

Name		Level	Bronze
Topic	ID and anatomy	Lesson	1 of 7
Subject	Describing Your Horse	Location	Yard and Classroom
Resources & Requirements	Suitable horses of different colours and markings. Handouts – colours, outline of horses, underside of hoof,		

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce session:</p> <p><i>Colours, markings and points of the horse are essential foundation blocks for communicating clearly about horses.</i></p> <p>What determines the colour of the coat</p> <p>What are the points in relation to coat colour (ears, knees, hocks, muzzle, mane and tail)</p>
60 mins	<p>ACTIVITIES:</p> <p>PART 1 approx. 30 mins</p> <ol style="list-style-type: none"> 1) Handout of colours and markings – use to find out what group already know, Discuss and define common colours – grey why used instead of white when describing coat colour (dapple, iron, fleabitten) Flaxen mane and tail, mealy muzzle, difference between piebald/skewbald/tri coloured 2) Discuss face and leg markings – can use ‘white to’ or terms such as ‘sock/stocking’ when describing leg markings. Remember that a blaze goes over the bones of the nose and a stripe is inside them. 3) Move onto yard and identify colours and markings on hoses. Discuss any unusual colours 4) Conclude this section of lesson with questions about horses on yard not already discussed or more images. <p>PART 2 approx. 35 minutes</p> <ol style="list-style-type: none"> 1) Why need to know points of the horse 2) Give handout to be labelled with points of the horse 3) Using horse on yard – go around group and ask to point out any already know (mark on diagram) and go through points of the horse 4) Using diagram do the same with parts of the foot and then relate to underside of hoof

	5) Divide group into pairs and they question one another in turn, each pair with a horse in front of them
15 mins	<p>SUMMARY</p> <p>Encourage the group to use the correct terms when talking about the horse and encourage them to use them in all tasks going forwards and to be able to describe the colour and markings of the horses they are working with.</p> <p>Invite questions & feedback from participants</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be improved</p>
<p>PROGRESSION</p> <p>Discussion point: Is a bright chestnut with solitary white patch under the belly technically skewbald?</p> <p>Introduce additional colours e.g. Appaloosa, blue, bay and strawberry roan, and the definitive difference between brown and black = muzzle colour</p> <p>Introduce next lesson topic and recommended prior reading/preparation for it</p>	

The British Horse Society, Abbey Park, Stareton, Kenilworth, Warwickshire CV8 2XZ
 Tel: 02476 840500 Email: enquiries@bhs.org.uk www.bhs.org.uk
 The British Horse Society is a Registered Charity Nos. 210504 and SC038516

Name		Level	Bronze
Topic	ID and anatomy	Lesson	2 of 7
Subject	Points of the horse	Location	Yard and Classroom
Resources & Requirements	Labels to stick on obliging horses to name parts of horse		

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce session: ask group to describe colours and markings from memory covered in previous session</p>
60 mins	<p>ACTIVITIES:</p> <p>On yard with suitable horses:</p> <ul style="list-style-type: none"> • Allocate 10 mins for group to revise the points of the horse and parts of the foot in pairs • Handout sticky labels and pens • Then without using their notes ask each group member to call out a point of the horse – other group members to stick labels on their horse at correct point from memory. Keep going until all points have been covered! • Can turn this into a competition for the most correctly labelled points! Don't forget the parts of the foot! • Go around group and ask each to describe a horse on the yard using colour and markings and other members to guess which horse it is.
15 mins	<p>SUMMARY</p> <p>Encourage the group to use the correct terms when talking about the horse and encourage them to use them in all tasks going forwards and to be able to describe the colour and markings of the horses they are working with.</p> <p>Invite questions & feedback from participants</p> <p>Coach reflects on lesson, what went well, what didn't and how it could be improved</p>

PROGRESSION

Group to research different/unusual colours and breed specifications from colours
Encourage group to use the correct terms

Introduce next lesson topic and recommended prior reading/preparation for it

The British Horse Society, Abbey Park, Stareton, Kenilworth, Warwickshire CV8 2XZ

Tel: 02476 840500 Email: enquiries@bhs.org.uk www.bhs.org.uk

The British Horse Society is a Registered Charity Nos. 210504 and SC038516

Name		Level	Bronze
Topic	Health	Lesson	3 of 7
Subject	Health checks, Vaccinations, Biosecurity	Location	Yard and Classroom
Resources & Requirements	Suitable horses for checking signs of health, flipchart,		

Time	Activity
15 mins	<p>Introduction</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Recap on points of the horse and parts of the foot with a quick memory quiz.</p> <p>Relate to why knowing these is important when checking a horse for signs of health</p> <p>Discuss why you need to carry out routine daily health checks</p>
60 mins	<p>Activity</p> <ol style="list-style-type: none"> In classroom discuss – what you would check and expect when arriving on the yard (horse in stable) e.g. horses head over stable door, haynet and bucket feed eaten, water drunk, droppings..... Signs horse has been distressed overnight e.g. very disturbed bed, scrapes on wall, rug hanging off.... Move to yard and discuss signs of health (good and poor) on the horse e.g. stance, behaviour, eating... and why each horse is different. Include closer inspection of the horse e.g. feeling for lumps, heat, filled legs Discuss normal TPR rates and what these can be used for. Can include an increase in respiration and signs to look for in an ill horse such as flared nostrils, shallow breaths, sweating. Demonstrate how to take the respiration rate. (Pulse and temperature are covered in Silver) Group discussion to create a checklist for observing health or points to look for Participants to split up and using checklist observe horses for signs of good and poor health (Can also use this session to re-cap colours and markings of the horses they are observing) Discuss horses in a field and how the checks vary for them – can't tell how much

	<p>drunk, droppings, etc Depending on time of year could observe some horses in field</p> <p>7. Come together to discuss findings</p>
15 mins	<p>SUMMARY</p> <p>Conclude the session by discussing findings and comparing horses, describe the location of any scars/injuries etc using points of the horse</p> <p>Ask questions to check understanding</p> <p>Recap main points and link sessions together</p>
<p>PROGRESSION</p> <p>Encourage participant to carry out routine checks of each horse they work with</p>	

The British Horse Society, Abbey Park, Stareton, Kenilworth, Warwickshire CV8 2XZ

Tel: 02476 840500 Email: enquiries@bhs.org.uk www.bhs.org.uk

The British Horse Society is a Registered Charity Nos. 210504 and SC038516

Name		Level	Bronze
Topic	Health	Lesson	4 of 7
Subject	Health checks, Vaccinations, Biosecurity	Location	Yard and Classroom
Resources & Requirements	Suitable horses for health checks and checking feet. Examples of vaccination records		

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce session - signs a horse needs shoeing, vaccinations, biosecurity and other health care professionals</p> <p>Recap on signs of health covered in previous session</p>
60 mins	<p>ACTIVITIES:</p> <p>On the yard, using a suitable horse:</p> <ol style="list-style-type: none"> 1. Recap on parts of the foot as a group 2. Demonstrate how to check if a horse requires shoeing or trimming and who to report it to if they do 3. In pairs group to carry out health checks (use list from previous session) including checking the feet 4. Feedback results to the group <p>Ways of reducing the risk of illness or spread of disease amongst horses on a yard:</p> <ol style="list-style-type: none"> 5. Discuss use of Vaccinations to reduce spread of disease and prevent illness – flu and tetanus. Discuss signs and symptoms of Equine flu and tetanus. Who can give vaccination 6. Discuss vaccination routine – initial vac, 6 weeks, 6months, yearly booster Show an example of a vaccination card/passport as an example of how to check. <ul style="list-style-type: none"> Can show some vaccination records in and out of date and ask participants to work out if they are up to date 7. Discuss professionals who can ask for help and advice to help keep horse healthy and happy: such as vets, farriers, osteopaths, chiropractors, physios, dentists, saddle fitters. The importance of checking they are qualified to do the job. Why might use them as part of programme to

	<p>ensure wellbeing of horse. Group discussion regarding their experiences/knowledge of professionals.</p> <p>8. Discuss methods of how disease can spread between horses on the yard and methods to reduce the risk Biosecurity – not sharing brushes, numnahs etc, cross contamination from feed bowls (link back to rules of feeding). Can discuss methods currently used on the yard.</p>
<p>15 mins</p>	<p>SUMMARY</p> <p>Group question and answer session</p> <p>Can the group remember the gap between vaccinations? Ask for some signs of flu and tetanus Which professionals can be used to help you keep your horse healthy? Why is it important that items are not shared between horses on the yard? Questions?</p>
<p style="text-align: center;">PROGRESSION</p> <p>Carry out health checks over a period of time and compare the results, monitor horses with known health conditions and record how this affects them</p>	

The British Horse Society, Abbey Park, Stareton, Kenilworth, Warwickshire CV8 2XZ
 Tel: 02476 840500 Email: enquiries@bhs.org.uk www.bhs.org.uk
 The British Horse Society is a Registered Charity Nos. 210504 and SC038516

Name		Level	Bronze
Topic	Feeding	Lesson	5 of 7
Subject	Rules of Feeding	Location	Yard and Classroom
Resources & Requirements	Stable with buckets and/or automatic watering, hay nets, samples of haylage, hay of varying quality, spring balance for weighing nets		

Time	Activity
15 mins	<p>INTRODUCTION</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce session - remember the old adage “The eye of the master maketh the horse fat!!”</p> <p>Also to change the well-known expression “Your horses are what they eat!!”</p>
60 mins	<p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Ask the group if they know any rules of feeding? Create a list (give hints and clues to see if the group can get all 9) 2. Discuss each of the Nine Rules of Feeding: it is essential that these are explained clearly and it should be stressed that these underpin most feeding practice. Suggest students should learn these by heart. Offer a prize for person who can do so confidently first 3. On the yard in hay barn or with samples – ask the group what they think the difference between hay and haylage are? Look at examples and compare the colour, smell, appearance. (Could also include straw here to make the difference clear between what is feed and bedding). Can the group identify the common grasses? Chat about what type of horses you would feed hay or haylage to. 4. If anyone in the group has a horse; ask then to share how they feed hay/haylage. Do they use a net? Ask group to suggest pros and cons of using a net. 5. Show how to fill hay net (teasing hay to reduce dust rather than just stuffing in hay with weeds and mould). 6. Weigh 2/3 hay nets of different size. Compare size of equal weights of hay and haylage. 7. If possible talk about different types of hay nets e.g. close mesh for greedy horses! Hay bags. 8. Talk about the safety considerations with hay nets e.g. tied safely to metal wall ring, their dropping low when empty and how horses can catch foreleg in them. Compare using hay nets with putting hay on floor, in racks (wall &

	<p>floor). Ask the group to talk about pros and cons of each</p> <p>9. Show the group how to tie up a hay net – show how to tie knot and repeat as required</p> <p>10. Group to practice filling and tying up haynets.</p> <p>11. In the stable ask group about the methods used to provide water (link back to rule of feeding). Talk about the methods used on your yard – buckets, drinkers being the most common. Ask the group to talk come up with good and bad points about each method. Remember to talk about freezing weather and the issues that it causes – don't tip water across frozen yard, what happens when drinker pipes freeze? Positioning of buckets in stable</p> <p>12. Show the group how to clean bucket/drinker. Remind them of safe lifting methods! Group can scrub buckets and clean drinkers.</p>
<p>15 mins</p>	<p>SUMMARY</p> <p>How many rules of feeding can the group remember without prompting (ask for one each if possible)</p> <p>For homework learn the rules of feeding</p> <p>Questions on session</p>
<p style="text-align: center;">PROGRESSION</p> <p>Learnt rules of feeding and explain each rule</p> <p>Help to provide hay/haylage to the horses at feed time</p>	

The British Horse Society, Abbey Park, Stareton, Kenilworth, Warwickshire CV8 2XZ

Tel: 02476 840500 Email: enquiries@bhs.org.uk www.bhs.org.uk

The British Horse Society is a Registered Charity Nos. 210504 and SC038516

Name		Level	Bronze
Topic	Feeding and Fitness	Lesson	6 of 7
Subject	Basic fitness	Location	Arena and Classroom
Resources & Requirements	<p>Flip chart/board</p> <p>2 or 3 horses of varying levels of fitness if possible, able to walk, trot and canter in an arena and have respiration rate and pulse rate measured manually (if heart rate monitor available then can use but not essential). 2 or 3 competent riders (not necessarily from the group) able to walk, trot and canter the horses for a period of time</p>		

Time	Activity
15 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce session - fitness</p>
60 mins	<p>ACTIVITIES:</p> <p>In classroom</p> <ol style="list-style-type: none"> 1. Ask the group what they understand by the term fitness – can relate to themselves or horse 2. Create list of reasons why a horse needs to be fit could include: Reduce injury risk, improve performance, ability to do the job required of them 3. Create a list of signs that would show your horse is not fit could include: Tripping, brushing, over reaching, increased respiration compared to amount of work, struggling to perform, reluctance to go forward, losing energy, injury, takes a long time for breathing rate to return to normal after work <p>On yard:</p> <ol style="list-style-type: none"> 1. On yard with demonstration horse, explain how to monitor respiration (watching flanks), saying how it is an important indicator of fitness. Task pairs with taking the respiration rates of different horses at rest (one person timing and one counting). As a group compare rest rates of different horses on the yard including the ones to be ridden. Record the results. <p>Use two or three horses and riders (need competent riders) in an arena</p>

	<ol style="list-style-type: none"> 2. Ask the riders to warm the horses up in walk, trot and canter for 5 mins. Get the group to retake the respiration rate and compare to the rate at rest. 3. Trot the horses for approx. 3mins and ask the group to take the respiration rate. Walk for 5mins to recover and take the respiration rate again. Did the rate reduce? How well have the horses recovered? Discuss how long you would expect the horse to take to recover. 4. Horses cantered for 1min on each rein (can be longer) then respiration rate taken, walk 5 mins and respiration rate taken again. How well have the horses recovered? Are the rates reducing? 5. Walk the horses and repeat taking the respiration rate until it is back to normal 6. Throughout the session talk about any signs that are seen of the horses tiring such as tripping, losing forwardness, 7. Talk about the fitness of a rider – would any of the group feel able to trot/canter a horse for X amount of mins? What happens when the rider tires? Use examples such as top level riders at 4* events riding more than one horse how fit does the rider have to be to canter horse for over 10mins and jump!
15 mins	<p>SUMMARY</p> <p>Back to classroom to talk about the results</p> <p>Has the session encouraged the group to think about their own and their horse’s fitness differently?</p> <p>Questions</p> <p>Introduce next lesson topic –feeding -and recommended reading/preparation for it.</p>
	<p style="text-align: center;">PROGRESSION</p> <p style="text-align: center;">Recognise signs horse is tiring when riding</p>

The British Horse Society, Abbey Park, Stareton, Kenilworth, Warwickshire CV8 2XZ
 Tel: 02476 840500 Email: enquiries@bhs.org.uk www.bhs.org.uk
 The British Horse Society is a Registered Charity Nos. 210504 and SC038516

Name		Level	Bronze
Topic	Knowing your horse	Lesson	7 of 7
Subject	Revision	Location	Yard Classroom
Resources & Requirements	Suitable horses, haynets, water buckets, access to hay and haylage, feeding cards		

Time	Activity
15 mins	Introduction Welcome Explain safety/emergency procedures for lesson Give Aims, timetable and brief outline of lesson content Introduce - Revision session for the whole section. Invite questions
60 mins	Activity Participants to be allocated a horse to carry out: <ul style="list-style-type: none"> • Describe colour and markings • Health check • Check feet for condition and signs of shoeing • Identify hay and haylage • Fill and weigh a haynet for the horse • Tie it up in the stable • Clean and change the water (bucket or drinker) • Find or name points of the horse and parts of the foot Rules of feeding can be revised by matching the rules and explanations together
15 mins	Summary Group discussion Feedback from group regarding course – can use feedback form Coach reflects on course and any changes to be made on delivery
PROGRESSION	
Discuss content at Silver or the next Bronze section to be covered	

The British Horse Society, Abbey Park, Stareton, Kenilworth, Warwickshire CV8 2XZ
 Tel: 02476 840500 Email: enquiries@bhs.org.uk www.bhs.org.uk
 The British Horse Society is a Registered Charity Nos. 210504 and SC038516