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| **Name** |  | **Level** | Gold |
| **Topic** | Behaviour | **Lesson** | 1 of 9 |
| **Subject** | Typical Behaviour  Patterns | **Location** | Yard Classroom |
| **Resources &**  **Requirements** | Class room, flip charts, whiteboard, handouts | | |

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| **Time** | **Activity** | | | |
| ***15***  ***mins*** | **INTRODUCTION**  Welcome  Explain safety/emergency procedures for lesson  Give Aims, timetable and brief outline of lesson content | | | |
| ***60***  ***mins*** | **ACTIVITIES:**   1. Revision. Brainstorming! Ask group what they have learnt about behavior in Bronze and Silver sections and the responses are recorded on whiteboard/flipchart 2. Ask group about behaviour they would expect from a horse/s that is settled in a stable or field 3. Ask group how horses behave when they are upset in the field and the stable and reasons they might get upset 4. Potential consequences of this behaviour? 5. Group compiles list of factors that can potentially upset horses. Consider table format like example below. Encourage group to think about activities such as catching/turning out and what rules they follow 6. Divide into small groups and devise strategies to avoid or minimize risk of these happening 7. Reconvene as a group and compare lists 8. If possible take group to observe horses in field or stable and monitor their behaviour. What happens if the feed room is opened or feed buckets brought round – how does their behaviour change? Look for signs of dominant horses in the field | | | |
|  | **What upsets horses** | **Solutions to avoid/minimise upset** |  |
| Left alone in field (others brought in)  Left alone on yard (others  turned out) | Avoid! Bring in all together, leave a companion |  |

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|  |  | Separated from friend(s) | Alternative companion for company |  |
| Fed late | Maintain consistent routine |  |
| Flies/bots | Fly masks, rugs, repellent, shade, stabled  during day |  |
| Fireworks | Stabled with other horses. Checking regularly |  |
| New turnout companions | Stable next door until calm, hungry when out  together first so eat! |  |
| Hunt nearby | Stable |  |
| Air balloons | Stable |  |
| Machinery | Stable or remove from noise if possible until  accustomed to it |  |
| Donkeys, pigs and alpacas | Introduce gradually! |  |
| Lack of grazing in winter | Turnout for shorter periods/ hay in field |  |
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| ***15***  ***mins*** | **SUMMARY**  Group considers general principles of equine behaviour Next session’s content introduced  Offer group pre reading references for stable vices | | | |
| **PROGRESSION:**  Consider field design & fencing to keep horses safer and reduce injury risk Reflect on how knowledge of horse behaviour can make riding horses safer | | | | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Behaviour | **Lesson** | 2 of 9 |
| **Subject** | Stable Vices, Design  & Field Care |  | Yard Classroom |
| **Resources &**  **Requirements** | Class room, stable yard, horses | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION:**  Welcome  Explain safety/emergency procedures for lesson  Give Aims, timetable and brief outline of lesson content  Recap – signs of settled and unsettled behaviour in stabled horses from previous session |
| ***60***  ***mins*** | 1. Ask group what happens if horses stabled for long periods of time? Can develop anxiety and display abnormal behaviour called stereotypies or stable vices. 2. Explain: wild animals rarely display them but domesticated horses often do, developing these behaviours to cope with their environment    * Crib biting    * Wind sucking    * Box walking    * Weaving   Describe each one or if horse on yard who displays these behaviours use as an example. Include consequences to horse e.g. worn down teeth, strain on joints   1. Ask group what they think can be done to reduce the stress. Do/can other horses copy these behaviours? 2. What can be done if the horse has to spend time stabled (box rest, reduced winter turn out etc) 3. Link to above – stable construction. Set scenario – you are designing your own yard, what kind of fixtures and fittings would you want in your stable? Create a list and discuss the pros and cons of each item mentioned.   Other considerations: ventilation, drainage, light switches, windows, door fastenings |

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|  | 1. What size of stable is suitable for – horse/pony. Stable shape & size will depend on whether they have been purpose built or converted from existing buildings. 2. Group members go onto yard and assess the stabling and how closely it matches their criteria. Return to class and report their findings. 3. Field care. Just as stabling needs to be well maintained so does horse pasture. Have a look at a suitable paddock – how big is it?    * How much space do horses/ponies need in field?    * How do you look after your grazing? Why is it important to look after the grazing?    * Poo picking – if appropriate can take group into field and poo pick show any areas of lawns and roughs. (Can carry out field check at same time.)    * Methods of improving grazing – harrow, rolling. Any specific machinery used on your fields. Resting fields. |
| ***15***  ***mins*** | **SUMMARY:**  Homework = group members design an annual maintenance plan to keep the horses’ fields in good condition  Questions  Offer group pre reading references for next session |
| **PROGRESSION:**  Look at the most suitable materials for stable construction offering value for money, durability, safety warmth in winter, coolness in summer etc. Compare the options | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Rugs | **Lesson** | 3 of 9 |
| **Subject** | Exercise sheets and  under rugs | **Location** | Yard Classroom |
| **Resources &**  **Requirements** | Class room, stables, horses, selection of rugs, under rugs/liners,  hoods, exercise sheets | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION:** Welcome  Explain safety/emergency procedures for lesson  Give Aims, timetable and brief outline of lesson content  Discuss homework from previous session about annual maintenance plan for pasture i.e. what to do and when |
| ***60***  ***mins*** | **ACTIVITIES:**   1. Recap on how to select and fit a rug for a horse (Silver Rugs) 2. Show group under rugs and rug liners and discuss their difference and use, how to put on and fit. 3. Group to practice fitting rugs with under rugs and liners 4. Show group various types of hood, discuss use and demonstrates how to fit them – how to check the fit 5. Group practice under careful supervision fitting hoods 6. Discuss the use of exercise sheets – why and when use one (cold weather, hacking, clipped horse) 7. Demonstrate how to put on and check the fit. 8. Group to practice fitting exercise sheets, can also recap and practice tacking up and checking the fit of tack. 9. Practice the selecting, putting on and fitting of various rugs and hoods. Include any other types of rug used regularly on your yard. |
| ***15***  ***mins*** | **SUMMARY:**  In pairs explain to each other how to fit a rug they have worked with in this session to check their own understanding  Questions  Offer group pre reading references for next session |

**PROGRESSION:**

Fit saddle, leg protection for hacking, martingale, exercise sheet and finally bridle. Coach checks when task complete

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| **Name** |  | **Level** | Gold |
| **Topic** | Grooming | **Lesson** | 4 of 9 |
| **Subject** | Washing a horse |  | Yard Classroom |
| **Resources &**  **Requirements** | Class room, stables, horses, shampoo, conditioner buckets,  grooming kits | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION:**  Welcome  Explain safety/emergency procedures for lesson  Give Aims, timetable and brief outline of lesson content |
| ***60***  ***mins*** | **ACTIVITIES:**   * Group discussion regarding reasons for bathing a horse - include when not to bath, how to dry horse (rugs/heat lamp), cover tail washing (Silver Caring) * Discuss how to bath - include safety (untie horse to do head), how to use hosepipe, what to do if horse doesn’t like hosepipe, how to remove shampoo and why important, how to remove water.   A suggested procedure for bathing a horse is given below but any procedure can be followed as long as it is safe:   * Ask someone to hold the horse for you and then wet the horse all over with a hose or bucket of warm water and a sponge * If using the hose, start at the horse’s feet and work gradually up the limbs until the horse is used to the water * Some horse will not like the hose pipe close to their face so always use a bucket and sponge for this. * Add shampoo to a bucket of warm water and use a large sponge to cover the horse in it * Rub the shampoo into a lather and spread over the horse * Rinse the horse thoroughly using warm water or the hose until the water runs clear * Use a sweat scraper to remove excess water. Depending on the weather, walk the horse, graze a little in hand and use the sweat scraper again * Rug up the horse to dry or heat lamps/solarium |

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|  | If conditions are suitable, the group can wash suitable horses or ponies, working in pairs or small groups and including washing the tail.  1. If conditions are not suitable, practice further fitting under rugs, rug liners, hoods, and exercise sheets introduced in previous session or recap on how to give the horse a thorough groom and check over for signs of health. |
| ***15***  ***mins*** | **SUMMARY:**  Next session’s content introduced |
| **PROGRESSION:**  Practise putting croup patterns and quarter markers on horses to add the finishing touches to a well presented horse | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Grooming | **Lesson** | 5 of 9 |
| **Subject** | Plaiting | **Location** | Yard Classroom |
| **Resources &**  **Requirements** | Class room, IPad, stables, horses, plaiting equipment, mounting  blocks/steps for standing on to plait | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Welcome  Explain safety/emergency procedures for lesson  Give Aims, timetable and brief outline of lesson content Introduce plaiting and equipment needed |
| ***60***  ***mins*** | 1. Group discussion about why and how plait mane for competition, what items need to plait (step, bands/thread, mane comb. Sponge, bucket) include types of mane and what is easiest to plait (can use horses on yard to look at thick mane, short mane, long mane, bits missing!). Discuss the number of plaits and size in relation to length of neck. 2. Demonstrate how to plait – comb through mane, dividing into sections, plaiting and rolling up. Why starting from the poll - It is easier to alter the number and the size of bunches nearer the withers than by the poll. N.B. Group members have already learnt to bunch the mane (Silver Caring 6) 3. Include discussion of bands vs thread! Or the new easy plait 4. How to plait the forelock - Untie the horse and leave the rope through the string. Stand to the side of the horse’s head, not directly in front to stop any head butting and french plait the forelock. Role the plait into a ball and secure with a band. 5. Discuss technique - plaits need to be firm, otherwise they will bulge out, be loose when rolled and likely to come undone. Positioning the horse where the light is better makes plaiting easier 6. Group practice. This is a task that will take time to perfect. Circulate among the group helping and advising. Group members can use their Phones to photograph the plaiting efforts, hopefully recording increasingly neat and uniform plaits! Competent group members can assist the coach and help others 7. At end of each session remove plaits. Don’t leave bands lying on ground or in bedding. Dampen the mane to leave it lying flat and return plaiting   equipment |
| ***15*** | SUMMARY  Coach asks group what is the secret of successful plaiting?! |

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| ***mins*** | Invite questions & feedback.  Introduce next lesson topic and recommended prior reading/preparation for it Coach reflects on lesson, what went well, what didn’t and how it could be improved |
| **PROGRESSION:**  How to shorten a mane so that it can be plaited more easily and quickly Learn to stitch plaits outside the stable to prepare for that big occasion | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Grooming | **Lesson** | 6 of 9 |
| **Subject** | Plaiting practice and  tail trimming | **Location** | Yard |
| **Resources &**  **Requirements** | Stables, suitable horses, plaiting equipment, mounting blocks/steps  for standing on to plait | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Welcome,  Explain safety/emergency procedures for lesson  Give Aims, timetable and brief outline of lesson content  Recap plaiting technique from last session and collect equipment |
| ***60***  ***mins*** | 1. Quick recap on plaiting – equipment needed, technique, questions, plaiting efficiently 2. Allocate each member a horse to practice plaiting. Discuss with each member number/size of plaits and offer assistance as required. Make sure each stable skipped out etc 3. More able members can assist others or attempt a tail plait (not required for assessment but a good skill to practice) or swap group around horses so each practices on a different type of mane. 4. At end of each session remove plaits. Don’t leave bands lying on ground or in bedding. Dampen the mane to leave it lying flat and return plaiting equipment 5. Demonstrate how to trim a tail explaining that to keep your horse’s tail looking smart it will require trimming. Start by making sure the tail is clean and well brushed out. Ask a helper to gently place their arm under the horse’s dock so the tail is not against the quarters. This imitates how the horse carries his tail when moving and helps you to decide on the length. Generally the tail should be midway between the hocks and fetlocks but this varies dependent on activity e.g. generally longer for dressage and shorter for some showing classes. Always check before chopping! Decide on the length and trim the hair straight across. Don’t use blunt scissors! This is called a bang tail. |

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|  | 6. If possible group to have a go at trimming tails under close supervision |
| ***15***  ***mins*** | SUMMARY  Invite questions & feedback.  Introduce next lesson – plaiting competition  Coach reflects on lesson, what went well, what didn’t and how it could be improved |
| **PROGRESSION:**  Pull/shorten a mane so that it can be plaited more easily and quickly Learn to stitch plaits outside the stable to prepare for that big occasion | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Grooming | **Lesson** | 7 of 9 |
| **Subject** | Plaiting practice | **Location** | Yard |
| **Resources &**  **Requirements** | Class room, IPad, stables, horses, plaiting equipment, mounting  blocks/steps for standing on to plait | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Welcome  Explain safety/emergency procedures for lesson  Give Aims, timetable and brief outline of lesson content |
| ***60***  ***mins*** | **ACTIVITIES:**   1. Quick recap on plaiting – equipment needed, technique, questions, collect equipment 2. Set competition for the neatest plaited mane within a generous time limit of one hour. Hopefully everyone can have their own horse to plait. If not it will be a competition for the best pair. Points awarded for neatness, evenness of plaits, tension 3. Supervise and offer assistance where required 4. At end of each session remove plaits. Don’t leave bands lying on ground or in bedding. Dampen the mane to leave it lying flat and return plaiting equipment 5. Award prizes! |
| ***15***  ***mins*** | **SUMMARY**  Invite questions & feedback.  Introduce next lesson topic and recommended prior reading/preparation for it  Coach reflects on lesson, what went well, what didn’t and how it could be improved |

**PROGRESSION:**

Pull/shorten a mane so that it can be plaited more easily and quickly Learn to stitch plaits outside the stable to prepare for that big occasion

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| **Name** |  | **Level** | Gold |
| **Topic** | Grooming | **Lesson** | 8 of 9 |
| **Subject** | Clipping | **Location** | Yard Classroom |
| **Resources & Requirements** | Class room, stables, horses, diagrams of different clips or handout to draw on, clipping equipment rubber bands, tail bandage; reference = BHS Complete Horsemanship Vol. 2 pp 101 - 105  Clippers | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION**:  Welcome  Explain safety/emergency procedures for lesson  Give Aims, timetable and brief outline of lesson content |
| ***60***  ***mins*** | **Activity:**   1. In group create a list of reasons for clipping a horse – emphasis on welfare 2. Group to discuss/draw types of clip they know about 3. Discuss the following types of clips - bib, trace, chaser, blanket, hunter, full, Include Clipping the head – half/full/none, Saddle patches –use, size, shape 4. Discuss how to choose which clip to give a horse – most horses do not need a full clip! Live in/out, work load, age, temperament, illness. 5. Considerations of caring for a clipped horse – warmth, how to tack up/groom/work in cold weather, selecting rugs, what can happen if the horse gets cold 6. How to prepare a horse for clipping – when to clip (first and last), thorough groom, how to keep the mane and tail out of the way 7. How to prepare the area you are going to clip in – stable – bedding up, rubber mats, dry, power supply, safety – handler PPE, circuit breaker, extension lead, suggestions on how not to get covered in hair! 8. How to assist someone clipping – be aware of horse body language, where to position themselves, how to hold leg up (safety), potential ticklish areas and how horse might react, communication with person clipping, possible methods of restraint 9. Demonstrate how to take apart and put together the clippers – oiling, tension, 10. Group to discuss clips suitable for various horses on the yard and then practice getting horses ready to clip – bunch mane, groom, tail bandage, and then draw chalk markings on horses to outline clips and how to lift and hold a front leg 11. If practical and suitable horse available demonstrate how to clip – emphasis |

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|  | on keeping clippers flat, how to hold skin to prevent cuts, positioning. Group to watch or if possible have a go. (clipping is not required at this level) |
| ***15***  ***mins*** | SUMMARY:  Question and answer on types of clip Introduce final practical test on Gold Caring |
| **PROGRESSION:**  Learn to take apart and put together the clipper blades and adjust blade tension Watch an experienced person clipping or act as their assistant | |

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| **Name** |  | **Level** | Gold |
| **Topic** | Caring for your horse | **Lesson** | 9 of 9 |
| **Subject** | Final practice | **Location** | Yard Classroom |
| **Resources &**  **Requirements** | Class room, test sheets, writing materials, stables, horses, plaiting  kits, buckets, mounting blocks for standing on, grooming kits etc | | |

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| **Time** | **Activity** |
| ***15***  ***mins*** | **INTRODUCTION:**  Welcome  Explain safety/emergency procedures for lesson  Give Aims, timetable and brief outline of lesson content Quick recall on clipping  Introduce format of the assessment |
| ***60***  ***mins*** | **ACTIVITIES:**   1. On the yard – talk about why we use rugs on horses. Have selection of rugs available to talk about when you would use each e.g. stable and turnout, and any features such as neck covers, tail flaps, shoulder darts and what they are for. 2. Talk the group through how to fit a rug with cross over surcingles and leg straps. Start by showing the group: horse tied up, skipping out of stable ready to work in, how to move around horse safely: 3. how to fold the rug in half and why it is important to fasten up the leg straps and surcingles 4. How to place the rug over the shoulders/withers and slide backwards so hair lying flat – explain why don’t throw it over 5. Order to fasten straps up in. Makes sense to fasten front straps first to stop the rug sliding back. 6. Why thread one leg strap through fastened loop of the other 7. Fasten crossed surcingles and check hand’s width between them and horse’s belly 8. Fasten the neck cover, allowing room for horse to stretch/eat grass.   3. Demonstrate how to remove a rug Making the following clear:   1. Unfasten any neck cover first and fold over body of rug 2. Unfasten leg straps and clip each on to ring at back of rug - ask group why? 3. Unfasten and tie crossed surcingles – why tie them? 4. Front straps undone |

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|  | 1. Fold rug in two and slide it backwards to remove.    1. Talk about what could happen if horse panics and rug slides around or forget to undo leg straps when taking the rug off and why they need to think about this when fastening up the straps of the rug E.g. putting rug on in a field is different to putting it on in a stable.    2. Group to practice putting rugs on suitable horse(s) under supervision. Include skipping out of stables that they are working in, safety considerations – how to move around the horse,    3. 7. Swap horses and rugs, practice putting rug on a tall horse! |
| ***15***  ***mins*** | **SUMMARY:**  Question Time  Feed back forms completed Suggest tea, coffee and biscuits |
| **PROGRESSION:** | |

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