Leadership Awards Session Plans

Each topic (Future Leader, Goal Setter, Team Player, Innovator) has been broken down into sessions which could be delivered to cover the content of the awards. However, you can adapt the number of sessions you deliver to suit your explorer group and your centre.

Each session plan contains several optional activities, so you can choose the activities which suit your group best. For example, if a topic is new to the group you might decide to deliver all the main activities in the session plan over more than one session.

The final session plan in for each topic includes details of the Explorer Challenge and suggestions of activities – participants should be encouraged to come up with their own ideas, but these must be suitable for the centre/coach to deliver. All BHS Approved Centres and APCs should check their own insurance cover if delivering activities outside of their usual remit.

Bronze Innovator

Session 1: Introduction to Award and innovation. Creativity activities.

Session 2: Generating Ideas

Session 3: Explorer challenge

Session 4 - 6: Planning and putting their idea into practice

Innovator Session 1	
Introduction	
Welcome to Innovator Topic	This session should include a brief introduction to the innovator topic and the skills that will be developed. This could include how this will progress in the Silver and up to the Gold and Platinum.
	Silver Innovator: Innovate to make your yard more environmentally friendly.
	Gold Innovator: Learn about campaigning to promote a cause you think should be supported.
	Platinum Innovator Leader: Set up your own mini business venture.
	The aim is that throughout these topics the participants will start to think more creatively, generate ideas and be able to innovate.
	Introduce the Explorer Challenge and go through what the participants will do to achieve this topic (information can be found in session 4 -6). Go through some examples from the list of suggestions but keep this to a limited number so participants have the opportunity to come up with their own ideas. Explain that there will be a process for generating their ideas, and then further work to expand ideas.
	This challenge can be done as a group or individually.
	https://www.ideatovalue.com/inno/nickskillicorn/2016/03/innovation-15-experts-share-innovation-definition/
Main Activities suggestions (Choose the most appropriate exercises or spread them out over several sessions)	
What is innovation?	What is innovation? Why is it important? Why will it benefit you (participant) to be innovative?
	We have kept the definition of innovation very simple for the purpose of this course and at this level focus mostly on idea generation. When generating ideas,

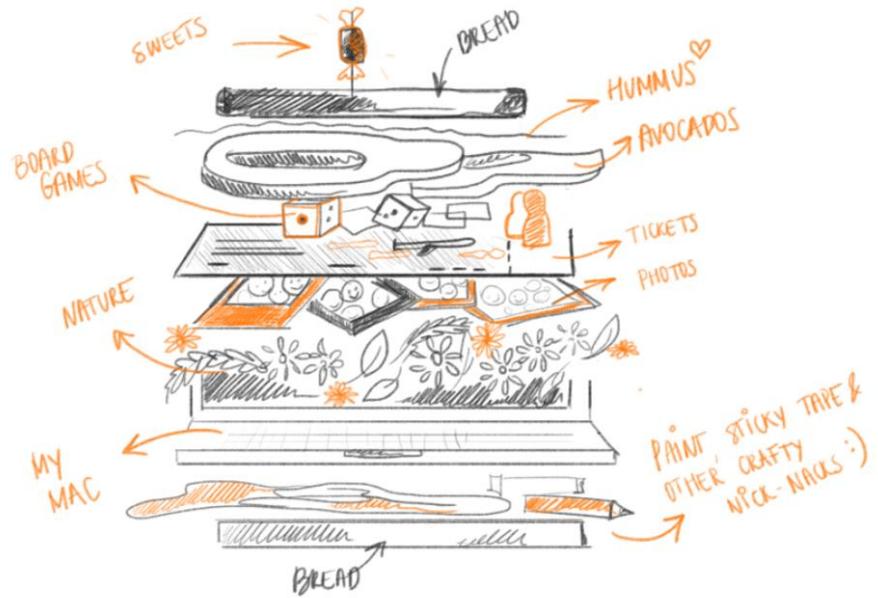|	
	we would like participants to be creative and come up with lots of options to choose from for their Explorer Challenge.
Young Innovator examples	**Resources:** Access to internet for research Use some examples of other teenagers who have innovated to solve a problem, there are some examples in the below articles: https://interestingengineering.com/8-inventions-from-teenagers-who-want-to-change-the-world https://www.waterford.org/education/kids-who-changed-the-world/ https://www.one.org/us/blog/these-brilliant-girls-are-solving-real-world-problems-with-technology/ Pick some examples and introduce the problem that each faced. Can the participants think of solutions to those problems? Go through how the teens featured in the articles provided a solution to the problems.
Develop creativity	Being creative is an important part of innovating. You may think that some people are naturally creative, and some are just not! However, creativity is something that you can develop. Try out some of the exercises below to help participants to be more creative: **Resources:** Paper and pens. **30 circles** Provide a sheet of paper with 30 circles drawn on it or ask participants to draw 30 circles. Ask participants to draw recognisable objects in as many circles as possible. That could be a pizza, clock, apple, etc. Set a timer for 3 minutes. Once the time has ended, discuss the outcome with the participants. How many circles did they fill up? Are there any recognisable patterns or are any of the ideas related, e.g. different planets? Was the task challenging? Did you or someone "break the rules" by combining circles or using them in an unexpected way?

Alternative uses

'Alternative uses' an exercise that encourages divergent thinking – the ability to generate ideas or solutions from a single idea or a piece of information. This skill is thought to be one of the most important factors of creativity.

Provide some everyday objects e.g. brick, hoof pick, lead rope, broom

This can be done in small groups or pairs or as individuals. In 3 minutes, note down as many ideas as possible for how else you can use the everyday object. For example, if the normal use of the brick is to use it for building, then alternate uses could be use it as a grill, for self-defence or even colour it as a decorative object. Ask each participant or group to present their favourite usage of the item.

Make your sandwich

Make your sandwich is quite literally about building up a visual sandwich of your personality, where you can outline the characteristics, things you like or dislike about yourself. The power is in your hands and only you get to choose ingredients. The purpose of this exercise, introduced by Jon Steinback, is to practise the divergent thinking, get to know each other and have fun!

This exercise is about personal traits, so participants can work as individuals. Ask participants to spend five minutes building up a sandwich (on paper). It can contain anything they like – from real food to house objects – anything that describes their personality. The sandwich should be visual, therefore they will need to draw, but you can add words on a side or make a scheme as well. After five minutes, present the outcome to the group explaining the ingredients and why you chose them.

You could also try out some of the other warmup exercises suggested on the following site to help participants to be more creative:
https://innovationlab.net/blog/9-best-exercises-to-spark-creativity-in-ideation/

Wrap Up	
Re cap	What were the participants favourite examples of innovation and why?
	Why do they think being creative is an important part of innovating? How might it help them?

Innovator Session 2

Introduction	
Generating ideas	A big part of innovation is coming up with ideas. Ask participants how they come up with ideas? When have they had to come up with an idea? How did they do this? Go through some different methods of generating ideas; searching keywords online (refer to online safety guidance), brainstorming and mind mapping.

Main Activities suggestions (Choose the most appropriate exercises or spread them out over several sessions)	
Mind Mapping	**Resources:** access to internet, paper, flip chart/white board, pens Have a go at doing a mind map as a group – look at some of the examples online and recreate another as a group or individually. Explain that as well as helping to come up with ideas a mind map is a good way to visually organise ideas. Suggestions for topics and images are given in the links provided or participants could choose one of their own. Mind map image examples: • Health https://learningfundamentals.com.au/how-to-mind-map/ • My goal https://www.art-is-fun.com/create-a-mind-map • About me https://www.pinterest.com/pin/93801604716112752/ • Help the environment https://mindmapsunleashed.com/10-really-cool-mind-mapping-examples-you-will-learn-from
Generate an idea	Give the participants some time to research the local community. How can they find out about charities they might like to help? Are there any causes that are personal to them that they would like to support? A mind map might be useful here, they could put 'I want to help...' at the centre. If they choose to help a charity or local community project encourage them to talk the charity or community group about the help they might like.

Wrap up	
Re cap	Did they find using the mind map useful? Do they feel confident that they can come up with an idea for their Explorer Challenge? Do they have any ideas that they might choose to use? What are they? Ask participants to think up some ideas for the next session.

The British Horse Society

HORSE EXPLORERS
Part of the Challenge Awards

Innovator Session 3	
Introduction	
	Encourage participants to come to the session with some ideas for what they might like to do for their Explorer challenge.
	Have a brainstorming session where participants can share their ideas with the group. Working with the group they should be able to come up with more ideas. In these sessions all participants should be encouraged to be adventurous; it doesn't matter if the idea might not work in practice, would cost too much or would not be practical. Allowing participants to do this will encourage them to be more creative, and outlandish hopefully this will spark ideas in others and can also enhance some of the more practical ideas.
Main Activity suggestions (Choose the most appropriate exercises or spread them out over several sessions)	
Brainstorming	Use brainstorming to help participants come up with ideas and to expand those ideas to see what else they could include.
	For example: A participant might want to help an animal rescue centre and their idea is to organise a sponsored dog walk starting at the riding school. What else might the rescue centre need? Should they contact the centre to see the type of help they need? Does the centre have any current campaigns that could be supported? Could they collect blankets and toys to take for the dogs? Could they enhance the walk to include clues, so it is like a treasure hunt? Has anyone run one of these before what did they do, how could we find out?
	How to run a brainstorming session
	Before running the session do some preparation to ensure the session has some structure and rules
	Rules could include; allowing participants to talk during a designated time slot, everyone should contribute at least one point per topic, no ideas should be disregarded or disrespected, everyone is encouraged to express ideas.
	• Each person will need to introduce the idea they want to do for their practical challenge and why they have chosen it. This should be fairly brief, for example: I would like to help X charity because… I was thinking I might organise a cake sale to raise money for the charity, but I am open to other ideas.
	• The group should ask questions about the idea, each participant could ask at least one question each. This will confirm the idea for activity so it is clear to everyone and could highlight any potential issues.

	• Ask for ideas and contributions from the group, again make sure everyone contributes. Encourage all participants to be as creative as possible with ideas, it doesn't matter if they aren't realistic – big ideas will spark creativity to enhance basic ideas. • Consider how to record ideas; written bullet points, flow chart, mind map. Will someone take responsibility to record ideas or take notes? Other points to consider: • Sitting in a circle or around a circular table can be beneficial and can make communicating within a group easier as the group is able to see each other easily. • Set specific timeframes for sessions, creativity and engagement is likely to dwindle if sessions go on too long. With larger groups organise several brainstorming sessions in order to cover to be able to discuss everyone's practical activity ideas and possibly hold them as part of other sessions. Useful links: https://www.indeed.com/career-advice/career-development/brainstorm-facilitation https://allesl.com/brainstorming-activities/
Wrap up	
Re cap	Did they find using brainstorming useful? Are they clearer about what they might like to do? If not, how could they organise their thoughts?

Innovator EXPLORER CHALLENGE Sessions 4-6

Come up with a charitable idea which will benefit others.

This could be to fundraise or provide something to give to your centre, a charity, the local community, or someone in need.

You will need to decide who you would like to support and then come up with ideas for what you could do. Try to be innovative and use some of the tools you have learnt about in the sessions with your coach.

Planning session	Participants can choose what they want to do for the practical challenge and plan what they will need:
	• Will they need any help?
	• What resources do they need?
	• Will they need to advertise?
	• How will they do this?
	Further sessions may be needed to support planning.
	Set a date to put the plan into practice.

Suggestions for Explorer Challenge

- Collect blankets/bedding/toys and donations for an animal shelter
- Collect clothing/items for charity shop
- Hold a second-hand clothing sale (riding/yard clothes)
- Put Christmas shoe boxes together
- Raise awareness of a charitable cause
- Collect for a foodbank
- Collect for a women's refuge
- Make Christmas or easter cards or get-well cards and send to children in hospital or to the elderly
- Organised dog walk
- Sponsored ride
- Car wash
- Bake sale
- Make and sell Christmas or birthday cards or other seasonal crafts
- Collect money from recycling
  https://www.recyclingbins.co.uk/blog/recycle-equals-money/
- Second hand book sale
- Raffle/auction
- Give your time/volunteer (minimum age 14 years old)
- Further ideas: https://www.easyfundraising.org.uk/fundraising-ideas#animal-charity-fundraising-ideas

The British Horse Society

HORSE EXPLORERS
Part of the Challenge Awards

Checklist for achievement:

• Come up with ideas.	*Use one or all of the following to help come up with ideas; research, group discussion, mind mapping.*
• Put the idea into practise.	*Contribute towards putting the idea into practise.*
• Reflect on what they have done	*Complete the table in the Explorer booklet to reflect on what they have done*
• Choose an idea and choose who they would like to support.	*This should be to help the centre, a charity, the local community, or someone in need.*

Things to consider:

- The minimum age for children to volunteer is 14 years old. For more information please visit: www.gov.uk/volunteering/when-you-can-volunteer.

The British Horse Society

HORSE EXPLORERS

Part of the Challenge Awards