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| **Name** |  | **Level** | GOLD |
| **Topic** | Safety | **Lesson** | 1 of 10 |
| **Subject** | Awareness of risk | **Location** | Yard Classroom |
| **Resources & Requirements** | Class room, risk assessment templates, white board or flip chart,yard facilities, copies of completed risk assessments (handouts or yard own) |

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| **Time** | **Activity** |
| ***15******mins*** | **INTRODUCTION**:WelcomeExplain safety/emergency procedures for lessonGive Aims, timetable and brief outline of lesson content Introduce today’s session |
| ***60******mins*** | **ACTIVITIES:**1. Introduce topic of Health and Safety and risk awareness– Horses are a high risk area. How can we reduce the risk?
2. What is a risk assessment, what it is used for, why do we need them. Relate to Bronze and Silver Safety sessions e.g. use of PPE
3. Ask group to come up with some ideas of activities to risk assess e.g. mucking out, leading, grooming
4. Show group some of the yard risk assessments/supplied risk assessments and ask the group discuss them
5. Explain how to complete a risk assessment – complete one with group input
6. Split into smaller groups – allocate each group a task to risk assess (mucking out, leading in hand, catching, filling haynets, tacking up, grooming...)
7. Group present their risk assessment
8. Take group onto yard and discuss specific risk assessments/rules relating to the yard
9. Group to risk assess loading area and vehicle for loading, ready for later sessions on loading and travelling
 |
| ***15******mins*** | **SUMMARY**Questions answered Group discussionReading and research references for next session on travelling horses issued |

**PROGRESSION**:

Complete a risk assessment for a small jumping competition for yard clients at your yard

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| **Name** |  | **Level** | Gold |
| **Topic** | Tack and equipment | **Lesson** | 2 of 10 |
| **Subject** | Fit travel equipment | **Location** | Yard |
| **Resources & Requirements** | Suitable horses, travel rugs, leather head collars, travel boots ofdifferent sizes, thickness and design, poll guards, tail bandages, different types of tail guards, |

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| **Time** | **Activity** |
| ***15******mins*** | **INTRODUCTION**:WelcomeExplain safety/emergency procedures for lessonGive Aims, timetable and brief outline of lesson content Introduce today’s session |
| ***60******mins*** | **ACTIVITIES:**1. Discuss experiences of travelling horses with the group – what equipment did they use, lorry/trailer, experiences.
2. Have a selection of travel equipment available – boots, bandages, shaped Gamgee, over reach boots, tail bandages, tail guards, poll guard, leather headcollar. Ask group if they can identify anything they have used and tell the other group members about it.
3. Discuss each item of equipment and its use. Why the horse needs travel equipment.
4. On suitable horse demonstrate how to put on and check the fit of each item. Safety – tail bandage before boots, how the horse might move his legs with hind boots on.
5. If using travel bandages demonstrate how these differ from stable bandages and the use of shaped pads underneath. Boots vs bandages – safety tightness, dangers of poor bandaging
6. Demonstrate how to put a tail bandage on – safety – tightness, length of time can leave on for, dangers of poor bandaging
7. Split group into pairs or small groups and practise putting boots, headcollar, poll guard, tail guard on
8. With other half – demonstrate tail bandage again, including how to take it off. Group members to practise putting on tail bandage under supervision.
9. Swap over
10. If using travel bandages – 1 horse per pair can bandage under supervision.

The group are likely to require several sessions to be able to apply travel bandages and tail bandages correctly. |

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| ***15******mins*** | **SUMMARY**Reasons for using travel equipment and types available QuestionsCoach emphasises that practice needed to become quick and efficient fitting travel equipmentNext topic in loading |
| **PROGRESSION:**Fit travel bandages as some of showing producers still do this in conjunction with knee and over-reach boots |

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| **Name** |  | **Level** | Gold |
| **Topic** | Safety and Handlingand Leading | **Lesson** | 3 of 10 |
| **Subject** | Travelling horses(incl Loading demo) | **Location** | Yard Classroom |
| **Resources &****Requirements** | Quiet horses easy to load, trailer/lorry, bridles, PPE |

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| **Time** | **Activity** |
| ***15******mins*** | **INTRODUCTION**:WelcomeExplain safety/emergency procedures for lessonGive Aims, timetable and brief outline of lesson content Introduce today’s sessionRecap risk assessment completed for loading in first session |
| ***60******mins*** | **ACTIVITIES:**Draw on groups previous experiences of travelling horses – do they know the legal requirements?* Horse’s passport
* Vehicle MOT and Lorries plating.
* Insurance and road tax
* Driving license . Anyone who passed their driving test after 1997 needs to take extra tests to tow a trailer or drive a lorry over 3.5T. Some in group may be aware of C and C1 categories
1. On yard in group look at vehicle (trailer or lorry) and ask group about safety checks before loading. Create a list. Include the area for loading e.g. yard gates closed, surface,

Make sure you cover: floor, coupling, brake cable and safety chain on trailer, all fixtures and fittings, partitions should be securely fixed and open and close smoothly, loading area free from hazards, check tyres, lights, fuel, oil and water, note cleanliness of vehicle to reduce risk of infection from other horses (biosecurity)1. Discuss a safe loading and unloading procedure – include: where to stand if assisting (partitions), fastening breach bars (trailer), how to position the horse. Can include different ways of travelling horse – backwards, forwards, herring bone,
2. Without a horse, walk through how to position yourself when leading a horse up the ramp and how to turn the horse into position. Including the use of PPE.
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|  | 1. Recap items of travel kit and how to put them on. Group to get one or two horses ready to travel. Including PPE for handler
2. Bring one horse out and demonstrate how to load and unload. Group to observe and ask questions.
3. Untack horses
 |
| ***15******mins*** | **SUMMARY**Safety checks to carry out on trailer/lorry Procedure for loading and unloading a horse Questions |
| **PROGRESSION**:Further reading = GOV.UK on horse transportation |

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| **Name** |  | **Level** | Gold |
| **Topic** | Handling and leading | **Lesson** | 4 and 5 of 10 |
| **Subject** | Travelling horses – equipment andLoading (ii) | **Location** | Yard Classroom |
| **Resources &****Requirements** | Quiet horses easy to load, vehicle- lorry or trailer, travel kit, handlerPPE, bridles |

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| **Time** | **Activity** |
| ***15******mins*** | **INTRODUCTION**:WelcomeExplain safety/emergency procedures for lessonGive Aims, timetable and brief outline of lesson content Introduce today’s sessionRe-cap risk assessment on loading and procedure followed in previous session |
| ***60******mins*** | **ACTIVITIES:**1. Re-cap what equipment is used for travelling and what each item is used for.
2. Group to practice putting travel equipment on. If required demonstrate tail and travel bandages again.
3. Split into smaller groups – group to check the transport for safety and group to tack up horses in travel equipment then swap groups over
4. Within the groups ask them to discuss how they are going to load and unload the horse/s and allocate tasks to each person (holding partition, leading etc).
5. Supervise each group loading and unloading and offer guidance and feedback. Groups can observe each other. \*If it is not possible to load a horse, group can practice positioning when loading by leading each other
6. Horses can be untacked

Repeat this session the following week - swapping the groups and horses around. |

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| ***15******mins*** | **SUMMARY**Group discussion about task – questions |
| **PROGRESSION:**Consider procedure for loading reluctant loaders |

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| **Name** |  | **Level** | Gold |
| **Topic** | Tack and equipment | **Lesson** | 6 of 10 |
| **Subject** | Nosebands, martingales andbreastplates | **Location** | Yard |
| **Resources & Requirements** | BHS Complete Horsemanship Vol. 2 pp 148-151, bridles with theappropriate nosebands, head collars, horses that are easy to bridle, different types of saddles, running martingales and breastplates |

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| **Time** | **Activity** |
| ***15******mins*** | **INTRODUCTION**:WelcomeExplain safety/emergency procedures for lessonGive Aims, timetable and brief outline of lesson content Introduce today’s sessionIntroduce session: nosebands, martingales, breastplates |
| ***60******mins*** | **ACTIVITIES:**Bridles with cavesson noseband, flash noseband & drop noseband:Ask about the function of a noseband and why we use them? Responses sought = appearance and to encourage horse not to open mouth when ridden but rather accept action of bit and to facilitate control.1. Bridle 3 horses – cavesson, drop and flash so group can see the difference between each type – discuss how to check fit, tightness, function of each and how they differ. Facilitate group discussion about tightness of nosebands, studies being carried out.
2. Put a jump, GP and dressage saddle (or saddles used by your yard/centre) on the horses so group can compare them – can revise checking the fit of the saddles
3. Discuss the use of a running martingale and demonstrate how to put on and check the fit/adjust.
4. Discuss the use of a breastplate and demonstrate how to put on and check the fit (remember the girth should be fastened before the breastplate is attached) Discuss different types of breastplates – hunting with martingale attachments, 5

point, racing, breast girth |

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|  | 1. Group to practice (in pairs on individually) putting on bridles with various nosebands, martingales and breastplates.
2. Tack can be cleaned at the end of the session if time
 |
| ***15******mins*** | **SUMMARY**Back to class and each learner asks group in turn a different question on what has been coveredIntroduce next session and preparatory reading on martingales |
| **PROGRESSION:**Learn about action of Micklem bridles, Grackles, Mexican and Kineton nosebands Research studies about noseband tightness, anatomical bridles, shaped girthes |

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| **Name** |  | **Level** | Gold |
| **Topic** | Tack and equipment | **Lesson** | 7 of 10 |
| **Subject** | Nosebands, martingales andbreastplates (ii) | **Location** | Yard |
| **Resources & Requirements** | BHS Complete Horsemanship Vol. 2 pp 148-151, bridles with theappropriate nosebands, head collars, horses that are easy to bridle, different types of saddles, running martingales and breastplates, |

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| **Time** | **Activity** |
| ***15******mins*** | **INTRODUCTION**:WelcomeExplain safety/emergency procedures for lessonGive Aims, timetable and brief outline of lesson content Introduce today’s session : nosebands, martingales, breastplate |
| ***60******mins*** | **ACTIVITIES:**1. Group members to choose a noseband, saddle (GP/dressage/jump), martingale or breastplate that was looked at in previous session and talk about it – name, use, how to check fit.
2. Group to practice (in pairs on individually) putting on bridles with various nosebands, martingales and breastplates, saddles can be the horses own or a variety of types if available. Group can practice checking the fit of the tack and checking for safety e.g. stitching, cracks in leather.
3. Group can rotate between horses and compare how the size and shape of the horse affects the fit of the tack – question and answer on items of tack to check understanding.
4. Tack can be cleaned at the end of the session before putting away
 |
| ***15******mins*** | **SUMMARY**QuestionsGroup discussion on the items of tack – how easy are they to fit and adjust |
| **PROGRESSION:**Tack up for specific activities e.g. competition |

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| **Name** |  | **Level** | Gold |
| **Topic** | Handling and leading | **Lesson** | 8 of 10 |
| **Subject** | Leading in a group | **Location** | Yard |
| **Resources &****Requirements** | 4/5 quiet horses, headcollers, bridles, arena or safe place to leadand turn horses |

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| **Time** | **Activity** |
| ***15******mins*** | **INTRODUCTION**:WelcomeExplain safety/emergency procedures for lessonGive Aims, timetable and brief outline of lesson content Introduce session: leading groups of horses together |
| ***60******mins*** | **ACTIVITIES:**1. As a group discuss how to lead a horse correctly. Include:
	* Positioning,
	* Other people/horses/hazards
	* How these might affect the horse
	* Horse behaviour
	* Handler PPE
2. Discuss leading horses as a group – when it might happen (turning out/loading?),
	* Potential issues,
	* Use of bridle to give handler more control.
	* Distances to keep between horses,
	* How to order horses,
	* what to be aware of (horses at back being left behind, getting upset),
	* How to stay safe when standing still e.g. waiting to load
3. Put bridles on 4/5 horses and arrange an order to bring them out safely onto the yard or into the arena.
4. Group to practice leading horses around the track in walk – other half of group observing and giving feedback.
5. Ask the group leading to halt and walk on with the person at the front giving the command on when to halt and walk on
6. Discuss with the group observing what to do if the horse is difficult to halt or walks quickly.
7. Group turn into the centre and halt and groups swap over
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|  | 1. Repeat exercise
2. Group who didn’t lead horses out of stable to lead horses back and untack
 |
| ***15******mins*** | **SUMMARY**How horses can behave differently when in a group Questions – any difficulties |
| **PROGRESSION:**Leading horses to field in a group |

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| **Name** |  | **Level** | Gold |
| **Topic** | Handling and leading | **Lesson** | 9 of 10 |
| **Subject** | Leading in a group | **Location** | Yard |
| **Resources &****Requirements** | 4/5 quiet horses, headcollers, bridles, arena or safe place to leadand turn horses |

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| **Time** | **Activity** |
| ***15******mins*** | **INTRODUCTION**:WelcomeExplain safety/emergency procedures for lessonGive Aims, timetable and brief outline of lesson content Introduce session: leading groups of horses together |
| ***60******mins*** | **ACTIVITIES:**1. Recap on previous leading session, question and answers on what to consider when leading horses in a group. Discuss any issue that occurred
2. Group split into smaller groups and horses bridled
3. Horses in the arena – handlers can start by leading around the track and changing rein and leading from the off side. Group observing to give feedback.
4. In the arena set up a course of cones/poles/etc for the handlers to practice leading the horses around as a group, keeping distances and control
5. Swap groups
6. Discuss how to lead horses to the field as a group – how might going to the field affect the behaviour of the horses? Re-cap on how to turn out safely.
7. If suitable lead a group of horses to the field and turn out.
8. Discuss how to position a group of horses that are being loaded onto a lorry – how might they behave, any potential issues?
 |
| ***15******mins*** | **SUMMARY**Group discussion about leading horses in a group |
| **PROGRESSION:**Leading two horses together |

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**Session Plan for:** Handling your Horse

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| **Name** |  | **Level** | Gold |
| **Topic** | Revision Session | **Lesson** | 10 of 10 |
| **Subject** | Revision Session | **Location** | Yard Classroom |
| **Resources &****Requirements** | Suitable horses, individual equipment for each group member |

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| **Time** | **Activity** |
| ***15******mins*** | **INTRODUCTION**:WelcomeExplain safety/emergency procedures for lessonGive Aims, timetable and brief outline of lesson content Questions regarding anything have covered in whole courseEach group member to pick a skill (or several) they have covered that they want topractice |
| ***60******mins*** | **ACTIVITIES:**For this session the group members have selected beforehand the tasks on which they feel they most need to work to improve their skillsIndividuals collect the equipment they need and work individually on their chosen tasks with help and supervision from the coachDuring the session the coach asks group members individually CHALLENGE CRITERIA questions that help to determine their readiness for signing off and individually talk to coach about their progressed on their learning journeyEquipment returned |
| ***15******mins*** | **SUMMARY**Quick debate/discussion topic for group: “observation and anticipating potential problems are more important than legislation in ensuring health and safety.” Go for it!!Feedback forms completedFurther topics to be covered introduced |
| **PROGRESSION:**What to look for when buying a new saddle for a horse What to look for if buying a second hand trailer |

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