p>Recap the safety equipment we use to handle ponies – footwear, gloves, hat (at the centre's discretion)</p> <p>Recap reading pony body language. How do we know when it's safe to go into a stable? (Ears forwards, pony facing the door.) What would we see if it was not safe to enter a stable? (Grumpy face, quarters facing the door, pony is agitated.)</p> <p>Recap parts of a headcollar and how it fits on the pony's head.</p>	<ul style="list-style-type: none"> BHS You Tube: Leading a horse in hand This Emse You Tube: How to put on a headcollar, tie up and lead a pony
	<p>Possible main activities</p> <p>Introduce tying the quick release knot and why we use baler twine (knots can be practised by the group whilst individuals take turns putting on a headcollar in the stable later).</p> <p>Demonstrate reading pony body language and position, entering a stable, closing the door (discuss safety and ponies that barge), placing the rope around the pony's neck, putting on a headcollar and fastening for comfort, tying up using a quick release knot. All children to practise individually with the coach's assistance, and the others in the group can be divided, with some watching the process to provide feedback and others practicing quick release knots outside the stable.</p> <p>Discuss why we always need to have space when working around ponies, and that this means we have to move them around in the stable. Demonstrate how to move a pony's shoulders and hind quarters kindly and confidently. Highlight areas not to touch (sensitivity of the back of the stomach and flank area). Highlight pony warning body language if we ask incorrectly (ears back, tail swish) and possible next step the pony</p>	

Topic: Leading ponies

<p>5. Tie a pony up (<i>can be assisted. Why we use string, how to tie a quick release knot, length of rope</i>)</p> <p>6. Handle a pony safely on the ground, being able to move its shoulder and haunches and step backwards (<i>reading pony body language, how to ask a pony to move over, why it's safer to work in a spacious area</i>)</p> <p>7. Describe the potential risks associated with handling and leading ponies and how risks can be minimised (<i>risks – pony stepping on feet, biting, kicking, pony walks away, pony spooks, rope burn; minimising – appropriate equipment, body language awareness, shifting weight awareness, kindness and confidence in communication, warning signs from the pony, leading position</i>)</p>	<p>might take if we miss the warning signs (bite, kick). Individually, all children to practise moving the pony over (in the stable or when tied up on the yard), under the coach's supervision.</p>	
	<p>What is a 'spook'? How does spooking link to flight or fight, which is a natural instinct? What kind of things can make a pony spook in the stable? How might the pony react if they spook? What have the children got to be aware of? (Move their feet out of the way!)</p>	
	<p>How quickly can we turn (on two feet)? How long is the pony? How does having four legs and a longer body affect how a pony turns? How much extra pony body must the children think about when leading a pony out of the stable so that the pony does not bang its hips on the doorframe? Developing the pony's trust by considerate leading. Demonstrate how to hold a lead rope, discuss rope burn and the use of gloves. Demonstrate leading a pony out of the stable (highlighting where to be positioned), walking a short distance, turning the pony away from you (explain this protects their toes), and leading back into the stable to tie up again. Individually, all children to practise, under coach's supervision. The others can observe and provide feedback.</p>	
	<p>Can the children lead the pony through an agility course? You can do this for one star and two star challenges for different abilities.</p> <p>Design a course using poles, cones and markers, including (one star) straight lines, weaving, turns, halt box, backing up, (two star) leading from the opposite side, standing up for inspection, trotting up. Who can lead without knocking a marker? Who can lead their pony straight?</p> <p>The rest of the group can give marks for communication, positioning, awareness, safety in handling, with bonus points for handling a more difficult pony, or a difficult situation that arises. (If the group has not given feedback before, discuss the use of constructive comments and building on strengths.)</p>	
	<p>Goal setting after a bit of practise give feedback and prompt the children to reflect on their skills of leading. Support them to set themselves a goal to improve their handling</p>	

	<p>or leading their pony and then review this after a certain amount of time or sessions. Can they repeat the agility course and improve their marks?</p>	
	<p>Possible wrap up activities</p>	
	<p>Children to list the correct order to enter a stable, put on a headcollar and tie up a pony.</p>	
	<p>Design your own headcollar! What colours or patterns would the children use if they could design their own headcollars and lead ropes?</p>	
	<p>Children to imagine some scenarios when the pony might be agitated in the stable, which would mean it wasn't safe to enter.</p>	
	<p>Roll up a lead rope each so they are tidy for the next person!</p> 	
	<p>I'm the coach! In pairs, children to explain to each other how they would enter a stable, put on a headcollar and tie up a pony (using an imaginary pony).</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • This topic required you to lead your pony in walk. As you get bigger and stronger you can begin to lead your pony in trot too. <ul style="list-style-type: none"> ○ Can lead a pony in walk and trot. Can have assistance with trot, only needs to be a few strides. ○ Practise the children's trot up for Badminton! What is Badminton Horse Trials? Why do they have an inspection and trot up? Practise standing up for inspection. How do you ask the pony to stand square? Where should you stand as a vet looks around the pony? • How do you stand a pony 'square' or hold a pony for someone else to handle? Find out what this means, how to do it and why it is needed. <ul style="list-style-type: none"> ○ Stand a pony square. A basic version of hold a pony for inspection. So they are aware to stand on the same side as the other handler, and 		

why. Discuss that an adult will usually do this, particularly if for vet inspections/treatment

- Discuss when you may have to lead a pony on the off-side and practice this
 - Walk only
 - Be able to turn in both directions
 - Can have assistance

Things to consider:

- At this level, children can be helped and prompted with all aspects of leading ponies.

THEME: Golden Groom		GROUP: Dartmoor Dazzlers
TOPIC: Feeding Ponies		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Identify common feeds (<i>grass, hay/haylage, pony cubes/mix, chaff, sugar beet – if available at the centre</i>)</p> <p>2. Assist with preparing bucket feeds (<i>children are not expected to read feed charts, but can assist the coach making feeds</i>)</p> <p>3. Assist to fill up a haynet (<i>methods of filling a haynet, use of hanging scales – if the yard uses them</i>)</p> <p>4. Help to keep the feed room clean and follow good hygiene practise (<i>cleaning up after making feeds, scrubbing feed buckets, washing hands, why we must maintain good</i>)</p>	<p>Possible starter activities</p> <p>Read the relevant section in the My Challenge Book</p> <p>Safe or unsafe feeds? Give examples of foods a pony may or may not eat (for example, grass, hay, chocolate, grass cuttings, carrots etc). Ask the children to decide if these treats are safe or unsafe for ponies to eat. You can do this by asking them to raise their hand, write on individual white boards to turn around, or have a 'safe' place and 'unsafe' place for them to walk to in the room.</p> <p>Recap any manual handling advice they already know (related to carrying a haynet)</p> <p>Watch the BBC bitesize video (about 1 min 30) introducing herbivores/carnivores/omnivores: https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q Horses and ponies are herbivores - what foods do the children think horses and ponies can eat?</p>	<ul style="list-style-type: none"> Horse Network article: 8 foods you should never feed your horse (easy read post with pictures) BHS website: Be Horse Aware the page includes download posters about not feeding horses, and a lady's story about a neighbour feeding her horse the wrong food. The horse had to be put to sleep BHS website: Dangers of grass cuttings and garden waste BHS website: What is colic? BHS website: What is laminitis? BHS website: Fat scoring BHS website: Food
	<p>Possible main activities</p> <p>Ponies are vegetarian! What do they eat? What can't they eat? Ask children about what they already know. (Feeds could be listed on a white board under smiley and sad face.) Can horses eat chocolate, lawn clippings, meat, potatoes? (<i>See Foods You Should Never Feed Your Horse in coach resources.</i>) Discuss never feeding horses and ponies that they do not know – the horse or pony might be on a special diet (do any of the children have or know someone that has allergies to food?), the pony may bite, fighting can break out between ponies (dangerous for ponies and people).</p> <p>Depending on space, feed and hay samples could be identified in the classroom, empty stable or feed room. Discuss the fact that sugar beet sometimes comes in a form that</p>	

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<p><i>hygiene)</i></p> <p>5. List two treats that are safe to give a pony and two unsafe treats (<i>for example, carrots (cut lengthways), apples, swede are safe, chocolate, lawn cuttings, meat are unsafe)</i></p> <p>6. Outline why it is important not to feed treats to horses and ponies that you do not know (<i>not everyone agrees with feeding treats from the hand as it can make ponies nippy, the horse or pony might be on a special diet, fighting can break out amongst horses, feeding the wrong food can kill horses and ponies)</i></p>	<p>looks like pony nuts, but it must never be fed dry. Children can put labels onto the appropriate feed. NB Not expected to know how long to soak different types of sugar beet for but you can discuss this if you feel appropriate for the group age/ability</p>	<p>management</p> <ul style="list-style-type: none"> Challenge Book has an activity page related to feed and feeding ponies
	<p>Quality control! When we make feeds, we always check they are free from dust and mould. Ask children to use sight and smell to identify if the feed is of good quality as they assist making up feeds. (Children are not expected to read feed charts, but the coach can tell them how much of something to add, and how to estimate ½ or ¼ scoop.) Children can help to prepare and mix feeds with coach’s supervision. Discuss things here like why a feed chart is followed to ensure the pony gets the same amount of food each day. Also ensure hands are washed after and explain why.</p>	
	<p>Prepare some pony treats! You could have a selection of treats for the children (or ask them to bring an apple/swede/carrots in with them) to prepare – cutting up carrots and apples, coring and stringing up apples and swede to hang in the stable. NB depending on the age of children, the coach may need to cut and core. With coach’s assistance, give the treats to the ponies and watch them enjoy!</p> <p>Within this activity discuss the centre policy with regards to giving treats. Do some ponies have likits or treat balls? Why?</p>	
	<p>Tidy and clean the feed room. Inevitably some feed ends up on the floor. Why do we follow good hygiene practices? Scrub feed buckets and store correctly.</p>	
	<p>Filling a haynet. They’re tricky! Show the method used by the yard to be efficient filling them. Children to practise filling them individually and/or in pairs. Cover the use of sight, touch and smell to be on quality control. Discuss not wasting hay, and tidying the hay store afterwards.</p>	
	<p>If feeding time coincides with the session, children can watch the yard being fed. How do the ponies behave at feed times? How do they use their whiskers, lips, sense of smell when eating? Watch them sift through and eat their favourite parts first! Children can help scrub the buckets after use.</p>	
	<p>Possible wrap up activities</p>	

	Draw the feeds that children remember.	
	Make a poster of things of things ponies can and cannot eat.	
	Create a poster asking people not to feed the horses and ponies.	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Feeding damp, dusty or mouldy food is bad for ponies, just like we don't eat food that has turned sour or mouldy, your pony shouldn't either. Discover what feed might look or smell like if it has turned bad, and how storing feed correctly could prevent this from happening. <ul style="list-style-type: none"> ○ How feed is stored and why (Dry conditions to prevent mould, in containers that are vermin proof, stock rotation system) ○ How to recognise good feed (smell, damp or dusty, mould) • If your yard has the facilities available you can learn how to weigh a haynet. Discover the other ways you can provide hay to ponies in the stable or in the field. <ul style="list-style-type: none"> ○ Assist to weigh a haynet. If they cannot lift the haynet they can read the weigh scales ○ If you do not have the facilities to weigh hay at the yard you can still discuss why it is important to feed the same to your pony, and when you may have to reduce or increase their hay allowance • What happens if you feed too much food to your pony? Begin to think about why this is bad for their health and how to manage their feed in a healthy way. <ul style="list-style-type: none"> ○ Why feeding too much is bad for your pony (Ponies need to be healthy to be happy and perform their job. If they are over or underweight, they will not be healthy and happy. Introduce condition scoring – <i>BHS page, link in coach resources</i>. The discussion could lead into an introduction to conditions such as colic, EMS and laminitis, parasites and excess weight on their legs, if children are old enough. <i>See coach resources for links.</i>) • What information does the feed bag supply? (Basic information, such as who is the feed suitable for, how much should be fed depending on size/weight of the pony? If children are old enough, nutrient levels could be discussed, and appropriate feed preparation.) <ul style="list-style-type: none"> • Download poster: Be Horse Aware – why it's important to not feed other people's ponies 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Children should be supervised at all times when preparing feeds • Transferrable maths skills could be included when preparing feeds (for example, half a scoop, quarter scoop etc) • Do not allow children to cut carrots/treats themselves if these are used 		

THEME: Pet Protector		GROUP: Dartmoor Dazzlers
TOPIC: Pony Behaviour		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Outline the basic behaviours and reactions of ponies (<i>flight, fight or freeze, wanting to be in a herd (company), wanting to graze (trickle feeders), follow a routine, wanting to be outdoors (roaming)</i>)</p> <p>2. Outline the 'flight or fight' response (<i>instinct says to run if frightened, fight if cannot run/learned behaviour</i>)</p> <p>3. State when a pony may 'fight or flight' (<i>if startled, in pain, fears for safety, if herd runs</i>)</p> <p>4. Outline how wild ponies live with regards to herd behaviour (<i>show usual</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>Recap understanding of pony behaviour from Shetland Strider topics 'Handling Ponies' and 'If My Pony Could Talk'. (Facial expressions, pony body positioning, flight or fight instinct, how to approach a pony, appropriate behaviour on the yard)</p> <p>Where do wild ponies live? They may be familiar with semi-feral herds in the UK. Wild ponies vs domestic ponies. Ask the children to think how a wild herd of ponies may live and behave differently to the ponies that are at the centre.</p>	<ul style="list-style-type: none"> RSPCA: Understanding your horse's body language You Tube: Herd behaviour 10 minute video of horses showing a variety of behaviours when turned out in an arena. 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, squealing and striking out with front legs, relaxed wandering, dominance etc You Tube: Wild horse herd video (about 4 minutes) showing foals, rolling, grazing, running, stallion fighting off colt takeover. Subtitles suitable for children to understand but
	<p>Possible main activities</p> <p>How do ponies live in the wild? Discuss the benefits of living in a herd. What is the primary method of communication between ponies?</p> <p>Understanding the herd. Discuss 'pecking order' with the group. The role of the stallion – protection of the herd. The role of the lead mare – where to roam, when to find water, discipline. Horses roam to find food and water. How many hours per day do horses eat? Horses can sleep standing up – why is this? Sometimes they sleep for short periods lying down – there will always be a 'look out' horse to watch for dangers and alert the herd. How are youngsters disciplined by the herd? (Body language escalating to a bite or kick to reinforce the importance of good behaviour, or sending outside the edge of the herd, where they are vulnerable.) (<i>There are a couple of useful herd videos in coach resources, or you may have a herd that the group can watch to observe the different aspects of herd behaviour.</i>)</p> <p>The qualities of good leadership. Ask the children to think of someone they feel is a</p>	

Topic: Pony behaviour

<p><i>behaviours/reactions, within the herd is a pecking order with a dominant stallion and mare, 'look out' pony whilst others sleep, discipline of youngsters by older members of the herd)</i></p> <p>5. List signs of poor or unsafe behaviour in the ridden pony (<i>running, napping, bucking, rearing, reluctance to move forwards</i>)</p> <p>6. Outline how their behaviour can have a positive or negative influence on their pony's behaviour</p>	<p>good leader. (Parent, coach of an activity, teacher at school, friend at school.) List all their qualities that make them a good leader. (Individual lists, or collectively written on a white board – fair, consistent, sense of humour, reinforce discipline, make good decisions, caring, calm etc.) When we handle ponies, we are a herd of two – person and horse – explain that we must develop all the good qualities of leadership in order for the pony to trust and want to follow us. What leadership qualities are needed when handling ponies? What behaviours might result if ponies do not trust us?</p> <p>Adaptions of a stabled pony. How does being in a stable affect the instinct 'flight or fight'? Why does this mean that we have to be even more correct in our communication? (Nowhere to run if they are scared, which means their only alternative is fight. No other herd members around to help them make decisions.). You could also talk about 'freeze' a horse may freeze if subjected to high levels of fear.</p> <p>Observe a group of turned out ponies/horses at the yard. What behaviours are they showing (playing, grazing (roaming), sticking with the herd, grooming each other, sleeping, flight, fight).</p> <p>You could also observe ponies in the stable and compare differences or at different times in the day – just turned out, feed time etc. If the children are not at the yard during these times can you film the ponies for the children to watch?</p> <p>Watch YouTube videos of horse herds NB: ensure you have watched and OK'd them first. What behaviours can the children spot? Can they see the subtle communication between horses? What happens next if the horses ignore the subtle communication?</p> <p>Discuss the rules you have on the yard with regards to behaviour and how to handle ponies. Discuss why these rules are in place and how it helps to keep everyone safe.</p> <p>Ask the children to think about their own moods and behaviours. What happens if you are angry, nervous, or calm and kind towards your pony? Your pony will mirror your behaviour which means they might have to change their mood or behaviour very quickly! If they come to the yard upset or angry what could they do (encourage them to tell you or the coach and talk to someone).</p>	<p>may need to be read aloud by coach.</p> <ul style="list-style-type: none"> • You Tube: Mutual grooming • You Tube: Horse weaving. • You Tube Horse box walking. • You Tube Horse cribbing/windsucking • The freeze mechanism: https://www.horsedeals.com.au/news/freezing-with-dr-andrew-mclean
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	<p>Poor/unsafe behaviour when ridden. Understanding the terms running, napping, bucking, rearing and reluctance to move forwards, when ridden. In what situations might the pony show these behaviours? You may want to discuss that it is very unlikely riding school ponies would display these behaviours (just to reassure the children), however it is useful for them to know for if they go on to have their own pony. Try to correct children if they describe the pony as 'naughty' – they are often not naughty but responding to something – usually pain and needs to be investigated.</p> <p>Possible wrap up activities</p> <p>Each child to list the qualities of leadership they already have, and list those for development. These can be private and not shared with the group.</p> <p>Quick fire quiz. List different moods/behaviours of ponies (for example, alert, dozing, worried, angry) and ask the group to list what the pony might look like. You can use prompts/headers such as: ears, eyes, feet, tail. You could even make masks of these facial expressions using cardboard or the children can draw a poster to show this.</p> <p>Fight or flight? Read out some scenarios to the group for them to decide if they think a pony would fight or flight. Summarise that this reaction will be different in all ponies depending on the general nature of the pony or the type of incident.</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • There are many reasons a pony may show signs of poor behaviour. Find out what these are, what can be done to investigate and the regular checks you can do to hopefully keep your ponies happy ponies! <ul style="list-style-type: none"> ○ Discuss why a ridden pony may show signs of poor behaviour and what can be done to investigate (saddle fitter, equine dental technician, vet) ○ Introduce signs of stress and what this may look like (basic level only as this is covered in more detail in the <i>Happy ponies</i> topic within Welshie Wizzers) ○ How to improve a horse's behaviour (ie if in pain what can be done, if stressed what can be done) 		
<p>Things to consider:</p>		

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Topic: Pony behaviour

THEME: Pet Protector		GROUP: Dartmoor Dazzlers	
TOPIC: Five Freedoms			
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)	
<p>1. List the five freedoms regarding animal welfare that should be aspired to when looking after an animal (<i>freedom from: 1. hunger and thirst, 2. discomfort, 3. pain, injury and disease, 4. fear and distress. 5. Freedom to express normal behaviour</i>)</p> <p>2. Describe how each freedom relates to looking after any animal (<i>provide a suitable environment and diet, visit the vet if the animal is unwell, treat the animal with respect, allow the animal to show normal behaviour, exercise appropriately</i>)</p> <p>3. Describe how each freedom relates to looking after a pony</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 pets do the children have at home? How do they make sure that they are cared for?</p> <p>Introduce there are five basic needs an animal has to be properly cared for. Ask the group to think of what these are. You may want to split this between 'needs' and 'wants' and explain the difference.</p> <p>Ask children how you may look after two different types of pets, for example a dog and a hamster. It should be two animals that may seem to require different care (i.e. a dog needs walking, but a hamster doesn't – how does the hamster get exercise?) but essentially their needs would be the same.</p>	<ul style="list-style-type: none"> National Equine Welfare Council Equine Welfare Compendium Animal Welfare Act 2006 (England and Wales) explained in detail: https://www.gov.uk/guidance/animal-welfare Animal Health and Welfare (Scotland) Act 2006: http://www.legislation.gov.uk/asp/2006/11/contents Welfare of Animals Act (Northern Ireland) 2011: http://www.legislation.gov.uk/nia/2011/16/contents The Blue Cross have lots of helpful resources including videos and activities designed for children https://www.bluecross.org 	
	<p>Possible main activities</p> <p>Introduce the five freedoms, as set out by the relevant Act in your Nation: Animal Welfare Act 2006 (England & Wales), Animal Health & Welfare (Scotland) Act 2006 and Welfare of Animals Act (Northern Ireland) 2011:</p> <p>Expand on each of the five freedoms. Relate each to animals in general, pets at home (some children may have unusual pets to share information about), and ponies at your yard.</p>		
	<p>Freedom from:</p> <p>1. Hunger and thirst – what do different animals eat and drink? (Ponies, pets,</p>		

Topic: Five freedoms

<p><i>(provide suitable environment and feed, hay and water, call the vet out if the pony is unwell, check – or ask someone qualified to check – if the tack and rugs fit, field time with other horses if appropriate (when might it be inappropriate?), understand how to promote confidence and happiness in ponies)</i></p> <p>4. Outline the legal responsibility of an owner <i>(to meet the five freedoms, understand the term ‘Duty of Care’, action that can be taken if the owners do not meet these responsibilities)</i></p>	<p>farm animals.)</p> <ol style="list-style-type: none"> 2. Discomfort – suitable places for different animals to live (home, tank, kennel, stable, barn, field – how do we provide shelter?) What equipment do we use on ponies that needs to fit correctly? 3. Pain, injury and disease – WITS (worming, inoculations, teeth, shoeing) routine care. What routine care do the children provide for their pets? Discuss first aid and when you would need to call out the vet/take the animal to the vet. Have they ever had to take their animal to the vet? 4. Fear and distress – discuss promoting good behaviour in animals by reading body language, providing the appropriate exercise and food, and positive reinforcement. What experiences can children remember that scared their pet or a pony? <p>Freedom to:</p> <ol style="list-style-type: none"> 5. Express normal behaviour – what is normal behaviour for a pony, dog, cat, rabbit, hamster? How do we provide the opportunity for the animal to express its normal behaviour? <p>Activities – list the information on a white board during a group discussion, children could draw examples of the information discussed or make posters, create models of suitable/dream environments from recycling materials, write a short description of what they think an animal’s perfect day would include.</p> <p>Take a walk around the yard and discuss how the five freedoms are being met. As children may arrive at the same time each week, they probably only gain a glimpse of the ponies’ daily lives. Expand on the daily yard routine and how this meets their needs.</p> <p>Discuss what can happen to owners who do not meet the needs of animals in their care. An animal welfare charity may inspect, advise and educates owners. If the animal’s needs are still not met, they will give a formal warning followed by prosecution if nothing changes. <i>See the RSPCA page in coach resources.</i> This can be expanded on in</p>	<p>uk/downloads-teachers-and-groups</p> <ul style="list-style-type: none"> • BHS: Welfare law in Scotland • BHS: Our welfare advisors • RSPCA: Animal Welfare Act
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	the topic <i>Animal Champions</i> .	
	Possible wrap up activities	
	Draw pictures to illustrate the five freedoms.	
	Complete an activity sheet from the Blue Cross.	
	Each to tell one fact to the group they have learnt about animal welfare	
	Homework! If the children have pets at home, log their pet's routine for a day, and checklist how the five freedoms are met. If homework is not suitable this could be a main activity done at the centre.	
	Homework! Each child could put together a presentation about their pet at home, or one they help to care for, and outline how they meet the five freedoms. If homework is not suitable this could be a main activity done at the centre.	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> ● Think about how the law is relevant to all animals kept as pets, or in places like farms and zoos. <ul style="list-style-type: none"> ○ Explain how the needs are relevant to all animals kept in captivity, including farm animals and animals kept in zoos ○ Could also discuss animal welfare is checked during an annual Riding School check; explain as a BHS Approved Centre the care and welfare of ponies is checked above and beyond the law requirements ● What happens if the five freedoms are not met? How might this affect a pony? It might not lead to a serious case of neglect, but it could lead to stress or unpleasant behaviours <ul style="list-style-type: none"> ○ For example, not giving company could lead to stress in the horse – link back to the pony behaviour topic for discussion points ● Discuss how to be a very caring owner and go above the basic requirements. <ul style="list-style-type: none"> ○ Discuss how to meet a pony's welfare needs on a basic level, and how many things they will learn about in Pony Stars go above and beyond this and how this is best practice for how to look after a pony. For example, basic is providing enough forage to maintain a healthy weight, but best practice may be good quality forage/feed, supplements if vitamin and mineral levels are low, succulents such as carrots or apples (in moderation) to provide variety in the diet. Also, in comparison, consider why welfare concerns require a full investigation as a pony might look like they have no food – but that pony could be on a restricted diet, or a pony looks thin because they may not be well 		

- Optional: Introduce the concept of euthanasia, and how this can and should be in the best interest of an animal and the responsibility an owner has to an animal to ensure this is done at the right time and in the right way
 - Depending on the age/maturity of your group you can decide on whether to discuss this or not.

Things to consider:

- Provide age group sensitive information.

THEME: Pet Protector		GROUP: Dartmoor Dazzlers
TOPIC: Animal Champions		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
<p>1. Outline the role of the British Horse Society (<i>a very brief outline of at least two points: provide welfare services for horses and advice for owners, protect riding routes, improve road safety, promote riding for all, offer world recognized qualifications, approval systems for yards</i>)</p> <p>2. List two national animal welfare charities</p> <p>3. List one local animal welfare charity</p> <p>4. Outline what is meant by a welfare concern (<i>a list is found on the BHS page, 'What is a welfare concern?'. See</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>Recap the five freedoms and how we provide optimal animal welfare.</p> <p>Who champions animal welfare? Which animal charities have the group heard of, and what do they already know about their work?</p> <p>What is a charity? See what the group already knows about charities.</p>	<ul style="list-style-type: none"> BHS: What we do Examples of animal welfare charities (BHS, World Horse Welfare, Bransby Horses, Horse and Pony Protection Association, Redwings, Horse Trust, Donkey Sanctuary, (RSPCA (England), SSPCA (Scotland), USPCA (Northern Ireland), Blue Cross, Dog's Trust, Battersea, National Animal Welfare Trust, PDSA) To find a local equine welfare charity you can visit the National Equine Welfare Council website and search by region. BHS: What is a welfare concern? BHS: information required
	<p>Possible main activities</p> <p>BHS. A very brief description of the roles of the BHS is required. Lead a discussion on the roles of the BHS and talk about some departments (Access, Education, Welfare, Safety, Approvals). They could write a story, draw a picture, or tell you something about the BHS. <i>See BHS – 'What we do' in coach resources.</i></p>	
	<p>What do national animal charities do and who are they? (Research, advise regulators (e.g., governing bodies – FEI & BHA), promote responsible tourism, rescue, provide sanctuary, rehabilitate, rehome, provide advice and education, campaign for change, fund raise, provide pet bereavement support.) Discuss why each is important. <i>See coach resources for links to charities.</i></p>	
	<p>Activity - ask children to think of their own charity, what animals would they help and why, how would they do this, would they rescue animals or educate owners? What would their name be, their logo? What would be their campaign?</p>	
	<p>You can discuss any local animal or equine welfare charity that you know in your area. You may have worked/volunteered for a charity and be able to share first-hand</p>	

Topic: Animal champions

<p><i>coach resources. Children are not expected to remember them all but tell you a couple that would be considered 'urgent'.)</i></p>	<p>experiences, suitable for the age group. You may even be able to contact a local charity, and they might volunteer to chat to the group if there are sufficient people interested. See coach resources for the link to the National Equine Welfare Council to search your area.</p>	<p>to report a concern.</p>
<p>5. Outline who to contact if they are concerned about an animal's welfare (<i>Children are not expected to report the case themselves – they should know to tell an adult</i>)</p>	<p>Activity - each child to make a presentation about their favourite charity - what they do and why they like them and one campaign that charity has worked on. (This can be created in pairs or groups and be as simple or involved as you like.)</p>	
<p>6. Outline how animal welfare charities improve animal welfare by campaigning and education (<i>a basic outline required, they could outline one of the following points: rescue, rehome, education/prevention</i>)</p>	<p>Who to contact with a welfare concern? The BHS can respond to non-urgent welfare concerns via our network of volunteer welfare advisors. If the concern is urgent, an organisation such as RSPCA (who have paid field officers) should be contacted. Discuss urgent and non-urgent concerns. We would not expect a child to be able to report a welfare concern themselves as they would be too young, but an awareness is welcome. See BHS links in coach resources.</p>	
<p>Possible wrap up activities</p>		
<p>Design a logo for their own charity.</p>		
<p>Write a mission statement for their own charity.</p>		
<p>Write down/discuss which is their favourite charity and why.</p>		
<p>Make a poster to promote their favourite charity.</p>		
<p>Write a letter to their favourite charity thanking them for what they do.</p>		
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Write a letter to your favourite charity thanking them for the work that they do. Tell them about why you love to support them – they will be so excited to hear from you! <ul style="list-style-type: none"> ○ Alternatively, they could create a thank you card or picture instead of writing letter ○ Give a few key phrases or pointers to help them begin. Or you may want to give them a first sentence, such as: “Dear I am writing to say thank you for the work that you do to help animals. I am really impressed by / I particularly like....” 		

- Don't forget to include their name, age and where they come from in their letter
- Encourage them to draw a picture in the letter
- They can post the letter (help them find the address and write the envelope) or it could be scanned and emailed
- Come up with your own charity! What animals would you help and why, how would you do this, would you rescue animals or educate owners? What would the name be, what about the logo? What would be your first campaign?

Things to consider:

- Many animal welfare charities are stretched to capacity; which may mean their resources are limited for the number of animals they can rescue or look after at their rehoming centres. Animal welfare charities aim to educate owners and improve awareness of how to look after pets responsibly to try to prevent welfare concerns from happening. It's also important for children to have lessons like this and understand the importance of good animal welfare so they can be responsible owners when they grow up.
- Ensure that the information provided is suitable for the age group. Particularly when discussing welfare concerns

THEME: Pet Protector		GROUP: Dartmoor Dazzlers
TOPIC: Pony Passport		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
<p>1. Outline why a pony needs a passport (<i>very brief, only one reasons required: identity, travelling, indicates if a horse/pony can enter the human food chain</i>)</p> <p>2. Outline the information in a passport (<i>Child can look through a passport as a prompt and outline a section. Passport Issuing Organisation, pony, name, date or year of birth, passport number, silhouette and/or microchip number, owner's details, vaccination record, intended for or exclusion from human consumption</i>)</p> <p>3. State why a vet will need to see a pony's passport (<i>one</i></p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> • BHS website: Information on passports – you can also download a passport form to allow the children to have a go at completing silhouettes • BHS website: Information on microchips • Central Equine Database • ScotEquine: https://www.scotequine.com/p/about.html
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Do any of the children or parents have their own passport? What do they use it for? (Travelling, identification.) What information would they find in their passport?	
	When might we need to identify a pony? (Sale, vaccinations, administration of certain medications, end of life, recovery following theft)	
	How do horses travel? (Lorry/trailer, ferry, plane.) What might be the reasons for travelling horses? (Competition, change of ownership and home/country, breeding work (censor, depending on age group), racing.)	
	<p>Possible main activities</p>	
	What information is found in an equine passport? (Passport Issuing Organisation, pony, name, date or year of birth, passport number, silhouette and/or microchip number, owner's details, vaccination record, intended for or exclusion from human consumption.) The group can look through an equine passport(s) to find out what information is included inside. (Sensitivity is needed when discussing horses entering the human food chain. Explain that although it's not common in the UK, some countries do eat horse meat. The relevant authorities need to ensure that ponies and horses have not been given medication that may harm humans if the meat is eaten; therefore, the passport records medication and ensures only ponies whose meat is safe go into the human food chain.) If a pony is registered with a breed society the passport will also include the names of the pony's dam and sire (mum and dad). <i>See BHS link in coach</i>	

Topic: Pony passport

<p><i>reason: to record vaccinations and medications, to check a pony's ID, to check the human consumption intention before administering any medication)</i></p> <p>4. Tell you who can write in a passport (<i>the owner, the vet</i>)</p> <p>5. State what a microchip is used for (<i>one reason: to identify a pony, to quickly report a horse missing, to check if a horse is legally for sale</i>)</p> <p>6. State who inserts the microchip (<i>the vet</i>)</p> <p>7. Show you where a pony's microchip is usually inserted (<i>neck, usually near side</i>)</p>	<p><i>resources.</i></p>	
	<p>Who can write in a passport? (The owner – to sign the owner details section (although explain the PIO also needs to be informed of change of ownership) and section IX or section II in passports issued from 1 Jan 2016 (human consumption) may also require vet's signature, the vet can only complete vaccination and medication record.). NB children may not understand roman numerals and will need help to identify the sections depending how they are listed in the passport</p>	
	<p>Take a couple of pony passports and see if they can recognise the markings and whorls identified on the silhouette drawing. When was the pony born, according to the passport? How old does that make him/her? Do you know, pony teeth become longer and more angled as they become older – do the teeth reflect the age?</p>	
	<p>Look through lots of examples of passports from ponies on the yard. Discuss they may look different (from different PIOs) but the basic information in them will be the same. See if they can identify who the passport is for without looking at the name. Find some interesting facts about the pony from the passport (year of birth, breed, markings, breeding).</p>	
	<p>Microchips. What are they used for? (Identification, report a missing horse, to check a horse is legally for sale.) Who can insert a microchip? (Only the vet.) Where is it located? (Usually in the neck on the near side.). Microchips: retrospective microchipping deadlines are approaching, all equines are required to be microchipped.</p>	
	<p>A vet may be able to bring a microchip and a scanner to the yard (but this may be an additional expense). You will be able to look up a microchip number recorded in the passport on the Central Equine Database 'Chip Checker'. (ScotEquine for Scotland.) <i>See links in coach resources.</i></p>	
	<p>Create a basic passport for their favourite pony on the yard. They could draw a silhouette, or you can take photos and stick in. Be creative with their design or include facts such as favourite food, cheeky habits etc.</p>	
	<p>Possible wrap up activities</p>	

	Pony Passports wordsearch from the Accredited Professional Hub	
	Complete a silhouette drawing of a pony on the yard. <i>See link in coach resources.</i>	
	Photocopy the silhouette page but blank out the pony's name; can they identify which pony the passport belongs to?	
	Relate passports to Shetland Striders, 'Breeds'. Look at the variety of breed specific passports within your yard.	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Find out even more about passports and the information they could contain. Did you know the passport could contain information about the pony's mother and father? What else might you be able to find out in a passport? <ul style="list-style-type: none"> ○ Look through passports at other sections not listed above, for example, breed lines, medication records, laboratory health tests (section VII) • Are passports compulsory and required by law? You may already know the answer to this but find out who enforces the rules and what might happen if your pony doesn't have a passport. <ul style="list-style-type: none"> ○ Outline the law and legislation surrounding passports and microchips, who enforces the legislation and the fines that could be given; who are Defra and what is their role? • There is a central database for some UK nations that has some information about all ponies, most importantly microchip numbers so you can report your pony if it is stolen. Find out more about this and the information it holds. <ul style="list-style-type: none"> ○ State what the Central Equine Database is and the information it holds, or ScotEquine (for Scotland) 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Basic knowledge and awareness of passports required for this topic • Sensitivity when discussing horses entering the human food chain. • Monitor children with passports to ensure they do not write/draw in them 		

THEME: Junior Jockey		GROUP: Dartmoor Dazzlers
TOPIC: Riding skills 2		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Follow basic instructions during a lesson (<i>riders can be assisted if required e.g., on lead rein, hold saddle or neck strap. Basic instructions can include; change the rein, go large, halt, whole ride, leading file in succession and one horse's length. Begin to explain why these terms are used in a lesson for all to follow</i>).</p> <p>2. Ride with an independent seat in walk. (<i>Children will be able to ride in walk without holding onto the saddle and not relying on their reins to keep balanced. They will be able to ride without stirrups in walk, although not at the same time, so walk without reins, but keep stirrups, then</i></p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> Look on to see if there are any suitable online videos on footfalls – or record one of your own. Make your own bean bags Kidspot
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Look at a pony or picture and identify the pony's legs and terminology i.e., outside hind, inside fore and so on. Can use pictures out of old magazines/catalogues, pictures on an iPad/tablet or any picture available.	
	Bandage (boots with different coloured straps may be better) the pony's legs in different colours. Use 3 ponies to show the three different paces pony 1 - four different colours for walk, pony 2 – two colours for diagonal pairs for trot, and three colours for canter with the diagonal pair the same colour. The children can either watch each other's ponies when riding to identify the footfalls or the ponies could be lunged.	
	Draw with chalk. white boards or pens on paper the sequence of legs. This is done easiest by drawing 4 hoof prints and writing the number inside.	
	Get the children to go on their hands and feet and move in the sequence of legs for each pace. This is quite difficult to do, but great silly fun.	
	Watch a slow-Mo video of the pony's sequence of legs, you can record a pony in walk, trot and canter and using the slow-Mo function on a phone.	
	Talk about the aids. Do they know what they know what the four aids are (reins, legs, seat/position and voice). Talk about how to use each to halt, walk, trot and turn.	
	Use a balance/exercise ball, sit on the ball and practise basic balance exercise – can they lift one leg up and keep balance and then wop legs – can they balance lifting both feet off the ground. They can each kneel on a balance ball and throw a ball to one	

<p><i>hold reins and no stirrups).</i></p> <p>3. Perform some balance exercises whilst on the pony (e.g., standing in stirrups, circling their arms in the same and different directions, bringing their knees to the pommel of the saddle and other arm movement, round-the-world, half and full scissors. These can be in halt or walk but should be able to perform them with little assistance as they work towards an independent seat in walk)</p> <p>4. Begin to trot in balance (children to be able to trot the short side of an arena. Working towards rising and a balanced position but can be assisted or hold neck strap, for example)</p> <p>5. Outline the footfalls in walk (children should be able to tell you, or draw, the footfalls in walk).</p>	<p>another. Coaches can relate balance to riding – why we they to be balanced on ponies and why.</p>	
	<p>Round fencing rail cut in half, wobble board to stand on – throwing bean bags.</p>	
	<p>Possible main activities</p>	
	<p>Deliver a riding lesson based on school movements, getting the riders to do as many simple different school movements on command. Simple movements may include; keeping an imaginary pony (with a name) in between each pony and rider, changes of rein across the school, stopping at every marker in the arena, stopping at cones or markers around the school. Riding circles by riding around cones/markers.</p>	
	<p>Play Simon says: Simon says walk on, Simon says halt, “turn right” ...no !! Simon didn’t say to turn right!</p>	
	<p>Deliver a lesson based on balance. Do some exercises without stirrups in halt e.g., around the world, head-shoulder-knees and toes to get children using to moving without stirrups. Introduce ridden work without stirrups in walk and possibly a couple of strides of trot, children should be lead. Ask children to stand up in their stirrups in halt and keep their balance without falling down (with and without holding on), then progress to walk. Playing being a jockey in walk, walk from marker to marker and then rest, their bottom must not touch the saddle.</p>	
	<p>Make a box out of poles and get riders to ride over them and halt in the box, they then have to perform a balance task i.e., raise their knees to the pommel of the saddle. Alternatively play music and stop randomly, whoever is in the box when the music stops, they have to perform a balance task.</p>	
	<p>Deliver a lesson based on transitions. Ride halt transitions at the markers, in between two poles/blocks and over a pole (can they halt with the pony’s front legs on one side and back legs on the other). Progress to trot transitions which are likely to be less accurate but can still aim to do these at markers. Could also use counting so, down to walk from trot count to five then ask for trot again.</p>	

<p>6. Perform walk to trot transitions (<i>walk to trot and trot to walk transitions can be assisted. They do not need to be accurate transitions but working towards upwards or downwards transitions completed within at least 4-5 strides</i>).</p> <p>7. Outline the aids for riding in walk (<i>children should be able to describe basic aids for halt, turns and halt to walk/walk to halt transitions. Aids include: reins, position, including where to look - important when turning, and legs</i>).</p>	Children can practise balancing a bean bag on top of their hat when riding. Can they walk the full length of the arena in walk without losing it?	
	Children can practise holding two sponges under their elbows - to keep elbows in, can they do this around the arena in walk, could they do it in trot?	
	Children can practise holding toothpaste tubes in their hands when holding the reins, if they grip too hard it will squeeze out. This is a good way to explain how tightly they should hold the reins. Cheap runny toothpaste is best – will need to clean tack afterwards.	
	Possible wrap up activities	
	Bareback riding at the end of a lesson in walk to cool down, if there are enough leaders to lead each pony, is a good way for children to practise maintaining their own balance.	
	Have a short competition at the end of the lesson to see how many trot strides each rider can do. Or keep a record of each rider’s personal best to try and improve on in each session.	
	Write a few words about their favourite pony to ride and why they like them.	
	Draw a picture to show how they feel when they ride.	
Write or draw something to illustrate a goal they would like to achieve with their future riding lessons.		
<p>**Two star challenges</p> <ul style="list-style-type: none"> • Walk without stirrups and without holding the reins at the same time <ul style="list-style-type: none"> ○ Can either have a leader or on lunge • Stand in stirrups in walk for at least 5 strides <ul style="list-style-type: none"> ○ Can have leader or holder close by for assistance 		

- Trot the long side of the arena
 - Riders do not need to be established in rising trot but should be beginning to recognise to rise in the correct rhythm
- In trot: one hand off rein
 - For a short length of arena
 - Assistance can be given
- Shorten and lengthen reins in trot
- Ride simple school figures in trot
 - 20m circle, simple changes of rein
- Knowledge: Tell you about correct diagonals in trot. Tell you footfalls in trot. Describe aids for trot.
 - Children can describe, without prompts, what each instruction in 1 star means (change the rein, go large, halt, whole ride, leading file in succession and one horse's length)
 - They can begin to describe how the horse is going or responding to their aids (you can support with relevant questions/prompts). Begin to think about what they would like to learn next and create a goal to complete in their next sessions (again with your support and prompts)
- Transitions: walk to trot/trot to walk are quicker and more accurate than 1 star challenges, so transition completed within 3 strides

***Three star challenges

- Skills: Rising in trot for at least one lap of the arena on both reins. Learn about straightness in trot and keep pony on a straight line in trot. Learn about free walk, when and why you would do it and begin to work towards being able to do it.
- Balance tests – both hands off reins in trot. Arms outstretched/circle arms/hands on head
- Knowledge: can describe what the correct diagonal looks or feels like and knows how to change the diagonal. Can tell you which feet are moving in trot as they are riding. Can give a basic description of the free walk.
- Transitions: be more aware of preparing for transitions to make it happen on a counted stride. Can use markers if counting is difficult e.g., trot as

pass through cones, walk when pass through next set cones.

Things to consider:

- Riders can be assisted, on lead rein, holding the saddle or neck strap whilst riding if needed.
- When doing exercises where children stand up in the stirrups, ensure they are aware they must sit down gently, not bang down in the saddle
- Work without stirrups should be used for short periods of time, so children to not tire.
- Balance exercises can be tiring so may be best interspersed with other activities.
- Risk assess all activities – check pony is happy with bean bags and sponges falling on to them.
- If using video clips found online always check these are suitable before showing the children in the session.

THEME: Junior Jockey		GROUP: Dartmoor Dazzlers
TOPIC: Riding Right		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Follow the basic rules of the school when riding in a group. <i>(Rules of the school; approach other riders passing left to left, riders at walk, work away from the track, halt away from the track, do not pass slower riders from behind – circle or turn away across the arena, let all riders know if you plan to leave the arena, if your pony poos – clean it up. Include some other rules you may follow at your centre; be polite to all riders, be kind to your pony, be polite to your coach. All can be introduced with rider on the lead rein).</i></p> <p>2. Outline why it is important to follow these rules when riding in a group</p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> • Rules of the school sign available to purchase from BHS Shop • Fill in the gaps quiz sheet
	<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>Talk about why we need riding school rules, ask if any of them know any rules and reasons the behind them. See who can list the most rules they know.</p>	
	<p>What happens if we break rules – talk about rules that might not necessarily be about horses – rules at home and at school. Relate this to the pony, who will be in trouble if rules are broken – you or the pony.</p>	
	<p>Have a selection of cards with scenarios written on them.</p> <p>For example:</p> <p>‘John barged through the arena door/gate without knocking while the group was trotting round’ What might have happened?</p> <p>‘Sally overtook Mohammed at canter on his inside’. What might have happened?</p>	
	<p>Possible main activities</p>	
<p>Plan and ride a drill riding designed around rules of the school – left to left, walking on inner track and so on.</p>		
<p>Work through some scenarios when riding in the school:</p>		

	<p>'You need to change your stirrups what do you need to do?'</p> <p>'You are late for your lesson how do you enter the arena?'</p> <p>Practise one rule during each riding lesson. Revisit throughout several lessons.</p> <p>One rider could be the rule monitor – that rider tells coach if someone breaks a rule.</p> <p>Possible wrap up activities</p> <p>Thinking back on the riding lesson today, what additional rules might you make?</p> <p>Allocate one or more 'dung monitors' who clean up the arena after their lesson</p> <p>Children can create their own rules of the school poster with illustrations for each rule, or assign a rule to each child for them to illustrate</p> <p>Fill in the gaps quiz sheet.</p> <p>Think about an that could have happened incident a riding lesson e.g., the ride walked away while a rider was getting on. What rule could we make that would prevent that incident happening again?</p>	
<p>**Two star challenges</p> <ul style="list-style-type: none"> • When you begin to ride independently there will be other rules you will learn such as riding in open order. Find out what this means and how it applies to riding in an arena with other riders. Section off a part of an arena so you and your friends can practice open order, but on foot! <ul style="list-style-type: none"> ○ Discuss the term 'open order' and what this means, how it applies to riding in an arena and the importance of following the rules of the school to avoid accidents ○ Have a bit of fun sectioning off part of an arena. Ask the group to act out walk, trot, circles etc and then work in open order. They should use what they have learnt to not bump into each other! 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Be mindful – rules at home • Fine line between establishing the rules and living by them, don't take the fun away from the activity. 		

THEME: Junior Jockey		GROUP: Dartmoor Dazzlers
TOPIC: Arena Awareness		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Identify the position of school letters (<i>school letters in a standard 20mx40m arena; A, K, E, H, C, M, B, F, and X</i>)</p> <p>2. State the position of school letters and the measurements between A and C, E and B (<i>children will be aware that A and C is at the top and bottom of the school, halfway between the two corners, and E and B are in the middle of the long side, children to know the dimensions of the school</i>).</p> <p>3. Tell you a poem or mnemonic to remember the order of the school letters (<i>an example of a mnemonic to help remember the letters</i>)</p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> An outline of an arena is available in the My Challenge Booklet White board – some arenas have a whiteboard in the corners
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Talk about mnemonics to remember the correct order of letters, they could try and make one up of their own.	
	Draw on a blank arena the letters of the school to see if they get the correct layout and rough dimensions. From an arena diagram ask them to draw some school figures they would like to ride – can they draw a figure of eight, or 20m circle?	
	If enough children, stand in the letter positions and make the shape of the letter or use props such as lead ropes (this can be done in a classroom, on the yard or in an arena).	
	As a group set up the arena letters ready for your lesson.	
	Have a photocopy/picture of arena with measurements. Use a measuring stick and a wheel to measure out the arena.	
Children can trot round the arena on foot and practise some school movements.		
How many strides make up a long and short side of an arena – can children count this themselves?		
Each child could draw a picture of an animal or item starting with a marker letter and then pin them up with the letters – e.g., H- horse, C- cat.		

Topic: Arena awareness

<p><i>(clockwise): All King Edwards Horses Carried Many Brave Fighters. Or they can make up their own!).</i></p>	<p>Possible main activities</p>
	<p>Practise riding the school figures previously drawn on the blank arena sheet, in their riding lesson.</p>
	<p>Make a story with the letters and ride to the letters – Edward (E) is going bowling (B), they went for a hot dog (H). Use all letters, all children do it. No repeating. Children can make up their own stories. Engages children and encourages interaction.</p>
	<p>Having a white board in the arena or close to can be useful. The route above could be drawn on the white board before it is ridden.</p>
	<p>Drill riding, plan a musical ride based on letters. This helps with an awareness of markers and discipline of using them.</p>
	<p>Make up a very basic dressage test, or the children could have a go at making their own test up.</p>
	<p>Ride transitions at each marker. Walk, then trot, then walk again.</p>
	<p>A plan can be set up before hand a riding session with activities/movements at designated markers – this can be planned as a group. The plan could include; circles, putting reins into one hand, then back into both hands, transitions and so on.</p>
	<p>Possible wrap up activities</p>
	<p>Write your own mnemonic to remember the correct order of letters. Have the first letters in a vertical list so they complete the rest: A, K, E, H, C, M, B, F</p>

	<p>Have a line drawing of an arena with some blank squares for arena markers.</p> <ol style="list-style-type: none"> a. Write the correct order of letters on the markers b. Draw some school figures they have been riding in their lessons 	
<p>**Two star challenges</p> <ul style="list-style-type: none"> • There are another two letters you can add to your diagram: D and G. Where do you think they will go? <ul style="list-style-type: none"> ○ Go through further letters of a 20x40 arena: D and G • The marker 'X' isn't an actual marker in the arena. Practice your accuracy with stopping your pony in this place. <ul style="list-style-type: none"> ○ Practice this in some riding sessions • Begin to follow instructions in your lessons that relate to the letters. It might be a change in direction at a certain letter or begin a circle at a certain letter. <ul style="list-style-type: none"> ○ Basic school figures and instructions using the letters as markers and directions 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Be mindful of any children that are dyslexic. • Musical rides can get giddy, so keep on top of it, maintaining distances between ponies 		

THEME: Junior Jockey		GROUP: Dartmoor Dazzlers
TOPIC: Saddle and Boots		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Name the parts of a saddle (<i>GP saddle. Points to learn; pommel, seat, cantle, knee roll, saddle flap, stirrup leather, stirrup</i>)</p> <p>2. Identify a saddle cloth and a numnah</p> <p>3. Identify brushing boots and overreach boots (<i>children should be able to recognise a pair of brushing boots and a pair of overreach boots with basic Velcro fastenings and where on the legs they go</i>)</p> <p>4. State a reason why a pony may wear boots when being ridden (<i>simple reasons including protection from knocks - own legs/hooves, protection from environment - shrubs/overgrowth when</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 can draw and design their own saddle cloth/numnah – using colouring pens</p> <p>Colour in a template of a horse – could add draw on boots and ear covers and colour in so all matches numnah/saddle cloth</p>	<ul style="list-style-type: none"> • Template of horse to colour in – free printable pictures available online - https://www.free-coloring-pages.com/horse.html • Dot to dot – boots and colour in, available in the My Challenge Booklet • Worksheet – label the saddle, available in the My Challenge Booklet • Old magazines/ catalogues
	<p>Possible main activities</p> <p>When riding in walk (on lead rein), shout out the parts of the saddle and ask the rider to point to or touch where it is. This could then be repeated whilst shutting their eyes (leader required).</p> <p>Do a blind fold challenge, use a blind fold, ask children to feel the saddle and identify the parts. You may need to guide their hands to the saddle and ask which part it is. You may also be able to do this with boots.</p>	
	<p>Create a game using old magazines, have a selection available enough for at least one per child.</p> <p>The first person to find a horse with brushing boots on gets a point. This can be followed by a discussion on why the horse in the picture might be wearing them.</p> <p>The first person to find a horse wearing a black saddle cloth gets a point, and so on.</p> <p>The children may also like to make a collage of all the equipment they have found by cutting the pictures out and sticking them together.</p>	

<p><i>riding out, better visibility - hi-vis boots when riding out).</i></p> <p>5. Know that riding equipment should fit a pony and why this is important <i>(children should grasp of a basic concept that the equipment and tack they have learnt about should be the right size for their pony. Much like their shoes are fitted to their feet. If equipment doesn't fit it can cause rubs, sores and general discomfort - again, similar to if shoes don't fit).</i></p>	<p>Lay out a selection of items e.g., saddle cloth, numnah, towel, dog bed and coat. Children have to race to pick out the correct one based on a question you have asked, e.g., this goes under the saddle and attaches to the girth and girth straps.</p>	
	<p>Possible wrap up activities</p>	
	<p>Dot to dot: pair of brushing boots and overreach boots. Then colour them in to create their own design of brushing boots and overreach boots</p>	
	<p>Wordsearch: saddle, brushing, overreach, pommel, seat, cantle, knee roll, saddle flap, stirrup leather, stirrup.</p>	
	<p>Children can practise putting boots on each other.</p>	
	<p>Have a go at putting boots on a pony – explain about fit – and what might happen if they don't fit properly. Relate this to their own shoes if they are too small – how do they feel.</p> <p>Talk further about the effect of boots and tack that don't fit well.</p> <p>Could they write a list of the things that might happen if badly fitting tack or boots were used?</p>	
<p>**Two star challenges</p> <ul style="list-style-type: none"> • Introduce further points of the saddle such as; waist, panel, thigh roll, stirrup leather keeper, skirt, D ring, girth straps, buckle guard • Learn about one other type of saddle and at least one way it is different to the saddle you ride in. <ul style="list-style-type: none"> ○ Introduce different types of saddle for different purposes for example jumping, dressage, western or any other type of saddle you may have at the centre. • Put on a pair of boots <ul style="list-style-type: none"> ○ They can have assistance ○ Optional: discuss where brushing boots come to on the leg and how to recognise if a boot is too small or too big 		

- Learn about one other type of pony boot and what that type of boot may be used for.
 - Such as tendon and fetlock boots, sports boots and bandages, travel boot.
- The role of a saddle fitter

Things to consider:

- If putting boots on a pony, ensure rules of working around the pony are established first – not kneeling down to put boots on, moving around the horse safely.

THEME: Equine Explorer		GROUP: Dartmoor Dazzlers	
TOPIC: Trees and Plants			
One star challenges.	Activities	Coach resources (reading around the topic, additional ideas or activities)	
Children will be able to:			
<p>1. Identify two or more types of tree or shrub that may grow locally (<i>some examples include Oak, Ash, Beech, Sycamore, Horse Chestnut, Holly, Yew, Birch, Hazel, Hawthorn, Blackthorn, Blackberry</i>)</p> <p>2. Identify two or more types of crop that is farmed and their use (<i>common crops from local examples or pictures if needed, some example include: Wheat, Barley, Oats, Oilseed Rape, Potatoes, Swede and Turnips</i>)</p> <p>3. Outline how to ride out safely and respectfully with regards to crops, trees and plants (<i>ensure you have permission to ride on the land, particularly if it is</i></p>	<p>Possible starter or wrap-up 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>Trees and Plants Wordsearch available from Accredited Professional Hub</p> <p>What plants have children seen when they have been on walks/riding before?</p> <p>Can children draw any types of trees or plants and name specific parts? Link to <i>Grow Your Own (Shetland Striders topic)</i>.</p>	<ul style="list-style-type: none"> • Trees and Plants Wordsearch • BHS Leaflet: Advice on responsible riding and carriage driving • Hedgerow plants and flowers guide https://www.countryfile.com/wildlife/trees-plants/hedgerow-plants-and-flowers-guide-how-to-identify-common-species/ • Tree ID app: https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/tree-id-app/ • Information about trees from Woodland Trust: https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/ • Woodland Trust – Why plant trees: https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/ 	
	Possible main activities		
	Discuss when you might see different plants, e.g., walking to school; playing in the park; in your garden; around a field; at a yard etc. How do we need to take care of plants? Discuss not treading on them; not picking them; not letting our animals chew them; not playing with them etc. Link to when out riding – discuss how to ride safely/ respectfully: ensure you have permission to ride on the land, particularly if it is privately owned. Stick to the tracks; walk to reduce damage from footfall particularly in wet weather; do not allow pony to graze or eat any crops and do not pick any yourself. Do not ride on crops or cultivated land (except on public rights of way), including stubble (which may be sown with a new crop) and young grass. Why is this so important? Children to make poster teaching people how to treat plants with respect.		
	Share types of common tree or shrubs from both the local area and within Britain – use pictures if they are unavailable or out of season. Examples include Oak, Ash, Beech, Sycamore, Horse Chestnut, Holly, Yew, Birch, Hazel, Hawthorn, Blackthorn, Blackberry. Repeat with common crops, e.g., Wheat, Barley, Oats, Oilseed Rape, Potatoes, Swede and Turnips. Where have children seen plants like these before? Talk about why these		

Topic: Trees and plants

<p><i>privately owned. Stick to the tracks; walk to reduce damage from footfall particularly in wet weather, do not allow pony to graze or eat any crops and do not pick any yourself. Do not ride on crops or cultivated land (except on public rights of way), including stubble (which may be sown with a new crop) and young grass)</i></p> <p>4. Understand that some trees, shrubs and plants will be poisonous or harmful to horses <i>(for this reason they should not pick</i></p>	<p>are grown (feed, oil), could also discuss which are found in horse food (but emphasise need to be processed before being fed to horses)</p> <p>Take children on a walk around the riding school – identify the hedgerows in the field and discuss what children can see, e.g., berries; leaves of different shapes etc. NB – remind children not to touch/pick/eat any fruit; check allergies and plant type before completing this activity to ensure poisonous plants are not encountered.</p>	<p>.org.uk/plant-trees/why-plant-trees/</p>
	<p>Go on a tree hunt around the yard with the group. What trees can they find? Discuss any similarities and differences children see between the trees. Ask what they can see/small/hear/feel while they are standing near to the trees. NB – ensure children are reminded not to put hands in their mouths or taste any part of a tree. Check allergies and tree types before completing this activity to ensure poisonous trees are not encountered. Children to then take bark rubbings of local tree trunks and research what tree they are from – discuss as a group.</p>	
	<p>Collect different items from around the yard/field etc. and create a picture using only leaves, grasses and crops. NB – ensure allergies are checked and the plants etc. used are safe for human usage. Remind children to keep hands and plants away from their mouths and to wash their hands carefully once they have completed this activity.</p>	

<p><i>any plants/berries etc or allow their pony to graze)</i></p> <p>5. List positive and negative reasons for trees and hedgerows in a paddock (<i>one positive and one negative as a minimum</i>)</p>	<p>How do plants help us? Identify food; shelter; used in lots of different items which we use daily, e.g., paper; employment etc. How do plants help horses and ponies? safe trees are often found providing shelter in paddocks; hedgerows and trees can provide variety for a pony's diet; trees/hedges also play an important role in reducing flooding and fighting climate change etc. which are evergreen? Why is that important for hedgerows or borders in paddocks? How might plants cause problems for horses/ponies? Sycamore saplings can be poisonous; during storms or heavy wind/rainfall branches could fall down from the tree, hitting the pony or leaving behind sharp edges; if a hedgerow is a fence boundary it would need regular checking to ensure no holes or weak spots are identified where a pony could push through; if a plant is harmful to horses, it would need fencing off; if the leaves/seeds/fruit are harmful to ponies (for example sycamore helicopter seeds, or acorns from oaks) and trees are nearby, they would need regular raking to remove any that blew into paddocks which could be a lot of maintenance. Children to record advice about how to look after ponies/horses in relation to plants – this could be through a recorded video; a speech; a poster; a cartoon strip – be creative!</p> <p>You could grow trees from seeds to create saplings. Woodland Trust offer free trees for schools and communities (need landowner's permission).</p> <p>Or you can purchase seeds from Woodland Trust. Read their tree planting advice: https://www.woodlandtrust.org.uk/plant-trees/advice/</p> <p>Possible wrap up activities</p> <p>Leaf rubbing</p> <p>Look at pictures of trees etc – can they identify the tree/plant?</p>	
<p>Two star challenge **:</p> <ul style="list-style-type: none"> • Have some knowledge of when the crops they identify may be harvested, and what this means; • Create a trees and plants explorer guide. 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Be aware of allergies; • Some plants and trees can be poisonous to humans – ensure plants or trees being used are checked before any contact takes place. 		

THEME: Equine Explorer		GROUP: Dartmoor Dazzlers
TOPIC: Navigation		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Tell you what a map is and it's use. <i>(Maps give a visual picture of an area. They include symbols and markings to help you find your way and show you where things are. They help with the two D's: Distance and Direction. Note: if children are unfamiliar with maps you may need to also explain that maps are a bird's eye view of an area, you are looking down.</i></p> <p>2. Use a simple map to locate an object</p> <p>3. Follow a simple route on a map.</p> <p>4. Identify a map that can be used for their region. <i>(Children may be familiar with apps such as Google Maps etc. They should be able to</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>Have a selection of cards with map symbols on, hand these out and the children have to guess what they are. Afterwards go through what they actually are.</p> <p>Either use a map folded out onto the floor or large table – or children's map carpet/rugs would be good for this.</p> <p>The children can move toy horses (could also use other props e.g. cars) around on the map, this is a good way to get them used to looking at a map and understand that you are looking down on a map.</p>	<ul style="list-style-type: none"> You can buy OS maps at most WH Smiths or you can purchase online via Ordnance Survey. There are lots of resources on the ordnance survey site (see below) https://www.ordnancesurvey.co.uk/documents/resources/map-reading-made-easy.pdf https://getoutside.ordnancesurvey.co.uk/guides/create-a-mappy-treasure-hunt/ https://www.ordnancesurvey.co.uk/education/teacher-resources Ordnance Survey 1:25000 legend, including symbols and markings to look at as
	<p>Possible main activities</p> <p>Children can work together as a group to make their own map, this could be drawing a map of the yard.</p> <p>They can make their own symbols/key.</p> <p><i>(Help children to draw a simple map of an area at the yard. Could be a room such as a classroom, feed room or tack room, or an area such as the stables or a paddock. Help them to create the map (don't worry about it being to scale), and include objects and items within the area. This can be done by the coach drawing a large map on a whiteboard with each child helping to draw an object, or each child draw a small map of their own. Then hide an object and mark on the map with a 'X' – children to locate objects. For an example, see the OS website).</i></p>	

<p><i>name a map they can use on paper too, for example Ordnance Survey (OS) maps (OS maps cover England, Scotland and Wales, if this is not applicable to your Nation please discuss another map available to you).</i></p> <p>5. Identify simple symbols or markings on a map. <i>(Simple map symbols include: place of worship, parking, nature reserve, camp site, information centre).</i></p> <p>6. Identify markings for a footpath and bridleway. <i>(Children to know the markings for footpath and bridleway (relevant to their Nation))</i></p> <p>7. Understand where they are allowed to ride. <i>(Children to understand they are permitted to ride on a</i></p>	<p>Follow a simple route on a map. <i>(If the maps used above are suitable to use you can use the children's maps for this next task, but if not, you may have to have a pre-prepared map (of the yard/centre). Plot a simple route on the map for the children to follow. This gets them thinking about direction. Can they count their steps as they go? This gets them thinking about distance. These are the two key things a map will tell you; distance and direction).</i></p>	<p>well as rights of way markings</p> <ul style="list-style-type: none"> • Ordnance Survey Map Zone – games, quizzes and map skills for kids • Maps to colour in https://getoutside.ordnancesurvey.co.uk/guides/free-maps-to-colour-in/ • Printable download of symbols – these can be printed and cut into individual cards https://docs.google.com/document/d/10k_hPS8FlyNjRH9S6CnEMaswGgc15zeDEBCWLauQjmk/edit • There are a variety of useful video clips online to explain how to use maps • Look online for map rugs these can be purchased as a resource especially for a centre who may do these
	<p>Set up a treasure hunt with a map to follow, this could be themed (easter egg hunt / Christmas hunt / horseshoe hunt)</p>	
	<p>Split a larger group into two or more smaller groups, each group then makes their own treasure map – with something hidden at the end (treasure). Swap the maps so each group have to follow a map to find the treasure.</p>	
	<p>Look at an OS map, see if the children can start to identify points/items on the map. Using the cards with symbols on, hand these out and each child has to try and find their symbol on the map.</p> <p>Highlight footpaths and bridleways in different colours on a printed map. Then look on the OS map to see if you can find these.</p> <p>If using a local map (which is ideal) see if you can find the yard on an OS map. Using the compass identify something which is directly North of the yard, then East, West and South.</p> <p><i>OS map recommended for horse riding as they show bridleways, footpaths etc are 1:25000 scale (OS Explorer maps). OS maps cover England, Scotland and Wales, if this is not applicable to your Nation please discuss another map available to you). If you do not want to purchase a map there are suggestions for resources in the right hand column.</i></p>	

<p><i>bridleway, but not permitted to ride on a footpath. Discuss why you should only ride where you are allowed to. Footpaths - for walking, running, mobility scooters or powered wheelchairs</i></p> <p><i>Bridleways - for walking, horse riding, bicycles, mobility scooters or powered wheelchairs).</i></p> <p>8. Identify the points on a compass. (<i>Points of a compass: North, East, South, West. Help them to learn with a phrase such as Naughty Elephants Squirt Water or Never Eat Shredded Wheat</i>).</p>	<p>Looking at the map, the coach can identify three routes (these could be marked lightly in pencil or trace the route with their finger). Two of the routes would be inappropriate e.g. crossing a motorway, railway line or river - the children have to decide which are the inappropriate routes and which is the best route.</p> <p>Alternatively trace a route with your finger and the children have to say what they would see and what they might ride over e.g. will ride over a mountain, then cross a river etc.</p>	<p>activities several times with different groups.</p> <ul style="list-style-type: none"> • Add the points on a compass – available in the My Challenge Booklet
	<p>It may be possible to plan a short route and then ride it (this would be dependent on the positioning of the yard).</p>	
	<p>Look at a map and the distance between two points. Ask the children to guess how long it would take to travel that distance. Then use google maps to show how long it would take to get there.</p>	
	<p>Use a compass around the yard. Get used them used to using the compass with a game asking children to turn with their eyes closed and then identify which direction they are facing</p> <p>Set up a treasure trail using the compass e.g. face north at the water tap and walk ten steps, face east at the gate and walk twenty steps and so on.</p> <p>Mnemonic to remember the compass points (N,E,S,W); Never Eat Shredded Wheat.</p>	
	<p>Possible wrap up activities</p>	
	<p>After planning a route and riding it. Talk about whether it was a good route and why, and what was not so good.</p> <p>Or they could write their own story about their ride out saying what was good and what might not have been so good.</p>	
	<p>Write a story about an imaginary route they looked at on the map – they could write about what they saw if they rode that route.</p>	

	<p>Make up their mnemonic for N,E,S,W</p>	
	<p>Add the points on a compass drawing.</p>	
	<p>Could draw a compass and add the points themselves.</p>	
	<p>Match game: simple map symbols to their meaning. Symbols can be printed out onto cards and then the descriptions/meaning written on separate cards. Children can match the cards.</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Introduce contours on a map and how this relates to exploring on horseback <ul style="list-style-type: none"> ○ Contours are the orange lines on a map that tell you how high and steep a gradient is. The more lines you see, the higher the hills. If the lines are close together, the sides of the hill are very steep. If there are big gaps between the lines, the slope is gentle ○ Ideally you want to avoid steep hills on horseback! • Think about why it is important to know what landmarks or places of interest are around your route and how this may help to plan your journey time. Have a look at a route on a map and look for anything of interest. <ul style="list-style-type: none"> ○ If on horseback, particularly riding an unfamiliar route, a map could tell you a lot about the other road users you may meet. For example, if riding near or past a school you will know there are two times during most weekdays where that school will be very busy with people and cars. However, quieter on weekends or school holidays. Similarly, if you are riding on a country park (if permitted access) you may come across lots of walkers, children and dogs and these places will likely to be busier during weekends and school holidays. • Maps are very colourful. Learn about at least two other markings or symbols with different colours to what you have learnt for 1* and tell your friends about them. <ul style="list-style-type: none"> ○ This is a bit of research for the group. You could allocate different markings/symbols etc to the group or let them choose their own. Then, the group come back to tell each other about what they have found. ○ If using OS maps as an example, would already know blue (symbols) and rights of way (green). ○ Other colours on a map include pink, blue, orange indicate roads and paths, black lines markers help to indicate train lines, orange lines indicate contours and green patches indicate woodland 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Risk assessment of children going around the yard doing treasure hunts. Highlight areas they should not go in – these can be marked on the map. • Children should be aware of the yard rules and that these still apply, e.g. not running around the yard, they must be aware of not frightening the horses. 		

- When doing small group work, make sure each child has a separate role and that strong characters do not take over. Although some may not always take an active role if they don't want to.
- If using video clips online, always watch fully first before showing children in a session to check they are suitable.

THEME: Equine Explorer		GROUP: Dartmoor Dazzlers
TOPIC: Be Safe, Be Seen		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. State what hi viz means</p> <p>2. Identify basic safety equipment for themselves and their pony. (<i>Hat, body protector, boots - suitable for riding, gloves, a hi viz tabard or jacket and hi viz leg wraps or boots for the horse. You can discuss any equipment you have at the yard in addition to that listed.</i>)</p> <p>3. State why it is important to wear bright riding kit when riding out. (<i>Discuss dark, light and reflective clothing and ask them which is better to be seen against different backgrounds / environments / weather conditions.</i>)</p> <p>4. Identify clothing and equipment that will help others see them when riding</p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> • Template of hi viz equipment to design their own patterns/colour in – available in the My Challenge Booklet. • Fluorescent/neon markers - highlighters. • Images of hi viz vs no hi viz on the BHS website: <ul style="list-style-type: none"> Aircraft Comparison of horses • Hi viz items to dress up in • Wordsearch – Accredited Professional Hub
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Colour in a template of hi viz equipment using fluorescent/neon markers.	
	Identify different types of protective equipment, and hi viz equipment. Have a selection the children can look at or look at catalogues or online on an iPad/tablet.	
	Let the children dress up in the clothing/equipment.	
	<p>Possible main activities</p>	
	Have different examples of hi viz and reflective clothing (different colours) and examples of dark jackets and jumpers. Take these into a dark stable and turn off the lights, shine a torch on the reflective wear – discuss what this shows and ask how this is helpful when riding out.	
	Discuss the different environments (woodland, crop fields, hedges) and weather conditions (sunny, dull, raining) and decide which colour/s and type of clothing is best for being seen in.	
	Talk about the difference between fluorescent and reflective – go into a dark area and put a power torch on each other. Have a go at wearing different things and highlight how the reflective strips on clothing show up.	
	Dress a pony up in as much fluorescent and reflective gear as possible.	
There are lots of images available showing how horses and riders are not visible when		

Topic: Be safe, be seen

<p>out in different environments <i>(Discuss when out in a rural setting how low flying aircraft, cyclists, ramblers, dog walkers, other road users will be able to make better decisions if they can be seen sooner. Children should be able to get dressed ready to safely ride out and show where on a pony additional hi viz would go. Children are not required to put the equipment on the pony themselves but can help).</i></p>	<p>not wearing hi viz (there are also non horse related pictures of children with dark coats on). Find a selection of images and look through these with the children to see if they can spot the horses/people. There are also good comparison pictures of one horse with no hi viz next to a horse wearing hi viz.</p>	
	<p>Dress up two horses in arena – one with hi viz on, one without – look at the difference.</p>	
	<p>Have scenarios written down on cards e.g., riding in the arena, going out on a hack, going out on the road and so on.</p>	
	<p>Lay out a selection of equipment, each child picks a card and then they have to dress up in the equipment they think they should be wearing. Discuss the choices afterwards.</p>	
	<p>Using scenario cards often gives children time to think, so they are not under pressure to give an answer like they can be when asking direct questions.</p>	
	<p>Talk about who the people are that need to be able to see you. Why do dog walkers, aircraft, drivers etc need to be able to see you?</p> <p>What could happen if they don't see you early enough?</p>	
	<p>During the winter months you could walk a pony up and down a yard with hi viz, lights and torch, compare this to a pony without any on.</p>	
	<p>Possible wrap up activities</p>	
	<p>Children to create a Be Safe, Be Seen poster for the tack room or yard showing the importance of wearing the correct riding out kit.</p>	
	<p>Design your own hi viz</p>	
<p>Wordsearch: safe, seen, hi viz, bright, reflective, hat, boots, body protector, gloves, tabard, leg wraps.</p>		

****Two star challenges**

- Some hi viz wear is reflective, some is fluorescent, and some will be both. Find out what these terms mean and why they help to keep you and your pony safe when riding out.
 - Be able to explain the difference between reflective and fluorescent hi viz and their merits
- Children to recognise the function of each item, and why this may help them to remain safe whilst riding out
 - E.g., Leg bands – move as the horse is walking so catch the eye quicker. Hat band – can be seen above hedgerows. Exercise sheet/hat silk – a big block of colour that can be seen from above which is useful for helicopter/chinook pilots important if in a low flying zone
- Create a ‘Be safe, be seen’ poster to display at your yard and encourage all riders to wear hi viz.
- Discuss the advantages of lights being worn on the rider, and where they should be worn
 - In a report it was found that riders should choose to wear lights wherever possible, ideally in a way that highlights their width (for example, on their shoulders). Lights should be red on the rear of the horse/rider and white if seen from the front. Full report is on our website: <https://www.bhs.org.uk/advice-and-information/tack-and-equipment/what-to-wear/hi-viz>

Things to consider:

- Check how some hi viz attaches to the pony – be aware equipment does not dangle, or slip down - check design of equipment
- Hi viz tabards are sometimes too loose and can flap when not secure, they can also come undone if the Velcro is worn.
- If using lights – risk assess that ponies are used to them. Ponies may need to be habituated to flashing lights.
- Be careful putting children in a dark room/arena/stable that they don't scared.
- Highlight to children it is not just about darkness - it's about using hi viz all the time so we can be seen more clearly – certain weather and times of day can affect visibility.

THEME: Equine Explorer		GROUP: Dartmoor Dazzlers
TOPIC: Hacking		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. Tell you what hacking means 2. State a benefit of hacking for both rider and pony 3. Tell you which side of the road to ride on when hacking 4. Demonstrate the signal for a left turn, right turn, stop and slow down 5. Go on a short hack <i>(Children can be on lead rein. Walk hack only required. Hack can be a minimum of 15 minutes, on public or private roads or tracks – whatever you have available at your centre. Good practice regards wearing hi-vis must be followed).</i>	Possible starter activities	<ul style="list-style-type: none"> Road signs – online downloadable print outs White boards are a useful tool to show how to ride junctions and which side of road to ride on. You can use a toy pony to go through the route. Easy to wipe off and correct if needed. BHS Guidance BHS Leaflet Identify the pictures of a rider doing hand signals – available in the My Challenge Booklet.
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Ask if anyone knows what hacking is.	
	Discuss benefits of hacking and why it is good for ponies and riders. If you had to do the same thing at school (e.g., maths) every day you would get bored? Imagine if your pony had to do the same thing every day.	
	What might you spot when out hacking - birds, farm animals, wildlife?	
	What should you do before you go on a hack and why? Why you shouldn't go on your own, why to tell someone where you are going, why to take a phone with you.	
	Identifying signs, you might come across – bridlepath, foot path etc. Discuss where you should and shouldn't go. Children can draw their version of the signs.	
	Discuss what to wear and not wear when going on a hack.	
Discuss possible hazards – where not to go. Motorways, railway lines, water/streams/rivers.		

<p>6. Signal and observe appropriately,</p> <p>7. Follow instructions <i>(Children should be able to follow the instructions of the ride leader with regards to signalling and observing).</i></p> <p>8. Be polite to other road users <i>(Children should have an awareness of thanking polite road users by a nod, smile or wave).</i></p>	<p>Make a road route or hacking route on the yard – children can walk around the route, the other children can pretend to cars (beep horns), pretend to be work men – ask them to stop making noise so they can go past and the thank them, practise turns and hand signals and so on.</p>	
	<p>Possible main activities</p>	
	<p>Go out on hacks to improve confidence.</p>	
	<p>Go through different signals, left, right, thank you, slow down.</p>	
	<p>Look at basic road signs. Stop signs, one-way streets, no stopping.</p>	
	<p>Set up a simple simulated road route in an arena – walk on foot first - and then ride it practising signals and stopping where required.</p> <p>Beforehand the children could design the route - draw it on a white board, and make any necessary props e.g., make traffic lights to hold up.</p> <p>The exercise could be spread over a few weeks: One week design the route. Next week make the route in the arena and walk it on foot. Next time ride it in the arena. The final week go out on a hack and practise what they have learnt</p>	
	<p>Talk about why it is important to be polite to others while out riding– question and answer session.</p>	
	<p>Possible wrap up activities</p>	
	<p>Write a story about your hack; what did you see, hear, smell? Where were you going, did you enjoy it? How did your pony behave?</p>	

	<p>Pictures of a rider performing basic hand signals: right turn, left turn, stop, slow down, thank you. Identify the instruction that being performed?</p>	
	<p>Wordsearch: hack, outdoors, riding, road, tracks, bridleway, observe, signal, polite, slow down, hazards.</p>	
	<p>Write down what makes your pony happy about hacking.</p>	
<p>**Two star challenges</p> <ul style="list-style-type: none"> • When you are riding on the road you will also have to follow any road signs that give instructions. Road signs will also help you to prepare for what is ahead. Your challenge is to learn these common road signs, can you draw them out? <ul style="list-style-type: none"> ○ Stop, Give Way, Roundabout ahead, Traffic signals ahead, Roadworks ahead National Speed Limit and Maximum Speed Limit, Beware of children / children crossing, Beware of horses, One Way ○ You can also add any that may be relevant or common to where you hack • You won't be riding your pony as fast as the maximum speed limit allows on the road, but why is it important and helpful to know what the speed limit is? <ul style="list-style-type: none"> ○ Discussion regarding understanding how fast other road users may be on that road. Discuss safety considerations for riding along a 'fast' road and whether different routes should be used (if possible) 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Risk assess ponies with equipment used in arena – traffic lights, hazards etc. • Risk assess route, procedure of taking hack out – if no safe route available could go round an empty field. • Awareness of confidence levels whilst outside of the arena. 		

THEME: Stable Star		GROUP: Dartmoor Dazzlers
TOPIC: On the Yard		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
1. Tell you what an accident, incident and near miss are 2. Give a reason why any accident, incident or near miss should be reported to an adult 3. Identify the appropriate person on the yard to report to if they see or are involved in an accident, incident or near miss 4. Give examples of dangers or risks on a yard that could lead to an accident. (<i>Dangers or risks on a yard; such a blocking exits, leaving equipment or tack out or not tidying away/storing equipment appropriately, trailing wires, leaving gates open, leading ponies without the correct equipment, heavy</i>	Possible starter activities	<ul style="list-style-type: none"> • Stable Fire Safety BHS – to help with risk assessment elements • Risk assessment template available in the My Challenge Booklet
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Talk about the difference between accidents, incidents and near misses. Create flash cards with a different word/sentence on each. Each child must come up with an accident, incident and near miss in relation to their card, for example; pony and stable, hay bale, tractor, in the field.	
	Possible main activities	
	Produce a code of conduct for on the yard	
	Create the role of 'yard monitor' for a child to be for a session/day. Their role is to minimise risk. Using the 'yard checklist' resource, go around the yard checking various areas for hazards, for example, tool shed, feed room, general yard area	
	Split a larger group into two teams. Each team need to think of an accident/incident that could happen and then act it out, the other team needs to act as investigators/health and safety officers – investigate what happened and then decide what should be done to stop the accident happening again.	
	Do yard walk and identify potential hazards or anything that could potentially lead to an accident. Talk about what is in place to prevent accidents.	

Topic: On the yard

<p><i>objects and falling over hazards).</i></p> <p>5. Outline how to reduce the risk of an accident happening. <i>(Reduce risk: by following yard code of conduct, wearing appropriate clothing when on the yard, behaving responsibly, following guidance from coaches. How a code of conduct will help to reduce the risk of accidents, for example; no running, no shouting etc. Link these back to the pony behaviour topic and how a pony could react).</i></p>	<p>Talk about why it is important to report accidents, incidents and near misses and who they should report these to.</p>	
	<p>Talk about risk assessments and why we do them. Have a look at some of the risk assessments that have been completed for the yard. Children can have a go at completing their own risk assessment form.</p>	
	<p>Possible wrap up activities</p>	
	<p>Write a story about an accident or incident on the yard. What can be done to stop this happening again?</p>	
	<p>Children can design a poster/sign to highlight dangers on yard.</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> • Discover what a risk assessment is and carry one out for an activity on the yard. <ul style="list-style-type: none"> ○ Discuss risk assessments and complete a risk assessment for an activity on the yard • Discuss some make-believe accidents, incidents or near misses. What can you learn from them to prevent them happening again? <ul style="list-style-type: none"> ○ Present some examples of accidents on the yard. Ask the group what could be learnt from the accident or incident, could it happen again, what could be done to reduce the risk of the accident from happening again? • 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Children shouldn't be made afraid of potential risks, but should be aware of them and know about the importance of following yard rules to keep themselves and others safe 		

Topic: On the yard

THEME: Stable Star		GROUP: Dartmoor Dazzlers
TOPIC: Be Secure		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Recognise any secure areas within the centre (<i>Secure areas: this is more so they know where they should not go unsupervised, and if they need to enter an area (for example the office or another area that is usually locked how they enter if they are allowed). Also important for them to recognise the area/s that are usually locked so if they see it unlocked they can report this to a staff member</i>)</p> <p>2. Describe the importance of keeping a yard and centre secure.</p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> Look at an image of a riding hat cut in half Charlesowen.com Security checklist to fill out available in the My Challenge Booklet
	<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>Discussion on why it is important to keep ponies and equipment secure. Give 10 ways of keeping ponies and equipment secure and safe e.g. gates, stable doors.</p>	
	<p>Possible main activities</p>	
	<p>Children can take part in a safety check around the yard – check stable doors to make sure kick bolts are fastened, feed room door secure, gates to road shut etc.</p>	
	<p>See if a Police rural crimes officer would be willing to attend, they often have resources available</p>	
	<p>Walk around the yard as a group and identify areas where they are allowed to go, and areas that are out of bounds.</p>	
<p>Identify doors and building that should be locked and what to do if they see that they are unlocked. Children could be given a centre map – then colour in the areas that are out of bounds.</p>		

<p>3. Outline the process for reporting visitors. (<i>Reporting visitors: follow your centre protocol for this. Takeaway message is if they see someone on the yard they do not know that is not with another member of staff, to report this</i>)</p>	<p>Talk about the importance of putting equipment away. Talk about carrying and storing hats correctly, why they shouldn't drop them on the floor.</p> <p>Use an old hat that has been broken – explain if broken they need replaced and they are expensive. If there is an old hat which is no longer used, see if you can get it cut in half so children can see what they look like inside.</p>	
	<p>Design posters:</p> <ul style="list-style-type: none"> • Why to shut stable doors • Why to shut gates 	
<p>4. Describe the importance of closing gates and doors when leaving an area or field</p>	<p>Talk about the importance of securing stable doors properly (some ponies can open top bolts).</p>	
<p>5. Describe the importance of making sure stable doors are shut and bolted. (<i>Importance of shutting stable doors and to use both bolts when a pony is in (stable doors should have a lower/bottom bolt or kick bolt so a pony cannot get a foot wedged at the bottom).</i>)</p>	<p>In a safe way, put a child in a stable and see if they can get out with top bolt done up. Then see if they can out when the kick bolt is done up.</p>	
	<p>Children could make up a story. If your pony got out of his stable – potentially how far could he go if all the areas on the yard had not been secured properly (think about if gates were also left open)? When he got out of the stable where would he go first, then where would he go from there, where would he go next and so on. How far could he get? Could the pony get onto a road?</p>	
<p>6. Describe the importance of putting equipment back in the correct place after use. (<i>Equipment could include yard tools, tack, hat or body</i>)</p>	<p>Role play with dangers on the yard in relation to not putting equipment away and act out scenarios.</p> <p>A sweeping brush has been left on the floor – act out what could happen.</p> <p>Reins have been left dangling in the tack room – act out what could happen.</p> <p>Children could also think up some of their own hazards.</p>	

<p><i>protector they borrow).</i></p>	<p>Talk to children briefly about ‘stranger danger’ and what they know they should do. Do not accept treats or go with strangers. Yell loudly if in a dangerous situation. Immediately find a member of staff if someone they don’t know has approached them.</p> <p>Children should always know who to contact – lines of communication on a yard – know who they should go to.</p> <p>Create some scenarios on flash cards – what would you do?</p> <p>e.g. A stranger comes on to the yard and is looking at the horses and tries to talk to you, what do you do?</p>	
<p>Possible wrap up activities</p>		
<p>Write a list of equipment on a yard that should be tidied away after use (security checklist)</p>		
<p>**Two star challenges</p> <ul style="list-style-type: none"> • Be a security guard for the day. Imagine you are making a final check of the yard before locking up. What areas need to be secure, or gates need to be shut before you could go home? Make your checklist • Plan an amazing adventure: The adventure of the escaped pony! Imagine you are a pony whose stable door has been left open, what would you do? Write a story, draw a map or draw a picture <ul style="list-style-type: none"> ○ It doesn’t have to be a pony on the yard they are at. They can use any yard in any environment, perhaps the pony lives on another planet or lives in their favourite video game? They can be as creative as they like! 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Do staff have official name plates or uniform. This is the best way for children to identify who to go to. • Make sure you don’t worry children about their environment – need awareness but not be frightened. • Make sure if shutting a child in a stable they are happy to do it and won’t get frightened – do not leave them. 		

THEME: Stable Star		GROUP: Dartmoor Dazzlers
TOPIC: Spring Clean		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
1. Follow instructions and work together as a team to clean the yard 2. Use equipment appropriately. (<i>Go through safety rules concerning using equipment</i>) 3. Dispose of litter or waste appropriately 4. Describe why a thorough clean is beneficial 5. Describe areas or equipment that would be cleaned or maintained during an annual spring clean (<i>what can be done in addition to routine cleaning/tidying on a yard. For example, disinfecting the stables/yard floor, scrubbing feed buckets, dusting for cobwebs, weeding,</i>	Possible starter activities	<ul style="list-style-type: none"> Look for comical pony pictures online e.g., Thelwell type images, Pony standing on foot Search online for images of dirty kitchens and plates, mouldy food to use as comparisons to dirty feed bowls etc.
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Walk around the yard and give scores out of ten on the different areas. This could include upkeep and repair, fencing, weeding. Identify and write down a list of jobs needed to tidy a yard. Later, children could then tidy those areas to improve the scores.	
	Talk about safety rules on yard, specifically in relation to equipment. Could use comical pony pictures, ask for rules to match the pictures e.g., ponies escaping when doors not shut, standing on feet - wear proper footwear.	
	Talk about the reasons for keeping areas clean - what could happen to our pony if you didn't areas keep it clean?	
	Possible main activities	
	Refresh a classroom environment by displaying new artwork the group can create (or artwork they have created from previous topics)	
	Split a larger group into small groups, each group has their own area. Which group can make their area the smartest?	
	Sweeping races. Each do a strip of the yard.	

Topic: Spring clean

<p><i>cleaning/disinfecting grooming brushes, yard tools, cleaning arena/dressage markers and boards, repainting fences, cleaning water troughs etc. The children is not expecting to handle/use any hazardous chemicals or harsh cleaning products but an appreciation for why these may be used).</i></p>	<p>Safety rules</p> <p>Draw a picture for ‘the what if’s’ in relation to using equipment safely, for example;</p> <ul style="list-style-type: none"> • If you are not careful when using a pitch forks it could pierce through your boot. • If you leave equipment out on the yard, someone could trip over it. 	
	<p>Make labels for recycling bins, and other types of bins with pictures of what can go in each bin.</p>	
	<p>The yard could arrange a spring clean day for all clients with a barbeque. Coaches/staff would have to be the ones to supervise children.</p>	
	<p>Create scenario cards and ask the children what their pony would think?</p> <ul style="list-style-type: none"> • If you didn’t clean out the water bucket what would your pony think about that. • If you didn’t clean out the feed bucket what would your pony think about that. • If you didn’t clean out the grooming kit what would your pony think about that. 	
	<p>Talk about keeping the feed room clean.</p> <p>Who are we feeding our ponies or local wildlife? Which other animals would like to eat horse feed?</p> <p>Use pictures of a dirty kitchen (can find online) and pictures of mouldy food – would you want to eat your breakfast off this plate, would you want food prepared for you in this kitchen? Relate this to keeping feed rooms and buckets clean and tidy.</p> <p>Look at a dirty bucket and clean bucket to compare – ask which they would use.</p>	

	<p>If an area on the yard needs weeding, you could create a group weeding activity. Collect weeds, press weeds, or draw pictures – and identify the weeds.</p>	
	<p>Possible wrap up activities</p>	
	<p>Walk round yards and give new scores out of ten for areas that have been tidied.</p>	
	<p>Design a poster to keep an area clean.</p>	
	<p>Write their own safety rules</p>	
<p>**Two star challenge</p> <ul style="list-style-type: none"> • Take on the role of Yard Manager. Create a list of jobs that need to be done on a yard to keep it clean, tidy, and safe. Assign your jobs to those that need to be carried out weekly, monthly, or yearly. <ul style="list-style-type: none"> ○ You can help with the list of jobs that they then assign to each category based on how important they think they are. ○ Three categories to keep simple: once a week, once a month, once a year or you could add an extra category of daily 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Children should not handle hazardous substances – COSHH, only staff to handle these e.g., cleaning products. • Be mindful, children may find activities fun. Some parents may feel children are being used to clean – it must focus on team building activities and learning and not just cleaning the yard. • Be mindful 		

THEME: Stable Star		GROUP: Dartmoor Dazzlers
TOPIC: Work Smart		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
<p>1. Outline why it is important to not lift a heavy item</p> <p>2. Demonstrate the correct procedure for lifting and carrying an item. (<i>Correct procedure for lifting/carrying an item: secure foot placement, weight bearing evenly over feet and knees, bend knees, back straight, lift from the legs (not the back). Carry item as close to body as can, place down slowly by bending knees and not back.</i>)</p> <p>3. Demonstrate the correct procedure for carrying or moving common yard items and equipment. (<i>Common yard items or equipment the children could be aware of how to carry safely (depending on children's age,</i></p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> Look at pictures of safe lifting online Look at video clips on safe lifting online.
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Create flash cards with images; riding hat, bale of hay, buckets of water, big buckets of water, large hay nets, and so on.	
	Ask children to put these into two piles; what we could lift on our own and what we would not.	
	Discussion what could happen to you if you lifted heavy items.	
	Look at some examples of correct/safe lifting online.	
	Possible main activities	
	Demonstrate how to carry a saddle and bridle safely and put them down in a safe place. Let children have a go at carrying a saddle and bridle (age and size dependent). Show the difference between carrying equipment correctly and incorrectly and the dangers e.g., girth dragging on the floor, tripping over dangling reins.	
	Carry two empty water buckets (one in each hand) Compare carrying one water bucket to two water buckets – try to lift one, then pour the water into two buckets and try carrying the same amount of water spread between the two. Which is easier?	
Weigh a haynet – then weigh it again after it has been soaked to highlight the difference. They may be able to carry the haynet when dry – but would need help to carry the soaked haynet.		

Topic: Work smart

<p><i>height): saddle and bridle, mucking out equipment, haynet).</i></p> <p>4. Outline why it is important to follow correct lifting procedure</p> <p>5. Handle equipment with consideration. <i>(Handle equipment with consideration: considerations like tack is expensive, so place down gently, do not drag items on the floor as this is a trip hazard and could cause ponies to spook).</i></p> <p>6. Demonstrate the correct procedure for sharing a load between two people. <i>(Sharing a load: same lifting technique applies but should communicate with the person i.e., "1, 2, 3, lift!". The people should be spaced out enough to share the load evenly (so for example a jump pole can be carried with two people, one person at each end). Remember to communicate</i></p>	<p>Load a wheelbarrow evenly and compare to one that is uneven or has a flat tyre, and how much harder it is to push – to highlight using/maintaining equipment and loading evenly.</p> <p>Split the group into teams, have a range of items available (for example, cardboard boxes, buckets, jump poles). Each team has to make a plan as to how to move the items safely from one place to another.</p> <p>Make up a song or poem or do a demonstration for lifting correctly, to include; straight back, bent knees, check the weight, check the size and so on.</p> <p>Go through the yard procedure for getting tack out. Are there racks by the doors which need to be put out before getting tack out, which tack are they not allowed handle, what do they do if tack is high up on a rack (get help, don't try to get it themselves) and so on.</p> <p>Highlight importance of being careful with tack. Show old tack that is scratched and damaged (may have some older tack with marks on).</p> <p>Look at tack online to see the cost – so they are aware it is expensive – Children could have a go at pricing out what their pony wears.</p> <p>Children could do their own demonstrations of correct lifting and carrying procedures. If in groups; one child shows how you should lift, one how to carry, two how to work together to lift/carry, one how to carry tack and so on.</p> <p>Ask child to try to pick something and then give a score out of 10 as to how heavy it is.</p> <p>Then two people pick it up – give it a score out of 10.</p> <p>Then three people – give it a score out of 10.</p> <p>This is a good exercise to show how the score goes down and how it's easier to lift things with help.</p>	
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<p><i>when you are moving and when you are prepared to place the item down).</i></p> <p>7. Identify items they should not try to lift. <i>(Items they should not try to lift could be bales of hay/straw/shavings, jump wings, full buckets of water).</i></p>	<p>Possible wrap up activities</p>	
	<p>Range of items that need to be moved. Suggestions for how to move them (match game perhaps)</p>	
	<p>Walk around the yard – using stickers, stick red stickers on what they would not lift, green stickers on what they would not lift and yellow stickers on what they would lift with help.</p> <p>They could do this on their own or in small groups. Then walk round as a bigger group and discuss.</p>	
	<p>Draw a picture of you working on the yard.</p>	
<p>**Two star challenges</p> <ul style="list-style-type: none"> • Some items such as bags of horse feed or bales of shavings will have the weight displayed on the bag. A wheelbarrow will also have a weight limit displayed so it's not overloaded. Know where to find this information so you can decide if an item is too heavy for you. <ul style="list-style-type: none"> ○ Know where to look to find the weight of something, for example, feed bag or weight limit of a wheelbarrow and why it is important to not overload • What you have learnt about in this topic is generally called 'manual handling' find out what this means and all the tasks that are included in this description. <ul style="list-style-type: none"> ○ What is the definition of manual handling? ○ Name all manual handling activities – lifting, putting down, carrying, pulling, pushing, and moving 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Always check video clips before allowing children to watch. • Not all children will have the confidence to do a demonstration but may feel happier to do it in pairs. • Be mindful of weight and items they may be carrying – do not ask children to carry things which may be too heavy. 		

THEME: Helping Hero		GROUP: Dartmoor Dazzlers
TOPIC: Being Green		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
<p>1. State what being kind to the environment means, and why it's important to consider actions and impact.</p> <p>2. Identify what could (on the yard) have a bad effect on the environment. <i>(Children should be able to list things that are bad for the environment (for example, single use plastic, throwing waste that could be recycled, wasting water, travelling in vehicles that use petrol/diesel, muck heap close to water source, littering, throwing away food waste instead of composting (horse and human food), energy waste (leaving lights on, overfilling kettle, leaving doors open (if heating a room), using energy saving</i></p>	<p>Possible starter activities</p> <p>Create an acrostic poem as a group to the words Being Green, e.g.</p> <p>Being kind to our Environment Is a team effort. No one can be left out. Grandparents, parents, and children can all be Green in their own ways, Reducing, reusing, and recycling Extra items they have. The Earth is all of ours. Let's all be Nice together.</p>	<ul style="list-style-type: none"> • Being Green Wordsearch • Crossword: https://www.ducksters.com/games/crossword_puzzle/environmentalscience.php • https://www.theschoolrun.com/homework-help/caring-environment facts about being green • Being Green Crossword Answers: ACROSS 3. Lights 4. Bin 6. Share 9. Compost 10. Cycling 11. Energy DOWN 1. Fish 2. Plants 5. Plastic 7. Earth 8. Upcycle 12. Recycle
	Wordsearch about recycling	
	Crossword using key vocabulary	
	Possible main activities	
	Discuss what we need to look after in our world. Identify people and animals who need us to look after them – extend into plants and then the environment. What does the environment include? Identify environment means everything around us – why should we be kind to the environment? Discuss what was happen if we didn't look after a horse at the yard, e.g., would get cold overnight, may not eat properly, could get sick etc – we look after our horses to keep them healthy. Being kind to the environment means doing things which will keep the Earth healthy. What ideas do children have for this? not using single use plastic, reusable face masks, turning off lights, keeping doors	

Topic: Being green

<p><i>lightbulbs).</i></p> <p>3. Identify what could be done at the yard to improve the environmental impact. <i>(Discuss at least one idea for each of the above on how to improve the impact on the environment, for example: Switching off lights and electric fencing when not in use, using solar power where possible (electric fence charger), recycling when possible, rain water collection butts, using leftover water from horse buckets to water plants on the yard instead of down the drain, using low energy light bulbs, composting food waste, sharing lifts to shows and bulk ordering bedding and feed with others to reduce fuel/carbon footprint). You can help the children come up with positive suggestions and changes, however we appreciate there are limitations to what you can do. Explain this to the children</i></p>	<p>closed if heating is on, recycling, car sharing or using public transport, recycle waste water (for example rainwater collected can water plants), making sure litter goes in the bin, composting food waste etc.</p>	
	<p>Go on a walk around the yard – children to spot ways in which the yard is being kind to the environment. Can they think of anything else which they could do on the yard to help? Children to design a poster of a yard doing all the wrong things and how they could improve and make sure they are being kind to the environment.</p> <p>You can help the children come up with positive suggestions and changes, however we appreciate there are limitations to what you can implement. Explain this to the children that financial reasons, lack of space/equipment or facilities. Try not to dampen their spirits by just saying ‘no’ to ideas they may have. You could tell them that a good idea never expires, and you will keep hold of all the ideas and implement them when you can. Encourage them that small things can make a big difference such as switching off the lights, recycling, or composting. Is there anything you could stop selling/supplying (such as bottled water or bottled drinks to encourage people to bring their own reusable bottle? Or if you have a café switch from individual sauce sachets to bottles, remove plastic cutlery?). If you already implement any green initiatives or swaps, then share this with the group.</p> <p>Ideas for suggestions to discuss include: Switching off lights and electric fencing when not in use, using solar power where possible (electric fence charger), recycling when possible, rainwater collection butts, using leftover water from horse buckets to water plants on the yard instead of down the drain, using low energy light bulbs, composting food waste, sharing lifts to shows and bulk ordering bedding and feed with others to reduce fuel/carbon footprint</p>	

<p><i>that financial reasons, lack of space/equipment or facilities. Try not to dampen their spirits by just saying 'no' to ideas they may have. You could tell them that a good idea never expires, and you will keep hold of all the ideas and implement them when you can. Encourage them that small things can make a big difference such as switching off the lights, recycling, or composting. Is there anything you could stop selling/supplying (such as bottled water or bottled drinks to encourage people to bring their own reusable bottle? Or if you have a café switch from individual sauce sachets to bottles, remove plastic cutlery?). If you already implement any green initiatives or swaps, then share this with the group).</i></p> <p>4. Identify what could be done away from the yard to reduce their environmental impact. <i>(Discuss things such</i></p>	<p>Discuss ways in which people can be kind to the environment, e.g., solar panels; walking instead of driving; planting trees etc. Talk about why people may not be able to do this, e.g., too far to walk; what could they do instead? (share lifts in a car to reduce the number of cars on the road).</p>	
	<p>Organise a clean up of a green space or park nearby. Risk assess and use appropriate PPE such as gloves, litter pickers, hi-vis vests, and appropriate number of adults to supervise. A local charity, local authority or organised group may be able to assist.</p>	
	<p>Discuss the possibility of setting up a 'swap shop' for the children to bring toys, clothes, and riding attire to swap with each other. Explain how this limits waste going to landfill. How could children advertise this and encourage people outside of their group to take part?</p>	
	<p>How can we all help reduce the amount of rubbish going into landfill? Discuss reduce, reuse, and recycle. Have children seen this advertised anywhere on items either in or outside of the yard? Can they find something either at home or on the yard which they could upcycle into something new? e.g., an old sock can be made into a face mask; chipped mugs could be made into planters etc. What about items thrown away regularly on the yard (bailing twine, feed sacks, plastic supplement tubs, used sponges, broken tack). Children to plan, design and create an upcycled item. NB – be aware of children trying to upcycle items which are unsafe; children must be told to select an item with an adult.</p>	
	<p>Possible wrap up activities</p>	
	<p>Children to create reduce, reuse, recycle posters for the yard.</p>	
	<p>Children to create a list of rules on how to look after our Earth.</p>	
	<p>Children to create a superhero character whose job is to protect the environment – this could be a horse?</p>	

<p><i>as not littering, walking, or cycling where possible, recycling, switching off lights when not in use, not using single use plastic).</i></p>		
<p>**Two star challenge:</p> <ul style="list-style-type: none"> ● What impact will you have? Think of a points system for the changes and actions you can do. Then create your own totalizer to keep track of all your points and measure all the positive actions you are taking! Seeing the effect, you are having in this visual way will encourage you to keep it up and you can be really proud of yourself! Even better, can you make your totalizer out of things that might have gone to waste? <ul style="list-style-type: none"> ○ This can be done on an individual basis or as a group at the yard. You and the group can do this any way you like. The aim is for them to be able to see the impact they are having and to encourage small changes to be made. Firstly, list all the positive actions, swaps etc that can be done to be a bit more 'green'. Allocate points, or stars, or anything that can be used to record or score. For example, 1 point for bringing in a reusable water bottle for their drink, 1 point for bringing a packed lunch without cling film, 2 points for sharing a lift to the yard, 3 points for walking. Think of as many ideas as possible. Then, add to your totalizer each time and give praise! ○ Totalizer could be a poster on the wall or could even be made from things that might have gone in the bin...wash any items first though! 		
<p>Things to consider:</p> <ul style="list-style-type: none"> ● be aware of children trying to upcycle items which are unsafe; children must be told to select an item with an adult; ● consider the age of children during discussions about how to be kind to the environment – young children can become scared about their impact on the Earth easily. 		

THEME: Helping Hero		GROUP: Dartmoor Dazzlers
TOPIC: Equestrian Access Groups		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
<p>1. Give a benefit for horse riders to be able to access off road routes (<i>Benefits of Riding out: change of scenery for you and your horse, engages horse's mental activity, allows horse to stretch and relax, fun for both horse and rider, gets horses used to different surfaces, off road routes will be quieter with no motor vehicles, it also reduces the risk of a road traffic accident when riding not on the road. Off road routes that include hills can help with fitness of horse</i>).</p>	<p>Possible starter activities</p>	<ul style="list-style-type: none"> BHS centres could contact BHS Access and see if a local volunteer or access group could visit the centre or do a video call and describe what they do and answer questions? Access leaflets can be downloaded here: https://www.bhs.org.uk/advice-and-information/free-leaflets-and-advice Useful links: https://www.bhs.org.uk/our-work/access/equestrian-access-
	<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 is a bridleway? What does the sign look like? Have you seen, walked, or maybe ridden on a bridleway? Why might your pony want to go on a bridleway? Ask children to think about the activities they would do in a classroom and relate this to the pony doing exercises in the school – concentrating, working hard.</p>	
	<p>Then relate playing in the playground to going out on a hack.</p>	
	<p>Create flashcards of different problems on bridleways (locked gates, fallen trees etc) and explain how you would not be able to ride any further.</p>	
	<p>Talk about the role of equestrian access groups and how they could help with some of these situations.</p>	
<p>Possible main activities</p>		
	<p>Arrange to help an access group clear a bridleway, even if it is just helping for an hour, or support with a current project of theirs by fundraising.</p>	

<p>2. State the role of an equestrian access group (<i>Equestrian Access Groups work across the UK to defend, extend, and promote safe, easily accessible off-road riding for everyone</i>)</p> <p>3. Outline the role of the BHS in protecting, extending, and promoting off road routes (<i>How the BHS protect and improve access: Launch new routes, public bridleways and fundraise to defend endangered rights of way for riders and carriage drivers. Record legal rights, and preserve and reinstate routes. Provide localised advice, support, and assistance through our network of dedicated Access Officers</i>).</p>	<p>The children could walk and run on as many different surfaces as possible; school surface, concrete, grass, stony tracks, uphill, downhill – then compare which was hardest. Help them to relate this to ponies riding on different surfaces. How would it feel walking on stony areas without shoes on, how should you ride your pony over these surfaces?</p>	<p><u>groups</u></p> <ul style="list-style-type: none"> • Google – making a board game for more information https://www.instructables.com/Build-your-Own-Board-Game/- kits are also available to purchase • Old countryside/bird magazines
	<p>Have a look around the yard – are there any areas that might need clearing or tidying up e.g. route down to the field.</p> <p>They could either help or talk about putting sand or stone down in a muddy gateways to improve the surface. Relate this to access groups improving surface conditions on bridleways.</p>	
	<p>Go through the process of opening and closing gates.</p> <p>Coach can hold gate, go through carefully – what to be aware of, saying thank you, wait for the rest of the group to come through.</p>	
	<p>Put a simulated hazard in the arena, talk about and show how you would deal with it when out on a hack.</p>	
	<p>Possible wrap up activities</p>	
	<p>Design a poster – Use it or lose it Design a poster to encourage people to use bridleways so we don't lose use of them (2026).</p>	
	<p>Make a board game, drawing the board and using a dice. Each square on the board will have different instructions e.g.;</p> <ul style="list-style-type: none"> • Loose dogs frightened your horse go back three spaces • Fallen tree, miss a turn while you move it etc. • Could use plastic ponies as counters, or make own counters. 	

	<p>Using old magazines or images online – create an ‘I spy’ book of all the animals children think they may see out hacking. After hacking you can tick what your pony has seen; cattle, wildlife etc.</p>	
<p>**Two star challenges</p> <ul style="list-style-type: none"> • Find a nearby bridleway group on the BHS Website • Discuss when you may need to contact an Equestrian Access Group and all the ways they may be able to help. <ul style="list-style-type: none"> ○ Discuss when you may need to contact your local group (i.e., your favourite route is blocked or overgrown) • Look into ways to support your local access group – is there a route they need mapping, a local bridleway to clear? <ul style="list-style-type: none"> ○ Find your Equestrian Access Group • Find a BHS campaign related to access and rights of way and discuss why this campaign is important. <ul style="list-style-type: none"> ○ Unrecorded bridleways to be extinguished in 2026: Project 2026 ○ BHS Ride Out Fund ○ BHS Ride Out UK ○ Access and bridleways campaigns home page 		
<p>Things to consider:</p> <ul style="list-style-type: none"> • Nesting birds – time of year if cutting back hedges • Risk assess any activity, especially if leaving the yard to walk to a bridleway. • Dangers of being scratched by brambles, or getting poked in the eye, be especially aware of blackthorns. • If assisting with clearing a bridleway PPE will be required. 		

THEME: Helping Hero		GROUP: Dartmoor Dazzlers
TOPIC: Horse Incidents		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. Tell you what an incident is 2. Outline why it is important to report an incident. 3. Identify who you can report an incident to. 4. Outline the role of the BHS with regards to horse incidents. <i>(BHS collate data from their horse incidents site and use this to lobby or campaign for a positive change to improve the safety (to reduce the number of incidents occurring). For example, if many incidents regarding road accidents are reported on the same stretch of road, the BHS would work to campaign/lobby the relevant authorities to try to reduce the national speed limit or improve signage to</i>	Possible starter activities	<ul style="list-style-type: none"> Examples of incidents on the BHS website: https://www.bhs.org.uk/advice-and-information/common-incidents. To see some success stories visit https://www.bhs.org.uk/our-work/safety/road-safety-week or our press centre News results British Horse Society (bhs.org.uk) Contact BHS Safety and see if a local Equestrian Safety Advisor could visit the centre and describe what they do Word search
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	What is an incident? What is the difference between an accident and an incident - discuss?	
	Can you make up a story which involves a horse incident?	
	Possible main activities	
	Go through the list of possible incidents on the BHS website and why these would be a concern for horses and ponies (riders and carriage drivers). Are there any others not on the list? <i>(An incident is an event that has happened that has, or could have, led to an accident, injury, near miss, trauma (physical or psychological) or a general negative experience with a horse and/or rider. With regards to a horse related incident this could involve a road traffic accident, Chinese lanterns, fireworks, or any other incident that has affected a horse or pony).</i>	
Talk about how to report incidents. <i>(We do not expect children to report incidents themselves. However, the message should be they are aware they can ask an adult (or recommend to an adult) to report an incident).</i> Create flash cards with scenarios on, e.g., Amy tripped over on a loose paving slab. For each scenario, the children should say what they would do and why it is important to tell someone. <i>(To report an incident to the BHS: <a 204="" 80="" 900="" 922"="" data-label="Text" href="https://www.bhs.org.uk/our-</i> </td> </tr> </tbody> </table> </div> <div data-bbox="> <p>Topic: Horse incidents</p> </i>		

warn drivers of horses).	<p>work/safety/report-an-incident The BHS also have an app you can download to report an incident. Sometimes, depending on the nature or seriousness of the incident you may also report to the Police your Local Authority or MP).</p> <p>Talk about what could happen if you do not report an incident?</p>	<ul style="list-style-type: none"> • Fill in the gaps quiz sheet
	Look at an accident/incident report form – discuss what needs to be written using scenarios.	
	Do a yard walk and identify potential hazards and what could happen e.g., big bales, tractors, gateways etc.	
	<p>Create sets of flash cards with incidents on (identical sets of cards – each person can have a set. Children need to put cards in separate piles, one pile is for incidents which should be reported, one pile for things that do not need to be reported.</p> <ul style="list-style-type: none"> • Leading a pony across the yard and it gallops off (incident - reportable) • The pony galloped off in the field after being let go (not reportable) • Pony rolling around kicking wall (incident - reportable) • Pony asleep in stable (not reportable) 	
	Possible wrap up activities	
	Design a safety poster from any listed incident categories.	
	Fill in the gaps quiz sheet.	
	Wordsearch	

****Two star challenges**

- The British Horse Society give away free car stickers to help spread the message to drive slowly and safely past horses on the road. Find out how to get one (you may need to ask an adult to help) and give this to an adult to put in their car. Think of all the people that may see this car sticker! Individual car stickers can be requested on the website(an adult should complete the online form) [Get your Free Car Sticker - Road Safety Week | British Horse Society \(bhs.org.uk\)](#), or speak to the BHS Safety Team to request multiple stickers to keep at your centre ready to give out
- Create a poster, leaflet or a radio advert that promotes the reporting of horse incidents.
 - You could focus on one type of incident (e.g., fireworks) or a general poster on reporting incidents.

Things to consider:

- Be mindful that some examples relate to road traffic accidents, which may be upsetting or scary for children to understand (they may be worried it will happen to them). You do not have to discuss all types of incidents, or the seriousness of some incidents if you feel this is not suitable for the group. Also explain they will learn about ways to reduce the risk of accidents occurring (wearing hi-vis, observing on the road, learning about horse behaviour and how to react)

THEME: Helping Hero		GROUP: Dartmoor Dazzlers
TOPIC: Conservation		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas, or activities)
1. Outline what conservation grazing is. 2. State one advantage of conservation grazing. 3. Identify grazing animals that could be used in a conservation grazing pasture. <i>(Grazing animals are usually native breeds to the UK (or nation/region where the area is).</i> 4. Identify two breeds of pony that are used within conservation grazing. <i>(Breeds of pony include Exmoor, Dartmoor, Shetland, New Forest, Welsh mountain, and a Polish breed called Konik (see Norfolk and Suffolk Broads))</i> 5. State why specific breeds of	Possible starter activities	<ul style="list-style-type: none"> • Kent Wildlife Trust leaflet – A brief guide to choosing livestock for conservation grazing. Explains why sheep, cattle, horses and ponies and goats are used and the specific breeds • Woodland Trust Report – introduces conservation grazing but also gives some case studies of conservation grazing projects • You Tube video: The Wild Horses that are Rewilding Britain. BBC documentary follows the wild Konik ponies helping to rewild Britain (8:30 mins long) • Rare Breeds Survival Trust blog post – Why you
	Read the relevant section of My Challenge Book to introduce the topic and discuss what you will be doing in this session.	
	Ask the children if they know what a native breed is. Can they name any UK native breeds? If there are any on the yard go and look at them.	
	Introduce what conservation is – discuss. <i>(Conservation grazing is simply livestock grazing to manage a wildlife site to promote biodiversity – variety of life. Biodiversity refers to all life on earth, from bacteria to animals, plants to people. Conservation grazing is a traditional system deep within UK heritage and follows the lifestyle of rural communities who would graze their animals and live off the land).</i>	
	Possible main activities	
Rare Breeds Survival Trust / National Trust / Wildlife Trust – you could contact these to see if there is a conservation grazing project local to you. Some may also want volunteers to help clear a section of heathland or record wildlife for a day, or you may be able to visit a site and learn more about the project Some conservation projects to discuss/research: Foresters' Forest (Gloucester), National Trust (various sites), Shropshire Wildlife Trust , Great Fen (Cambridgeshire), Scottish Wildlife Trust , Legacy Grazing (various sites), Norfolk and Suffolk Broads What are the benefits? <i>(Benefits: most effective and natural way to maintain certain habitats such as grassland and heathland and can help to keep area open ensuring a wider range of plants and animals. Helps to conserve grassland and heathland habitats,</i>		

<p>animal are used for a conservation grazing project.</p> <p>6. Describe how to enjoy a conservation site with respect to the animals and wildlife. <i>(If visiting a conservation site, keep dogs on leads but let it go if you feel threatened by the animals, stay away from mother and young (they may feel threatened), be aware of electric fencing, pick up any dog mess, take litter home with you, follow any signs that may indicate any areas to not walk through).</i></p>	<p><i>more environmentally friendly to manage grassland this way than via mechanical (machine) or artificial means (ploughing, fertilising) so can help to promote undisturbed native wildlife, promotes a wider diversity of species on the land, help preserve and promote rare, native breeds of grazing animals. Benefits to humans: consuming meat from animals raised on a varied, natural diet.)</i></p> <p>Discuss the grazing animals within the examples and why they are used. <i>Native breeds of sheep, cattle, goat, and pony are used with good success. Discuss if you have any shared or cross grazing at your centre. This may not necessarily be for conservation purposes, but it can help to describe the benefits of different animals grazing together and the benefits it has on the land). (Native breeds tend to be able to thrive with little interference from humans due to their hardy nature. Often the land might be poor quality grazing (scrubland) so native breeds tend to be able to live well off the grass or heathland and require little additional feed or supplementation to the diet. Native breeds are also well equipped to deal with the weather conditions (thick, waterproof coat, for example). A native breed will be better suited to the particular conditions of the area, for example harsh weather, wet grassland, steep slopes and low quality grazing).</i></p> <p>Draw a picture of a conservation area.</p> <p>Cut out different pictures of horse breeds, and different types of animals – children need to pick out the native breeds and types of animals to put on their conservation ground.</p> <p>Watch tv clips on conservation and the use of native ponies.</p> <p>Why is pollination important in conservation? Create a pollinator habitat – e.g., to encourage bees.</p> <p>Go on a litter walk – what litter can they find – highlight the importance of not dropping litter and how this could be detrimental to a conservation area.</p> <p>Do a wildlife survey around the yard, keep a record of the different plants, insects, and birds they see.</p>	<p>should be using native ponies for conservation grazing</p> <ul style="list-style-type: none"> ● Exmoor ponies and conservation projects: <ul style="list-style-type: none"> ○ Why the breed ○ Site locations ○ Project links ● Create a pollinator habitat ● Identifying animal tracks, Wildlife Trust. ● Images of touch plant species: rush, bracken and reeds, heather and gorse.
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	<p>Look at the fields, those which have been grazed down and those which have been rested and compare – watch ponies grazing and relate this to how they help with conservation of certain areas.</p>	
	<p>Look at hoof prints around the yard or in the fields – see if the children can have a go at guessing which horse or pony, they belong to.</p> <p>Carry on the identify different animal prints – what might be living/grazing in their area. You might be able to see different animal prints around the yard or in the field but can also use photos/pictures.</p>	
	<p>Identify the tough plant species that need clearing as part of conservation – scrubland, brambles, heather, gorse.</p> <p>Which animals will eat these?</p>	
	<p>Label a picture of a native pony used in conservation e.g., a Dartmoor.</p> <p>Children can draw arrows coming out of the pony to label all the features that make the pony good for conservation grazing e.g., thick coat to cope with harsh weather, stomach – eat a variety of food, strong sturdy legs to walk on a variety of ground conditions and so on.</p>	
	<p>Possible wrap up activities</p>	
	<p>Draw a picture of a native breed that could be used in conservation</p>	
	<p>Design a poster for what not to do when you visit a conservation area. e.g., keeping dogs on leads, taking rubbish home etc.</p>	
	<p>Write a quiz based on the video clips watched to test the children’s knowledge after they have watched the clips.</p>	
	<p>Draw a picture of different types of animals grazing in a conservation area.</p>	
<p>**Two star challenges:</p> <ul style="list-style-type: none"> Native and rare breeds are often successfully introduced to conservation grazing projects. What benefits does this have for the breed? The National 		

Trust have breeds of sheep and cattle such as Belted Galloways, Sussex cows and Herdwick sheep living together. Research at least one of these breeds and tell your coach why mixed herds are suited to this type of project.

- Look into native breeds of sheep and cattle that are used, for example the National Trust use Belted Galloways, Sussex cows and Herdwick sheep. Discuss why sheep and cattle are used together (the way they eat grass and trample the ground)
- Information on breeds available from Rare Breeds Survival Trust

Things to consider:

- If encouraging bees there is a potential for wasps also – be careful especially if there are children with allergies
- If going into fields make sure they are empty, if observing horses graze it is best to do this form outside of the field.

Topic: Conservation