

Name		Level	Silver
Topic	Safety	Lesson	1 of 8
Subject	Fire & Accident Procedure	Location	Yard Arena Classroom
Resources & Requirements	Accident Report Forms, pre-prepared accident and incident scenarios handout, accident book, friendly first aider!		

Time	Activity
10 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce subject for today</p> <p>Explain that by adopting safe procedures accidents and high costs can be reduced!</p> <p>Fire and accident procedure should be part of the establishment's prominently displayed Health & Safety Policy</p>
50 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> Coach gives group task to identify as many fire risks on yard as they can find within set time frame e.g. 10 – 15 minutes. Create a list in the classroom. (hay, straw, plastic haylage and bedding wrapping, wooden buildings, paper feed bags, electrical faults, muck heap, flammable chemicals e.g. petrol, dropped cigarette ends, exits blocked, lack of clear signage, muck heap etc) Fire prevention discussed; e.g. fire service inspection and recommendations, fire alarms, sand buckets, fire extinguishers, high pressure hoses, alarms, signing in and out of premises What to do in event of fire. Discuss fire drills on your yard, assembly points, fire wardens etc. Discuss what to do with horses in event of fire – how they might react Accidents and incidents – give out handout of scenarios and use them as a basis for further discussion. <ol style="list-style-type: none"> Group compiles checklist of how to reduce accident risk on yard e.g. wear PPE, close stable doors, spread salt and don't tip water on to yard in icy conditions, store barrows and stable utensils safely, close gates, lead and handle horses correctly (Bronze revision), handle electrical equipment safely, follow correct procedures for hazardous substances, handling horses and lifting correctly (manual handling). Warning signs for horses prone to kick or bite. Discuss First Aid at Work Regulations and the obligation of yard to have required number of qualified first aiders Ask one of nominated first aiders to introduce self, naming the other first aiders

	<p>and talking to group about reporting accidents, location of first aid kit and what to do in an accident</p> <p>d. Bring accident book or template to session to discuss some of accidents that have occurred (omitting names and personal details) and how to reduce their likelihood.</p> <p>Show group copies of Accident report forms and discuss filling them in</p>
10 mins	<p>SUMMARY</p> <p>For homework issue case study of a fictitious accident, asking them each to fill in the Accident Report form that you give them. This can be discussed in the next session</p>
<p>PROGRESSION:</p> <p>First Aid course</p> <p>Discuss other Health and Safety regulations e.g. Working at height, Noise Control, tractor driving</p>	

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Name		Level	Silver
Topic	Handling and leading	Lesson	2 of 8
Subject	Holding up for Treatment & Trot Up	Location	Yard Arena Classroom
Resources & Requirements	Suitable horses and safe area or arena for standing up for inspection and trotting up. Consider videoing using an iPad and replaying some footage to group at end. Screen and access to BHS website to watch video on how to lead.		

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 subject for today</p> <p>Discussion of BHS Accident Report Form on fictitious incident that group given as homework. Summarise and explain information that should have been included</p>
60 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> If facilities available show short video clip from the BHS Website on leading in hand After watching video and answering questions or if video is not feasible demonstrate on yard/arena with horse explaining: Horse in bridle, handler wears PPE & carries whip in case horse reluctant to lead willingly Important for horse to stand squarely so a vet can spot any uneven limb loading or muscular asymmetry. It is also advantageous to make horse look their best if being sold or shown in hand! Show how to move horse backwards to encourage square halt. After demonstration group to practise standing a horse for inspection. Allow time to practise getting horse standing squarely, moving it forward and back, using their hand on shoulder to assist with this. With horse being stood up for treatment emphasise handler should be on same side as person inspecting horse. Turn horse's head toward you and away from them if horse is difficult to avoid injury to both people Group then practise trotting up for inspection – gates closed, why straight line is important, walk before turn, how to encourage horse to trot, positioning, how to hold the reins, where to look. This can be done in an arena. Consider using iPad to video group members performing the task for replay and discussion

15 mins	SUMMARY In class watch any videos taken of tasks if possible Questions Issue reading and research references for next session on turning out and catching
PROGRESSION: Holding up a leg for treatment Encouraging reluctant horses to trot more freely when led in hand	

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Name		Level	Silver
Topic	Handling and leading	Lesson	3 of 8
Subject	Holding up for Treatment & Trot Up (2)	Location	Yard Arena Classroom
Resources & Requirements	Suitable horses and safe area or arena for standing up for inspection and trotting up. Screen or iPad to watch video.		

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 subject for today</p> <p>Re-cap previous session on holding for inspection and trotting up including PPE</p>
60 mins	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Question and answer session on safe procedure for standing horse for inspection and trotting up. 2. Re-watch video from BHS Website on how to trot up and any video clips from previous session as reminder – cover how to move horse backwards, sideways and how to hold for inspection. 3 Either in pairs or individually group to practise standing horse square, asking horse to move backwards and step sideways confidently. Demonstrate as required. This can be done in an arena, set up a square of poles or cones. 4. Use this session to work on general handling skills. Group members should be confident at controlling their horses in hand. What to do if the horse won't stand still. How to ask the horse to step sideways, backwards and forwards under control. 5. Under supervision, group to individually walk and trot up a horse. 6. Swap horses make sure each member different type of horse e.g. forward going, lazy

10 mins	SUMMARY Questions Issue reading and research references for next session on turning out and catching
PROGRESSION: Holding up a leg for treatment Encouraging reluctant horses to trot more freely when led in hand	

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Name		Level	Silver
Topic	Handling and leading	Lesson	4 of 8
Subject	Turning out and catching horses	Location	Yard Fields Arena Classroom
Resources & Requirements	Classroom, suitable horses, bridles, head collars, flip chart or whiteboard		

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 subject for today: turning out and catching</p>
70 mins	<p>ACTIVITIES:</p> <p>1. Lead a question and answer session in class with group about safe procedure before any practice is attempted. (Revision from theory at Bronze level) Group members to make notes on the following:</p> <p>Q & A session should include:</p> <ul style="list-style-type: none"> • When turning out a horse always wear your hat, gloves & non slip footwear for protection when leading as even quiet horses can be unpredictable. Ask group for examples of this • Have an assistant to open and close the gate behind you – why? • Walk the horse far enough into the field so that if it kicked out you would not be caught between it and the gate. How far is this? • Why should you not chase the horse away from you? • How do you turn a group of horses out together? • Safe procedure for turning out <p>When catching a horse wear your hat and gloves</p> <ul style="list-style-type: none"> • How can should you approach the horse in the field and why? • Leading the horse to the gate, watch out for other horses following you – why? • Why should you never take a bucket of food into a group of horses? • Safe procedure for catching <p>2. Group to practise turning out and catching (if possible). If the session is at night or weather is unsuitable, a manege or indoor school is a possible alternative if a risk assessment is sufficiently favourable. If feasible, one horse could be led to the</p>

	<p>arena in a bridle and turned out with another group member catching the horse but the horse selected should be quiet and easy to catch. The rest of the group would offer peer feedback.</p> <p>3. This is also an opportunity for further practice standing up & trotting up in hand for inspection covered in the last session. Suggest do this in pairs, pairs taking it in turn to practice or observe and comment</p>
<p>10 mins</p>	<p>SUMMARY Recap procedures, discuss any issues encountered Answer questions Introduce next topic of different types of nosebands and preparatory reading for it</p>
<p style="text-align: center;">PROGRESSION: Technique for catching a reluctant horse</p>	

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Name		Level	Silver
Topic	Tack and equipment	Lesson	5 of 8
Subject	Tack fitting (1)	Location	Yard & Classroom
Resources & Requirements	Suitable horses with saddles and bridles, BHS Complete Horsemanship Vol 2 pages 148 - 153		

Time	Activity
10 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce subject for today: tack fitting</p>
20 mins	<p>ACTIVITIES:</p> <p>1). In classroom create a list of potential issues caused by poor fitting tack - Group should be aware of incorrectly fitting tack can cause discomfort, pain and affect how the horse goes, leading to long-term problems such as stiffness, one sidedness if not corrected</p> <p>2). Discuss areas on saddle that indicate it is not fitting: wither clearance, panels level across back, tip forward or back, daylight through gullet. Create a list of points to check. Discuss why not to use a numnah when checking the saddle</p>
50 mins	<p>3). Having discussed saddle fit and what to look for consider bridle fit, ensuring that group understands bit lies comfortably up into corners of mouth, brow band should not pinch ears or head, cavesson fits two fingers below point of cheek, is level across bones of nose and not down on one side. Discuss how to measure length of bridle against horses head – Safety untie horse first.</p> <p>4).On yard demonstrate how to check the fit of a saddle and bridle: no numnah, use girth to hold saddle on. Must not be left on horses back without being held or girthed up,</p> <p>5). Group members in pairs to tack up and check the fit of tack and discuss their findings with the group</p>
10 mins	<p>SUMMARY</p> <p>Questions answered</p> <p>Feedback forms on what group thought about session completed</p> <p>Reading and research references for next session</p>

PROGRESSION:

Different types of saddle and bridles

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Name		Level	Silver
Topic	Tack and equipment	Lesson	6 of 8
Subject	Tack fitting (2)	Location	Yard
Resources & Requirements	Suitable horses Set of tack for each 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 subject for today</p> <p>Recap on previous session checking the fit of tack and safe procedure for tacking up</p> <p>Group activity to recall points to check when checking the fit of a saddle or bridle, signs that tack is not fitting, who to contact to check the fit of a saddle</p>
70 mins	<p>ACTIVITIES:</p> <p>1). Recap demonstration on how to check the fit of a saddle and bridle – safety, ask group questions e.g. why check with no numnah, which areas to check, consequences of poor fitting tack.</p> <p>2). Highlight the importance of ensure correct tack collected from tack room by showing how one saddle fits differently on two or three horses. Cover correct handling of saddle – don't drop it!</p> <p>3). In pairs group members rotate between horses checking the fit of the saddle and bridle and make notes on what their findings on each horse. Could also allocate one saddle per pair and they have to put it on each horse and make notes on the fit.</p> <p>Observe and support as required</p> <p>4) Once all horses have been checked. Group comes together by each horse and group discussion about what they found. Did they all notice the same things?</p> <p>5). Demonstrate how pads under the saddle can affect the fit – riser, thick, thin</p>
10	<p>SUMMARY</p> <p>Group question and answer</p>

<i>mins</i>	Group feedback on how session went and if further practice is required Coach reflect on session and what could be done differently
PROGRESSION: Encourage participants to check tack regularly when they ride	

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Name		Level	Silver
Topic	Tack and equipment	Lesson	7 of 8
Subject	Leg Protection	Location	Yard Classroom
Resources & Requirements	Suitable horses, brushing and over-reach boots computer to go on line and look at different types of brushing boots. Alternatively the sales catalogues e.g. Kramer, Felix Buhler, Le Mieux will also illustrate boots of different materials and design. Saddle and bridle for each horse		

Time	Activity
20 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 previous session – checking the fit of the tack</p> <p>Introduce subject for today– leg protection</p>
60 mins	<p>ACTIVITIES:</p> <p>1. Explain that brushing boots are used to protect the horse’s legs from potential injury when one limb knocks or brushes against the other. Brushing boots come in many materials, colours and styles with breathability to prevent the limb from overheating, lightness, shock absorption of knocks and blows and moulding to the leg’s shape key design factors. Some are machine washable for ease of maintenance.</p> <p>Demonstrate how to fit the boots: no. of straps front and back, shape, length, widest part over fetlock, single or double lock, how to check for tightness and fit</p> <p>2. Explain why and when use over-reach boots: what is over-reaching, how to fit (pull on, Velcro fastening, non-slip.</p> <p>Demonstrate how to put on.</p> <p>3. Group members to practice putting on different types of boots.</p> <p>4. Either in pairs or individually group to tack up with saddle and bridle including boots and check the fit. Rotate around horses</p> <p>Offer support and advice as required</p>
10 mins	<p>SUMMARY</p> <p>In class group members discuss which designs of boots they prefer and why</p> <p>Questions</p>

PROGRESSION:

Learn about other types of boots e.g. fetlock boots, tendon boots etc.

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Name		Level	Silver
Topic	Handling	Lesson	8 of 8
Subject	Revision	Location	Yard Classroom
Resources & Requirements	Suitable horses, tack, brushing boots, over-reach boots, safe area to trot horse up, turnout area		

Time	Activity
10 mins	<p>INTRODUCTION:</p> <p>Welcome</p> <p>Explain safety/emergency procedures for lesson</p> <p>Give Aims, timetable and brief outline of lesson content</p> <p>Introduce subject for today</p> <p>Recap previous sessions- safe procedure for catching and turning out, signs tack does not fit, how to put on brushing boots</p>
70 mins	<p>ACTIVITIES:</p> <p>1). Start the session by catching horses in from field*</p> <p>2). Each group member fits a saddle, numnah, girth, bridle, brushing and over-reach boots and check the fit. Give feedback to coach on their findings.</p> <p>3). Each group member to stand a horse up for inspection and then walk and trot the horse up in hand.</p> <p>4). Horses to be untacked and then turned out*</p> <p>Observe each group member and offer support and guidance where required</p> <p>*this may not be possible due to time of year, horses could be released and caught in a small paddock or arena</p>
10 mins	<p>SUMMARY</p> <p>Recap on course – likes and dislikes</p> <p>Questions</p> <p>Tea, coffee & biscuits!</p> <p>Coach reflects on delivery of course and if anything could be improved on for next time.</p>

PROGRESSION:

Preparation for gold sections

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