

THEME: Golden Groom		GROUP: Connemara Champs
TOPIC: Rules of Feeding		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List the rules of feeding <i>(they should have a basic understanding of the rules; can be given prompts)</i></p> <p>2. State the importance of providing water for a pony</p> <p>3. Identify feeds at the centre <i>(At Dartmoor Dazzlers the junior rider would have identified common feeds such as; grass, hay, haylage (if available at centre), pony cubes or mix and chaff. For this topic you can talk about any other feeds you have at that centre)</i></p> <p>4. Assist with preparing feeds. <i>(junior rider can have assistance at all time to help)</i></p>	<p><b>Possible starter activities</b></p> <p>Read through the pages of the My Challenge Book to introduce the topic</p> <p>Discussion around: What types of food do you like to eat? Can ponies eat the same as humans? Why not? What kind of food do ponies need? Can you name some pony feed and describe what it looks like? What can happen if a pony eats something that is not good for them?</p> <p>Rules of feeding: Ask the children to think about any rules they know (from home/school) around eating meals e.g. must sit at a table, eat all your vegetables. Do they think ponies have the same rules? What rules of feeding ponies do they know? Make a list. Why do we need rules for feeding ponies?</p>	<ul style="list-style-type: none"> <li>• Food management – Advice on feeding <a href="https://www.bhs.org.uk/advice-and-information/horse-care/food-management">https://www.bhs.org.uk/advice-and-information/horse-care/food-management</a></li> <li>• Pony Magazine Articles: <a href="https://www.ponymag.com/news/pony-know-how-category/pony-care-tips/feeding/">https://www.ponymag.com/news/pony-know-how-category/pony-care-tips/feeding/</a></li> <li>• Pony magazine article on water <a href="https://www.ponymag.com/pony-know-how/water-how-important-is-it-for-your-horse">https://www.ponymag.com/pony-know-how/water-how-important-is-it-for-your-horse</a></li> <li>• Crossword puzzle</li> <li>• BHS website: <a href="#">Food Management, advice on basic feeding</a></li> </ul>
	<p><b>Possible main activities</b></p> <p>Make a list of the rules of feeding the children know and add any missed out. Discuss why each rule is important.</p>	
	<p>Matching game: Allocate each child a rule of feeding. Ask them to create a picture card for each rule with a key word missing. Write the missing word on a separate card.</p> <ul style="list-style-type: none"> <li>• Placing all cards face down on table children take turns turning cards over to find the missing word and the correct sentence.</li> </ul>	

<p><i>prepare feeds. If appropriate, and if you have one at the centre, show them a feed chart and allow them to follow this to prepare feeds. The preparation of sugarbeet can be discussed here and how long for the different types of sugarbeet available (flakes, pellets etc). Why weighing feeds is important and an awareness that a scoop of food will be a different weight depending on the feed (likely the food would have been weighed once to determine how much to feed then marked on a scoop so it doesn't need to be weighed each time)</i></p> <p>5. Follow good hygiene when preparing feeds such as cleaning utensils and feed buckets, keeping the feed room clean and washing hands</p>	<ul style="list-style-type: none"> <li>• Each child picks a sentence card and tries to find the missing word by turning cards over.</li> <li>• Give each child a rule or missing word and they have to talk to each other to find their partner. (This can be adapted to include the two star challenge by including reasons for each rule on separate cards)</li> </ul>	
	<p>Talk about washing up dishes at home and why we have to do it. What happens if a plate with food is left out and not cleaned? Can the children relate the reasons to why keeping pony buckets clean is important? Relate this to the rules of feeding – <i>cross contamination, feeding mouldy feed, feeding wrong feed</i>. Demonstrate how to scrub a feed bucket. Children can be split into small groups and allocated a number of buckets. Competition which team has the cleanest buckets.</p>	
	<p>Making feeds: In the feed room allocate each child a named pony to make a feed for. Help them find the name on the feed board and assist them to make up the feed. If this is not possible at your centre, have a number of coloured buckets that the children can practice scooping named feed into e.g. half scoop mix into the yellow bucket, whole scoop chaff into blue bucket so the children can practice measuring out and identifying feed.</p>	
	<p>Identifying feed: Using feed samples or take the children into the feed room. Pass named feed samples round the room and ask the children to describe what they smell like, feel like, look like. Compare the samples e.g. oats to barley or pony cubes to sugar beet can the children identify the difference? Back in the classroom children can draw pictures of and label the feed.</p> <p>Put out unnamed samples can the children identify them by sight, smell and feel?</p>	

<p>6. Fill and tie up a haynet</p>	<p>Talk about how each food is prepared and if you have sugar beet or mashes show the children how to prepare these. Include feeding treats such as carrots or apples and how to cut these up safely.</p>	
	<p>Preparing sugar beet (or any feed that needs to be soaked). Give each child a cup (takeaway cup size is fine) and give each 4/5 pellets or a small amount of flakes/shreds of sugar beet in the cup. Ask them to see how much space the dry sugar beet takes up. Add water to the pellets and watch what happens. How much of the cup does it fill now? Relate this to what happens in a pony's stomach.</p>	
	<p>Importance of water. Discuss why water is important for all life. How much water do/should ponies drink everyday? What can affect how thirsty they get (<i>heat, exercise, type of food eaten, illness</i>).</p> <p>How much water do you think a pony drinks every day? Do ponies drink less than horses? (Pony magazine article <a href="https://www.ponymag.com/pony-know-how/water-how-important-is-it-for-your-horse">https://www.ponymag.com/pony-know-how/water-how-important-is-it-for-your-horse</a>) Can they think of any reasons a pony might not want to drink (such as <i>dirty bucket, unclean water, taste of water changed (away from home)</i>)</p> <p>What different ways can you provide water for a pony? (<i>buckets, water trough, water drinker, stream, pond, water carrier and bucket if at competition</i>) can they suggest good and bad points about each method?</p> <p>Experiment to find out how much water a pony drinks in the stable over a period of time. Fill the buckets up and mark the water level, remeasure the water level after a period of time to see how much has been drunk. You can make this more challenging and measure out the water in litres/gallons before and after to work out the volume of water drunk.</p>	

	<p>Haynets: walk round the yard and watch ponies/horses eating from haynets, just by looking at them can the children work out what they do and why we use them? Discuss reasons for using a haynet and talk about different types if your centre uses more than one. Do all the horses and ponies have the same amount of hay in their net?</p> <p>Who has the most amount of hay and who has the least amount of hay? Why is this?</p> <p>What other ways of feeding hay do they know? Think about different ways of feeding hay – what is good and bad about each way? What way do they think is the best? No right or wrong answer here, encourage the children to have their own opinion and reasons why.</p>	
	<p>Filling haynets: make it easier for the children by putting the haynet in a large bucket or haynet holder to hold it open. How do you know how much hay to feed your pony? Relate back to rules of feeding. Practice filling haynets. Is there more than one way to do it? Who can get the most amount of hay in their net?</p> <p>Challenge the children to fill the net to a certain weight and then weigh each one to find who is the closest.</p>	
	<p>Tying up haynets: Look round the stables with haynets, can the children see how they are tied to the wall? Why do you think this is? What could make a haynet dangerous? What happens to the net as the hay is eaten?</p> <p>Demonstrate how to tie a net up. Children can practice using empty nets until they get the hang of it. Highlight importance of hanging the net high so it doesn't drop down when hay eaten. Children may need help to lift the net high enough especially if it is full.</p>	

	<p>Fill a haynet up to a given weight and then tie it up for their pony. For smaller children put them in pairs to work as a team; one holds the haynet up while the other ties the knot.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Help to fill the haynets for the horses at the yard.</p>	
	<p>Create a poster to put in the feed room for the rules of feeding</p>	
	<p>Rules of feeding crossword</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Understand reasons behind the rules of feeding <ul style="list-style-type: none"> <li>○ Discuss reasoning behind the rules of feeding so they understand why they are in place and the importance of following them</li> </ul> </li> <li>• Look at ingredients of a mix/pony nuts and why they are included <ul style="list-style-type: none"> <li>○ How to find the ingredients on a bag</li> <li>○ Why they are included</li> </ul> </li> <li>• How to recognise good and bad hay/haylage and other feeds</li> <li>• Introduce that not all ponies should be fed the same amounts and how to decide what and how much to feed ponies by their age, weight, and body condition score (fat score) workload <ul style="list-style-type: none"> <li>○ Link to rule 'all horses fed an individuals'</li> </ul> </li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Not all children will be tall or strong enough to carry or lift a full haynet up to a high ring. Provide assistance when needed</li> </ul>		

THEME: Golden Groom		GROUP: Connemara Champs
TOPIC: Bandaging		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. Identify an elastic, fleece and a cohesive bandage.  2. Identify a use for an elastic, fleece and a cohesive bandage  3. Roll up a bandage ready for use  4. Know the dangers of a badly applied bandage  5. Apply a leg bandage suitable for exercise ( <i>a simple polo wrap type bandage (no padding required). Appreciate that children may not get this perfect so use your judgement here. They should know how a bandage should</i>	<b>Possible starter activities</b>	<ul style="list-style-type: none"> <li>• Dr David Marlins article on boots vs bandages: <a href="#">Dr David Marlin's article</a></li> <li>• Pony Magazine tips on tail bandaging: <a href="https://www.ponymag.com/pony-know-how/putting-on-a-tail-bandage/">https://www.ponymag.com/pony-know-how/putting-on-a-tail-bandage/</a></li> <li>• <a href="#">BHS Videos</a>: How to apply and remove a tail bandage and How to apply and remove a schooling bandage</li> </ul>
	Read through the relevant pages of the My Challenge Book to introduce the topic	
	Have different types of bandages for the children to look at. Can they describe how they differ from each other: size, material, fastenings. Ask the children for ideas when you would use them and then talk about the names and when they are used.	
	Place a range of bandages in a bag or bucket and ask the children to pick a bandage without looking and guess the name based on how it feels to touch	
	Have a discussion about reasons for using bandages – support, protection, injury etc and the types of bandages that can be used. Share examples. Ask what the children think could happen if a bandage is applied incorrectly.	
	<b>Possible main activities</b>	
Give each child a rolled up bandage. Unroll it and show them different methods of rolling it up again. Remind them the fastening goes on the inside. How do you stop the bandage from ending up on the floor when you roll it up? Have a discussion here about why bandages need to be clean before they are applied. Have a race or time how long it takes to roll the bandage up neatly and correctly.		

<p><i>be applied. Recommended that they know how far up and down the leg to go with no creases)</i></p> <p>6. Apply a tail bandage (Elastic bandage used, children able to position themselves safely and produce an acceptable tail bandage that will stay up.)</p>	<p>Demonstrate bandaging technique. Start by using your own leg or a volunteer or model horse. Discuss what makes a good bandage. Children can practice on themselves or each other's arms or legs (don't force anyone to be bandaged if they are not comfortable). A large soft toy or model horse can be a good substitute here.</p>	
	<p>Make a mummy! – split the children into groups and give each a variety of bandages. The object is to bandage one person up like a mummy! (Face uncovered) (This also works with a teddy, chair, model horse, wheelbarrow or anything else you can think of, instead of a person). Bandages should be reasonably neat and stay on. You can award points for technique and deduct for dropped bandages or gaps.</p>	
	<p>Demonstrate how to apply and remove a polo wrap/schooling bandage on a suitable pony (padding isn't required to be used for the topic but if you have a capable group they can be introduced). Highlight safety, positioning of pony and when bandaging (don't kneel down), bandaging technique. Then supervise the children as they practice. Take a picture of their first ever effort. Once the children have had more practice and become established take another picture so they can compare how far they have come. You can score bandages out of 10 and keep a record of the child's progression.</p>	
	<p>Demonstrate how to apply a tail bandage on a suitable pony. Highlight safety, positioning, technique. Then supervise the children as they practice. Take a picture of their first ever effort. Once the children have had more practice and become established take another picture so they can compare how far they have come. You can score bandages out of 10 and keep a record of the child's progression.</p>	
	<p>In small groups or pairs children create a step by step bandaging guide for someone who has never bandaged before to follow. They can take pictures or draw illustrations or even make a short video. Share it with the rest of the group.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Have a bag of unrolled bandages that are muddled up. Children have to sort the bandages into sets and roll them up neatly into sets. This could be a timed activity.</p>	

	Place a range of bandages in a bag or bucket and ask the children to pick a bandage without looking and guess the name based on how it feels to touch	
	Create a design for a set of bandages	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Explain the purpose of a stable bandage and when a pony may require them</li> <li>• Apply a stable bandage</li> <li>• Discuss boots vs bandaging (for exercise), <a href="#">Dr David Marlin's article</a> may trigger some discussion points (facilitate discussion suitable for age/ability of participants)</li> <li>• Pros/cons of bandages vs boots</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Not all children will have the ability to bandage perfectly use your judgement here. Some children may be uncomfortable with another child putting a bandage on their leg or arm.</li> </ul>		



THEME: Golden Groom		GROUP: Connemara Champs
TOPIC: Plaiting		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Tell you why a pony may be plaited up (<i>Find out why we plait, what different types are there? Reasons for plaiting; looks neat, required for some competition disciplines, used to show off the neck and crest (usually showing), plaits after washing the mane can be used to help train the mane to lie on one side</i>)</p> <p>2. Know why a pony shouldn't be turned out or left too long plaited up</p> <p>3. Identify two types of mane plait</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>Pony magazine article: <a href="https://www.ponymag.com/pony-know-how/fun-plaiting/">https://www.ponymag.com/pony-know-how/fun-plaiting/</a></li> <li>Your Horse magazine article tail plaiting: <a href="https://www.yourhorse.co.uk/advice/horse-care/articles/2016/6/14/perfect-tail-plaiting">https://www.yourhorse.co.uk/advice/horse-care/articles/2016/6/14/perfect-tail-plaiting</a></li> </ul>
	Read through the relevant pages in the My Challenge Book to introduce the topic	
	Look at horses and ponies on the yard and discuss if they have short/long manes and pulled or natural tails and reasons for this. Does a pony look smarter with a short or long mane? No right/wrong answer here, encourage the children to make their own decision. What other things can be done to the mane and tail to keep them looking smart? ( <i>hogging, plaiting, neck cover/hood, mane and tail conditioner, tail bag</i> )	
	Show pictures of various types of plaits e.g. traditional show plaits, crest plait, running plait, lattice plaits and discuss what they like and don't like about these. Discuss the types of horses or ponies they might be used on.	
	Discuss what items you might need for a plaiting kit and put together a plaiting kit. What could the children use to stand on to reach the neck?	
	Research the history of plaiting horses and ponies. Where did it start and why?	
	<p><b>Possible main activities</b></p>	

<p>4. Prepare a mane and tail for plaiting (<i>Can be assisted. Mane/tail should be brushed, with water used to help it to lie flat</i>)</p> <p>5. Divide a mane into sections ready for plaiting (<i>Can be assisted. Should know there should be an uneven number of sections along the neck and forelock makes it even overall</i>)</p> <p>6. Plait a mane and tail (<i>Can be assisted. Can be any type of plait. Standard/neatness of plait is down to coach's judgement based on age and ability of participant. Participant should be aware of where to stand and position themselves safely throughout</i>)</p>	<p>Preparing the mane and tail: Discuss what side of the neck the mane traditionally falls. What can make the mane and tail easier to plait? Is it a good idea to use conditioner on the mane and tail before you plait? How many bunches should you split the mane into and why? If children have never plaited a lattice type plait help the children learn to split the mane into sections. Coach assistance can be provided at all times. Highlight: safety, handling the pony and positioning when plaiting, what to be aware of if standing on a box/step.</p> <p>Learning to plait: Using 3 strands of bailer twine tied together or attached to a fixed object to learn how to/practice plaiting and secure with band. Can also use this to practice folding plait up into ball. Plait 3 strands of bailer twine together then plait 3 plaited strands together to make a bigger thicker plait. What could this be used for? Encourage the children to be creative. This can be repeated to see how big the plait can get! Can they make a plait as tall as themselves?</p> <p>Plaiting tail: Highlight where to position yourself and safe handling technique. What type of plait is used for a tail? How far down the tail do you plait? How do you secure the plait? Demonstrate how to plait the tail and then the children can practice with coach assistance. Be aware that some children may find French plait technique very hard.</p> <p>Plaiting mane: Highlight where to position yourself and safe handling technique, what to be aware of if standing on a box/step. What to be aware of when plaiting the forelock (<i>positioning, sensitive area</i>). Demonstrate a straight forward mane plait and a French plait to show the difference. Be aware that some children may find a French plait tricky. Using suitable ponies help children to plait the mane with coach assistance. As the children become more practiced or if you have an experienced group of children introduce different types of plaits such as crest or running plait. Discussion points: how long can the plaits be left in for? Can you turn a pony out in plaits?</p>	
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	<p>Children to plait up the ponies they are riding to test if the plaits stay in. Children can choose any type of plait they have learnt or even create their own pony hairstyle! Can award prizes for style, originality, which style stayed in the longest?</p>	
	<p>Children create a step by step guide to their favourite pony hair style. From preparation to the final style, make a video or a picture guide to teach others how to achieve the look.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Design a funky hairstyle for a pony. Draw a picture or make a model to show everyone.</p>	
	<p>Make a poster or information leaflet about the history of plaiting including pictures.</p>	
	<p>Look at some different breeds and their show turnout guidelines. Heavy horse show turnout may spark an interesting discussion.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Plait a mane and tail without assistance.</li> <li>• Know the difference between plaiting with needle and thread and bands.</li> <li>• Types of breeds that wouldn't require plaiting (or when not to plait) and why?</li> <li>• Plait up within a time limit</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Tail plaits are a difficult skill to master and not all children will have the dexterity to achieve a polished plait. Allow flexibility depending on child's ability.</li> <li>• Allow for lots of practise and repetition over numerous sessions for children to improve their plaiting</li> </ul>		

THEME: Golden Groom		GROUP: Connemara Champs
TOPIC: Bathing		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List the equipment needed to bath a pony</p> <p>2. Describe how to bath a pony (<i>child should be able to describe how to bath a pony with a hose and also buckets and sponge if running water is not available</i>).</p> <p>3. Describe the safety considerations when bathing a pony</p> <p>4. Recognise when you would and would not want to bath a pony (<i>Pony should not be bathed in cold conditions. If pony is turned out in winter with no rug – strips coat of oils</i> )</p>	<b>Possible starter activities</b>	<ul style="list-style-type: none"> <li>Risk assessment template can be used here – activity sheet available from APC Hub</li> </ul>
	Read through the relevant pages in the My Challenge Book to introduce the topic	
	Talk about items the children use to wash their hair ( <i>shampoo/conditioner</i> ). Do they think ponies need the same items? How do you give a pony a bath? What equipment would you need? What will bathing do to the pony's coat? Are there any reasons they can think of when it wouldn't be a good idea? Put together a wash kit for a pony. How do you dry a pony after a bath?	
	Talk through the method of bathing a pony. Highlight safe handling/positioning/potential areas the pony may object to being washed. What parts of the pony do the children think might be tricky to wash? How might the pony react if the water is cold? What other safety issues can they think of? Look at the area where you will bath the pony; are there any safety issues? Help the children to fill in a basic risk assessment for bathing a pony.	
	<b>Possible main activities</b>	
	<p>Discussion regarding safety to include: Do you think ponies like having a bath? How do you think we give a pony a bath? (<i>not all ponies will appreciate having a bath! Awareness that pony could react by moving around etc (especially when first apply water)</i>) Link back to grooming ponies and ask group if they can remember the sensitive areas on a pony and when to be careful when grooming. Are these the same as when bathing?</p>	

<p>5. Describe how to care for a pony after bathing</p> <p>6. Recognise an area suitable for bathing (<i>Bathing area: non-slip surface with suitable drainage. Clear of droppings. Preferably close to a water point</i>)</p> <p>7. Bath a pony (<i>assistance should be given. Child to help as much as they can based on their age and ability. Pony should be bathed with shampoo, rinsed and scraped. A safe procedure should be followed and child should be aware of risk and how to reduce this throughout the process</i>)</p> <p>8. Provide aftercare for the pony</p>	<p><i>Could be sensitive around areas such as the head and flanks.</i></p> <p>Where on the yard is the most suitable place to bath a pony? Walk around the yard and discuss various options. Discussion points include can the pony be tied up? Is the surface slippery or can it become slippery when wet? Is the area muddy (or could it get muddy when wet?)? Where will the water go (drainage?). Are you close to a water source? Let the group weigh up all the options and come to a suitable conclusion.</p> <p>Discuss the method to bath a pony using a hose and then a bucket and sponge. Which method may be better for a more sensitive pony? Why? Where should you stand, position and move around when bathing a pony?</p> <p><i>Child to describe where they should stand and how to move around the pony safely. Child should be aware how to reduce risk such as use buckets and sponge if pony is reactive to the hose, or if using a hose reduce the flow of water when near the top of the neck. If available, lukewarm water can help to reduce reactivity of pony. If using a hose participant should be aware how to move around with the hose safely so as not to spook the pony. When using buckets of water the child should be aware these will be heavy, and to only lift what they can manage; half buckets of water may be more suitable. Correct lifting technique followed and where to place the buckets so they cannot be knocked over by pony)</i></p> <p>How will you look after a pony when it's been bathed? How will they dry? discuss different methods of aftercare and why, depending on the weather conditions. For example, you may want to walk the pony for a bit or put on a cooler rug to help dry pony/keep warm. If it's a very hot day you could just turn the pony out or put in stable without the need for a cooler. You could also discuss that some centres may be lucky enough to have a drying room with heat lamps)</p>	
	<p>In small groups or pairs bath a suitable pony under supervision at all times. Dampen the coat all over with a sponge before adding the shampoo. Work it well into the coat (can use special 'scrubby gloves' or a brush here). Show how to check all the</p>	

	<p>soap is removed from the coat. Wash the face by wetting then wringing out the sponge until it is just damp and carefully wipe around the eyes, nose and ears. Rinse out sponge and repeat taking care not to get water in the eyes or ears.</p> <p>Then wash tail by standing to one side and dunking tail in bucket of warm water before sponging warm water up and round the entire tail – may be better to have 2 people for this – 1 to hold the bucket. Add shampoo and work well in. Rinse thoroughly by the same method (you may need more than 1 bucket of water) and swirl the tail in a circular motion to dry. Add conditioner as required.</p> <p>How to use sweat scraper in direction of hair to remove the excess water and help the pony dry off.</p> <p>Put a sweat rug or thin fleece on the pony. Comb mane over to the correct side and run fingers through tail to remove any knots. Apply a tail bandage and loosely plait the bottom of the tail and secure with a band.</p> <p>Help to tidy up wash area afterwards.</p>	
	<p>Combine this topic with the Plaiting topic and have a best turned out competition. Points can be awarded for how clean the pony is, how well plaited, how well the child tidies up after themselves etc.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Put bathing kit in a bucket. Children to put them in the order they may be used.</p>	
	<p>Plait the mane loosely over to lie flat. Spray mane and tail conditioner and brush out the tail. Discussion about ways of doing this without pulling out tail hairs.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Hot clothing as an alternative to a full bath <ul style="list-style-type: none"> <li>○ Children to know what hot clothing is</li> <li>○ Children to be able to follow process for this</li> </ul> </li> <li>• Know they types of rug that help ponies dry off <ul style="list-style-type: none"> <li>○ e.g. thermatex, waffle rug, cooler, fleece</li> <li>○ What rugs not suitable and why</li> </ul> </li> <li>• Other methods to dry a pony</li> </ul>		

- Heat lamps, walker, if it's a hot day turn out
- Go through a basic risk assessment for this activity
  - Can children recognise areas where they need to take care and know why?

**Things to consider:**

- Best done in Spring/Summer on warm days
- A suitable, quiet and calm pony should be used. A safe procedure should be followed and child should be aware of risk and how to reduce this throughout the process

THEME: Golden Groom		GROUP: Connemara Champs
TOPIC: Anatomy 2		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Use the correct names for points of the horse <i>(Further points of the horse (progression from Dartmoor Dazzlers): muzzle, chin groove, throat, poll, point of shoulder, forearm, elbow, crest, withers, barrel, loins, stifle, coronet, quarters, point of hip, croup)</i></p> <p>2. Identify where major organs are <i>(Major organs to identify (and give the role for): heart, brain, lungs, kidneys, liver, stomach, intestines)</i></p> <p>3. Tell you the role of each major organ</p> <p>4. Outline the digestive system and circulatory system in the horse</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>Downloadable 3d skeleton of horse <a href="https://sketchfab.com/3d-models/horse-skeleton-eaca504567604e879b8ab2cf2763025e">https://sketchfab.com/3d-models/horse-skeleton-eaca504567604e879b8ab2cf2763025e</a></li> <li>The horse's digestive system video by Dengie Feeds <a href="https://www.youtube.com/watch?v=8lqk7igz9L4">https://www.youtube.com/watch?v=8lqk7igz9L4</a></li> <li>Word scramble Points of the Horse</li> <li>Word Search Bones</li> <li>BHS website video: <a href="#">How to identify parts of the leg and foot</a></li> </ul>
	Read through the relevant section of the My Challenge Book with the group	
	Using a picture in the book or model ask the children to name the points of the horse they know. Help with spelling as required.	
	Word guess game: guess the point of the horse. Write dashes for the number of letters and fill in the letters. Can take turns at thinking of the name and guessing.	
	<p><b>Possible main activities</b></p>	
<p>Use a wall chart/book/poster to revise the points children already know and to teach the new points (<i>muzzle, chin groove, throat, poll, point of shoulder, forearm, elbow, crest, withers, barrel, loins, stifle, coronet, quarters, point of hip, croup</i>).</p> <p>Move out to the yard and using stickers and a suitable pony, children can label as many points of the pony as they can by sticking labels on the pony. <i>Remind children about safe handling of the pony for example to approach the shoulder, run hand along body so pony knows they are there, safe positioning of themselves and the group.</i> Coach can assist at all times.</p> <p>Discuss: What do the children know about the skeleton? (<i>a skeleton protects organs, gives support and structure to your body, lets you move around</i>). How many bones does a human skeleton have (<i>206 adult</i>). What about pony skeleton? (<i>205</i>). Are there any bones humans have that horses don't? Where do you find these on a human?</p>		



<p><i>(Circulatory system: a brief outline is required of the major parts of the circulatory system, and describe the functions of the heart, blood vessels and blood. Digestive system: a brief outline is required of the major parts of the digestive system and the function of saliva, teeth, oesophagus, stomach, small and large intestine)</i></p> <p>5. Identify where major bones are. <i>(Major bones: skull, scapula, humerus, radius, cannon, pastern ribs, spine, tibia, femur, pelvis)</i></p> <p>6. Identify the axial and appendicular skeleton.</p>	<p>Using skeleton diagram label the bones the children have listed and add any others from the list. <i>(Major bones: skull, scapula, humerus, radius, cannon, pastern ribs, spine, tibia, femur, pelvis)</i></p> <p>Children can colour in each bone and make a key.</p> <p>Introduce the axial and appendicular skeleton terms. Has anyone heard of these? Highlight in different colours on the drawing the sections of the skeleton that make up each. Can the children come up with a way to help them remember this?</p> <p>Discussion with the children about anatomy. 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>What major organs can the children name in the human body? Why do we have these/what role do they play in keeping us alive? <i>(heart, brain, lungs, kidneys, liver, stomach, intestines).</i></p> <p>Using a wall chart/poster/book identify where these organs are located on a horse. Take the group to the yard and on suitable horse point out location. Explore the size and function of the organs and the children can draw the organs on a line drawing or model horse. Children create an anatomy poster or model of an organ to show what they have learnt.</p> <p>Discussion: What is an organ <i>(a structure in the body that performs a specific function. This is also covered in Dartmoor Dazzlers so could be a recap).</i> Do they know what is meant by a system in the body? Can they outline the parts of their circulatory and digestive systems or know their basic function?</p> <p>Useful webpage called The Human Body which shows both the digestive and circulatory systems in a human.  <a href="http://www.tenalpscommunicate.com/clients/siemens/humanbodyOnline/#home">http://www.tenalpscommunicate.com/clients/siemens/humanbodyOnline/#home</a>          BBC Bitesize has short KS2 level videos (around 1 minute) of the human digestive and circulatory system:  <a href="https://www.bbc.co.uk/bitesize/topics/z27kng8">https://www.bbc.co.uk/bitesize/topics/z27kng8</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zwdr6yc">https://www.bbc.co.uk/bitesize/topics/zwdr6yc</a></p>	
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	<p>Dengie Video on The Horses Digestive System (7mins long):  <a href="https://www.youtube.com/watch?v=8lqk7igz9L4">https://www.youtube.com/watch?v=8lqk7igz9L4</a></p> <p>Pin the point on the pony. Using a big outline or picture of a horse have some sticky labels with points of the horse. Child chooses one and is blindfolded then has to try to stick it in the correct place. In teams blindfold one player and the rest of the team choose point and then have to guide the blindfolded player to put the label in the right place.</p> <p>Using the labelled diagram move to the yard and use chalk to show the outline of the bones or stick labels on a suitable pony. The children can see the position of the bones and how they move as the horse does.</p> <p><b>Possible wrap up activities</b></p> <p>Play hangman type game guess the point of horse /organ/bone. Can take turns at thinking of the word.</p> <p>Create a fact sheet about the skeleton – number of bones, number of ribs, sections of the spine, the axial and appendicular skeleton, how it compares to a human skeleton</p> <p>Why is it important to know about anatomy? Can you think why a knowledge of anatomy would be useful for the following: vet, equine dentist, farrier, saddler, groom, rider? Can you think of anyone else?</p> <p>Word scramble and wordsearch (activity sheets downloadable from APC Hub)</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Know the bones of the lower leg and inside of hoof <ul style="list-style-type: none"> <li>○ Can they tell someone else all about a pony's lower leg?</li> </ul> </li> <li>• Learn about one other organ system <ul style="list-style-type: none"> <li>○ It's role</li> <li>○ Where the organs/component parts are</li> <li>○ What the organs/component parts do (their function)</li> </ul> </li> </ul>		

- Know more about pony's vision
  - Range of vision and blind spots
  - Advantages of nearly 360 vision
  - Children to research other facts about horse's vision to share with group – or coach could lead this type of lesson

THEME: Pet Protector		GROUP: Connemara Champs
TOPIC: Poisonous Plants		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Recognise common poisonous plants, shrubs and trees found in the UK (<i>as a minimum; ragwort, yew, oak (acorns), sycamore (helicopter seeds and seedlings)</i>)</p> <p>2. Create a poisonous picture guide (<i>poster/leaflet identifying common poisonous plants</i>)</p> <p>3. Tell an appropriate adult if they see any poisonous plants in a horse field (<i>who on the yard to notify</i>)</p> <p>4. List other feed that should not be fed to horses and ponies as treats (<i>Other feed to be aware of; grass cuttings, potatoes, food scraps etc. A minimum of three examples</i>)</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>• BHS website: <a href="#">Poisonous plants</a></li> <li>• BHS website: <a href="#">Dangers of Ragwort</a></li> <li>• BHS website: <a href="#">Acorn poisoning</a></li> <li>• BHS website: <a href="#">Dangers of grass cuttings</a></li> <li>• BHS website: <a href="#">Atypical Myopathy and sycamore seedlings</a></li> <li>• This Esme:Pony taste test video: <a href="https://www.ponybox.com/news_details.php?id=3784&amp;title=Funny-Horse-Fruit-Taste-Test">https://www.ponybox.com/news_details.php?id=3784&amp;title=Funny-Horse-Fruit-Taste-Test</a></li> <li>• Wordsearch – APC Hub</li> </ul>
	<p>Read relevant pages in My Challenge Book to introduce topic</p>	
	<p>What does poisonous mean? Discuss the importance of not touching/picking plants and trees that you don't know. Make up some golden rules to follow for this topic ie don't touch any plants you don't know, always follow advice of coach</p>	
	<p>Discussion: What kinds of trees do the children know? Can they describe what they look like? What about plants and shrubs? Take the group on walk around the local area to identify trees/shrubs and plants and to build up a picture of what is common in your area. Can take pictures or draw pictures of them. (Seek by iNaturalist is an app that identifies plants, trees and wildlife, or can use <a href="#">Tree ID app from Woodland Trust.</a>)</p>	
	<p>Are all plants and trees good for animals to eat? Can the children name any that are poisonous? Discuss any that are mentioned : what part is poisonous? Are they poisonous to animals and humans? What should they do if they found one in the field? Start to make a list of poisonous plants, trees and shrubs. (<i>as a minimum; ragwort, yew, oak (acorns), sycamore (helicopter seeds and seedlings)</i>)</p>	
	<p><b>Possible main activities</b></p>	
	<p>Identify poisonous plants and trees: Using pictures discuss which trees and plants are commonly found in the UK and are poisonous to horses. (<i>as a minimum; ragwort, yew, oak (acorns), sycamore (helicopter seeds and seedlings)</i>)</p> <p>What are the distinguishing features? Which parts are poisonous and to who? Start to create a list or make a picture guide.</p>	

5. Know why grass cuttings shouldn't be fed

6. Know the consequences if a pony eats unsuitable food *(will depend on the poisonous plant. Also generalise unsuitable feeds could give colic. Awareness that sugary treats such as carrots/apples could be unsuitable for overweight ponies/laminitic ponies and should always be mindful to not feed ponies they do not know.)*

Discussion: What can be done about them? *(remove, fence off, cut down)*. Not all trees can be cut down so how do you deal with them in a pony field?  
How can you safely remove ragwort from a field, what PPE is required? How do you dispose of it afterwards?  
Take the children on a field walk to look for poisonous plants and trees. **NB ensure you set ground rules for children: do not touch any trees or plants without permission.**

Discussion: What type of treats do the children like to eat? What is their favourite? Can it be fed to your pony? Can ponies eat the same food we can? What foods do they know that are safe for ponies to eat? What foods shouldn't be fed to ponies and why? Where there any foods on the list that surprised them?  
How would you prepare a fruit or veg treat to give your pony? What do you need to be aware of?*(size and shape, potential choke hazard, cut into batons)*.  
How can you safely feed a pony a treat by hand? Is it a good idea to feed ponies regularly by hand, what do you need to be aware of? *(hand flat, don't pull hand away suddenly, can encourage nipping)* How else could you feed your pony a treat? *(carrot ball, fruit string, in feed bowl)*  
Should you feed ponies you don't know or don't have permission from the owner? If you have a footpath near a pony field the children could make signs asking walkers not to feed the ponies and explaining why.  
What happens to the grass when it is cut by a lawn mower? Do you know why grass cuttings can't be fed to ponies even though it's grass? Introduce the term fermentation. How can grass cuttings be disposed of?

Fruit and Veg Pony Taste Test! Most children will be aware of apples and carrots can be fed as treats to ponies but what other fruit and veg can be fed? Ask the children to think of a fruit or veg and to find out if its suitable for ponies. Put together a plate of fruits and vegetables for a taste test. Discuss the fruit and veg on the plate – do the children know what they taste like *(sweet/sour)* the texture *(crunchy/chewy/soft/juicy)* can you eat the skin? Cut the fruit into suitable sizes to feed to a pony and experiment to find out what they like and don't like. Talk about their reactions *(flehmen response/turned away/loved it!)* What was the most

<p>popular? Was there anything that no one liked? Children can video or make a note of the reactions. <b>NB be aware of any food allergies within the group.</b></p> <p>This Esme video: Horses try new fruits for the first time  <a href="https://www.ponybox.com/news_details.php?id=3784&amp;title=Funny-Horse-Fruit-Taste-Test">https://www.ponybox.com/news_details.php?id=3784&amp;title=Funny-Horse-Fruit-Taste-Test</a></p>
<p><b>Possible wrap up activities</b></p>
<p>Make a poster to inform others of suitable and unsuitable foods for ponies.</p>
<p>Find out what the policy is at your yard regarding giving treats. How do the staff reinforce the message?</p>
<p>Make a guide to poisonous plants, trees and shrubs to share with other pony owners</p>
<p>Wordsearch – Activity sheet in APC Hub</p>

**\*\*Two star challenges:**

- Discuss other poisonous plants and any that are common to the UK. Are there any common to your region or location?
- Discuss seasonal variations and the plants to look out for (eg. ragwort spring and summer)
- Discuss the safe removal and disposal of poisonous plants from grazing land (e.g. ragwort)
- Do you think poisonous plants, trees or shrubs taste nice to ponies? Are they poisonous to all animals? Pick two plants, trees or shrubs from task 1 and find out if they are poisonous to any other animals and how the animals know not to eat them.

**Things to consider:**

- Ensure you set ground rules for children: do not touch any trees or plants without permission.
- Be aware of any food allergies within the group.

THEME: Pet Protector		GROUP: Connemara Champs
TOPIC: Disease Prevention		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. State a benefit to vaccinating domestic animals and pets (<i>Vaccinations can help to reduce the risk and spread of a high risk disease between animals (of the same species) and decrease the severity of the disease in affected animals</i>)</p> <p>2. Identify two diseases all ponies should be routinely vaccinated for in the UK and outline why they should be vaccinated against (<i>Participants should be aware of tetanus and equine influenza. Tetanus: Caused by a bacteria which lives in soil, entering the bloodstream via a wound. It multiplies quickly and attacks the horse's nervous system. Equine Flu: An infectious viral illness that</i></p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">BHS</a>: Equine Flu vaccination information for horses</li> <li>• <a href="#">BHS</a>: Disease prevention poster</li> <li>• <a href="#">Blue Cross</a>: Vaccination information for other domestic pets</li> <li>• A <a href="#">Flu vac checker</a> spread sheet can be downloaded from the BRC pages which may be helpful to go through with participants when discussing the initial course for equine flu using examples from your centre</li> <li>• This Esme video (approx. 4mins) has information about the 2019 Flu outbreak. It shows a very well behaved pony being vaccinated by a vet but you will need to</li> </ul>
	<p>Read through relevant topic page in the My Challenge Book</p>	
	<p>Look at the different ways of recording vaccinations. Show some pony passports and pet record cards (dog/cat/rabbit) if available and talk through what information is contained in them. Compare the records for different animals if available. Children can start to create their own record card for a pony or pet of their choice. What information would they record in it?</p>	
	<p>Find out if any of the children have pets at home and ask about the routine care that their pets need. Have they taken them to the vet for a health check? What type of checks did the vet carry out? Were they given an injection, was it recorded on a record card? Do they know what the vaccinations were for? What other animals need vaccinating? What do they think the purpose of vaccinating animals is? (<i>vaccination is about reducing the risk and spread of disease between animals and/or to decrease the severity of the disease if the horse is affected</i>) Depending on the age the children may be aware of human vaccination programs or of what vaccinations they have had as a child.</p>	
	<p><b>Possible main activities</b></p>	
	<p>Introduction to Tetanus and Equine Flu. Highlight that these are the two main diseases that horses and ponies are vaccinated against in the UK. Cover the basics of each at an appropriate level. Did they know that humans are also vaccinated against Tetanus and Flu?</p>	

<p><i>affects the horse's respiratory system. It is highly contagious and can spread quickly between horses.)</i></p> <p>3. Identify another animal or pet that should have routine vaccinations (dogs, cats, rabbits. Farm animals such as cattle pigs, poultry and sheep can also have routine vaccinations)</p> <p>4. State who administers vaccinations for animals (Vet only)</p> <p>5. Know how often ponies are usually vaccinated for flu and tetanus (yearly boosters for flu (every second year for tetanus))</p> <p>6. Outline how to record vaccinations (For dogs, cats and rabbits a record card is usually maintained, however this is not compulsory. For ponies the use of a passport for recording vaccinations should be discussed, and how</p>	<p><i>Tetanus: Bacteria that lives in soil. Can enter the bloodstream via a cut. Once in the blood stream multiplies quickly and attacks the horse's nervous system. Signs: stiffness in head and neck which worsens, third eyelid stays across eye, sensitivity to light and noise. What to do: contact vet urgently. Tetanus is completely preventable by vaccinating.</i></p> <p><i>Equine Flu: An infectious viral illness that affects respiratory system. Very contagious and can spread quickly between horses. Signs: coughing, nasal discharge, dullness, temperature, loss of appetite. What to do: isolate and call vet. Vaccination greatly reduces the symptoms of equine flu but won't stop the horse from catching it. Vaccination programme: Course of initial injections followed by boosters yearly/every two years.</i></p> <p>Look at a vaccination record in a passport. Can the children spot the initial course and work out how far apart they are? Who gave the injections? Look at the labels for each vaccination can they identify which one is flu and which one is flu/tetanus? What other information is recorded, why do they think this is needed? From the dates can they work out how often a booster is given? What happens if a vaccination booster is missed? Use the <a href="#">Flu vac checker</a> to check the dates in the passport, made up some dates for the children to check.</p>	<p>highlight not every pony will stand like that and usually you would hold the pony for the vet.</p> <p><a href="https://www.youtube.com/watch?v=GSVJkv6EBPQ">https://www.youtube.com/watch?v=GSVJkv6EBPQ</a></p>
	<p>Disease prevention: How can disease and illness be spread? (<i>touch, in the air</i>) What do the children do to help prevent/reduce the spread of disease between them? (<i>wash hands, catch it kill it bin it, stay off school if ill, lots of fresh air, eat healthy diet</i>)</p> <p>What about between horses and ponies, what ways can they help to reduce/prevent the spread of disease between them? Is there anything already in place on the yard that they can think of? What about if you take a pony to a competition away from the yard? What steps could you take? Prompt the discussion as required.</p> <p>(<i>Vaccinations. Be vigilant when with horses that do not know each other, to not allow them to touch or share water/feed buckets. Do not stroke or fuss ponies you do not know and then handle your own pony. This is particularly important when at shows or pleasure rides when you could come into contact with a lot of ponies you do not know.</i>)</p>	



<p><i>this is completed by a vet with the vet's stamp and signature and vaccine details)</i></p> <p>7. Outline steps to take to prevent disease in ponies (<i>Vaccinations. Be vigilant when with horses that do not know each other, to not allow them to touch or share water/feed buckets. Do not stroke or fuss ponies you do not know and then handle your own pony. This is particularly important when at shows or pleasure rides when you could come into contact with a lot of ponies you do not know.</i>)</p>	<p>Think about all the preventative and regular healthcare a pony requires (e.g. <i>dentistry, farriery, targeted worming and vaccinations etc</i>) Discuss a yearly healthcare plan for a pony.</p> <p>Ask the children to make a list of everything they think should be in a healthcare plan. Using the information they can produce a healthcare plan for their favourite pony. If the children have already started to produce a record plan this could be expanded for this task.</p> <p>If you have access to information such as shoeing, vaccination, saddle checks the children can fill this in and update their plans over a period of time.</p> <p><b>Possible wrap up activities</b></p> <p>Produce an infographic to show how to reduce/ prevent the spread of disease between horses.</p> <p>Think of an animal, it could be a domestic pet that you would like to own or a wild animal such as a lion or crocodile that you would find in a zoo or safari park, find out what health care that animal requires. What extra challenges does a wild animal present? How do you give a lion a flu jab? Share your findings with the rest of the group.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Discuss an initial course and timings for boosters for equine influenza and tetanus</li> <li>• Discuss what could happen if an outbreak, or increase in cases were reported. Use the equine influenza 2019 outbreak as an example when boosters were recommended at closer intervals (six months instead of one year) and competition regulatory bodies made this compulsory. As an owner you would become extra vigilant and try to monitor cases in your area by checking websites such as BEVA. Keep up to date with industry guidance via websites such as BHS. You may decide to limit travelling or competing your pony</li> <li>• Discuss other vaccinations that are compulsory for breeding ponies and why</li> </ul>		
<p><b>Things to consider:</b> Some children may find the thought of a disease outbreak frightening especially given the recent Covid-19 outbreak, be mindful when delivering this topic.</p>		

THEME: Pet Protector		GROUP: Connemara Champs
TOPIC: Worm Control		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List two worms that can affect ponies <i>(Two worms of any of the following: Tapeworm, roundworm, redworm (small, large and/or encysted), bots)</i></p> <p>2. Outline why it is important to manage worms in ponies.</p> <p>3. State the purpose of testing for worms in ponies and different ways to do this</p> <p>4. Outline when you would test for worms <i>(When to test: as a guide, faecal egg counts should take place in the Spring, Summer and Autumn, about every three months. Tapeworm testing in the Spring and Autumn.)</i></p>	<p><b>Possible starter activities</b></p> <p>Read through relevant Page in My Challenge Book</p> <p>General discussion about healthcare of ponies to include worming. Highlight that most ponies and horses have a small worm burden and it is only a problem in large numbers. How can worms affect the pony? Can the children name any of the worms that can affect ponies?</p> <p>Using pictures show the children the different types of worms and their lifecycle. Discuss why it is important to manage worms in ponies <i>(A major worm burden can lead to potential problems such as gut damage which can lead to colic, diarrhoea and other serious problem which can be life threatening)</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Westgate Labs</a> have lots of helpful information</li> <li>• Pony Magazine Worm Quiz <a href="https://www.ponymag.com/news/wp_quiz/worm-watch/">https://www.ponymag.com/news/wp_quiz/worm-watch/</a></li> <li>• Worming Word Jumble (activity sheet in APC Hub)</li> </ul>
	<p><b>Possible main activities</b></p> <p>Discuss each type of worm and use pictures/books/online to talk about the lifecycle. Talk about methods of controlling worm burden. Using the lifecycle chart can the children think of anything that they could do to help break the lifecycle of the worm? <i>(poo pick to remove droppings). What else? (wormers, testing, cross grazing, resting fields)</i></p> <p><i>(Testing: this determines how much of a worm burden your pony has so you can target specific worms with the relevant treatment. Testing methods include faecal egg count for roundworm, saliva test or blood test for tapeworm)</i> Testing: collect small sample of droppings to be looked at under a microscope by an expert. They</p>	

<p>5. Outline when you would treat for worms and how to do this</p> <p>6. Know how to get advice on worming your pony</p> <p>7. Describe the term worm resistance and how to reduce the risk of this occurring</p> <p>8. Outline the principles of good pasture management for controlling worms</p>	<p>check to see if any roundworm worm eggs present and how many. Blood testing and a saliva test available for tapeworm. When should this be done and how often. Show a dung collection sample and talk about/show how to collect the sample. The test results come back as a number and depending on the number the vet may advise you to give your pony a wormer. If you are due to test the children could help collect the and label the samples (<i>PPE: plastic/rubber gloves</i>) Westgate labs lots of Worming information: <a href="https://www.westgatelabs.co.uk/info-zone/what-do-my-results-mean/">https://www.westgatelabs.co.uk/info-zone/what-do-my-results-mean/</a></p> <p>Discussion points for when to worm: (<i>When to treat: if a test comes back positive for high burden you would treat for the worm present. You would also routinely treat for encysted small redworm (this cannot be picked up via any test). If you have a new pony you would worm for encysted small redworm and test for tapeworm. How: following any test results contact a vet or suitably qualified person (SQP) who can offer advice on the relevant product. Wormers can be administered via paste (syringe), tablets or granules in feed. Before administering a wormer the horse's weight should be known (via weigh bridge) or estimated (via weigh tape) so a suitable dose can be given. Always dispose of the wormer safely (leftover wormer can be toxic for other pets) and wash your hands thoroughly</i>)</p> <p>Wormers: Do the children have any pets at home that might need worming (cat/dog) what does their wormer look like. What does a wormer do? What different types are there? Children don't need to know the chemicals just that different wormers treat different worms. How do you give wormer to a pony? Who other than a vet can advise you on wormer? Wormers are poisonous to cats and dogs and animals that live in water. If the children handle wormer must wash their hands afterwards and dispose of any packaging carefully.</p> <p>What can happen if a pony is wormed with a chemical wormer too often or is given the wrong amount? (<i>Worms can build up a resistance to the chemical in the wormer making them ineffective. Worm resistance: means a worm population are resistant to (not affected by) ingredients in wormers designed to kill the worm. To reduce the risk</i></p>	
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	<p><i>of this occurring it is important to only administer a wormer when it is required and ensuring the pony is not under-dosed)</i></p> <p>Make a yearly worming plan showing when to test and for which type of worms.</p>	
	<p>The amount of wormer a pony needs is based on his weight. Ask the children to make a record card to record the weights of the ponies on. It could include pony name, age, height, weight, condition score (this is covered in the next topic) or anything the child thinks is relevant. This can be linked to the healthcare plan in Disease Prevention topic. Using a weight tape or weight bridge if you have access to one, weight the ponies on the yard. Highlight safe handling. If you access to both comparing the weight from the weigh tape and the weight bridge can lead to an interesting discussion.</p> <p>Using empty worming syringes the children can use the weights recorded to set the amount of wormer.</p>	
	<p>Removing droppings from a field is part of good pasture management and helps to reduce the worm burden. What other pasture management techniques can be used? Allocate the children into small groups and collect the equipment needed to poo pick. If you have a large field split the field up into sections and allocate each group a section. Or if you have smaller paddocks each group can have a paddock. Can they identify the 'toilet' areas in the field? What do they notice about the grazing patterns? Are some areas of the field grazed short and some areas of long grass? Why do they think this is? Children can look out for poisonous plants, trees and shrubs (Link to Poisonous Plants topic) and carry out a field check for safety.</p> <p>Discussion points re: pasture management: <i>(Good pasture management: regularly remove droppings do not over-stock, rest and rotate pastures for at least three months (strong sunlight and hard frost help to reduce eggs and larvae surviving in paddocks). Sharing pastures with sheep and cows can also be beneficial as although they may ingest eggs while grazing, worms specific to horses cannot survive in other</i></p>	

	<p><i>animals so it will stop the life cycle. It is important these animals also have their own targeting worming)</i></p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Discuss the number of fields at the yard and how many horses and ponies are turned out. Ask the children to plan how they would use the fields throughout the year. How will they rotate the horses to rest the fields? What other paddock management would they carry out?</p>	
	<p>Pony Magazine online worming quiz</p>	
	<p>Ask the children to pick one of the worms they have learnt about and create a fact sheet.</p>	
	<p>Worming Word Jumble</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Discuss other worms such as pinworm and lungworm</li> <li>• Demonstrate administering a wormer via syringe</li> <li>• Create a worm plan/chart for the centre</li> <li>• Help to collect samples for a worm test</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• If collecting samples, PPE must be worn and hands washed after</li> </ul>		

THEME: Pet Protector		GROUP: Connemara Champs
TOPIC: Condition Scoring		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Outline what body condition scoring means. (<i>Body condition scoring is where you look at and feel over different parts of your pony's body to gain an overall picture of their condition</i>)</p> <p>2. State a purpose for body condition scoring. (<i>can be used to assess fat covering and used in conjunction with the pony's weight to determine if they are a healthy weight</i>)</p> <p>3. Describe how and why a pony's body condition score could change over time. (<i>seasonal changes, exercise, diet</i>)</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>• BHS – <a href="#">Body condition scoring information</a></li> <li>• BHS – <a href="#">Body condition scoring guide</a></li> <li>• BHS – <a href="#">Cresty Neck Score guide</a></li> <li>• Donkey Sanctuary – <a href="#">Donkey body condition scoring guide</a></li> </ul>
	<p>Read relevant pages of the My Challenge Book to introduce the topic</p>	
	<p>General discussion: Why do the children think it is important to monitor a pony's weight? Think about signs of good and poor health. What reasons could a pony be over or under weight? What can the health implications be of being over or underweight? Head out to the yard to look at different horses and ponies and compare how they look.</p>	
	<p>Introduction to body condition scoring (BCS): Has anyone heard of the term BCS (sometimes known as fat scoring)? Can they explain what it means? (<i>where you look at and feel over different parts of your pony's body to gain an overall picture of their condition</i>) Condition = fat covering the body. Using the BCS chart on BHS website talk through which parts of the body are assessed and what is looked at. Head out onto the yard to look at some ponies. There is a step by step guide to fat scoring your horse on the BHS website <a href="#">Body condition scoring information</a></p>	
	<p><b>Possible main activities</b></p>	
	<p>Using a body condition score chart and a suitable pony. Using an ideal body weight pony to demonstrate, talk the children through each part and how to check. How do they tell the difference between fat and muscle? (<i>fat feels spongy to touch, muscle should feel firmer</i>). There is a step by step guide to fat scoring your horse on the BHS website <a href="#">Body condition scoring information</a></p>	

<p>4. Describe the key features to look for when body condition scoring (<i>neck, body and hind quarters and get hands on to help determine between muscle and fat</i>)</p>	<p>Using a variety of ponies with different body score so the children can see the difference, allocate a pony between two so they can discuss between themselves to score. Coach assists as required. Each pair scores each pony and then come together as a group at the end to compare their results. Where there are differences go back to the pony and Body Condition Score as a group.</p>	
<p>5. Feel the difference between muscle and fat</p>	<p>Ask the children what they think the Body Condition Score can be used for? e.g. if the pony has a BSC 5 what does that mean? Is this good for the pony, how could it affect his health? (<i>strain on joints, systems, ability to work, risk of laminitis, etc</i>) Who could they ask for help? How can you start to reduce the BCS? (<i>reduce access to hay/grass, soak hay, increase walking/exercise/movement, basic ideas of how to reduce pony weight gradually, why it's not good to starve a pony</i>). (<i>this is on a basic level (we do not expect the participant to be able to suggest a detailed diet, exercise plan or detailed changes in management) rather have an awareness of changes that could be made and go to a coach, vet etc for advice.</i>)</p> <p>Ask the children if there are any other ways to monitor a pony's weight? How can these be used with BCS to help monitor a pony's weight?</p>	
<p>6. Body condition score a pony (<i>Body condition score: using the 0-5 scale</i>)</p> <p>7. Interpret the results of a body condition score and make suggestions for management (<i>this is on a basic level (we do not expect the participant to be able to suggest a detailed diet, exercise plan or detailed changes in management) rather have an awareness of changes that could be made and go to a coach, vet etc for advice.</i>)</p>	<p>Discussion: ask the children what type of things could affect a pony's weight? (<i>seasonal changes, exercise, diet</i>) What can you do to limit these changes? How could these changes affect the pony? (<i>tack, behaviour, health, anything else?</i>) Monitor a pony using BCS and any other suitable method of weight monitoring (weigh tape/weigh bridge) regularly over a period of time. Keep a record including pictures so they can compare the difference. (<i>weigh bridge – will give accurate weight. Weight tape; will not give accurate weight but you will be able to track weight loss or weight gain over time</i>)</p>	
<p>8. List other methods to monitor a pony's condition</p>	<p><b>Possible wrap up activities</b></p> <p>Make a weight chart to record your results in</p>	

<p>and weight (<i>weigh bridge – will give accurate weight. Weight tape; will not give accurate weight but you will be able to track weight loss or weight gain over time</i>)</p>	<p>Discuss how the fitness of a pony can affect its Body Condition score. What about an old, retired pony no longer in work, how might his body shape change? What else could affect the body condition of a pony?</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Discuss the increased risk of certain health issues as a result of the pony being overweight (Equine Metabolic Syndrome, laminitis, arthritis)</li> <li>• Discuss and practice Cresty Neck Score as an additional method to monitor weight</li> <li>• Look at the donkey condition scoring guide and compare differences</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Be considerate when discussing issues such as weight and obesity</li> </ul>		



THEME: Pet Protector		GROUP: Connemara Champs
TOPIC: First Aid for Ponies		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Outline the basic checks to make each day with regards to healthcare</p> <p>2. Tell an adult or experienced person about a suspected injury or illness (<i>Identify the responsible adults or experienced people on the yard. Where the horse first aid kit is and who is allowed to use it.</i>)</p> <p>3. Demonstrate how to treat basic wounds (<i>sponge or hose a wound to clean, what can be used to stem bleeding until vet arrives. Importance to stay calm and follow safe handling practices and recognise when it may be too dangerous to help</i>)</p> <p>4. Discuss items in a first aid kit</p>	<p><b>Possible starter activities</b></p> <p>Read through the relevant page in the My Challenge Book to introduce the topic</p> <p>General discussion: how can you tell your pony is healthy? (if completed Welshie Wizzers <i>Pony Health</i> topic this should be revision). Make a list of the answers. What would make you think your pony is unwell? What would you do if you suspected your pony was ill? (<i>Identify the responsible adults or experienced people on the yard. Where the horse first aid kit is and who is allowed to use it.</i>) What does TPR stand for and what are the normal TPR rates of a healthy pony?</p> <p>Using a picture of line drawing of a pony- ask the children to write labels around the picture of signs of health.</p>	<ul style="list-style-type: none"> <li>• Routine Healthcare Blue Cross <a href="https://www.bluecross.org.uk/pet-advice/routine-healthcare-horses">https://www.bluecross.org.uk/pet-advice/routine-healthcare-horses</a></li> <li>• BHS Videos – ‘How to take a horse’s temperature’, ‘How to take a horse’s pulse and respiratory rate’ <a href="https://pathways.bhs.org.uk/resource-hub/video-library/">https://pathways.bhs.org.uk/resource-hub/video-library/</a></li> <li>• Laminitis info graphic on subtle signs paper copies or digital download from website REACT videos and materials <a href="http://www.bhs.org.uk/colic">www.bhs.org.uk/colic</a></li> </ul>
	<p><b>Possible main activities</b></p> <p>Ask the children what is meant by the term First Aid? Have they done any first aid courses/training (Scouts/Guides/school)? If they have, ask them to tell you one thing that they remember from it.</p> <p>Thinking about ponies now what could a pony do that requires first aid? Do they know where the first aid kit is on the yard for: humans and horses? Who can access these? What types of items do you find in a human first aid kit? What do you think you would find in a horsy first aid kit? What would you use them for?</p> <p>Look through the contents of an equine first aid kit. Talk through the items and what they are used for. The children can make a contents list for the kit, this can be a simple list, or they can add pictures or their own design.</p>	

<p>5. Know how a pony's behaviour might change if they were in pain or unwell (<i>important to keep self-safe and allow adult to handle pony</i>)</p>	<p>What items of the first aid kit would you use to clean a wound? Practice cleaning a cut (you can make this as realistic as you want to with ketchup for blood) and applying a bandage. (<i>sponge or hose a wound to clean, what can be used to stem bleeding until vet arrives. Importance to stay calm and follow safe handling practices and recognise when it may be too dangerous to help</i>)</p> <p>Do they know the difference between a superficial cut and a deep cut? Talk about how the location of the wound can be important (<i>Cut on a joint/eye</i>) Practice points of the pony e.g. if you said the pony had a cut on the stifle would they know where to check? When would they call the vet for a wound?</p>	
	<p>Pony behaviour: Ask the children how they feel when they are ill or on pain, does their behaviour change? Do they think this happens to animals that are feeling unwell? They may have examples of their pets being unwell.</p> <p>What do we need to be aware of if we are handling a pony who is in pain? What PPE should you wear? How do you stand a pony up for the vet to inspect and why? (<i>square if possible, stay on same side as vet</i>) What equipment might you use? When might it be better to ask an adult to handle the pony? What type of behaviour would make it unsafe for you to approach a pony?</p> <p>Go to the yard and practice standing a pony square and how to move around the pony when someone pretends to examine them.</p>	
	<p>Would a pony behave differently if injured? How, and why? How should a pony be handled that has an injury? Discuss how to reassure a pony and the behaviour the handler should show. Why it's important for an adult to handle a pony that is injured.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Make a 'medical record card' for a pony including information such as vet contact details, vet history, name, age and any other useful information.</p>	
	<p>How might the temperature, pulse and respiration rates change if a pony is unwell?</p>	
	<p>Select a range of items from the first aid kit and put them on the table. Give the children 2 minutes to look at what is on there. After times up cover the items over</p>	

	with a towel. Children close their eyes and you remove 1 item (or more!). Lift the cover off and children have to identify what is missing.	
	Take turns choosing an item from the first aid kit and explaining what it could be used for.	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• How temperature, pulse and respiration rates can help to determine a pony's health <ul style="list-style-type: none"> <li>○ Resting / normal parameters</li> <li>○ Take pulse and respiration rates of pony in stable – take different ponies and compare</li> <li>○ Talk about taking temperature but children don't need to do it</li> <li>○ How TPR changes when pony is unwell</li> </ul> </li> <li>• Know signs, causes and treatments of common ailments: colic, lameness, laminitis</li> <li>• Different types of wounds, how they are caused, their severity and treatment (link to importance of tetanus vaccination) <ul style="list-style-type: none"> <li>○ Be aware if any children are squeamish and likely to be upset</li> </ul> </li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Not all children will be comfortable dealing with blood (real or not).</li> </ul>		

THEME: Junior Jockey		GROUP: Connemara Champs
TOPIC: Riding Skills 4		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Know what a correct position looks like (<i>sit evenly on both seat bones, sit up straight, hands over thumbs on top, bend in elbow, legs relaxed and underneath you, ball of foot in stirrups, heel lower than toe</i>)</p> <p>2. Know why the ball of the foot is in the stirrup</p> <p>3. Demonstrate how to hold, lengthen and shorten the reins</p> <p>4. Demonstrate rising trot (<i>Rider can rise to trot comfortably, understands the concept of diagonals and how to change them. Will need prompting as to when to change.</i>)</p>	<p><b>Possible starter activities</b></p>	
	<p>Read through the relevant topic in the My Challenge Book.</p>	
	<p>Look at pictures of riders in a magazine and look at various riders position (good and bad). Can the children describe what they see? Cut out pictures and draw the lines on the riders showing the line from ear/shoulder/hip/heel. General discussion about why sitting in the correct position is important and what can make it difficult. (<i>sit evenly on both seat bones, sit up straight, hands over thumbs on top, bend in elbow, legs relaxed and underneath you, ball of foot in stirrups, heel lower than toe</i>) Do the children find it easier on some ponies than others? Why could this be?</p>	
	<p>Blank paper template of the area or use a white board. Draw the letters around the edge. Using a different colour for each draw as many changes of rein as they know. What is their favourite one and why? What do they find hard and why? Pick several to try out in the lesson.</p>	
	<p>Blank template of the arena or use a white board. Draw out the shape of 20m circle at A and C. Can the children work out where the circle will go if ridden at E or B? Using the diagram and a lunge line 10m or piece of string mark out the circles in the arena (use plastic disks, cones, flour). Children can walk round the shapes on foot.</p>	
	<p>Blank arena template or use white board. Introduce more school figures (3 loop serpentine, shallow loops, figure '8'). Draw figure out on the template and discuss the aids for each one. Take the drawings to the arena and mark out the shapes using cones/poles/plastic disks. Walk through each shape on foot, talking through the aids, where to look, what to be aware of.</p>	

<p>5. Understand what a trot diagonal is, how to check and why it is important</p>	<p>Show a slow-Mo video of a horse in walk and trot, discuss how the legs are moving and the moment of suspension in trot. How can we make trot more comfortable? Show a video of a rider in rising trot, can the children work out when the rider is rising and sitting in time with the leg movement?</p>	
<p>6. Ride changes of rein in trot</p>	<p><b>Possible main activities</b></p>	
<p>7. Ride 20m circles at A, C, E and B (<i>Ride 20m circles in walk and trot. Markers can be used on floor as guide. Recognise circle should be round</i>)</p>	<p>Put a strip of brightly coloured tape of the pony's shoulder to make it easier for the child to see the shoulder moving forward. Rider to practice rising in time to the movement of the leg (can be done in walk and trot). Be aware riders don't get too focused on looking at the shoulder and forget to look where they are going! If using different colours you can pick which colour the rider has to rise on. As the rider becomes more confident, ask them to guess without looking. (<i>Rider can rise to trot comfortably, understands the concept of diagonals and how to change them. Will need prompting as to when to change.</i>)</p>	
<p>8. Ride variety of school figures (<i>figure '8', 3 loop serpentine, shallow loop. Markers can be used</i>)</p>	<p>Get the children to trace around their feet on a piece of paper. Look at their foot – which is the widest part of the foot? Before riding put tape over their boots on the ball of the foot – can they keep the line of the tape on the stirrup. Discussion – why do we keep just the ball of the foot on the stirrup?</p>	
<p>9. Describe a square halt</p>	<p>Demonstration on how to correctly lengthen and shorten the reins. Just before starting to ride in the school the coach puts two different coloured pieces of tape around the reins. One for short e.g. red and one for long e.g. blue. As the children ride around the arena, the coach could call out which colour to hold, or this can change at different markers – so children will be practicing to shorten and lengthen the reins. <b>NB be aware of any colour blindness which may affect the colours you choose</b></p>	
<p>10. Know how the pony moves in walk and trot (<i>walk: 4 beats, each leg moves individually, head and neck nod. Trot – move legs diagonal pairs with a moment of suspension when all feet off ground, head and neck lift and stay still.</i>)</p>	<p>Deliver a lesson around changing the rein. How many changes of rein do the ride know? Use a white board to draw out the shapes. Can the riders be inventive and make their own change of rein?</p>	

<p>11. Be able to give aids for halt, walk and trot (<i>Aids: halt: sit up tall, increase pressure on rein until halted then relax rein. Walk: sit up tall, use both legs to lightly squeeze, light rein pressure. Trot: sit up straight, shorten reins, use both legs to squeeze. Rider can ride a series of transitions between halt/walk/trot around arena giving clear aids to pony and staying in balance.</i>)</p>	<p>Follow the leader. Each rider leads the ride through a change of rein and then circles to the back. Riders take turns at being coach and instructing the ride through various changes of rein.</p>	
	<p>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.</p>	
	<p>Deliver a lesson on school figures. Start by riding through 20m circles the riders know already as a warm up. How can these be joined together to make a figure of '8'? Use a white board to draw the new school figures (figure '8', 3 loop serpentine, shallow loop) and use markers on the floor for the riders to follow. Riders can practice walking the shapes on foot before riding them. Start to remove the markers gradually as they riders become more practiced. Riders can watch each other ride the movements and give a score out of ten. Can the riders join several school figures and changes of rein together to create a mini floor pattern? What other shapes can the riders make (e.g. circle into square into diamond shape)</p>	
	<p>Deliver a lesson covering halt, walk and trot aids and transitions. Introduce square halt and the aids. How can they check if their pony is square? Use mirror if available or pair riders up so they are opposite each other and can help each other. Can the riders make a transition at named marker? If it didn't happen help rider to work out why not, check the aids used, where they prepared enough? Use school figures and add transitions over the centre line or between poles. Traffic light game – red halt, yellow walk, green trot (or any variation of) Create a mini course for the rider to demonstrate their skills: bending poles, box to square halt in, markers for transitions</p>	

	<p>Deliver a session on improving balance and position.          Take a pictures or short video clips (with permission) of the riders to show them throughout the lesson. With the rider identify what is strong about their position and one thing that they need to work on and create a plan of how to do this.          Include exercises to help riders work on their position and balance such as: ankle circles, arm circles, knees up/out/down, shoulder circles/shrugs, head/shoulders/knees/toes/pony's ears/pony tail, opposite hand to opposite toe without seat coming off saddle, standing in stirrups.          In rising trot – stand for two sit for one, sit for two stand for one or any variation of this. Stand up and balance.          Position: bean bag on top of hat to encourage to sit up tall, sponges/bean bag under arm, whip held between thumbs to keep thumbs on top, riding with reins in one hand</p> <p>Film children riding from behind (slow – mo) in walk, trot and canter and then watch back – this is a good way to look at straightness and position. Put bright coloured tape across their shoulders or down the middle of their spine – this will highlight straightness further. Put tape down the middle of the saddle from pommel to cantle, so rider can check they are sat in the middle.</p> <p><b>Possible wrap up activities</b></p> <p>Take regular photos or video clips of the riders (with permission) and compare them. Can the rider see a different in their position and balance on the pony? Make a scrap book of pictures. Children could keep a written record of each session including glossary, list of exercises, what they liked and what they found hard about the lesson.</p> <p>Create a guide to changing the rein or riding school figures.</p> <p>Write a goal they would like to work towards (they don't have to share this with the group if they don't want to) in the sessions.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>Ride in walk and trot without stirrups</li> </ul>		

- Ride in a light seat position in walk and trot (seat lifted out the saddle, upper body slightly inclined forward)
- Ride simple canter exercises
- Recognise the correct and incorrect canter lead
- Ride as lead file
- Know what lead file responsibilities are
- Know what open order means
- Ride a simple exercise in open order under instruction
- Walk and trot over single ground poles in a line
- Walk and trot over a simple course of single poles
- Give some reasons for using poles

**Coach guidance:**

- Rider to demonstrate balanced position in walk and sitting trot with no stirrups. Neck strap or front of saddle can be used.
- Light seat position to work towards improving lower leg strength and balance. Neckstrap can be used to prevent rider balancing down rein. Build up slowly to two mins or acceptable time depending on rider fitness.
- Canter exercises suitable for pony and rider to improve confidence.
- Rider should be able to give clear upwards and downwards aids and balance themselves in trot transition after a canter.
- Rider understands what is meant by correct and incorrect canter lead
- Rider understands what the role of lead file involves: setting pace, following instructions, asking if unsure, checking on ride behind,
- Open order: riders are spaced out, not simply following pony in front, all riders on same rein and same exercise as guided by coach. Use exercise appropriate to rider level.
- Reasons for ground poles: encourage the pony to flex their joints and pick their legs up. Improve co-ordination, balance, rhythm, accuracy, steering and any other acceptable reason.
- Poles can be used in straight lines and a simple single pole course

**\*\*\*Three star challenges:**

- Know about the lines: Ear/shoulder/hip/heel and elbow/arm/hand/rein
- Begin to recognise and discuss (with coach) their own position faults or issues to improve on
- Know exercises they can do off the pony to help improve position
- Understand what a working pace is
- Recognise when the pony they are riding is working actively
- Be able to ride transitions



- Describe what progressive and direct transitions are
- Ride at least five poles in a straight line (keeping pony straight, straight approach and getaway)
- Complete pole exercises including:
  - Four poles around a circle (if a clock the poles would be placed at 12, 3, 6, 9) and trot the same number of strides between each pole.
  - Start by aiming to ride over the centre of each pole
  - Test further accuracy by picking a different part of the pole to aim for.
- If suitable, children to research some pole exercises of their own, and draw diagrams of the layout and describe how to ride the exercise.
  - Together, review exercises and pick ones to ride in sessions
  - Children can help to set up the exercises
  - Take some time to reflect about the exercise after the session. Discuss what they liked, did it ride as you expected and is there anything they need to work on to improve?
  - This is to begin to discuss their own riding and if they can understand where they may need to develop

**Coach guidance:**

- Children should recognise own basic position faults and how to correct e.g. left hand drops down in transitions, keep hand raised
- Exercises: using non-dominant side e.g. brush teeth/hair, kick ball, hop or balance on one leg, balancing on ball of foot and dropping heel down over step, yoga, Pilates, gym ball, any other suitable exercise
- Children should have a basic idea of definition of working pace. E.g. working pace the one used most often in their lessons, pony should be active,
- Work with children to recognise an active 'working' pace and recognise if speed changes depending on direction or during turns.
- What makes good transition: rider good position and balanced, pony responsive, effective aids, good preparation
- Be able to ride a variety of transitions: progressive and direct if appropriate.
- Pole work: line of 5 trot poles can be double distance. Place 4 poles on a circle, aim to walk/trot over centre of each in regular rhythm. Choose different part of pole to go over e.g. outside edge, a coloured stripe etc aim is for rider to be accurate and maintain a rhythm. Can be done in canter if suitable.
- Children to research some pole exercises: discuss the purpose of each choice. Might need to include distances depending on exercise. Choose a suitable exercise or adapt one if required and explain why.

THEME: Junior Jockey		GROUP: Connemara Champs
TOPIC: Tack Care		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Recognise leather or synthetic tack (<i>Children to recognise and clean the tack available to them, can be synthetic or leather, but both types of tack can be discussed</i>)</p> <p>2. State what is needed to clean a bridle or saddle</p> <p>3. Wipe down a saddle and apply saddle soap (if a leather saddle) or equivalent</p> <p>4. Wipe down a bridle</p> <p>5. Clean a bit</p> <p>6. State why tack should be cleaned regularly and how often</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>BHS Video – <a href="#">How to clean a bridle</a></li> <li>Wordsearch cleaning tack – activity sheet in APC Hub</li> </ul>
	Read through the relevant topic in the My Challenge Book.	
	Talk about the importance of cleaning tack and how often it should be cleaned.	
	Identify and select tack cleaning equipment they will need. Look at the instructions on the types of saddle soap available – some may have different instructions.	
	Look at leather compared to synthetic tack. After identifying the difference test them with a selection of both. Can they identify saddle and bridles that are leather or synthetic?	
	<p><b>Possible main activities</b></p>	
<p>Discuss when you would wipe over a bridle and how often you would strip it and take it apart? What's the difference?</p> <p>Collect the kit needed to wipe over a bridle and saddle.</p> <p>Prepare a bridle to wipe clean. Remove keepers and runners – ask the children if they know which is which? Are any missing from the bridle? Demonstrate how to wipe over the bridle and check for safety. Name the parts of the bridle as they clean it. How to clean the bit. Does anyone recognise the name of the bit on the bridle? Put runners and keepers back in and tie bridle up/thread reins through throatlash. Prepare the saddle for wiping over. Name the parts of the saddle. Demonstrate how to wipe over the saddle and secure the stirrups. Compare the size and shape of the</p>		

<p>7. Recognise cracked leather or broken stitching and know to tell an adult</p>	<p>saddles in the tack room. Which horse has the largest saddle and which has the smallest?</p>	
	<p>Strip a saddle and bridle down ready to be cleaned. Ask each child to write the cheekpiece hole number down to make it easier to put back together. If putting bits in a bucket together tie a piece of string to each with the child's name on so bits do not get mixed up. Name the parts of the tack as they are taking these apart. Talk through and demonstrate how to clean tack. Show how to check the buckles for safety and stitching. Step by step how to put the saddle and bridle back together again. Which way round does the bit go?</p>	
	<p>Have a competition. Award marks for cleanest tack, who has the best cleaning procedure, shiniest bit, etc</p>	
	<p>Once tack is cleaned demonstrate how to put a bridle back together. Children to follow step by step with assistance. Then practice taking it apart and putting back together. The children can have a race, who can put their bridle back together the fastest. If they are good at this – try to do it blindfolded.</p>	
	<p>Using an old bridle and saddle – show the children what cracked leather, broken stitching, stretched leather etc looks like. Get each child to check a set of tack for safety. Highlighting the importance of telling an adult if they find something.</p>	
	<p>Organise a 'Best turned out' competition to coincide with other pony star topics (bathing, plaiting). Children can bath, plait up and clean their tack then show their pony in hand. Prizes can be awarded for: cleanest pony, tack, best plaits, best handler, smartest pair</p>	
	<p><b>Possible wrap up activities</b></p>	

	<p>Design a poster highlighting the dangers of not cleaning and looking after tack properly e.g. uncomfortable for the pony, tack could break whilst riding causing rider to fall off, losing control when a rein breaks, tack doesn't last as long</p>	
	<p>Put pieces of bridle in a covered box/bag and ask the children to feel inside and guess the name of the piece of tack by touch only.</p>	
	<p>Wordsearch Cleaning Tack</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Take apart a bridle for a full clean, apply saddle soap (if leather) or equivalent, and put back together again</li> <li>• The range of different balms, oils and soaps that can be used to clean, condition or waterproof tack. <ul style="list-style-type: none"> <li>○ The difference between them and how they can help to look after the leather</li> </ul> </li> <li>• Find out how much a synthetic and a leather saddle and bridle can cost.</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Allergies to soap or oil – provide protective gloves</li> </ul>		

THEME: Pet Protector		GROUP: Connemara Champs
TOPIC: Handy Pony		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Complete handy pony and/or mounted games type activities and games to help improve riding skills and have fun! <i>(You can coach any mounted games, handy pony, gymkhana activities you can think of suitable for the group)</i></p> <p>2. Help your coach to design and set up a trail of obstacles and challenges for you and your pony to complete.</p> <p>3. Once you have practiced it, turn it into a competition with your group. Who can complete the course in the quickest time, or with the least mistakes? Your coach can award points for each obstacle and challenge completed. Take pictures or</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>Risk assessment</li> </ul>
	<p>Read through the relevant topic in the My Challenge Book.</p>	
	<p>Find out what a handy pony course is all about. (there are lots of You Tube videos showing handy pony courses if the children have never seen one) Discuss what type of obstacles can be used in a handy pony class e.g. zigzag of poles, taking a glove off a washing line and pegging it onto another, picking up a grooming brush and placing it in a bucket, picking up flags, dismounting and walking over stepping stones, ducking under a bridge, posting a letter, what other ideas can they come up with?</p>	
	<p><b>Possible main activities</b></p>	
	<p>As a group design a handy pony course. Decide if you are going to have a theme for the obstacles and how many obstacles will be in the course. Each member of the group can design their own obstacle and then come together to make a course. Include a plan so you know where you are going. As the coach you can decide if you can build and try out the course the group have designed.</p>	
	<p>As a group make a list of any equipment required to build the course. Each child could collect equipment for the obstacle they have designed, or it can be done in pairs or small groups. Does any equipment need to be made? e.g. a post box.</p>	
<p>Introduce the ponies to all the equipment (this can be an activity in itself – explain the importance of showing the pony there is nothing to be scared of). In hand or under saddle. Highlight safe handling, positioning and PPE</p>		

<p>video yourself completing the course.</p> <p>4. Which obstacle did you enjoy the most? What was the hardest challenge you had to complete?</p>	<p>Practice all the individual elements of the course.</p> <p>Examples of obstacles which could be included:</p> <ul style="list-style-type: none"> <li>• Pick something up off one barrel ride to another barrel and put it down</li> <li>• Open and shut a gate (if available)</li> <li>• Get on and off (could get on or off from the offside)</li> <li>• Egg and spoon</li> <li>• Lucky dip (clean shavings or shredded paper in a bucket, hide a small block, bean bag (etc) to find. Or treat like a Crème Egg/choc bar</li> <li>• Incorporate any suitable gymkhana games</li> <li>• Balancing on flower pots/buckets/small hay bales whilst leading the pony</li> <li>• Pegging something on a line</li> <li>• Putting tennis balls on top of cones</li> <li>• Walking over plastic tarpaulin/riding past road signs</li> <li>• Carry a jug/cup of water to bucket whilst riding and empty without losing any</li> <li>• Posting a letter</li> <li>• Go around three barrels (like in barrel racing – must complete a circle around the barrel)</li> <li>• Throwing bean bags into a tyre</li> <li>• Standing in a square of cones for x seconds</li> </ul>	
	<p>Link all the obstacles together and ride round the whole course. Have a competition riding with the emphasis on how well/correctly it is done rather than just how fast.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Discuss the benefits of games such as balance, coordination, trust between pony and rider and to have fun!</p>	
	<p>Write down what your pony liked the most on the course and also what they didn't like.</p>	
	<p>Draw a picture of you doing handy pony with your pony.</p>	

	<p>What have you learnt about getting your pony to trust you around unfamiliar equipment?</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Children to design and complete their own course <ul style="list-style-type: none"> <li>○ Coach will need to review and adapt course for safety</li> <li>○ Coach to adapt the activities to challenge the riders according to their ability</li> <li>○ Children to decide if they are scoring/timing the course – could design their own scoresheets for a fun competition</li> <li>○ Children to draw a map of the course and describe what to do at each obstacle (instructions)</li> <li>○ Children to help set up course</li> </ul> </li> <li>• Design the wackiest handy pony obstacle you can imagine! Create a detailed design of your obstacle and include a description of how to negotiate it. <ul style="list-style-type: none"> <li>○ This could be anything – not necessarily one that could be realistically ridden</li> </ul> </li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Risk assess and make sure ponies are comfortable around the equipment</li> <li>• Monitor and maintain safety and awareness around the obstacles at all times</li> </ul>		

THEME: Junior Jockey		GROUP: Connemara Champs
TOPIC: Tack Fit		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Outline the importance of correctly fitting tack (<i>for the benefit of horse welfare, so the horse and rider are comfortable when riding/being ridden, to prevent issues arising from the horse being in pain, to be able to get the best from your horse</i>)</p> <p>2. Outline the negative impact poorly fitting tack will have on a pony. (<i>An understanding that the horse will be uncomfortable/in pain. Be able to give a couple of examples such as: poor behaviour such as napping, bucking, rearing, unwillingness to move forward, unwillingness to be caught, groomed or tacked up. Performance issues (for</i></p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>SMS – <a href="#">saddle fitting guide short videos</a></li> <li>BHS – <a href="#">Careers guide (saddlery)</a></li> <li>World Horse Welfare – <a href="#">Fitting, using and maintaining a saddle</a></li> <li>Society of Master Saddlers <a href="#">website</a></li> </ul>
	<p>Read through the relevant topic in the My Challenge Book.</p>	
	<p>Create a diagram to show the importance of tack fitting. Use a picture of a horse in tack in the middle, participants can draw arrows coming out with reasons that the tack needs to fit. (<i>for the benefit of horse welfare, so the horse and rider are comfortable when riding/being ridden, to prevent issues arising from the horse being in pain, to be able to get the best from your horse</i>)</p>	
	<p>Scenario flash cards (negative impact of poorly fitting tack) – each participants pick a card and talks about what could happen and how it would affect the horse. <i>For example, the saddle is pinching the pony's back, the bit is sharp and catching the pony's mouth, the bit is too low in the pony's mouth, the bridle is too tight and so on.</i></p>	
	<p>Discussion on the importance of using a suitably qualified saddle fitter, their role and how to find one. Watch short clips on saddle fitting. SMS – <a href="#">saddle fitting guide short videos</a></p>	
	<p><b>Possible main activities</b></p>	
	<p>Demonstration on how to check a bridle and saddle for comfort on a suitable pony. Split the children into pairs or small groups and allocate a suitable pony with saddle and bridle to check for comfort. Highlight: safe handling and positioning around the pony, Then groups come together and present what they have found.</p>	



<p><i>example, tripping, lameness, knocking fences, tightness, unable to relax when being ridden – tense).</i></p> <p>3. State the role of a saddle fitter <i>(to assess the saddle for fit and comfort for horse and rider.)</i></p> <p>4. State how to find a suitably qualified saddle fitter <i>(e.g Society of Master Saddlers)</i></p> <p>5. Check a bridle for comfort <i>(the following areas should be checked: height/width of bit, tightness of browband, noseband and throatlash)</i></p> <p>6. Check a saddle for comfort <i>(basic level of understanding. Length of saddle (not past last rib), height of saddle over gullet, saddle not restricting shoulder, not tipping forward or back. Should also be aware to look at the saddlecloth or numnah to check not too short or long, pulled up into the gullet and saddle isn't</i></p>	<p>Demonstration: Using a suitable pony and saddle talk through how to check the fit of a saddle (very basic checks the children are not expected to fit a saddle to a pony). Show the children how to find the last rib and put a sticker on the pony to identify where this is. Highlight safety: positioning and handling of pony. Why is knowing where the last rib is important in relation to saddle fit? <i>(saddle length)</i> Show the children what a saddle that is too long and too short looks like on the pony. Can they see the difference? Using a torch to shine light down the gullet. What does this tell us? What part of the pony does the gullet sit above? Put a sticker or tape on the shoulder blade to show how a saddle should not sit on top or interfere with the movement of the shoulder. If equipment allows put a tiny saddle on a big horse and a big saddle on a small pony – to show how they do not fit. Who can fit a saddle to a pony? How often should the saddle be checked?</p> <p>Demonstration: How to check the fit of a bridle – using a suitable pony show the children what a correctly fitted bridle look like and what shows its fits. <i>(height/width of bit, tightness of browband, noseband and throatlash)</i>. What does it look like if the bit is too high or too low? Where should the noseband sit? What happens if its too high/low? Throatlash how to check the fit – what happens if too tight or too loose? How to check the length of a bridle If you have a variety of bridle types e.g. traditional/anatomical show how to check the fit of these as well. Highlight safe handling working around the head. Some ponies may out head up or pull back so untie and hold lead rope.</p> <p>Why is it important to put the correct tack on the correct pony? In groups have go at trying a random saddle and bridle on a pony and say whether they think it fits. Feedback to the whole group. Even if the ponies look the same their saddles are different and fitted to them. Relate to wearing someone else's shoes. Just because you are the same size doesn't mean your shoes will be comfortable for each other. Highlight: safe handling and positioning.</p>	
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<p><i>sitting on any piping on the cloth)</i></p> <p>7. Recognise when a saddle fitter should be consulted with <i>(an awareness of regular checks)</i></p>	<p>Have a selection of saddle cloths, some too big, too small, dirty and worn out. Have a session on identifying appropriate fit and discuss the condition of the saddle cloth. How can this affect the fit of the saddle. (ie saddle sits on the piping of a saddlecloth - relate to having a wrinkle in your sock.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Design the perfect saddle cloth.</p>	
	<p>Using a picture of a pony tacked up, label the parts of saddle and bridle that you can check for comfort.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Recognise signs that indicate poor saddle/bridle fit <ul style="list-style-type: none"> <li>○ Eg white hairs, scruffy hair after riding, uneven sweat patches</li> </ul> </li> <li>• Know about other careers related to tack such as lorniner or leatherworker <ul style="list-style-type: none"> <li>○ What they do</li> <li>○ Qualifications required</li> </ul> </li> <li>• How saddles are made <ul style="list-style-type: none"> <li>○ Trees – what this is, what it's made from</li> <li>○ What parts of the saddle affect fit</li> </ul> </li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Children don't need to know how to fit saddles and bridles, they only need to be aware of the basic process.</li> </ul>		

THEME: Junior Jockey		GROUP: Connemara Champs
TOPIC: Ready to Ride		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Carry tack appropriately (<i>Children should show due care for tack at all times, for example tack put in a suitable place before being put on pony</i>)</p> <p>2. Put on a bridle (<i>cavesson bridle required, no martingale. Bridle should already fit the pony (not expected to adjust for fit). Pony should have headcollar around neck but leadrope untied, then headcollar put on one bridle is on</i>)</p> <p>3. Put on a saddle with saddle cloth or numnah and girth (<i>saddle placed on horse's back gently and children to be aware that pony may be sensitive when girthing</i>)</p>	<b>Possible starter activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
	Read through the relevant topic in the My Challenge Book.	
	Write a list of everything that needs to be checked for tack to be fitted correctly. Relate back to Tack Fit topic.	
	How should tack be stored correctly? Look at tack in the tack room to see how it is stored. How is the tackroom laid out (numbers/names)? How do you know which tack belongs to which pony? Saddles are expensive and can easily be damaged if dropped so we need to be careful carrying them. Show how to pick up and carry tack safely ( <i>arm under saddle, cantle against hip</i> ) Be aware small children may need to put both arms under the saddle to carry it safely. Bridle over arm be careful not to trip over reins. Highlight: safe lifting, better to do two trips than risk dropping the saddle. Identify the importance of how tack is put down e.g. saddles not dropped and protected from scratching or being chewed by other ponies. Look at the stables and choose a safe place to put the tack down. Why is the stable door not always ideal place? How can they place the saddle on the floor ( <i>sit on saddle cloth, girth between wall and cantle</i> )	
	Identify different types of boots, mainly brushing boots. How to tell if two boots are a pair. Is there a difference between front and hind boots? Children can practice putting the boots on their own legs before putting them on a pony.	
	<b>Possible main activities</b>	

<p>4. Put on a set of front brushing boots</p> <p>5. Lead a tacked up pony to the arena (<i>stirrups run up and reins over the pony's head (unless martingale is used), position through stable door/gates</i>)</p> <p>6. Untack a pony (<i>pony safely tied up. Safe procedure followed, saddle lifted off horse gently and placed down appropriately until taken away to tack room</i>)</p> <p>7. Wash off a bit (<i>Rinse off after use before the bridle is put away</i>)</p> <p>8. Care for tack and equipment during use (<i>this relates to tack being placed appropriately before use – so cannot be knocked over or stood on by pony, not placed against wall so could be scratched. Rinse bit after</i>)</p>	<p>Provide a demonstration on how to tack up correctly from start to finish using a suitable pony. In small groups or pairs have a go at tacking up suitable ponies under supervision. Once they are confident, they can practice individually with assistance available. Highlight: safe handling and positioning in the stable, pony tied up, keep one hand on pony as move around.</p> <hr/> <p>Demonstration on how to put on brushing boots on a suitable pony. Talk about how to tell if the boot is facing the right way, widest part at the bottom, how to secure properly. Children can practice putting brushing boots on a pony's front legs and can work in pairs. Highlight safe handling and positioning around pony's legs (no kneeling, keep hands off the floor), pony tied up.</p> <hr/> <p>Explain the importance running up stirrups on a saddle when leading the pony. Can the children think of reasons why? What do they have to think about or be aware of when leading in and out of stable door or narrow passageway? Demonstrate how to run stirrups up and lead a pony with and without a martingale. Then children can practice preparing and leading with a tacked up pony, with and without a martingale. Highlight: positioning through the stable door (can work in pairs, one leading and one on door duty), stand next to shoulder, how to turn safely, hold reins under chin.</p> <hr/> <p>Demonstration on untacking a suitable pony. How to decide if taking off saddle or bridle first. Pony secured throughout. What to be aware of and where to put the tack you have taken off. Why should you wash the bit off after use? What should you do if the boots or saddle cloth are dirty or sweaty? Highlighting safe and gentle procedures, handling and positioning. What to do after untacked. Make sure pony safe and secure. Take tack back into tack room and put away safely.</p>	
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<p><i>each use and knowing when to clean tack)</i></p> <p>9.Store tack and equipment appropriately (<i>Understanding of need to store so is not scratched or cannot get damp, also on a suitable saddle rack so maintains shape. Boots are stored in pairs)</i></p>	<p>Finish by asking children to complete all the tasks from start to finish on their own. Ask children to tack up. Lead to the arena and back and untack. Give them marks out of ten. (supervision and assistance can be given if required)</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Write instruction leaflet/poster to show others how to care for tack when being taken to and from the pony and when being used (e.g. where to place outside the stable so not stood on etc.). Could include do's (tick) and don'ts (cross).</p>	
	<p>Design a sign to remind everyone to wash their bit off after riding.</p>	
<p>Design the perfect tack room including everything needed to keep tack in good condition e.g. heater, tack cleaning area, saddle racks, name plates and so on.</p>		
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Find out the system for allocating tack at the yard (if there is one) <ul style="list-style-type: none"> <li>○ How to know which saddle is who's</li> <li>○ Do ponies have more than one saddle/bridle? How to know which one to use for certain activities</li> </ul> </li> <li>• Put on a bridle with different type of noseband</li> <li>• Put on a martingale and/or breastplate/extra pieces of tack</li> <li>• Check the fit of a bridle and saddle for comfort</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Children can have assistance at all times.</li> <li>• Safe handling of pony at all times, and safe procedure followed</li> <li>• Be mindful that some ponies aren't suitable for tacking up and untacking – only use ponies that are easy for children to do this on.</li> </ul>		

THEME: Equine Explorer		GROUP: Connemara Champs
TOPIC: Highway Code		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Outline the Green Cross code and what it's used for (<i>Discuss the Green Cross Code and Stop, Look and Listen as a base line of their learning</i>)</p> <p>2. Outline what the Highway Code is and what it's used for (<i>Highway Code is an official set of rules and guidance for every road user.</i>)</p> <p>3. Know the rules of Highway code relating to being a passenger in a car (<i>wear a seatbelt, don't distract the driver</i>)</p> <p>4. State why the Highway Code is implemented for all road users</p> <p>5. Outline the relevant rules relating to horse and pony</p>	<p><b>Possible starter activities</b></p> <p>Read the relevant topic page in the My Challenge Book to introduce the subject.</p> <p>Ask the children what they know about the Green Cross Code. Can they list the steps? General discussion around crossing the road and safety. There are lots of videos available on You Tube about the Green cross code that the children might enjoy acting out. Hedgehogs TV advert Stop, Look, Listen, Live. <a href="https://www.youtube.com/watch?v=KnwxN24E2yY">https://www.youtube.com/watch?v=KnwxN24E2yY</a></p> <p>Green Cross Code: You could mix these up and ask children to put back in the correct order</p> <ol style="list-style-type: none"> <li>1. THINK! First find the safest place to cross</li> <li>2. STOP! Stand on the pavement near the kerb</li> <li>3. USE YOUR EYES AND EARS! Look all around for traffic and listen</li> <li>4. WAIT UNTIL IT IS SAFE TO CROSS! If traffic is coming, let it pass</li> <li>5. LOOK AND LISTEN! When it is safe, go straight across the road – do not run</li> <li>6. ARRIVE ALIVE! Keep looking and listening</li> </ol>	<ul style="list-style-type: none"> <li>• Highway Code <a href="https://www.gov.uk/guidance/the-highway-code">https://www.gov.uk/guidance/the-highway-code</a></li> <li>• Green cross code by roadwise <a href="https://www.roadwise.co.uk/schools/using-the-road/green-cross-code/">https://www.roadwise.co.uk/schools/using-the-road/green-cross-code/</a></li> <li>• Hedgehogs TV advert Stop, Look, Listen, Live. This is from 2009 but might make a good discussion starter. <a href="https://www.youtube.com/watch?v=KnwxN24E2yY">https://www.youtube.com/watch?v=KnwxN24E2yY</a></li> <li>• Think! Government campaign to educate children about Road Safety. Lots of resources available on here <a href="https://www.think.gov.uk/education-resources/">https://www.think.gov.uk/education-resources/</a></li> </ul>
	<p>What is the difference between the highway code and the green cross code? What rules of the highway code apply to children travelling in cars? Look through the highway code and find out which rules apply to horse riders on the road. (<i>It covers safety equipment, riding at night (though should not be encouraged), before riding,</i></p>	

<p>riders (<i>Children will need to identify within the Highway Code certain rules apply to horse riders. It covers safety equipment, riding at night (though should not be encouraged), before riding, footpaths, pavements, cycle tracks and roundabouts, and where to position themselves when riding</i>)</p> <p>6. Describe hazards that can be on or near a road (<i>animals, children playing, balls, building work, parked cars, cyclists, joggers, skips and any other appropriate answer</i>)</p> <p>7. Know why it is important to be aware of surroundings when walking, cycling or riding near a road</p>	<p><i>footpaths, pavements, cycle tracks and roundabouts, and where to position themselves when riding</i>)</p>	<ul style="list-style-type: none"> <li>• Road Safety Ireland <a href="https://www.nidirect.gov.uk/articles/road-safety-seven-11-year-olds">https://www.nidirect.gov.uk/articles/road-safety-seven-11-year-olds</a></li> <li>• Road Safety Scotland <a href="https://roadsafety.scot/learning-zone/second/">https://roadsafety.scot/learning-zone/second/</a></li> <li>• See how we have been going to schools with our Be Nice, Say Hi message: <a href="#">Henry the Horse   British Horse Society (bhs.org.uk)</a> If you are interested in this option please contact the Safety team to discuss (02476 840516)</li> <li>• BHS Horses and the Highway Code. <a href="#">Horses &amp; the Highway Code   British Horse Society (bhs.org.uk)</a></li> </ul>
	<p>Ask the children what items of hi viz they can remember. Do they know the difference between reflective and fluorescent? Why should you wear both out hacking? Design items of hi-vis clothing for them and a pony. Use highlighter pens to really make it stand out.</p>	
	<p><b>Possible main activities</b></p>	
	<p>What do we mean by a hazard? (<i>animals, children playing, balls, building work, parked cars, cyclists, joggers, skips and any other appropriate answer</i>) What type of hazards might they find on or near a road? Ask the children to think of a journey they take regularly (to school, the yard, shops) can they think of any potential hazards? The next time they go on the journey take a notepad and jot down any hazards they notice. Talk about what they found with the rest of the group. Hazards can be different depending on if you are in a car, walking, cycling or riding a pony. Think of some hazards and how they might affect you in each of these situations. What is the strangest hazard they have come across on a journey?</p>	
	<p>Which Highway Code rules apply to horse riders? In small groups discuss the rules and think of reasons why these rules are in place. Feedback to the rest of the group. E.g. you should wear fluorescent or reflective clothing, why – so you stand out and to allow other road users to see you earlier.</p> <ul style="list-style-type: none"> <li>• How should other road users pass horses safely? You Tube Video (about 1:45 mins) <a href="#">Be Nice Say Hi – a Cycling UK and BHS guide to passing horses on road</a></li> </ul> <p>How should horse riders pass other road users safely? Could include the Be nice, say hi! Message short video <a href="#">Henry the Horse   British Horse Society (bhs.org.uk)</a></p>	
	<p>Act out a hazard. On the yard or in the arena mark out a road route. Children take turns at acting out scenarios <i>e.g. one is a horse rider, others pretend to be speeding cars, some playing football on the pavement</i>. How might the horse react, what could the rider do?</p>	

	<p>You could then watch a BHS video which has horse reactions to bad and good driving on the road <a href="#">BHS Dead Slow 360 VR - YouTube</a></p>	
	<p>Take the group on a walk or a hack, talk about any hazards you come across. Riders can be on lead rein or on foot simulating a hack with pretend hazards. Prompt riders to remember what essential piece of kit they need (hat and hi vis) and why it's important (to be seen early). To instil good practice ensure any leaders are also wearing hi-vis. If there are opportunities to 'Be Nice, Say Hi' to other road users, pedestrians etc prompt them to do this. Discuss if they were happy with how the road user passed them (ie were they wide and slow).</p>	
	<p>In small groups prepare, rehearse and play out a "Green Cross Code video" this could be done on the yard on a simulated road crossing and then play the videos back later in the class room.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Make up a song or rhyme about the Green Cross Code</p>	
	<p>Make a highway code leaflet informing other riders of the rules that apply to horse riders</p>	
	<p>Share information about how to pass a horse rider safely on the road and about the BHS Be nice, say hi! campaign.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Create a short video, radio advert, play etc about the Green Cross Code to teach someone else about it and why it's important to follow</li> <li>• Other road users and how they may use the Highway Code ie, cyclists</li> <li>• How to navigate roundabouts on horseback             <ul style="list-style-type: none"> <li>○ What does the Highway Code say</li> <li>○ Where to position yourself when on a pony</li> <li>○ How to let other road users know where you are going</li> <li>○ Build a simulated route including a roundabout and practice riding round</li> </ul> </li> <li>• Create some top tips to help new pony owners stay safe on the road. Illustrate your top tips to make them stand out</li> </ul>		



**Things to consider:**

- Children to have an awareness that rules apply to England, Scotland and Wales produced by the Department of Transport, there is a different version of the Highway Code for Northern Ireland and the Republic of Ireland, and a country specific Highway Code is available. Children should be aware of the Highway Code that is relevant to where they live
- Road safety can be sensitive subject, some children may have been affected by or witnessed a road incident.
- Delete any videos straight after they have watched them GDPR & child protection
- In group discussions do not force every child to talk in front of the others if they do not want to, be very mindful of their confidence and don't allow them to feel pressure from the coach or the other children.

THEME: Equine Explorer		GROUP: Connemara Champs
TOPIC: Travelling		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List reasons why you may need to travel a pony</p> <p>2. List some travel equipment you can put on a pony and a reason for its use <i>(to include: leather headcollar, travel boots, and tail guard. Can also include poll guard and travel rug and tail bandage)</i></p> <p>3. Put on travel boots and a tail guard</p> <p>4. List safety checks to carry out on the vehicle before travelling</p> <p>5. Outline safety considerations when loading and travelling a pony</p> <p>6. List items to take with you when travelling a pony</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>• BHS – <a href="#">Transporting your horse</a></li> <li>• BHS – <a href="#">Checks before you travel</a></li> <li>• BHS – <a href="#">Loading and unloading your horse</a></li> <li>• BHS – <a href="#">Driver licensing law</a></li> <li>• BHS – <a href="#">Breakdown advice</a></li> <li>• BHS – <a href="#">Equine transport safety glovebox guide</a> (hard copy can be requested)</li> <li>• <a href="#">National Equine Welfare Compendium</a> pages 38-46</li> </ul>
	Read the relevant page in the My Challenge Book to introduce the topic	
	Why might you want to travel a pony? Group to think of suggestions <i>(to ride somewhere, to compete, if pony is ill or is going to a vet, going to a new yard)</i>	
	How do you travel a pony? Ask the children what ways they know of to travel a pony (lorry, trailer). What other vehicles can they travel on? Can ponies travel on planes, trains or boats? How do they do this?	
	If you are going on a long car journey what items do you take with you? Make a list of what you might take. Now think about taking a pony on a long journey. What equipment would you need to take with you? Would the equipment list change depending on where you are going? Make a list of equipment you would take if you were going to: <ul style="list-style-type: none"> <li>• A local competition centre to compete for the day</li> <li>• Pony camp for the weekend</li> <li>• A fun ride for the day</li> <li>• Moving to a new yard</li> </ul>	
	What do you have to take with you as law?	
Ask the children what safety checks do they think need to be carried out on the vehicle before travel? Ask them to think about where the pony stands <i>(no sharp objects, floor not slippery, string to tie up to)</i> . Can use a picture as a prompt. They can ask an adult what safety checks they carry out on the vehicle before travelling <i>(lights,</i>		

<p><i>(passport, water and buckets, spare headcollar/leadrope, charged mobile phone, hay (a passport is not required if travelling the pony in an emergency))</i></p> <p>7. Prepare a vehicle ready to load a pony <i>(can be practical if access to vehicle or discussion. Lower ramp (safe position), fix partitions etc depending on vehicle type)</i></p>	<p><i>tyres, oil, fluids, breaks etc</i>) Children don't need to know how to do this but should know they need to be checked. If lorry or trailer available show the safety checks you would carry out.</p>	
	<p><b>Possible main activities</b></p>	
	<p>Ask the children if any of them have travelled a pony before and what equipment did they use? Why do pony's need to wear safety gear to travel? Talk through the items of travel equipment or split group into small groups or pairs and allocate each several pieces of travel equipment <i>(leather headcollar, travel boots, and tail guard)</i> for them to research and talk to the group about. Demonstrate how to fit the equipment. Assist the children to tack up suitable ponies for travelling. Highlight handling safety: Positioning when putting on tail bandage/tail guard, some ponies may react to wearing boots by lifting legs up higher as they move, some may associate travel equipment with going somewhere fun and start to get excited, behaviour change.</p>	
	<p>Prepare a vehicle ready to load a pony. (Children aren't required to load a pony, this can be theory if a suitable vehicle isn't available) Carry out safety checks on the vehicle. <i>(Should have an understanding to check inside the vehicle: floor, partitions for general wear and tear, ramp, any sharp objects. Then check outside of vehicle (tyres and lights). Doesn't need to know how to check these but should understand to ask/remind an adult to check)</i></p> <p>Ask the children where they think is a safe space to park the lorry ready to load? Talk about the areas they come up with and why they are or are not suitable. How to prepare the vehicle – lower ramp (safe lifting) pin back partitions. Discuss different types of vehicle – side load, trailer front and rear ramps, back ramp etc. Look at pictures online for different examples. What PPE should the handler wear to load a pony? What are the dangers?</p>	

	<p>Outline safety considerations when loading and travelling a pony (<i>is area suitable for loading (flat, not slippery and well-lit if leaving early or returning late, enough room before ramp to walk horse to/off), ponies may react differently to being handled normally as may be excited/nervous to leave yard or return to yard, should not load a pony on your own in case of an accident and also to have help to lift ramp, some horses do not like being loaded and can be stubborn, or even rear, barge or try to pull away. Pony should be tied using a quick release knot. PPE should be worn (hat, gloves and hard boots). Always get an adult to help load)</i>)</p>	
	<p>If a vehicle available and suitable quiet ponies, children could practice loading into a trailer or lorry. Or place poles or cones to mark out a ramp and a 'box' in the arena. Children can practice the motion of leading a pony up the ramp, positioning the pony in the lorry and leading out again. Poles can be made onto a trailer set up with front and back ramp or a side loading lorry. Children wear PPE and can tack pony up ready to travel.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Make a vehicle safety checklist to carry out before travelling a pony</p>	
	<p>Make an equipment checklist to help you pack for an outing with your pony</p>	
	<p>Make a poster of a pony in travel gear and label what each item is for.</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Discuss the different size trailers and horseboxes and what is the recommended size for a pony compared to a shire</li> <li>• Look at different scenarios for travelling a pony and discuss what else you may need to take with you (water, buckets, sponge, tack etc) <ul style="list-style-type: none"> <li>○ What considerations would you make if it was a long journey – over five hours/overnight stay? Or you are travelling in hot weather?</li> </ul> </li> <li>• Discuss the payload of a lorry or trailer and what this means. If you have access to a weigh bridge, weigh lorry, then load it up (without pony) and weigh it again. Add the weight of the pony – are you over the payload?</li> <li>• Depending on suitability/facilities available/temperament of ponies you could move onto practicing loading – risk assessment and only if suitable. Not required to complete two star challenges</li> </ul>		

THEME: Equine Explorer		GROUP: Connemara Champs
TOPIC: Be Prepared		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List considerations to think about before going for a hack: (<i>traffic volume, time of day, sun position (winter), daylight, weather conditions, road conditions, local activity such as shoots, hunts, cycle races, running events</i>)</p> <p>2. Describe when it would be better not to go for a hack or to change the intended route</p> <p>3. List accidents or incidents that might happen when out on a ride (<i>Just a general overview that accidents and incidents can occur, such as, pony going sore or lame, twisted shoe, stone in foot or other type of injury, a rider could fall off, become ill or injured, loose pony. These are just a few examples. Discuss incidents and accidents</i>)</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>• What3words app</li> <li>• Pony magazine hacking tips: <a href="https://www.ponymag.com/pony-know-how/advice-to-prevent-you-from-losing-your-pony-and-to-cope-well-if-you-do/">https://www.ponymag.com/pony-know-how/advice-to-prevent-you-from-losing-your-pony-and-to-cope-well-if-you-do/</a></li> <li>• Pony magazine what would you do: <a href="https://www.ponymag.com/pony-know-how/what-would-you-do/">https://www.ponymag.com/pony-know-how/what-would-you-do/</a></li> <li>• BHS website: Common incidents when hacking <a href="https://www.bhs.org.uk/advice-and-information/common-incident">https://www.bhs.org.uk/advice-and-information/common-incident</a></li> <li>• BHS website Planning a hack <a href="https://www.bhs.org.uk/advice-and-information/planning-a-ride">https://www.bhs.org.uk/advice-and-information/planning-a-ride</a></li> </ul>
	<p>Read the relevant page in the My Challenge Book to introduce the topic</p>	
	<p>Ask the children about routes they enjoy hacking around. What markers tell them where horses are allowed to go. Where are you not allowed to ride a horse? Can they describe the route their favourite hack takes?</p>	
	<p>Make some cards with considerations to think about before going hacking. This could include: <i>rush hour traffic, quiet roads, school finishing time, low sun position, fog, rain, winter daylight, sunny and calm, windy, icy road conditions, wet road conditions, bin lorry day, bus route, local activity (shoots, hunt), cycle races, running events, pony due for shoeing, pony feeling fresh, novice rider, nervous rider. Plus any others you can think of that are relevant in your area.</i></p> <p>Children choose a card and talk about what the consideration is and how it might affect their decision to go hacking.</p>	
	<p><b>Possible main activities</b></p>	
	<p>Ask the children what they think about before going out for a hack? You may need to prompt them: time of day, weather, traffic volume, how could these affect your hack? Is there anything else they can suggest? (local activity such as cycle race, march/protest, hunt, shoot,..). How could these affect your pony's behaviour, if they are taking place on or near your hacking route?</p> <p>Would any of these things make them change your mind about going for a hack or change the route they wanted to take?</p>	

<p><i>appropriate to the group you have and the type of hacks or rides they may go on)</i></p> <p>4. Describe what to do if someone you are with has an accident</p> <p>5. Outline how to find your location when on a ride (<i>app on phone such as What3Words</i>)</p> <p>6. List less common hazards: (<i>wind turbines, solar panels, low flying aircraft, bird scarers</i>)</p> <p>7. How to introduce pony to these and extra precautions to take out hacking.</p>	<p>Ask if anyone has had an incident out hacking? What happened, what did they do? General discussion about what can happen out hacking (this is not intended to frighten the children but to make them aware of what could happen) <i>e.g. a fall, loose horse, pulled shoe, lame horse, poorly rider</i>. Discuss as a group what you could do in each of these situations. There may be more than one answer and the idea to give the group confidence that they know how to get help in an emergency. How could they describe to someone where they are? Who would they contact for help?</p> <p>Make some cue cards with different scenarios on for each small group or pair to work through and decide on a plan of action.</p>	
	<p>Think about your favourite hacking route. Are there any hazards on it? Can the group think of any unusual hazards that they could meet out hacking? You may need to prompt them: <i>wind turbine, solar panel, bird scarers, low flying aircraft, farm animals, lamas,...</i> If the group are unfamiliar with these show pictures of wind turbine, solar panel and bird scarer and discuss what they are. How might a pony react to these? Relate back to flight instinct and behaviour. Ask the group how they might introduce a pony to these hazards.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Make a tag or a small card with emergency information on them that can be attached to a pony's saddle and that a rider can carry out hacking.</p>	
	<p>Use the 'what3words' app. Set up a scavenger hunt around the yard. Children have to follow clues to locations on the yard and use the app to find the 3 unique words at each location.</p>	
	<p>Make an emergency yard details notice for the office: Yard name, address, postcode, phone number. Owner/yard manager name. Vet details. What else could go on there?</p>	

**\*\*Two star challenges:**

- Find out about organised (fun/pleasure) rides
  - What these are
  - Considerations if want to take pony on one: fitness, travelling, control in open spaces, riding a group
  - Equipment you may need to take
- Who to report incidents and accidents to?
  - BHS Horse Incidents app/website
- What to do if meet loose dogs out hacking
  - How might a pony behave
  - Share the BHS leaflet advising dog owners

**Things to consider:**

- Accidents/incidents: try not to go into too much detail here as do not want to scare/worry the younger riders.

THEME: Equine Explorer		GROUP: Connemara Champs
TOPIC: Gates		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Open and close a gate using the 'heels to hinges' method (<i>can be done on a bridleway/byway or on the yard. Can be a simulated gate in arena. Can have assistance if required.</i>)</p> <p>2. Safely lead their pony through a gate from ground</p> <p>3. Identify two types of gate that can be found on a bridleway (<i>Gates do not have a 'standard' type but will have certain characteristics eg. self-closing/ two way opening gates</i>)</p> <p>4. Recognise if a gate needs to be improved for equestrian use and how to report this (<i>Children will be able to spot gates which are not suitable for horses and</i></p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>• BHS Opening gates video <a href="https://www.bhs.org.uk/advice-and-information/common-incidents/off-road-gates">https://www.bhs.org.uk/advice-and-information/common-incidents/off-road-gates</a></li> <li>• BHS leaflets <a href="https://www.bhs.org.uk/advice-and-information/free-leaflets-and-advice">https://www.bhs.org.uk/advice-and-information/free-leaflets-and-advice</a></li> <li>• BHS – <a href="#">Advice on gates</a> (includes video)</li> <li>• Fill in the missing words sheet – Activity sheet in APC Hub</li> </ul>
	<p>Read through the relevant pages in the My Challenge Book to introduce the topic</p>	
	<p>Watch the BHS Video Off road gates <a href="https://www.bhs.org.uk/advice-and-information/common-incidents/off-road-gates">https://www.bhs.org.uk/advice-and-information/common-incidents/off-road-gates</a> that demonstrates how to open a gate using heel to hinges method. Have a general discussion around the types of gates you might find on a bridlepath. Why are gates used on bridlepaths?</p> <p>Questions to consider:</p> <p>What items of tack and clothing do riders have to be aware of when manoeuvring through gates? What else would you have to be aware of if you were leading a pony through a gate?</p> <p>What were the differences in methods between negotiating a gate that opens away from the pony and a gate that opens towards the pony?</p> <p>When would the 'heels to hinges' method not be suitable to use?</p>	
	<p>Using the information in the video ask the group to identify two different types of gate. Draw and label diagrams of the gates or they could create a model to show how each one works. (<i>Gates do not have a 'standard' type but will have certain characteristics eg. self-closing/ two way opening gates</i>)</p> <p>What would make a gate unsuitable for a pony? (<i>For example: bridleway gates will usually be no less than 5ft wide for horse and rider to travel through, so if they are less than 5ft it may not be safe for horse and riders. If they find a gate to be</i></p>	



<p><i>riders. For example: bridleway gates will usually be no less than 5ft wide for horse and rider to travel through, so if they are less than 5ft it may not be safe for horse and riders. If they find a gate to be dangerous this should be reported to the Local Authority. You can also report incidents involving gates on the BHS Horse Incidents site)</i></p>	<p><i>dangerous this should be reported to the Local Authority. You can also report incidents involving gates on the BHS Horse Incidents site)</i></p> <p>Who can you report this to?  <b>BHS Leaflets- gates:</b> <a href="https://www.bhs.org.uk/advice-and-information/free-leaflets-and-advice">https://www.bhs.org.uk/advice-and-information/free-leaflets-and-advice</a></p> <p><b>Possible main activities</b></p> <p>Take the group around the yard to look at the different types of gates. This could be the stable door, gate to the arena or gate to a field. Are some easier to open than others? What do you need to be aware of when leading a pony through a gate? Is there anything extra you have to be aware of when leading a pony into or out of a field with other ponies in?</p> <p>Allocate suitable ponies to each child or pair. Highlight safety: handling, headcollars correctly fitted (or bridles), PPE (hat, gloves, boots), distance between ponies. Ask the children what they need to be aware of when leading pony out of the stable door?</p> <p>Using suitable gate children to practice opening, leading ponies safely through, and shutting the gate behind them.</p> <p>This can be done as part of an in-hand obstacle course in an arena. For example: a gate can be a length of rope looped over a jump stand. Children can develop their handling skills on the ground e.g. halt in a box, move the pony over, back up, bend through poles, open a gate, lead from offside.</p> <p>Watch the BHS video on how to open gates.</p> <p>Deliver a session in the arena with suitable ponies, covering the aids for the moving the pony quarters over, turn on forehand, rein back and riding with the reins in one hand. Riders should be confident at controlling their pony in walk and halt using their legs and with their reins in one hand and leaning down to hold the gate.</p> <p>Using poles, cones or jump stands to make a small area for the rider to manoeuvre the pony in.</p>	
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	<p>Riders to practice lining pony up heels to hinges, asking the pony to move quarters over and then walking forward through pretend gate. When riders are confident with this, introduce a gate (can be rope or real gate), assist the riders as required to manoeuvre through the gate. Coach assistance can be provided at all times.</p>	
	<p>Create a homemade video on how to lead a pony through a gate, get the group to all contribute and take part in some way, cameraman, narrator, handler and so on. Watch the video later in the class room.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Make a video or step by step picture leaflet showing the heels to hinges method of opening a gate.</p>	
	<p>Find out more about how the BHS work to improve access for riders and carriage drivers and the work of the BHS Access Officers.</p>	
	<p>Fill in the missing words sheet</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Know why gates are used on bridleways</li> <li>• Discuss why it is important to close gates behind them if the gate is not self-closing. <ul style="list-style-type: none"> <li>○ Link to Countryside Code/Scottish Access Code depending on Nation</li> </ul> </li> <li>• Identify route markers on gate post</li> <li>• Make a video guide or picture guide to negotiating gates safely on horseback.</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Ponies should be suitable and used to doing gates. Assistance can be given at all times by the coach.</li> <li>• Delete any videos straight after they have watched them GDPR &amp; child protection</li> </ul>		

THEME: Stable Star		GROUP: Connemara Champs
TOPIC: Stables		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. State why a horse may require a stable</p> <p>2. List the basic requirements for a safe and suitable stable</p> <p>3. Skip out a stable (<i>Pony is not required to be in the stable when skipping out</i>)</p> <p>4. Clean food and water buckets (<i>If yard uses automatic drinkers children can help to clean this instead of a bucket</i>)</p> <p>5. Refill a water bucket and haynet</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>BHS website <a href="https://www.bhs.org.uk/advice-and-information/horse-care/enrichment/stable-enrichment">https://www.bhs.org.uk/advice-and-information/horse-care/enrichment/stable-enrichment</a></li> <li><a href="https://www.bhs.org.uk/advice-and-information/horse-care/bedding">https://www.bhs.org.uk/advice-and-information/horse-care/bedding</a></li> <li><a href="https://www.bhs.org.uk/advice-and-information/horse-care/stable-management-and-safety">https://www.bhs.org.uk/advice-and-information/horse-care/stable-management-and-safety</a></li> </ul>
	Read through relevant page in My Challenge Book to introduce topic	
	Ask the children to think about what basics they need to live somewhere comfortably ( <i>shelter, warmth, water, food, bed</i> ) Do ponies need the same things to be comfortable? Make a list of what a pony needs in a stable (could link to the 5 freedoms). Can the group think of reasons why a pony might need a stable?	
	Take the group round the yard and look in the stables. Can the group identify what is in each stable, how are food and water provided, what types of bedding can they name, how big are the beds, is there a difference between horses that live in overnight to the ones that live out? What about the size of the stable? Can they spot any 'extras' e.g. stable mirror, treat ball, salt licks etc. Discuss why these might be in a stable. Ask the group to suggest reasons why a pony might be in a stable ( <i>stabled overnight, box rest, stabled during day, weather, grazing, time of year, limited land..</i> ) and how the reason might affect what the need in the stable.	
	<p><b>Possible main activities</b></p>	
Take the group to look more closely at the stables. Compare the different types (indoor/outdoor/stone/wooden whatever is available at the yard) can they think of good and bad points for each? ( <i>near to companions, able to see other horses, suitable size so pony can turn around and lie down (specific dimension requirements not required), no sharp objects or anything sticking out that pony can get injured on, bedding, be able to provide food and water, doorway suitable size, door can be secured, light and airy</i> )		

	<p>Measure the size of the stables (this can be done with a tape measure or walking the distance and measuring it in feet length) How wide is the doorway? What about the height of the tie rings etc. Look at the light fittings and switches why and how are they protected? Talk about air flow and why this is important (link to signs of health). Using this information task the children with designing their own perfect stable or stable yard. This could be drawings/models/descriptive writing/pictures cut out of magazines. Money is no object here!</p>	
	<p>Discussion about why it is important to keep stables clean. How is this done throughout the day? Look at the different tools in the store. Ask the children to name each one. What tools would be used for which type of bedding? Demonstrate how to skip out a stable.</p> <p>Highlight handling of pony (if in stable) tie up, how to move pony over, making sure door secure, positioning of tools and wheelbarrow/skip bucket.</p> <p>Ask the children to guess how much a bale of bedding costs. Then multiply it by the number of horses at the yard to give them an idea of how expensive bedding is and why we don't want to waste it.</p> <p>Allocate the children a stable to skip out, ask them to select the tools they need and supervise/assist as required.</p> <p>Group to empty muck onto muck heap and fork back. Highlight to switch the side you use the fork on when forking back muck, evens out muscle use and helps to keep you balanced.</p> <p>Go back and look at each stable and ask the children to check the water supply. Did anyone drop muck in the bucket? Can they see a film of dust on the water? Think back to the rules of feeding topic what do they say about water? Assist the children to change the water buckets and clean out the drinkers.</p> <p>What about the hay – can any dropped hay be put back in the net or rack if unspoiled? How can they tell?</p>	

	<p>Allocate the group a number of stables to skip out. Can they work as a team to get the job done efficiently?          Split the group into small groups and allocate them stables to skip out. Points could be awarded for how little bedding was removed, how clean the stable is, pony handling skills, how clean the buckets were, teamwork skills, etc          Coach can assist when required.</p>	
	<p>Have a competition for the 'most tidy stable' and 'tidiest part of a yard' Ask another staff member to come and judge and award prizes.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Tidy and sweep the yard after skipping out and tidy the tool store.</p>	
	<p>Make a rule that children should skip out the stable before they ride or take the pony out and when they are working in a stable with the pony for Pony Stars.</p>	
	<p>Discuss why it is important to check on a stabled pony regularly.</p>	
	<p>Make up some true and false statements about skipping out for the children to answer.</p>	
	<p>Stables Wordsearch – APC Hub</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Go into further detail about the requirements ie specific sizes, height of tie ring (for haynet), electric fittings</li> <li>• Discuss different ways to provide water (bucket or automatic drinker), forage (haynet, hay bar, on the floor, soaked or dry) and food (bucket on floor or over door) and advantages and disadvantages of each</li> <li>• Discuss different types of bedding and the advantages and disadvantages             <ul style="list-style-type: none"> <li>○ Children to rank their favourite preference and discuss why</li> </ul> </li> <li>• Discuss the process of mucking out and how to do this. Why it is important for horse health to skip out and muck out and health problems that can arise (respiratory, dust allergies). You can begin to teach the method for mucking out if you feel suitable, but this is not compulsory.</li> <li>• Does a pony require a stable? Prepare reasons for and against and have a friendly debate.</li> </ul>		

**Things to consider:**

- Children can have assistance at all times
- Children are not required to carry water bucket into the stable or carry/tie up haynet if they are not strong enough to do this
- Children are not required to have a pony in the stable when skipping out for this topic.

THEME: Stable Star		GROUP: Connemara Champs
TOPIC: Paddocks		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Describe an ideal paddock for a pony (<i>at least 1 acre per pony, no poisonous plants, no rubbish, secure fencing, field poo picked, clean water supply, shelter, enough grass for the horses that are on the paddock</i>)</p> <p>2. Identify any hazards found within a paddock (<i>may include any faults within the ideal scenario, rabbit holes, types of fencing used etc.</i>)</p> <p>3. Give examples of basic paddock management (to include <i>poo picking, checking for poisonous plants and checking fencing and water</i>)</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>BHS Website <a href="https://www.bhs.org.uk/advice-and-information/horse-care/pasture-management">https://www.bhs.org.uk/advice-and-information/horse-care/pasture-management</a></li> <li>How big is an acre? Fun facts on this website <a href="https://www.thecalculatorsite.com/articles/units/how-big-is-an-acre.php">https://www.thecalculatorsite.com/articles/units/how-big-is-an-acre.php</a></li> </ul>
	<p>Read through relevant page in the My Challenge Book</p>	
	<p>As a group talk about one of the paddocks at the yard or walk the group round a paddock. Can the children describe what it? e.g. water trough, post and rail, hedge on one side, trees in the middle. Use the answers here to discuss fencing types, names of trees and plants (this could lead on from Poisonous Plants topic), ways of providing water in the field, ways of providing shelter and any hazards (litter, holes, etc)</p>	
	<p>Discuss about what ponies need in a field (<i>safe, shelter, grazing, water</i>). What could make a field unsafe for a pony? Make a checklist and take the children to look at a paddock and complete the checklist. Discuss their findings and decide if the field is safe to turn out in.</p>	
	<p>Make some cards with pictures of poisonous plants and non-poisonous plants (such as types of grass) can the children correctly guess which is which? Go for a walk around the yard and see if they can identify any plants or grasses from the pictures.</p>	
	<p><b>Possible main activities</b></p>	

<p><i>daily. Any issues should be reported to an adult. Any rubbish should be removed from the field if spotted)</i></p> <p>4. Clean out a water trough (or whatever is used at the yard within a paddock)</p> <p>5. Poo pick a paddock</p>	<p>How much grazing does a pony need? (<i>one and half acres for the first pony and then an acre for each pony after that</i>)</p> <p>Do the children know how big is an acre? (<i>A unit of area commonly used for measuring tracts of land. Did you know that during the Middle Ages, an acre was defined as the amount of land ploughable in one day by one man and an ox?)</i> Can they find out what an acre is equivalent to? E.g. how many tennis courts/football fields/riding arenas</p> <p>As a group activity, measure an acre (660 ft x 66ft). Can they guess how big the other fields at the yard are? Ask the children to work out how many ponies could potentially graze on a field that is XX big? (e.g. Hill field is 25 acres how many ponies could graze in there? Park field is 245 acres etc...)</p>	
	<p>General discussion about how to look after a pony paddock. What checks should be carried out daily/weekly/monthly/yearly. Take about field management techniques e.g. <i>rotational grazing, resting paddocks, harrowing, rolling etc</i> and how these can help to maintain the grass. Show the group the machinery used if you have this at the yard.</p> <p>Children to help maintain a paddock – poo pick, litter pick, can they help with any minor repairs such as fixing fence rail or moving electric fencing?</p> <p>Discuss various methods of supplying water to a field, can they think of good and bad points about each? Find the water source in the field, make sure it is safe and clean it out.</p>	



	<b>Possible wrap up activities</b>	
	Find out about the track system and strip grazing and why they are used.	
	Create a checklist or log book to record field checks in. Allocate a field/s to the group to check weekly and record their findings. Report back to the rest of the group.	
	Find out how the grazing is managed at the yard.	
	Design an ideal paddock for a pony.	
	Wordsearch	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Identify which types of fencing should be used in horse paddocks and which should be avoided</li> <li>• Identify what challenges may be present for paddock care in winter <ul style="list-style-type: none"> <li>○ How can rotating grazing help with this?</li> <li>○ Other paddock management ideas</li> <li>○ Interview yard manager and write an article for a magazine about caring for paddocks in winter</li> </ul> </li> <li>• Be able to explain why paddock care is important to the welfare of the horse <ul style="list-style-type: none"> <li>○ Link to five freedoms</li> <li>○ Create a poster to encourage other horse owners to look after their paddock / why they should do this or how to do it</li> </ul> </li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Children should not be sent off by themselves to check fields.</li> <li>• Children must be supervised around machinery</li> </ul>		

THEME: Stable Star		GROUP: Connemara Champs
TOPIC: Fence Building		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Recognise a variety of show jumps (<i>cross pole, straight upright, oxer. Can also include planks if available at the centre</i>)</p> <p>2. Outline when and why safety cups are used (<i>used on the back rail of oxers, so they collapse and release the pole in an incident</i>)</p> <p>3. Outline when and why flat cups are used (<i>used for planks as these usually have flat ends, flat cups allow the plank to slide off should they become knocked</i>)</p> <p>4. Describe what fillers are and when they may be used (<i>They can be used to provide variety within a course and can help to prevent large empty spaces in a fence.</i>)</p>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>video of Nick Skelton and Big Star at Rio 2016 <a href="https://www.olympicchannel.com/en/video/detail/nick-skelton-s-gold-medal-individual-jumping-routine-rio-2016/#content">https://www.olympicchannel.com/en/video/detail/nick-skelton-s-gold-medal-individual-jumping-routine-rio-2016/#content</a></li> </ul>
	<p>Read the relevant page in the My Challenge Book to introduce the topic</p>	
	<p>Depending on their ability children may not have jumped before or seen show jumps. Introduction to show jumping: <i>The incredible physical capabilities of the horse were first recognised in the eighteenth century when riders had to jump fences in order to find the shortest routes for their journeys. The agility and ability of the horse soon became clear and a new and exciting form of horsemanship was created - showjumping. Showjumping tests the accuracy and athletic ability of both horse and rider. Affiliated competition classes start at 70cm up to 1m60cm.</i> How tall are the children in the group? Are the jumps bigger than them?</p>	
	<p>Show video of Nick Skelton and Big Star at Rio 2016 <a href="https://www.olympicchannel.com/en/video/detail/nick-skelton-s-gold-medal-individual-jumping-routine-rio-2016/#content">https://www.olympicchannel.com/en/video/detail/nick-skelton-s-gold-medal-individual-jumping-routine-rio-2016/#content</a></p>	
	<p>Using the video above pictures can the children identify any types of jumps? (<i>Upright/oxer/planks/water</i>) Discuss the most common types of fences and the ones they are most likely to jump (<i>cross pole, upright, oxer</i>) What do these look like and why are they used? Children can draw diagrams of the jumps and label. Using straws and plasticine or spaghetti and marshmallows (or any other craft materials) ask the children to design a fence each, then design a course out of all the fences they have made.</p>	

<p>5. Outline features of a safe fence (<i>wings and poles are not split, damaged or broken. Smooth with no sharp edges. Safety cups are used on the back rail if it's an oxer. Should be positioned so there is a good take off and landing area (for example, good footing, not close to the edge of an arena)</i>)</p> <p>6. State what the white and red flags and numbers indicate on a fence (<i>Red/white flags indicate the direction the fence is jumped. You jump the fence with the red flag on your right side and white on your left side. Numbers will be visible if jumping a course, so you know the correct order to jump the fences in. Numbers will always be positioned to the right hand side of the fence</i>)</p> <p>7. Help to build a variety of show jumps</p>	<p>Make a measuring stick using a bean pole/garden cane and electrical tape. Measure 5 cm increments up the pole and mark them with tape then write the height on the tape.</p> <p>Split them into small teams and make a list of things for them to measure using their new measuring sticks e.g. height of a stable door, a feed bucket, the muck heap, yard dog, all the team members, flower pot, etc</p> <p>Use the sticks to measure the jumps as they build them.</p>	
	<p><b>Possible main activities</b></p>	
	<p>Go out to the arena/jump store. Can they name poles/planks/jump stands/fillers. What do you need to build a jump – poles, wings and cups?</p> <p>Compare the different types of jump cups – Round cups for poles, flat cups for planks and fillers, safety cups for back rails. What does a safety cup look like and how does it work? Demonstrate if possible, by placing weights on the pole until safety cups gives. Using the diagrams they drew earlier, can the children build a cross pole, upright and spread fence? Highlight safe lifting technique, working in pairs.</p>	
	<p>Walk the children round a pre-built jump course on foot. Discuss the plan and placement of the jumps. How do they know which direction to jump the fences in? Lower the jumps or place the poles on the floor and children can run round the course and jump the course on foot.</p> <p>Discuss what makes a safe fence to jump (<i>nothing broken or damaged, no sharp edges on poles, safety cup on back rail, good footing for take off and landing, can fall down if knocked by horse.</i>)</p>	
	<p>Children assist with building a course. Talk through the course plan and the types of jumps. Allocate roles to each or a specific jump to build in small teams. What side do the numbers go on? What could you do if you don't have any numbers? As a group walk round the course at the end and check each jump.</p>	
	<p>What is used to measure the height and width of a jump? Measure each other's height and build a series of jumps to match.</p>	

	<p>How do you measure the distance between two jumps? Build a related distance (can be poles on floor) and ask the children to guess how many pony strides would fit in between. Measure their normal stride how does this compare to a pony stride? Practice walking distances between poles and working out the number of pony strides.</p> <p><b>Possible wrap up activities</b></p> <p>Design a set of show jumps for your centre. Include planks, poles, jump stands and fillers. Design your own jumping course. You could draw one on a template or build it on a computer programme.</p> <p>Find out what height the show jumps are at the Olympic games. Can you build a jump at this height?</p> <p>If your yard runs jumping competitions offer to help for the day. What job did you do? Report back to your group.</p> <p>Find out what a triple bar, Swedish oxer or a twisted staircase jump look like. Can you build a model to show what they look like? Can you find any other unusual styles of jump?</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• The role of a course builder at a show jumping or cross-country competition and the qualifications or training they will need</li> <li>• Related distances <ul style="list-style-type: none"> <li>○ What they are</li> <li>○ Measure out a related distance between two jumps that is suitable for a pony</li> </ul> </li> <li>• Investigate how distances will change depending on the size of the pony/horse and why this is</li> <li>• Work as a team to design and build a show jump course with your coach. <ul style="list-style-type: none"> <li>○ Decide how many fences you will need and what type.</li> <li>○ Will you have any related distances?</li> <li>○ Number each fence and then design a course plan to show riders where to go</li> </ul> </li> <li>• Walk the course as a group and practice your lines and turns to each fence.</li> </ul>		

- If suitable, they could ride the course to test it out. You can use poles on the floor instead of jumps to test lines and turns.

**Things to consider:**

- Children should be able to help a coach build show jumps (for a lesson or short course perhaps). The children will not need to know stride distances, but should be aware to use the appropriate cups, ensure poles are placed correctly, the fence is built according to the correct direction of jump, and follow manual handling advice with regards to lifting and moving items. They should understand the importance of clearing up after use; stacking jumps and poles correctly, removing all cups from the arena (to avoid ponies accidentally treading on them)

THEME: Stable Star		GROUP: Connemara Champs
TOPIC: Biosecurity		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Why it is important to follow general good hygiene practice when on a yard (<i>to reduce the risk of spreading a disease or illness between other people or ponies</i>)</p> <p>2. Outline some good hygiene rules to follow when on a yard (<i>washing hands upon arrival, before eating etc. Washing hands before handling a different pony. Not touching your face.</i>)</p> <p>3. Give an example of 3 equine diseases that can be passed between ponies (<i>Equine Flu, Strangles or Ringworm</i>)</p>	<b>Possible starter activities</b>	<ul style="list-style-type: none"> <li>• BHS – <a href="#">Equine disease prevention</a> – includes a downloadable poster</li> <li>• Biosecurity crossword</li> </ul>
	Read the relevant page in the My Challenge Book	
	What happens at school when one child gets a cold? Do others get it too? This is an example of how illness can be passed between humans. Ask the children what general good hygiene practices do they follow? ( <i>washing hands, catch it, kill it, bin it, hand sanitiser</i> ) Why is it important to follow good hygiene practices? What about on the yard, can they think of rules for their Pony Stars group to follow relating to good hygiene? (link to disease prevention topic).	
	How can diseases be spread between animals? Generally and specific to horses. What can they do to reduce the risk of them spreading a disease? What good hygiene practices can they think of that they do every day? What about when on the yard? ( <i>washing hands upon arrival, before eating etc. Washing hands before handling a different pony. Not touching your face.</i> )	
	Draw an infographic to show how diseases can be spread. ( <i>via direct touch (pony to pony), can be transmitted by small water droplets in the air (one pony coughing in close proximity to another), or water droplets landing on fence posts, stable doors or in water troughs. Water droplets can also land on a coat or someone's hands, and then transferred by touching the pony</i> )	
	<b>Possible main activities</b>	

<p>4. Outline how an equine disease can be spread on a yard (<i>via direct touch (pony to pony), can be transmitted by small water droplets in the air (one pony coughing in close proximity to another), or water droplets landing on fence posts, stable doors or in water troughs. Water droplets can also land on a coat or someone's hands, and then transferred by touching the pony)</i>)</p>	<p>Find out about these 3 diseases that can be passed between horses. What are they and how they spread?</p> <ul style="list-style-type: none"> <li>• Equine Flu - <i>When an infected horse coughs or sneezes droplets are released into the air which can spread the virus via an airborne route, can also spread via direct contact from horse to horse or indirectly for example, by handlers, equipment and feed buckets</i></li> <li>• Strangles - <i>spread directly through horse to horse contact and indirectly through contaminated equipment, handler clothing and boots etc. Whilst strangles is not spread through the air (airborne), the bacteria can spread when a horse with strangles coughs or snorts.</i></li> <li>• Ringworm – <i>fungal spores live in wood for many years, spread via contact</i></li> </ul> <p>What can be done to reduce the risk of horses catching these? (link to disease prevention topic and vaccination topic). How does vaccinations help?</p>	
<p>5. Outline some rules to follow on a yard to prevent a spread of an equine disease (<i>some examples include keeping vaccination up to date, wash hands before handling different ponies, do not touch or handle unknown ponies before handling your own, do not allow unknown ponies to share water, grooming kit, feed buckets etc. A new pony to the yard should be put in isolation)</i>)</p>	<p>Produce an information card on each disease (<i>strangles, equine flu and ringworm</i>) Split into small groups or pairs and give each a card. Give them a set time to read and learn about the information and then tell the rest of the group about what they have learnt. Split the topic into symptoms, vaccinations, treatment, prevention and each member of the group talks about one of these. (they can read from the card if they are more comfortable doing this)</p> <p>BHS – <a href="#">Equine disease prevention</a> Using the Disease prevention poster on the website to start the discussion, ask the children what rules or procedures can be put in place to reduce the risk of spreading diseases. <i>some examples include keeping vaccination up to date, wash hands before handling different ponies, do not touch or handle unknown ponies before handling your own, do not allow unknown ponies to share water, grooming kit, feed buckets etc. A new pony to the yard should be put in isolation)</i></p> <p>Ask the children to think about a new pony moving onto the yard. What do they have to be aware of? How would they find out if the pony is vaccinated?</p>	

<p>6. Outline the rules to follow if a pony is in isolation and what it means (<i>only named staff handle the pony, handler will change clothes/disinfect equipment, separate equipment to others</i>)</p>	<p>What could be done to protect the new pony and the ponies already on the yard? (<i>put in quarantine, keep away from others, vet check, regular TPR checks</i>) Is there a policy for new pony arrivals to the yard?</p>	
	<p>When it comes to treating illness ‘prevention is better than cure’ Ask the children what they think is meant by this statement. What steps can be taken on a yard to prevent disease?</p> <p>Ask the children if they know what quarantine procedure is? When would you quarantine a pony? (<i>new arrival to yard, suspect pony is ill</i>) What considerations do you have to make? (<i>5 freedoms, stress, companion</i>). Discuss the quarantine procedure on the yard. Go onto the yard and discuss possible locations for a quarantine stable and how keep tools etc separate. Who would look after the pony and what steps would they take to stay safe?</p> <p>What steps can be taken if you take a pony away from the yard to reduce the risk of disease?</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Split the children into small groups. Tell them that they are the yard managers and give them a scenario card (for example: a pony has been discovered to have a disease and it’s been on the main yard) they need to have an “emergency meeting” where they decide what they are going to do for: the pony, the yard, the staff, the clients, the vets and so on. Let them play out that meeting and then feedback to the others their plan of action immediately and short and long term. And how they are going to avoid it happening again in the future?</p>	
	<p>As a group come up with steps to take on the yard in case of an outbreak of an illness such as Equine Flu/Ringworm/other illness. Plan how you would move around the yard, where would you stable the sick horses? As a group come up with steps to take</p>	



	<p>on the yard in case of an outbreak of an illness such as Equine Flu/Ringworm/other illness. Plan how you would move around the yard, where would you stable the sick horses?</p>	
	<p>Look at the BHS Disease prevention poster. Can you re-design it for your yard?</p>	
	<p>Make some signs or posters informing visitors to the yard of the good hygiene policy.</p>	
	<p>Biosecurity Crossword</p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Children to choose two common diseases learnt about in one star challenges and find out more information about them. Create a fact sheet for each.</li> <li>• Discuss an outbreak further and the implementation of a traffic light system to colour code ponies into the following groups: <ul style="list-style-type: none"> <li>○ Red – Isolate suspected or confirmed cases in a group away from other horses on the yard</li> <li>○ Amber – Isolate horses that may have had contact with suspected or confirmed cases in the past three weeks</li> <li>○ Green – Group horses that have had no known contact with suspected or confirmed cases for at least three weeks</li> <li>○ How is a traffic light system managed to control the spread of an outbreak</li> </ul> </li> <li>• Discuss the meaning of herd immunity</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Some children may find the thought of a disease outbreak frightening especially given the recent Covid-19 outbreak, be mindful when delivering this topic.</li> <li>• In group discussions do not force every child to talk in front of the others if they do not want to, be very mindful of their confidence and don't allow them to feel pressure from the coach or the other children.</li> </ul>		

THEME: Helping Hero		GROUP: Connemara Champs
TOPIC: Events		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. List types of events that could be held at the yard</p> <p>2. Plan an event of their choice (<i>The event can be any event of your choosing. If you children are quite young you might want to plan an imaginary event. They could plan an event for themselves to participate in, or plan an event for another group of riders at the centre. For example, a tack and turnout, fancy dress, handy pony, small gymkhana or clear round event. Or it could be an event without ponies for example a sports day type event or perhaps a dog show?</i>)</p> <p>3. Assign roles to helpers and staff</p>	<b>Possible starter or wrap-up activities</b>	<ul style="list-style-type: none"> <li>Risk assessment template</li> </ul>
	Create a list of events in which they have taken part, e.g. gymkhana, competitions, showing, parties (birthday or other), weddings, christenings, festivals, school based events e.g. summer fayre, Children In Need day etc.	
	What have been their favourite events? Why? What made them such a success? Create a list together of why these were so good.	
	<b>Possible main activities</b>	
	What events could be held at a riding centre? Discuss as a group, include ones such as a tack and turnout, fancy dress, handy pony or small gymkhana or clear round event. How do these differ from events which may be held off site? Why? What events could we hold somewhere which is not a riding centre? Why? Who may be attracted to these different events? Why? What would we need to consider with regards to safety? Why? How does safety differ from adults to children? Why?	
	Select an event which could be held at the riding centre as a group. Discuss how to plan an event; as a group write a checklist of activities which need to take place in order to run a suitable event. Include initial planning stages, i.e. when, where, what and extend into why and how. Is any particular equipment needed? Will this be provided? Consider safety – what needs to be identified to ensure everyone stays safe? This applies to both adults and children.	
Select an event which could be held at the riding centre. Ask children to justify why they have chosen that particular event – challenge to ensure they have thought about it carefully and are not following what other people in the group are doing. Using the checklist previously created, children to plan their own event. This could include:		

<p>4. Outline the safety considerations for their event</p>	<ul style="list-style-type: none"> <li>• identifying whether competitors need to wear any special competition clothes;</li> <li>• identifying whether competitors or helpers need to wear any special safety equipment; if so who will check they are the correct standards (for example, hat checkers?);</li> <li>• producing a schedule;</li> <li>• advertising the event – putting up posters around the yard (what information is needed on the posters?);</li> <li>• recruiting helpers and deciding roles – how many helpers do you need? What will the roles be? Might include judge, stewards, warm-up stewards, poo pickers, arena party etc. Who will look after helpers on the day; who will look after horses and riders?</li> <li>• assigning roles to helpers and then let them know the time to arrive, what they will be doing on the day, what they need to bring (e.g. refreshments, packed lunch, warm and waterproof clothes, gloves if lifting equipment etc.);</li> <li>• planning a break and lunch rota for all helpers (if necessary);</li> <li>• identifying how many people are needed to set up and tidy away after the event, ensuring any equipment is stored safely;</li> <li>• identifying how to thank volunteers after the event – thank you cards?</li> </ul>	
<p><b>Two star challenge **:</b> With coach assistance:</p> <p>If suitable, could the group organise an event for several groups or the whole yard to take part in.</p> <p>Children to decide on which event they would like to organise and get planning!</p>	<p><b>Possible wrap up activities</b></p>	
	<p>How did the event go? Reflect as a group.</p>	
	<p>Create thank you cards for volunteers.</p>	
	<p>Design posters for their events.</p>	

Design posters to advertise the event and a schedule if there is more than one class. Don't forget the entry forms!

Allocate roles to everyone in the group.

Complete a risk assessment for the event.

Write a report for a magazine about your event and include some pictures

**Things to consider:**

- If children are quite young, they could plan an imaginary event;
- Identify particular topics which the group enjoy and use them to engage interest;
- Link to Making a Difference Welshie Wizzers.

THEME: Helping Hero		GROUP: Connemara Champs
TOPIC: Healthy Mind		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
<p>1. Be aware of their own mental wellbeing and what good mental wellbeing means</p> <p>2. Know who to talk to if they feel sad or upset</p> <p>3. Be aware of strategies they can adapt to look after their mental health and wellbeing (<i>some examples include, take a break, be kind to themselves, relaxing breathing techniques, engage the senses (go for a walk, or sit somewhere and think about what you can see, hear, touch, smell or taste), think about what they are grateful for or learn about meditation</i>)</p>	<p><b>Possible starter or wrap-up activities</b></p>	<ul style="list-style-type: none"> <li>Childline website <a href="https://www.childline.org.uk/info-advice/your-feelings/mental-health/taking-care-of-yourself/">https://www.childline.org.uk/info-advice/your-feelings/mental-health/taking-care-of-yourself/</a></li> <li>Mind <a href="https://www.mind.org.uk/">https://www.mind.org.uk/</a> and <a href="https://youngminds.org.uk/resources/school-resources/">young minds</a></li> <li><a href="https://www.bbc.co.uk/teach/each/childrens-mental-health-week-2019/zk37bdm">https://www.bbc.co.uk/teach/each/childrens-mental-health-week-2019/zk37bdm</a></li> <li><a href="https://www.youtube.com/channel/UC5uI22KOZZeQDQo_GsiqbQ">https://www.youtube.com/channel/UC5uI22KOZZeQDQo_GsiqbQ</a> Cosmic Kids Yoga and Meditation</li> <li><a href="https://www.thinkuknow.co.uk">https://www.thinkuknow.co.uk</a> CEOP – reporting facility for online concerns</li> </ul>
	<p>What does ‘Mental Health’ mean? Discuss what children may already know and anything they have learnt in school.</p>	
	<p>Set ground rules for these discussions – this is a safe place and no judgements will be made. Write ground rules when talking about mental health; link to being kind and looking after each other.</p>	
	<p>Pose the question ‘What is a feeling?’ Discuss as a group.</p>	
	<p><b>Possible main activities</b></p>	
<p>Ask children what they do to ensure they have good physical health, e.g. exercise, eating well, drinking water, get enough sleep etc. Identify physical health is looking after our bodies, so what is mental health? Discuss how it is looking after your mind – how can we do this? Identify the cross over from physical into mental health, e.g. exercise can help people to switch off, getting enough sleep can help people’s minds to work more clearly etc. What other ideas do we have which could improve people’s mental health? Discuss as a group, e.g. reading, gardening, meditation, yoga, crafts, jigsaws, colouring, cooking etc. Finish by highlighting talking to others – how does this help? Why? If they were upset or sad, who could they talk to? Split into groups – who could they talk to at school? At home? At the riding yard? <b>NB – ensure children’s backgrounds are known before this is discussed.</b></p>		
<p>Children to imagine a person about their age, who is goes to a school near here. Ask them to draw a picture of this person and label it with the feelings they have most days and what helps them to feel good every day.</p>		

4. Know who is in their support network	Read children an imaginary letter from someone who is not feeling so good at the moment. Children to write/draw a reply advising what they could do.	
	Poster ideas: what makes you happy, how to look after your mental health, who to talk to at the centre.	
	Download a free meditation for kids session from Cosmic Kids Yoga, discuss the benefits of meditation and how this can have a calming and positive effect.	
	<b>Possible wrap up activities</b>	
	Do a ten minute yoga session from Cosmic Kids Yoga. How did they feel before? How do they feel after? Why has this helped or made a difference? How could yoga help other people's mental health?	
<b>Two star challenge **:</b> <ul style="list-style-type: none"> <li>• Discuss how mental health can affect everyone and how to spot signs of someone else suffering from poor mental health. How to talk to someone and signpost them to get help</li> <li>• Make a horseshoe chain of positivity for the yard <ul style="list-style-type: none"> <li>○ Write a positive message on each horseshoe and then join them together to make a horseshoe chain of positivity which can be displayed on the yard for everyone to benefit from.</li> </ul> </li> <li>• Make a resource informing others of mental wellbeing and why it is important</li> <li>• Share an act of kindness with someone in school or at the yard or home</li> </ul>		
<b>Things to consider:</b> <ul style="list-style-type: none"> <li>• Ensure you are aware of the background of children – speak to guardians with any worries;</li> <li>• Follow safeguarding procedures;</li> <li>• Ensure children know there are always people they can talk to and they should speak to an adult about anything which worries or scares them or makes them feel sad.</li> </ul>		

THEME: Helping Hero		GROUP: Connemara Champs	
TOPIC: Yard Helper			
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)	
<p>The tasks in this topic are covered in other topics. This is designed to be a consolidation of previous learning but the children may need support in some areas.</p> <ol style="list-style-type: none"> <li>1. Help to keep a yard tidy</li> <li>2. Skip out empty stables (correct tools selected, muck forked back on muck heap)</li> <li>3. Sweep the yard</li> <li>4. Tidy away equipment</li> <li>5. Clean feed buckets</li> <li>6. Prepare a pony for a lesson (<i>Lead pony safely to arena. Position on centre line or safe space guided by coach</i>)</li> <li>7. Tack up</li> </ol>	<p><b>Possible starter activities</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
	Read the relevant page in the My Challenge Book		<p>This topic is all about being helpful on the yard. Ask the children to think about all of the yard tasks they have completed throughout the My Challenge Book and create a daily yard routine list. Discuss any health and safety rules and reminders e.g. must wear hat, boots and gloves if leading, safe lifting, only go in with ponies you have permission, who to ask for help, children will be supervised at all times.</p>
	Split into small groups. In the groups make a list of tasks to be done. Allocate a leader to take responsibility for each task and to report back to you when the task is done. Depending on the group: Could allocate one leader for the group who is responsible for assigning tasks, checking they are completed and reporting back to you. Make sure that the group also give feedback on how the leader did their job, what were their leadership skills like and how could they do it differently next time ( <i>try and always use "differently" not "better" as that indicates that they didn't do it very well to start with</i> )		
	Demonstrate how to prepare a pony and lead it to the lesson explaining why certain rules and way of doing this is important (it may not be obvious) and then make sure they are praised even on the simple tasks when they do them well to build a feeling of appreciation and confidence that they are doing a good job. <i>It's easy to forget that very simple tasks to us can be daunting new responsibilities to young people</i>		
	<b>Possible main activities</b>		

<p>8. Untack (and washed off and rugged up if required)</p> <p>9. Assist a coach in a session under supervision (Poles, wings etc moved using safe technique under guidance. Equipment moved safely. Poo pick arena)</p>	<p>Allocate a specific area and/or ponies for each child to look after throughout the day. (skip out, sweep yard, tidy equipment, get pony ready for lesson, untack after, clean feed bowl and water buckets)</p> <p>Design a check list for their role for the day and then ensure there is a feedback section for the yard manager or instructor or other children to provide praise for what was done and advice on how it may be done differently. (remember they do not work for you this is a developmental process)</p>	
	<p>Assist a coach in a session. (Poles, wings etc moved using safe technique under guidance. Equipment moved safely. Poo pick arena)</p> <p>Ask the children to write down:</p> <ul style="list-style-type: none"> <li>• three things they learnt about moving equipment</li> <li>• three things they learnt about being an instructor</li> <li>• three things they learnt in the lesson even though they were not actually riding in it.</li> </ul> <p>Praise them for their good observations. Encourage them to design and keep a log book on what they learn when “assisting a coach”.</p>	
	<p>Design a chart that coaches can add stars on next to children’s names. If a child is helpful at any time, then the instructor can add a sticky star on the chart. Think about having reward for the most helpful (a bit like employee of the month). Tally up the scores once a month and award a little prize or reward (get to ride their favourite pony, choose the lesson activity, etc). Be mindful of data protection on a public yard with the children’s names on show.</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Reflect over the tasks you carried out during the day. What did you enjoy? Was there anything you found difficult?</p>	
	<p>Reflect on how you found leading a task or being in charge of others. What did you feel you were good at? Was there anything you would do differently.</p>	



	<p>Could have an end of year awards or end of summer awards night for all sorts of aspects but the Pony Stars themed awards being one of the main ones: For example <i>“most helpful” “tidiest yard assistant “ “most improved” “best actor” “best designer” “best artist”</i></p>	
<p><b>**Two star challenges:</b></p> <ul style="list-style-type: none"> <li>• Muck out empty stable</li> <li>• Provide hay and water a pony living in</li> <li>• Add more bedding to a stable</li> <li>• Catch and turn out a pony in a suitable paddock</li> <li>• Prepare and hold a pony for a rider to mount</li> <li>• Show rider how to position feet in stirrups and hold reins following coach instructions</li> <li>• Lead a pony safely during a lesson</li> </ul>		
<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• Children should be supervised at all times</li> <li>• Make sure awards and rewards are shared out evenly amongst the children.</li> </ul>		

THEME: Helping Hero		GROUP: Connemara Champs
TOPIC: First Aid (2)		
*One star challenges. Children will be able to:	Activities	Coach resources (reading around the topic, additional ideas or activities)
1. Outline basic injuries and conditions ( <i>minimum of three: burns, choking, a broken bone, a bleeding wound, a head injury, unresponsive and breathing, unresponsive and not breathing and an asthma attack</i> )  2. Know how to put a basic dressing and bandage on  3. Be able to place someone in the recovery position ( <i>Children should know how to recognise if someone is responsive or unresponsive</i> )  4. Demonstrate how to check for a pulse	<b>Possible starter or wrap-up activities</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a> plans from the St John's Ambulance</li> </ul>
	Revisit First Aid 1 topic. Ensure children remember the first thing to do is to call for help (i.e. shout for another adult). What else can the group remember from First Aid 1?	
	Recap dialling 999 (if there are no adults to help). Can children remember: <ul style="list-style-type: none"> <li>• who they need to ask for?</li> <li>• what they need to tell them?</li> <li>• how to access the emergency services from a locked mobile?</li> </ul>	
	<b>Possible main activities</b>	
	Mindmap as a group the basic injuries and conditions children may most frequently come into contact with, e.g. burns, choking, a broken bone, a bleeding wound, a head injury, unresponsive and breathing (i.e. knocked out or fainted), unresponsive and not breathing and an asthma attack. <b>NB – ensure the background of children is known before these conversations take place and safeguarding procedures are followed should anything raise a concern.</b> Discuss what the difference is between responsive and unresponsive – how can we determine this? Model how to put a bandage onto someone and why we might need to do this – children to practice on others but <b>ONLY if comfortable</b> .	
	Practical first aid session (based on resources from St John's Ambulance – see resources for additional information). Discuss as a group what you should do if you came across someone who had been injured. Identify the first thing to do is ALWAYS shout for an adult.	

<p>5. Demonstrate how to check for breathing</p>	<p>Give each child a copy of the primary survey and discuss as a group – identify why each stage is so important. <b>NB – highlight safety as paramount.</b></p>	
<p>6. Describe what to do in the event of a back, neck or head injury (<i>Children should recognise that if there is a head, back or neck injury the person must be told to stay still</i>)</p>	<p>Practical first aid session (based on resources from St John’s Ambulance – see resources for additional information). Recap as a group what you should do if you came across someone who had been injured. Identify the first thing to do is ALWAYS shout for an adult. Give each child a copy of the recovery position and model how to put someone into that position (<b>NB – use another adult, NOT a child</b>). Children to work in pairs and put each other into the recovery position, or use a mannequin to do so. <b>NB – children may struggle with physical contact. Ensure they are happy to take part; no child should be forced to.</b></p>	
<p>7. Outline the considerations when assessing a first aid situation that takes place on a yard or within a riding lesson (<i>this is for the children to consider the risk when a horse is involved; is the horse loose, does the horse pose a further risk or danger and the actions to take</i>)</p>	<p>Ask children what a pulse is – what does it show? How can we find it? Identify the two main places to take a pulse: in the neck and in the wrist. Model how to take a pulse on the wrist as this is the most appropriate place when working with children. Children to then take their own pulse. This could be extended into taking it after different activities e.g. running on the spot etc.</p>	
	<p>Discuss as a group what to do if someone has a suspected head, neck or back injury. They are not to be moved or touched, and a hat should not be removed. Children should stay back and call for an adult and then 999. Discuss that children could talk to the person to keep them calm but they MUST NOT touch them at all. Children could create a poster to remind others of this when they are around the riding school.</p>	
	<p>Considerations: this is for the participant to consider the risk when a horse is involved; is the horse loose, does the horse pose a further risk or danger and the actions to take</p>	
	<p><b>Possible wrap up activities</b></p>	
	<p>Make up a song they could teach to the First Aid (1) group about dialling 999.</p>	
<p><b>**Two star challenges:</b></p>		

- Discuss common injuries that may be seen on a yard or when riding. Discuss how to deal with these
- Find out who the first aider is on your yard.
  - Where is the human first aid kit kept?
  - Where the accident book is kept and what type of information is recorded
- Learn about diabetes
- What the signs are if someone with diabetes blood sugar level is too low or too high

**Things to consider:**

- Be careful not to scare children when talking about scenarios – check with guardians if there is anything which may specifically upset particular children or anything they have been through in the past.
- Ensure medical knowledge of the children is known, especially with regards to asthma etc.