

VOLUNTEER INSTRUCTIONAL GUIDE

EQUESTRIAN CROSSINGS (EqX)

**AN ALL INCLUSIVE AND INTERGRATED
RIDING, DRIVING AND THERAPEUTIC
PROGRAM FOR CHILDREN AND ADULTS
OF ALL AGES, ABILITIES, AND
DISABILITIES.**

**Thanks to the North American Riding for the Handicapped
Association (NARHA) and Other Therapeutic Riding
Centers for information contained in this guide.**

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WELCOME TO THE EQUESTRIAN CROSSINGS TEAM!

We hope you are as excited as we are about the fantastic opportunities EQUESTRIAN CROSSINGS offers not only its students, but also you—our most valued Volunteers!!!! We do not use the phrase “most valued” lightly, either. Because, without you, we could never accomplish our goal of acquainting those with challenging circumstances to the wonderful world of horsemanship! The best part is that you do not even need to know anything about horses or even the myriad disabling conditions individuals may have. All you need is a willing heart, ready smile, and the eagerness to learn. Our job is to provide you with all the information and knowledge you will need.

To that end, we have designed this booklet as a basic guide to the world of equine-assisted activities and the various responsibilities required of you, in addition to the students and the staff. Please use this as a frequent reference throughout your time with EQUESTRIAN CROSSINGS. If there is one thing you will learn, it is this: *The more you learn, the more you find to learn.* The world of therapeutic horseback riding is a dynamic one. New techniques, aids, and information are discovered all the time, sometimes occurring in our own arena. You will also learn that no two lessons are exactly alike. Be prepared to face new situations and never hesitate to ask for assistance.

You are now part of a TEAM that includes the students, the other volunteers, the instructors AND the horses. Obviously, there are a lot of moving parts to the team requiring clear communication up and down the line. Therefore, we depend a great deal upon you to help Equestrian Crossings provide a safe, efficient, educational, and FUN environment for all involved. Do not forget, we are here to support you, too.

We’re so happy you have decided to take the lead and lend a hand and join the EQUESTRIAN CROSSINGS Team!!!

Sincerely,

The Equestrian Crossings Board of Directors
October,

2009

MISSION STATEMENT:

The mission of Equestrian Crossings is to improve the quality of life of children and adults of all ages and abilities through safe, equine-related activities, utilizing the well known benefits that are available from the equine-human bond and to do this in an environment of community and member involvement and interaction.

Purpose:

The purpose of Equestrian Crossings is to provide equine-related activities suitable for people regardless of age or ability and to do this in an environment of community involvement and interaction.

All Equestrian Crossing's related programs are based upon experiences and a relationship with the horse and utilize the inherent potential for the realization of self-confidence, emotional acceptance, self-awareness, enhanced communication, development of balance, proper muscular activity, neural reflexes and other benefits that are available from the equine-human interaction.

Equestrian Crossings is established to serve local Island County, Washington and surrounding communities.

Our goal is to provide:

1) Equine-related activities which may include:

a. Beginning, intermediate and advanced riding and horsemanship in its various forms.

b. Adaptive Horsemanship, which may include: ground assisted Horsemanship, Adaptive Vaulting and Driving, Physical and other Therapies and equine-assisted Psychological and Emotional Therapies.

c. Individual, Family and Community social events including seminars, demonstrations and other learning opportunities, student demonstrations and recognition ceremonies.

2) The opportunities for membership and participation in the development and function of Equestrian Crossings. This organization strives to be a model in the role of grass root, member-operated corporations by ways of membership voting and volunteer committees and ground level participation.

3) The opportunity, by way of scholarships, to provide the programs of Equestrian Crossings to everyone who may benefit, regardless of status or financial ability.

4) The opportunity for experience and certification in various equine-related disciplines and to maintain a staff consisting of certified and experienced instructors and/or licensed health care professionals.

5) Availability of equines who are well trained, appropriate and when required, certified in their discipline.

EQUESTRIAN CROSSINGS

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Arenas in Langley and Oak Harbor

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Denise Boyett Vice President
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Gail Corell Treasurer
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Instructors

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Emily Brink – Physical Therapist
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 Sport Riding
Gretchen Van Male
 Sport Riding
Denise Boyett
 Sport Riding
 Harness Driving



Miriam
Burk



Emily
Brink



Gretchen
Van Male



Denise
Boyett

BENEFITS OF EQUINE-ASSISTED ACTIVITIES

- 1 Equine-assisted activities can provide mental, physical, emotional, social, and educational benefits to the student in a recreational environment.
- 2 Supplements the goals of other recreational, rehabilitative, educational, or therapeutic programs.
- 3 Is an appropriate activity for a wide variety of students, allowing students to learn to ride, drive, vault, jump, show, or train horses.
- 4 The movement of a horse while walking requires a person's upper body to respond as if the person was doing the walking. This gives those students who may never have taken a step their first walking "experience."
- 5 Students can improve muscle coordination and flexibility, strength, self-esteem, task completion skills, patience, attention span, and more in a safe and fun environment.
- 6 Students learn in a non-classroom setting with a variety of verbal, written, and physical inputs while getting immediate feedback.
- 7 Students have endless opportunities to succeed and to "dream big."
- 8 Recreational and therapeutic equine-assisted programs are accessible all across the U.S. and in many countries around the world.

WHAT DOES EQUESTRIAN CROSSINGS OFFER?

SPORT RIDING

All people, including those with physical, mental, and psychological impairments can participate in sports activities--adapted as needed--with the horse. The lesson focuses on increasing individual riding skills while gaining a therapeutic benefit such as increasing muscle tone, strength, self-esteem, improve coordination and balance, social interaction and communication, and development of a sense of control. Students groom and tack their horses with the help of their volunteers, then participate in ground and mounted activities tailored to their individual needs. Instructors are primarily responsible for the design and implementation of the program.

VAULTING

Vaulting is a combination of dance and gymnastics on horseback. A specially trained horse works in a circle on a long line while students perform compulsory and freestyle moves. Vaulters benefit from developing teamwork skills, body awareness, coordination, concentration, perceptual learning, increased confidence, and cognitive control.

DRIVING

Using a horse and carriage gives participants an alternative or an addition to riding, opening up the world of horses for everyone especially those who may be unable to ride due to weight, balance, fatigue, fear of heights, the inability to sit astride, or other issues. Therapeutic Driving offers individuals with physical, mental, sensory, or emotional conditions the rewards of interaction and control of a horse or pony while driving from a carriage seat or in their own wheelchair.

Equestrian Crossings will also be developing a variety of programs for everyone to participate in, for example "Horses and Heroes", vaulting which is a combination of dance and gymnastics on horseback and an "in-hand program," which provides specific training on the ground.

CODE OF CONDUCT

I, agree to adhere to the following standards of conduct while participating in EQUESTRIAN CROSSINGS activities:

****Participants** = Students, volunteers, horses, staff, and family members.

I will:

- ...treat ALL participants with **respect**.
- ...be **responsible** for myself and my actions.
- ...**uphold** all EQUESTRIAN CROSSINGS rules and regulations.
- ...promote the **harmony** and **well-being** of all participants, in part by prohibiting discrimination or harassment of any kind.
- ...regard the **safety** of all participants as the most important factor.
- ...consider information regarding EQUESTRIAN CROSSINGS participants as **confidential**.
- ...give many “**put-ups**” and no “put-downs.”
- ...**sign in** and **sign out** every time I participate in EQUESTRIAN CROSSINGS activities.

GENERAL RULES FOR VOLUNTEERS



1. Volunteers must be at least 10 years old.
2. No one will participate as a Volunteer unless all volunteer paperwork has been received by the EQUESTRIAN CROSSINGS office.
3. Be familiar with the information contained in the Volunteer Manual.
4. Follow EQUESTRIAN CROSSINGS Code of Conduct at all times.
5. Please arrive at least 5 minutes prior to the start of your lesson in order to be able to greet your student and help prepare for your lesson.
6. Sign in and out of Daily Insurance Log every time you participate.
7. No smoking or drinking of alcoholic beverages will be allowed.
8. Remember: SAFETY FIRST!
9. Read Horse-Student listing for lesson assignments.
10. NEVER allow students to work with horses without wearing their helmets.
11. ALWAYS ensure at least one volunteer is with each student, unless directed otherwise by instructor. Close supervision is necessary at all times.
12. Prepare horse and/or student for lesson.
13. Allow and encourage students to do as much as possible on their own. Assist only when necessary!
14. Take horse or student to mounting ramp area when called by instructor.
15. When directed, help instructor mount student.
16. Enter arena and ensure student warms up horse with at least one walk around the arena.
17. Follow instructor’s directions during the lesson.
18. At end of lesson, lead horse or student out of arena after instructor dismounts student.
19. Help student untack, groom, and put equipment away.
20. Make sure student signs out. If student is a minor, ensure parent or guardian has taken responsibility for the student before leaving student.
21. Help clean up the barn, walkways, arena, or EQUESTRIAN CROSSINGS building as needed.

22. Be respectful of all participants (staff, volunteers, students, horses, etc.) at all times.
23. Discrimination and harassment of all kinds are not tolerated.
24. When in doubt, ALWAYS ask for assistance!
25. Clothing policy:
 - Wear layers that are warm and comfortable for a variety of temperatures. No halter or spaghetti-strapped tops or sheer shirts. No muscle shirts. Recommend having gloves and rain gear handy, too.
 - You will be doing lot of walking and jogging on uneven terrain, so comfortable shoes are important. It hurts when a horse steps on your foot, so make sure your footwear is sturdy as well. Boots or closed-toe shoes are required. NO sandals or slip-ons! Remember you could be walking or running in mud. Lessons are rain or shine!
 - For safety as well as comfort, volunteers should dress in close-fitting clothing. Loose, floppy clothing can get caught and tangled with equipment. Long pants are required for volunteers as well as students.
 - Remove all dangling jewelry to prevent tempting overly curious hands or horses.
 - Sunglasses, sunscreen, and hats are recommended when our lessons are outside.



Remember: **HAVE FUN!!! ☺ We really appreciate your help!!! ☺**

VOLUNTEER ABSENCE PROCEDURES

-   Please let us know of absences in advance. When possible, note on Daily Insurance Log or call the office at 360-320-1573 with date and name of replacement. Make sure your replacement knows about it! ☺
2. A list of possible substitutes will made available on the first day of lessons. Please be sure to take a copy home with you.
 3. Remember you are an integral part of the EQUESTRIAN CROSSINGS Team. We need you! Your volunteer time makes it possible for the students to ride. In other words, if you don't show up, the students cannot ride!!

REASONS FOR VOLUNTEER DISMISSAL

Volunteers are subject to rules and regulations to help produce a safe experience for everyone involved with activities at EQUESTRIAN CROSSINGS, and to avoid serious injury to students, horses, staff, or fellow volunteers EQUESTRIAN CROSSINGS reserves the right to dismiss volunteers from their duties.

Reasons for dismissal include, but are not limited to:

- Violation any of the aforementioned expectations, or is involved in any incident that negatively affects the program.
- Creating an unsafe situation through careless behavior, disregard for rules, or ignoring instruction from EQUESTRIAN CROSSINGS staff.
- Arriving at EQUESTRIAN CROSSINGS under the influence of alcohol, illegal drugs or abuse of medication.
- A back ground check showing a history of criminal activity.

- Bringing a weapon – firearm, knife (other than basic pocket knife), hunting tools, etc. to EQUESTRIAN CROSSINGS. If you carry a sidearm for your profession (sheriff, police officer, etc.) please leave the weapon locked in your vehicle and provide written documentation to the Executive Director detailing why your weapon must be kept on site (this information will be kept confidential).
- Breaking confidentiality. If you are found to have distributed confidential information about an EQUESTRIAN CROSSINGS participant.
- Physical or emotional mistreatment or abuse or questioning or harassment of an EQUESTRIAN CROSSINGS participant.
- Inappropriate use of EQUESTRIAN CROSSINGS facilities, mailing lists, or monies.
- Less serious infractions of rules, such as failure to hand in signed releases, failure to attend mandatory volunteer training classes, dressing inappropriately, use of foul language, etc. will be dealt first with a verbal warning, then written, and then dismissal.

PROBLEM SOLVING AND GRIEVANCE PROCEDURES

EQUESTRIAN CROSSINGS wants to assist in solving problems and settling grievances quickly and fairly. We believe the best way to settle a disagreements or problem is to discuss the issue and find a way to reach mutually agreeable solutions. The grievance procedure can be used if you believe you have been discriminated against due to race, creed, color, sex, sexual orientation, or if you feel that your rights as a volunteer have been violated.

Complaints involving a volunteer, staff member or the program should first be addressed at the lowest levels by the persons involved. If this does not resolve the situation, the issue should be taken to the Program Director (PD). Depending on the situation, the PD may talk with both of you together to help reach an agreement. If a resolution cannot be reached, the next step is to take the issue to the Executive Director. The Executive Director will initiate an investigation to gather facts. A determination will be made by the Executive Director regarding an appropriate resolution.

GETTING TO KNOW YOUR STUDENT

- ❖ First, remember that individuals with disabilities are people. Every child or adult wants to be treated with that understanding, regardless of having a disability or not. Each has his/her own learning rate, style of learning, unique personality, temperament and physical traits. One must always look beyond the disability into the persons abilities. Equestrian Crossings lessons are designed around a student's ability, not their disability.
- ❖ Of most importance, BE YOURSELF when interacting.
- ❖ Be free from stereotypes about a person's disability. You will be surprised how wrong you can be in judging their interests or abilities.
- ❖ Explore mutual interests in a friendly way. For starters, talk about the horse and whether the person has ridden before.
- ❖ A disability does not need to be ignored or denied. Be sensitive and tactful when you talk to the person about their disability. Respect their privacy and the need to keep the details of their disability confidential.
- ❖ Speak directly to the person with the disability. Your attention should be to them and not to someone escorting them. Find yourself a chair or crouch down at a comfortable distance so that you can converse on the same level.
- ❖ Offer assistance when asked or when the situation obviously requires it. Do not overwhelm the person with help or insist upon helping when they are managing alone. When a person is trying to increase their physical ability, effort on their part is necessary. Resist the temptation to constantly assist students who need to develop more independence.
- ❖ Be patient; let each person set their own pace in physically and verbally. Do not hinder the student's ability to expand their skills and independence, even when their movements may appear awkward to you. Respect the person's right to independence and their request for the kind of assistance that they require.
- ❖ If a person has difficulty speaking, allow them to finish their sentence. If you don't understand what they are saying, tell them so. Don't pretend you understood if you didn't.
- ❖ Use simple, clear, precise language. Do not be afraid to say, "I'm sorry, I cannot understand you. Please say it again." Let the person initiate the conversation about their disability. Children and adults will be glad to talk about themselves. They prefer to have someone ask them about their disability instead of staring at them.
- ❖ Be sensitive to separating a student from his or her wheelchair, crutches, or braces unless asked. Never move someone's crutches, walker, canes, service animal or other mobility aid without permission
- ❖ Enjoy your friendship as you would with anyone else. Their strength, positive attitude, and perspective on life can be a rewarding awareness for us all. Communicate with your heart and see each person from his or her heart. Acknowledge that every person has the opportunity for vast potential in his life. Share the feeling that each person's potential is found in the present moment

VOLUNTEER JOB DESCRIPTION

Purpose:

To give assistance to the EQUESTRIAN CROSSINGS therapeutic riding, harness driving and vaulting program.

Rights:

1. To be treated as a co-worker; not just free help.
2. To know as much about the organization as possible, its policies, procedures, people, and the educational programs it may offer.
3. To be given proper training for the job.
4. To continuing education on the job as a follow-up to initial training, information about new developments, and training for greater responsibility.
5. To be given sound guidance and direction.
6. To work in a place that is orderly, clean, and safe.
7. To advance to assignments of more responsibility and to transfer from one experience to another.
8. To be heard, to have a part in planning, to feel free to make suggestions, and have respect shown for an honest opinion.
9. To be recognized and appreciated for work that is done.

Responsibilities:

1. To participate in training sessions associated with the program's mission.
2. To participate in riding lessons as needed.
3. To undertake various duties as requested by program personnel.
4. Develop an understanding and acceptance of students.
5. Participation in horseshows or other events as needed to promote the program.
6. Is willing to learn about the horses, riding equipment, and special skills needed to perform tasks safely and efficiently.
7. To keep participant information confidential.

Qualifications:

1. Ability to follow directions of program staff and/or instructors at all times.
2. Ability to communicate diplomatically and enthusiastically with others.
3. Ability to commit to a defined period of time to fulfill lesson responsibilities.
4. Willingness and cooperation to learn necessary safeguards of the program.

Responsible to:

The Program Director and ultimately the Executive Director and Board of Directors.

Length of Service:

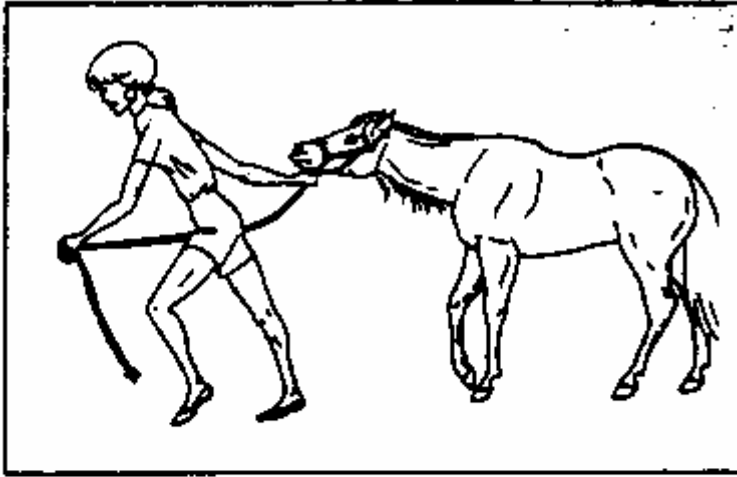
If assisting with the lesson program, we ask that you commit yourself to at least one hour per week for the entire session. Sessions are normally 8 weeks in duration.



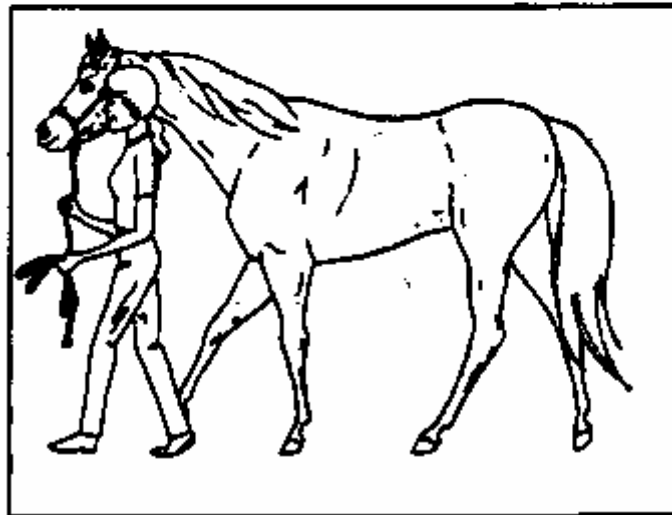
PROCEDURES FOR LEADERS **(EQUINE HANDLERS)**

1. Responsibilities:
Ensure horse is correctly and safely groomed and tacked before lesson.
Maintain control of horse at all times or as directed by the instructor.
Ensure horse is correctly untacked and groomed at end of lesson.
Secure horse properly and provide it with water and hay as needed.
2. Sign in on Daily Insurance Log and check Horse-Student listing for horse assignment.
3. You are an integral part of a Team, so support and encourage one another, helping whenever needed.
4. Remember, the purpose of the lesson is for the student to learn. Once the student is on the horse, minimize talk to them unless no sidewalkers are present and you are relaying instructions from the instructor.
5. Prepare tack for assigned horse and conduct a safety check on tack.
6. Groom and conduct health check of horse.
7. Notify instructor immediately if there are any problems with tack or horse.
8. Assist student with grooming and tacking. Some horses need to be ground tied during this. Please check with instructor for your particular horse's needs.
9. At instructor's direction, assist with horse warm up and lead horse to mounting platform. The leader walks between the horse and student, keeping light control of the horse, unless instructor directs otherwise.
10. At the mounting platform, stand just to the side of the horse's head away from the platform. Hold horse steady while student mounts. Lead horse straight out of platform, pause for mounted safety check then lead into arena. Remember to wait for student to cue the horse first.
11. Your student should give commands to the horse. Be patient and reinforce command only if necessary.
12. You are responsible for maintaining control of the horse. If a mishap occurs, bring the horse to a careful halt in the center of the ring out of the line of traffic; keep the horse calm while others take care of the student.
13. If an Emergency Dismount is necessary, once the student is clear of the horse, lead the horse to a safe distance away. See "Emergency Dismount" section for more information.
14. Stand at the head of the horse whenever at a prolonged halt.
15. When leading, the leader walks or jogs alongside the horse's head, holding the lead rope loosely in the inside hand. The outside hand holds the excess lead rope in a folded, not wrapped fashion.
16. Do not chat with the sidewalkers during the lesson.
17. Read the article, "Follow the Leader" for more information on leading.
18. At the end of the lesson, wait for the instructor to dismount the student.
19. Ensure the student takes the horse for a cool-down walk once around the arena before exiting the arena.
20. Help the student untack and groom the horse.
21. Ensure student properly puts away tack and grooming tools.
22. Help the student check the horse's water, clean the stall, and give it a treat.
Always put treat in a bucket, NEVER by hand.
23. See instructor for further directions.
24. Sign out on Daily Insurance Log.
25. Remember: **We THANK YOU for all your help and support! YOU are TERRIFIC!!!**

Leading...



There is a wrong way.....



...and a right way to lead a horse.

Can you find at least 6 things wrong in the top picture?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

TYING A QUICK RELEASE KNOT

All horses need to be tied to the hitching rail with a quick-release knot unless they are taught to ground tie. There should not be more than two horses on each hitching rail. Consult an instructor when there are several horses out at once for the best place to tie.

Follow these steps for a quick release knot:

1. Put the lead rope over the top of the railing.



2. Bring the lead rope back under the railing.



3. Holding the tail of the lead rope, cross it over and then under the end of the lead rope that is attached to the horse.



4. Make a loop with the tail of the lead rope.



TYING A QUICK RELEASE KNOT CONT.

5. Cross the rest of the tail of the lead rope under to the other side.

6. Make another loop on the other side (you should have a loop on each side like a butterfly).



7.

Put the second loop through



the first loop.

8. Pull tight.



If you have tied correctly, you should be able to release the knot by pulling the end of the tail, but not by pulling the horse end. *You need to tie the horses as CLOSE to the railing as possible.* If the horses have too much lead rope, they can get legs caught or start eating grass and stop paying attention.

SAFETY RULES IN THE STALL AND WHEN THE HORSE IS TIED

- U Do *not* duck under the neck of a horse because he may be startled. Go around him. **Safety first!**
- U When going around a horse, stay close to his tail and keep your hand on his rump.
- U Do not kneel around a horse. It's hard to get out the way quickly. Bend from the waist instead.

If you are new to working around horses and are unsure about working with a horse on your own, please ask for assistance or clarification from a staff member, or 'buddy up' with another volunteer. Do what you feel comfortable doing. *It's okay to ask for help!* 😊

GROOMING THE HORSE

Grooming keeps the horse's coat clean and healthy, eliminates dirt, dried sweat, and loose hair that can irritate the horse under the tack. Grooming also stimulates nerve endings of the skin and helps to relax and warm up the muscles. These are the most common grooming tools.



The rubber **currycomb** is used first in a circular motion on neck and body to loosen dirt and stimulate skin. Do not use on face and legs.



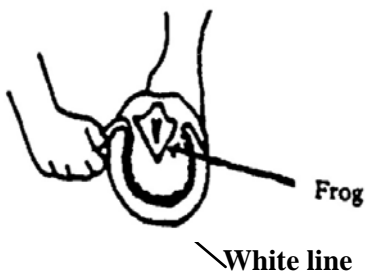
The **body brushes** (one is **hard**, the other **soft**) are used in long, sweeping strokes on neck, body and legs. Use the hard brush first to remove loosened debris, then follow with the soft brush to polish coat with short strokes. Brush the face with the soft brush only.



Mane and **tail brush or comb** is next. Stand to the side when grooming tail to avoid getting kicked. Start at the bottom and work up. Brush tail carefully to avoid pulling out long hairs. Minimal brushing will help keep tails long and full.



The **hoof pick** is used to remove any debris or stones embedded between the sole or shoe and the frog (the sensitive V-shaped pad in the center of the hoof).



A. To lift the horse's hoof, run your inside hand down his leg to just above the hoof and squeeze as you command "Hoof." The horse will *usually* lift his hoof.

B. Starting near the hoof wall, run the hoof pick from the heel toward the toe. After cleaning the hoof, spray the frog, bars, and white line with hoof treatment.

PROCEDURES FOR SIDEWALKERS (STUDENT ASSISTANTS)

1. Responsibilities:
 - Ensure the safety and stability of student (before, during and after lesson).
 - To walk or jog beside student providing physical support as necessary.
 - Reinforce instructor's directions. Do not talk to the student except to relay instructions when necessary.
 - Know how to respond to a possible student emergency (medical or activity related).
2. Read the article about "Effective Sidewalking" for more information.
3. You are an integral part of a Team, so support and encourage one another, helping whenever needed.
4. Remember the purpose of the lesson is for the student to learn.
5. Greet assigned student.
6. Help student prepare for lesson (signing in, helmet, grooming, tacking, etc.).
7. Take care to ensure the safety of the students at all times while they are near the horses.
8. At instructor's direction, escort student to mounting platform (walk, do not run).
9. Remain beside student, helping to maintain balance as necessary. Some students require constant supervision. Ask the instructor for specific needs of your student.
10. If student starts to slide off saddle, ask leader to stop horse, gently reseat student or ask instructor for assistance.
11. You are responsible for the student. If a mishap occurs, your sole concern is the student's safety, not the horse.
12. If a serious medical emergency (seizure, blackout) occurs with your student, direct Leader to go to center of ring, announce loudly "Emergency dismount!" stabilize student until instructor present. See "Emergency Dismount" section for more information.
 - Remaining sidewalkers can help keep their students calm and on their horses.
13. Since you are nearest the student, they will want to talk with you. Do not ignore direct questions, but do encourage your student to pay attention to the instructor. Help reinforce the instructor's directions.
14. Many students get confused and frustrated when they get too much input or their attention is pulled in too many directions. Do not chat with other sidewalkers or the leader while in the arena.
15. At the end of the lesson, wait until the instructor helps the student dismount. Remind student to put stirrups up, take horse for a cool-down walk, and then escort them out of the arena with their horse.
16. Help student untack, groom the horse, and put tack away properly. This is a good chance to help reinforce the lessons of the day, e.g., ask what they learned.
17. Help student sign out.
18. See instructor for further direction.
19. Sign out of Daily Lesson Log.
20. Remember: ***We THANK YOU for all your help and support! YOU are TERRIFIC!!!***

EMERGENCY DISMOUNTS

In an extremely rare circumstance, a student may require an emergency dismount. If the student is in immediate danger of falling from the mount for any reason (e.g., seizures, loss of consciousness, “spooked horse,” etc.), an emergency dismount may become necessary.

PROCEDURE:

1. The Instructor **MUST** be made aware that the emergency dismount is needed **BEFORE** the procedure is to begin.
2. Volunteers will verbally alert the instructor by stating *loudly*, “***EMERGENCY DISMOUNT!***”
3. If possible, the leader or longeur will bring the horse to a halt out of the path of other horses or people before the instructor assists in dismounting the student.
4. Explain to the student what you are doing even if he/she seems unaware or unable to hear you. A quiet, reassuring voice helps keep everyone calm.
5. If unable to proceed safely to the center of the ring:
 - a. If there are two sidewalkers, the leader will halt the horse and stand at the horse’s head. Sidewalkers will remove student’s feet from the stirrups, help student lean towards the horse’s neck draping arms on sides, and then proceed to swing the offside leg over the horse’s rump to the inside. The inside sidewalker assumes the “lunge” position (one leg in front and slightly bent) and will slide the student onto their thigh and then gently to the ground. The leader will lead the horse safely away.
 - Or**
 - b. If there is only one sidewalker, the leader will halt the horse and move to the offside to remove the student’s foot from the stirrup, while the sidewalker removes the other foot from the stirrup. The leader will not let go of the horse! The leader will then slide the student’s offside leg over the horse’s rump. Once again, the student will be leaned forward towards the horse’s neck. The sidewalker will assume the “lunge position” and gently slide the student onto their thigh and then onto the ground. The leader will then walk the horse away to a safe distance.
6. The leader or longeur will maintain control of the horse keeping it in the arena or returning it to the stable as directed by the instructor.
7. Remaining student teams will come to a halt a safe distance from the emergency and wait for further directions from the instructor. Sidewalkers should try to keep the students calm. Often, simply explaining what is happening helps immensely.
8. The instructor will then take over emergency procedures to assume control of the student.
9. If needed, a person will be dispatched to summon rescue personnel using the nearest available phone (Dial 911 **OR** the emergency dispatch number on the emergency sign). **IT IS IMPERATIVE THAT THE RESCUE PERSONNEL BE DIRECTED TO TURN OFF ALL SIRENS AND LIGHTS BEFORE PROCEEDING DOWN THE ARENA DRIVEWAY!!!** The noise and lights could panic or upset the horses and the students unnecessarily. The caller will meet the emergency responders and guide them to the person in need.

AIDS/HIV INFORMATION

As the spread of AIDS continues throughout the U.S., the need to inform people of the risks and management of this disease is becoming increasingly critical. AIDS stands for Acquired Immunodeficiency Syndrome. It primarily affects humans by making the body unable to resist disease and infection. It is these diseases and infections, not the AIDS virus, which can be fatal.

The AIDS virus, sometimes referred to as HIV, is most commonly spread:

1. By unprotected sexual activity;
2. By sharing of needles or syringes with someone who is infected with AIDS (blood to blood contact);
3. From an infected mother to her child during pregnancy, childbirth, or possibly by breast feeding.

One cannot get AIDS from:

1. Touching an infected person or piece of equipment he/she has been using;
2. Coughing, sneezing, spitting, or drooling;
3. Hugging or closed-mouth kissing;
4. Tears or sweat;
5. Mosquito or other insect bites;
6. Eating food prepared or served by someone carrying the virus.

Studies have shown that even family members living with one who has AIDS do not become infected with the virus. The AIDS virus is a fairly weak virus. It cannot survive for long periods of time outside the human body and can be killed by soap and water. A solution of one part chlorine bleach to nine parts water will effectively kill the virus. A bucket of this solution can easily be made and used daily. A new solution must be made each day to ensure effectiveness of cleansing.

The Center for Disease Control recommends the following “Universal Precautions” for working around AIDS or other blood-borne diseases:

1. Wear latex or vinyl gloves when handling items contaminated with blood or bodily fluids or when contact with blood or bodily fluids is possible.
2. Immediately wash your hands or other exposed skin surfaces with soap and water after removal of the gloves.
3. Use care when handling objects that may cut your skin.

Generally, intact skin and clothing will be a sufficient barrier against the AIDS virus. As a preventative measure, cover any exposed cuts, abrasions, and rashes with a waterproof dressing. Washing hands/unprotected skin with soap and water as a general hygiene practice after contact with a body fluid is recommended.

Aside from the transmission and prevention of the spread of the AIDS virus, another concern is raised when AIDS is discussed...Ethics. The rights of all involved with an AIDS victim must be weighed.

1. An infected student’s right to participate in a NARHA activity.
2. A parent’s right to know that his/her child is in a lesson with another person who has been diagnosed with AIDS.
3. The rights of other students riding with an infected person.

AIDS/HIV INFORMATION CONT.

The social and moral issues surrounding AIDS are complex and controversial. Situations must be handled individually.

The instructing team should be informed of the student's medical history. Other students and parents should be informed if they ask, but confidentiality and the rights of the student with AIDS should be a priority.

AIDS is a deadly disease and must be handled seriously but appropriately. Education and safe practices can ensure a safe, therapeutic, and fun experience for all involved.

For more information, contact your local Red Cross Chapter or the National AIDS information Hot Line at 1-800-CDC-INFO (1-800-232-4636).

INCIDENT & LOSS POLICY

It is the intent of the EQUESTRIAN CROSSINGS Riding Program Incident/Loss Policy that accidents on the program site (regardless if they are large or small), be reported and documented in a timely manner and that the office staff is made aware of any incident occurring before/during/or after a riding/ground lesson.

All participants must fill out an Incident/Loss Report as soon after the incident/loss as is possible. This report shall include, but not be limited to:

1. Name
2. Age
3. Address
4. Date/Time of Incident/Loss
5. Description of Incident/Loss
6. Equine involved (if applicable)
7. Telephone number
8. Signature of person injured
9. Witness verification

Follow-up information may include:

1. Telephone calls to the injured party by the instructor and/or the Executive Director.
2. Telephone calls to the injured party's doctor, if warranted.
3. Telephone call to the Insurance Company, if determined to be a serious enough incident/loss.



FIRE SAFETY REGULATIONS



In the event of a fire emergency, your responsibility as a Volunteer is to R.A.C.E.:

R = RESCUE: This means only HUMAN BEINGS who are in immediate danger of being injured by the fire as you are LEAVING for safety. ****Absolutely no attempt should ever be made to ENTER a burning building to rescue anyone or anything or any ANIMAL!!!** Volunteers and students will assemble in the lane to the immediate right of the main Fairground's entrance. This ensures that fire personnel can access the buildings through the driveways.

****Only STAFF MEMBERS are authorized to rescue animals in the event of a fire. Special procedures have been developed to ensure fire evacuation of the barn. See "Emergency Procedure" handout.**

A = ALARM: Yell loudly and continuously, **"FIRE!" "CALL 911!"** as you are exiting the building to safety. Continue to 'sound the alarm' and alert everyone of the fire. Activate all emergency response systems or make sure someone responsible has made the call (Staff, Instructor, designated volunteer). Familiarize yourself with the locations of all available telephones (office, cellular phones, payphone, etc.).

C = CONTAIN: If possible to safely smother the fire with water, sand, fire extinguishers, etc. **BEFORE** it goes out of control, do so as you leave. **NEVER** continue to try to extinguish any fire that is rapidly developing—**REMOVE** yourself from the danger **IMMEDIATELY!!! REMEMBER—HAY AND WOODEN STRUCTURES CAN IGNITE IN SECONDS—SAVE YOURSELF!—BARN CAN BE REBUILT BUT YOU CANNOT BE REPLACED!!** Familiarize yourself with the locations of all fire extinguishers on the property. Fire escape routes are clearly marked in the barns and the office. Review how to safely operate a fire extinguisher—Point at base of fire, pull pin, aim, squeeze, sweep retardant gently from side to side to cover base of fire. ****Remember—STOP, DROP, AND ROLL** in the event anyone actually catches on fire (e.g., clothes, hair, etc.).

E = EVACUATE: Again, as a Volunteer this means only **PEOPLE** (not the horses or other animals nor equipment). **ONLY** the Staff is responsible to implement animal fire evacuation procedures. Direct all people to meet in the designated Emergency Evacuation Site for each arena location. Roll call will be taken to ensure the safety of all volunteers and students for that day.



STUDENT RESPONSIBILITIES (GENERAL)

- Learn and follow the Horse Sense Safety Rules.
- Show up for every lesson or, if possible, notify Instructor beforehand of a future absence.
- Show up on time for your scheduled lesson.
- Sign in on Daily Insurance Log.
- Be respectful to your fellow students, the volunteers, and the instructors.
- Check Horse-Student Listing for your horse assignment.
- Get your helmet and put it on. Wait for your volunteer!
- Gather assigned grooming tools and tack before getting horse out.
- Groom your horse.
- Tack your horse.
- Wait for Instructor to assist with mounting.
- Listen to Instructor's directions and try to do your best.
- Have fun!!
- Warm up and cool down your horse with a walk around the arena.
- Untack and groom after your lesson.
- Put away tack properly.
- Give horse a treat (in bucket), offer water and clean stall area with your volunteer's assistance.
- Put your helmet away.
- Thank your Team, including your horse, for their support!

- Sign out on Daily Insurance Log.
- Have a great week!!!



UNDERSTANDING HORSE BEHAVIOR

EQUINE SENSES

When developing relationships and working with horses, communication is the key to success. It is critical to provide a safe environment in a therapeutic riding setting. Beginning a process of understanding the horse senses, instincts, and implications is a step in predicting behaviors, managing risks and increasing positive relationships.

SMELL:

The horse's sense of smell is thought to be very acute and it allows him to recognize other horses and people. Smell also enables the horse to evaluate situations.

Implications:

- Allow horses the opportunity to become familiar with new objects and their environment by smelling.
- It is recommended that treats not be carried in your pocket since horses may desire to go after them.
- Volunteers should be discouraged from eating or having food in the arena.

HEARING:

The horse's sense of hearing is also thought to be very acute. The horse may also combine their sense of hearing and sight to become more familiar with new or alerting sounds. "Hearing and not seeing" is often the cause of the fright/flight response.

Implications:

- Horses are wary when they hear something but do not see it. If your horse is acting nervous, talk to him in a quiet and calm voice for reassurance.
- Avoid shouting or using a loud voice. This can be frightening to a horse.
- Watch your horse's ears for increased communication. Stiffly pricked ears indicate interest. Drooping ears indicate relaxation, inattentiveness (easily startled), exhaustion, or illness.
- Flattened ears indicate an unhappy, frightened, uncomfortable, or threatened horse.
- Ears flicking back and forth indicate attentiveness or interest. The horse is tuned into his environment. (See "Reading His Ears" for more information and pictures.)
- Ears that are laid back often communicate that they are upset and/or showing aggression towards another horse or person.

SIGHT:

The horse's eyes are set on either side of the head; there is good peripheral (lateral) vision, but poorer frontal vision. A horse focuses on objects by raising and lowering its head. The horse's visual memory is very accurate. Horses are thought to see quite well in the dark, due to the large size of their eyes. There is still controversy as to whether or not horses see in color.

Implications:

- The horse may notice if something in the arena or out on a trail is different. Allow the horse an opportunity to look at new objects. Introduce new props that the horse may be unfamiliar with.
- The horse has better peripheral vision; consider a slightly looser rein, enabling him to move his head when taking a look at objects.

UNDERSTANDING HORSE BEHAVIOR CONT.

SIGHT Cont.:

- Although the horse has good peripheral vision, consider two blind spots: directly in front and directly behind. The best way to approach a horse is to his shoulder. It may startle him if you approach from behind or directly in front. The horse may be unable to see around the mouth area, which is a safety consideration when hand feeding.

TOUCH:

Touch is used as a communication between horses and between horses and people. Horses are sensitive to soft or rough touch with a person's hands or legs.

Implications:

- ✘ Handlers should treat the horses gently but firmly.
- ✘ Each horse has sensitive areas, and it is important to be familiar with them (i.e. flank and belly areas).
- ✘ Watch student leg position. Students may need appropriate assistance to reduce a "clothes pin" effect with their legs. Ask the instructor/therapist what is the best handling technique.
- ✘ Horses will often touch or paw at unfamiliar objects. For example, a horse may paw at a bridge or ground pole before crossing over it.

TASTE:

Taste is closely linked with the sense of smell and helps the horse to distinguish palatable foods and other objects.

Implications:

- Taste is closely linked with smell and touch; therefore, a horse may lick or nibble while becoming familiar with objects and people. Do not allow this, as it could lead to biting.

SIXTH SENSE:

Horses do have a "sixth sense" when evaluating the disposition of those around them. Horses can be hypersensitive in detecting the moods of their handlers and students. A good therapy horse is chosen for their sensitive response to the student. At times there may exist a personality conflict between handlers and horse. It is important to let the instructor/therapist know if you are having a difficult time relating or getting along with a particular horse.

THE HORSE'S LIFESTYLE

In addition to understanding the horse's sixth sense, we need to appreciate and increase our awareness of the horse's lifestyle. This will assist us in responding appropriately to his reactions to situations.

FLIGHT AS A NATURAL INSTINCT:

Horses would rather turn and run away from danger than face and fight it.

Implications:

- U At a sudden movement or noise, the horse might try to flee. Speak to the horse calmly.
- U A frightened horse that is tied up or being held tightly might try to escape by pulling back. Relax your hold or untie him quickly and usually he will relax. Be sure not to stand directly behind the horse.

- U If flight is not possible, the horse could either turn to kick out or face the problem and rear, especially in a tight area like the stall. A halter with a lead rope may assist with maintaining control while working around the horse in a stall.
- U If a horse appears to be frightened or fearful (note the position of the horse's ears in pictures on next pages), it may be helpful to allow a more experienced horse to lead.
- U Most horses chosen to work in a therapeutic riding setting have less of an instinct to flee. The horse may look to you for reassurance. It is helpful if the volunteer remains calm and talks to the horse in a soothing voice.

HERD ANIMAL:

Horses like to stay together in a herd or group with one or two dominant horses, with a pecking order amongst the rest.

Implications:

- ♣ Be aware that a horse may not like being alone. This is a consideration when horses are leaving the arena or a horse loses sight of the others while on a trail ride.
- ♣ Be aware that if the horse in front of a line is trotting or cantering, the horse that is following may also attempt to trot or canter.
- ♣ If one horse spooks at something, the surrounding horses may also be affected.
- ♣ For safety, it is recommended to keep at least one horse's length between horses when riding within a group to respect the horse's space and pecking order.

Being aware of horse behaviors is one of the best safety precautions that can be used in your facility. Knowing how to read your horse can prevent an accident and increase the quality of your "mutual" relationship.

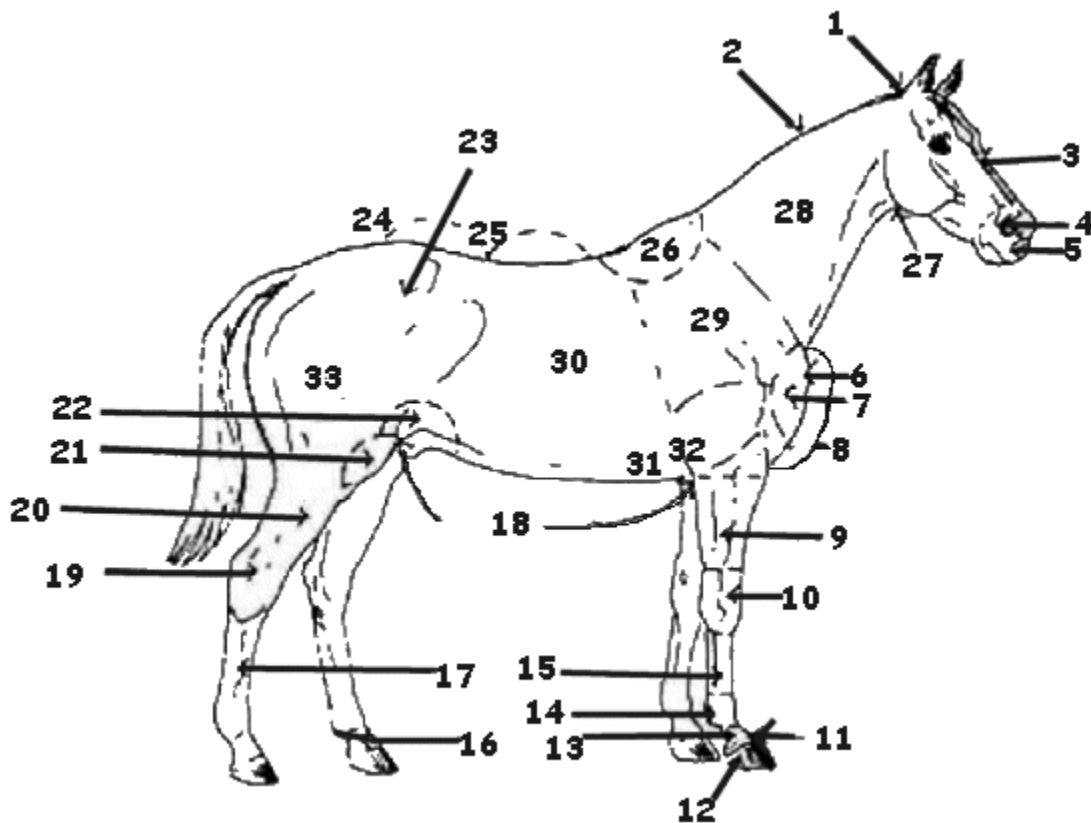
HORSE SENSE SAFETY RULES

BASIC RULES FOR SAFETY WHEN WORKING WITH EQUESTRIAN CROSSINGS HORSES

- 1 Students **MUST ALWAYS** wear a helmet when working on or around horses!
- 2 Unless fully independent, students **MUST** wait for a volunteer to be with them before approaching the horse or entering the horse's stall.
- 3 **ALWAYS WALK**; do not run when working with horses.
- 4 Never approach a horse directly from the rear! A horse cannot see back there and is more easily startled and may resort to a "Kick first, ask questions later" approach.
- 5 Always speak to the horse before approaching or touching him. Let the horse know you are not there to hurt him and wait for him to accept you.
- 6 After he accepts your presence, keep a hand on his body as you walk around him and talk reassuringly to him.
- 7 **NEVER** tie a horse using the reins and bridle! If you have to tie him, use a quick-release knot or simply wrap the lead rope attached to his halter.
- 8 Always lead from the left side, placing your right hand about 12 inches from the halter. Keep the excess lead rope in your left hand, with the folded, **never wrapped**, rope in your hand. Be careful not to let the rope drag on the ground to avoid tripping on it.
- 9 When leading, place yourself between the horse's head and shoulder. **NEVER** get in front of the horse and try to pull him. You will lose that tug-o'-war!

- 10 When leading, volunteers always stay between the student and the horse, unless otherwise directed by the instructor.
- 11 NEVER yank or jerk the horse's halter or lead rope! Use gentle 'pressure and release' commands. Remember, some of our EQUESTRIAN CROSSINGS horses are a bit elderly and may take longer to react.
- 12 Keep at least one horse length between your horse and the next. To increase the distance either slow down, stop or make a short circle towards the inside of the arena and then get back on the rail.
- 13 If the horse pulls backward, step back with him rather than pulling against him. He will usually be ready to go forward again, since you have acknowledged his need. Also, look around. He may have seen something of concern that you had not noticed.
- 14 If the horse rears up, release the hand closest to the halter to avoid being pulled off the ground. However, do not completely let go of the lead rope.
- 15 Be aware of your surroundings and help keep your fellow students and volunteers aware, too. For example, let everyone know if you see a dog running loose or a loud truck passing by. This helps give everyone time to reassure their horse.
- 16 When tacking, grooming, or moving around the horse, never go under the horse's neck. Unbeknownst to you, he may have a sudden need to bring his leg up or head down fast.
- 17 Pet the horses mostly on the neck and shoulders. Do not pet the horses on the face. Do not "dab" at their noses because they may think your fingers are treats.
- 18 After leading a horse into a stall, turn the horse so that he faces the door. Close the door before removing his tack. Make sure you can open the door from the inside or have someone wait for you on the outside.
- 19 When getting ready to put the bridle on, stand at the left side of the horse's head. Hold the headstall with your right hand and place the bit in your open-faced left hand sliding them gently into place. NEVER jam the bit into the horse's mouth!
- 20 When saddling, tighten the girth SLOWLY. Abrupt pulls can pinch the horse's skin and you may get a bite for your efforts.
- 21 Initially, adjust the saddle carefully with the girth just tight enough so that the saddle and pad will not shift. BE SURE the girth is fully tightened immediately before mounting! It also helps to stretch the horses' front legs to get the skin wrinkles out.
- 22 ALWAYS wait for the instructor's direction before mounting. Patience is a virtue for all you eager students!!
- 23 **Whenever in doubt about something, ALWAYS ask the instructor!** Remember they are there to help EVERYONE!
- 24 Volunteers please let the instructor know **IMMEDIATELY** if you are uncomfortable about anything, e.g., team assignment, uncertain about a task, whatever. We greatly value what you have to say. Your time with EQUESTRIAN CROSSINGS should be an enjoyable one! Horses (and people) are very sensitive creatures and can quickly pick up on your discomfort. We cannot help fix a situation, if we do not know about it. So, please tell us! Any of us! If need be, feel free to call the EQUESTRIAN CROSSINGS office at 360-320-1573.

PARTS OF THE HORSE

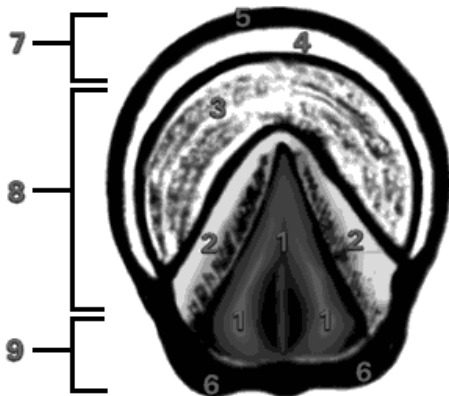


This chart can be used to review or learn some body parts of the horse. First look at the number and see where the line is indicated on the horse's body. Now name that part yourself. Then look at the number to read a description of the body part.

- 1) **Poll**; The poll is the bony prominence lying between the ears. Except for the ears, it is the highest point on the horse's body when it is standing with its head up.
- 2) **Crest**; Moderately lean in mares but inclined to be fuller in stallions. Curved topline of the neck.
- 3) **Forehead**; The forehead should be broad, full and flat.
- 4) **Nostrils**; The nostrils should be capable of wide dilation to permit the maximum inhalation of air, yet be rather fine.
- 5) **Muzzle**; The head should taper to a small muzzle, the lips should be firm and the lower lip should not have the tendency to sag.
- 6) **Point of Shoulder**; The point of shoulder is a hard, bony prominence surrounded by heavy muscle masses.
- 7) **Breast**; The Breast is a muscle mass between the forelegs, covering the front of the chest.
- 8) **Chest**; An ideal chest is deep and contains the space necessary for vital organs. A narrow chest can lead to interference with the front legs. Chest muscles should be well developed and form an inverted "V". The prominence of chest muscling depends on the breed.
- 9) **Forearm**; The forearm should be well muscled, it extends from the elbow to the knee.
- 10) **Knee**; The knee is the joint between the forearm and the cannon bone.
- 11) **Coronet**; The coronet is the band around the top of the hoof from which the hoof wall grows.

- 12) **Hoof**; The hoof refers to the horny wall and the sole of the foot. The foot includes the horny structure and the pedal bones and navicular bones, as well as other connective tissue.
- 13) **Pastern**; The pastern extends from the fetlock to the top of the hoof.
- 14) **Sesamoid**; At the back of the fetlock lies a small bone called the sesamoid.
- 15) **Flexor Tendons**; The flexor tendons run from the knee to the fetlock and can be seen prominently lying behind the cannon bone, when it runs parallel to the cannon bone it constitutes the desired "flat bone".
- 16) **Fetlock**; The fetlock is the joint between the cannon bone and the pastern. The fetlock joint should be large and clean.
- 17) **Cannon**; The cannon bone lies between the knee and fetlock joints, and is visible from the front of the leg. It should be straight.
- 18) **Underline**; the narrowest part of the horse's underline—right behind the front legs
- 19) **Hock**; The hock is the joint between the gaskin and the cannon bone, in the rear leg. The bony protuberance at the back of the hock is called the point of hock.
- 20) **Gaskin**; The gaskin is the region between the stifle and the hock.
- 21) **Stifle**; The stifle is the joint at the end of the thigh corresponding to the human knee.
- 22) **Flank**; The flank is the area below the loin, between the last rib and the massive muscles of the thigh.
- 23) **Loin**; The loin or coupling is the short area joining the back to the powerful muscular croup (rump).
- 24) **Croup**; The croup (rump) lies between the loin and the tail. When one is looking from the side or back, it is the highest point of the hindquarters.
- 25) **Back**; The back extends from the base of the withers to where the last rib is attached.
- 26) **Withers**; The withers is the prominent ridge where the neck and the back join. At the withers, powerful muscles of the neck and shoulders attach to the elongated spines of the second to sixth thoracic vertebrae. The height of a horse is measured vertically from the withers to the ground, because the withers are the horse's highest constant point.
- 27) **Throat Latch**; The neck should be fine at the throat latch to allow the horse ease of flexion.
- 28) **Neck**; Lightweight horses should have reasonably long necks for good appearance and proper balance. It should blend smoothly into the withers and the shoulders and not appear to emerge between the front legs.
- 29) **Shoulder**; Shoulders should be overlain with lean, flat muscle and blend well into the withers.
- 30) **Barrel**; The barrel should be narrower at the shoulders and widen at the point of coupling (loins).
- 31) **Girth**; This is the point that a horse should be measured to determine the heart girth which can be used to determine the horse's weight.
- 32) **Elbow**; The elbow is a bony prominence lying against the chest at the beginning of the forearm.
- 33) **Hindquarters**; The hindquarters give power to the horse. They should be well muscled when viewed from the side and rear.

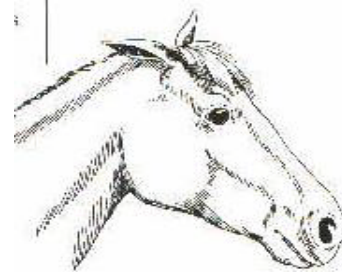
BOTTOM OF THE HOOF



1. Frog
2. Bars
3. Sole
4. White Line
5. Hoof Wall
6. Bulbs
7. Toe
8. Quarter
9. Heel

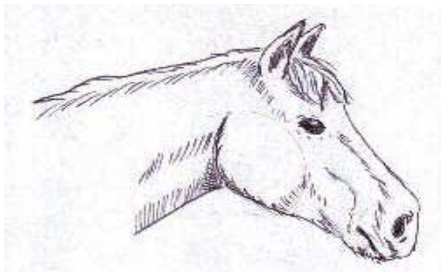
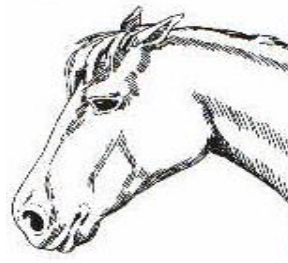
HORSE LANGUAGE

The horse's ears and actions are the key to his emotions. He can tell you what he is paying attention to and how he feels by the way he acts. The following are some tips to his emotions.



(Above left) An angry horse will frequently put her ears back and show the whites of her eyes. If you see this type of expression, be careful! (Above right) An attentive horse will often tip one or both ears back to listen for your commands.

Ears tipped back and out are a sign of boredom.



(Above left) Upright or forward ears generally indicate an alert horse. (Above right) Stiff and tilted ears are a first sign of fear.

GLOSSARY OF COMMON EQUINE TERMS

Bareback pad – A sturdy pad with a girth attached that is used on the horse’s back. This offers minimal support to the student.

Bedding – Wood shavings, straw, etc. used as a soft padding in the horse’s stall.

Bell boots or Over-reach boots – Rubber bell-shaped boots worn over the coronet and hoof to protect the horse’s front feet from over-stepping (hitting) with the hind feet.

Bit – A piece of metal, rubber, or plastic that goes into the horse’s mouth and attaches to the reins and headstall.

Bounce pad – A type of foam pad that is placed between the saddle and the pad to give the horse extra cushion.

Bridle – Part of the tack used on the horse’s head, which normally includes a headstall, noseband, bit and reins.

Bute – A common medicine given to animals for pain and as an anti-inflammatory drug.

Canter – A three-beat gait that is slower than a gallop.

Cavaletti – Poles suspended on two crossbars or blocks. A very small jump.

Change of rein or Change of hand – Change riding direction.

Chewing on the bit – A good sign of relaxation and acceptance of the bit.

Circle – Continuous turn in one direction maintaining the same distance from the center point of the circle.

Colic – Abdominal pain, sometimes severe, that can have many causes and can occur very quickly. A common problem of horses that always needs veterinarian attention.

Colt – An intact male horse under the age of 4 years.

Direct reining – Direct pressure on the bit to turn the horse, e.g., pull the left rein to turn left. Used in English style of riding.

Downward transition – Changing to a slower gait when riding.

Dressage – An English style of riding focusing on and emphasizing the horse’s natural movements.

Dressage pad – A thin, quilted pad placed under the saddle. Used with English saddles.

Equine veterinarian – An animal doctor specializing in the care of horses

Equitation – The art of riding a horse.

Farrier – A blacksmith or skilled craftsman who trims and shoes the horse’s feet.

Filly – A female horse under the age of 4 years.

Foal – A baby horse still at its mother’s side.

Founder or Laminitis – A condition of the foot caused by rotation of the coffin bone, causing potential long-term health problems for the horse.

Gaits – Various movements of the horse at different speeds, e.g., walk, trot, and canter.

GLOSSARY OF COMMON EQUINE TERMS CONT.

Gallop – A four beat gait faster than a canter, usually used in racing.

Gelding – A castrated male horse.

Girth – The piece of equipment that holds the saddle onto the horse's body. Known as a 'cinch' for Western tack.

Grooming – Cleaning and caring for the horse's skin, coat, mane, tail, and hooves.

Gut sounds – The noises that can be heard in a horse's abdomen. Often used to judge whether a horse is experiencing colic or not.

Half turn or Reverse – Changing direction of riding by turning the horse toward the center of the ring and then going back to the rail in the opposite direction.

Halt – Command to stop the horse from any gait and remain standing until given further instructions.

Halter – Used to lead a horse without a bit.

Hand – Standard unit of measuring in determining a horse's height from the ground to the withers; equal to four (4) inches.

Inside – All of the area between the horse and the center of the arena.

Lame – The horse moves unevenly or limps.

Lead – 1. To walk the horse, guiding him with a rope and halter.
2. The leading leg that the horse uses in the canter.

Line up – Command for all students to come to the center of the arena and form a line facing the instructor.

Mare – A female horse over the age of 4 years.

Near side – The left side of the horse.

Neck reining – When the horse responds to the weight of the rein on the neck and not pulling on the bit, to turn. Used in Western riding.

Off side – The right side of the horse.

Outside – The area between the horse and the rail.

Over-reach – The horse's hind legs strike the forelegs while moving.

Paddock – A small enclosure near the stable.

Peacock stirrup – A safety stirrup designed with an opening facing away from the horse that allows a student's foot to pull easily free if a fall should occur. Usually has a thick rubber band across the open area.

Posting or Rising trot – An up-down (two-beat) movement of the student in rhythm to the horse's gait, usually a trot.

Rail – The physical boundary (fence, posts and chains, logs, etc.) of the riding arena.

GLOSSARY OF COMMON EQUINE TERMS CONT.

Saddle – Tack placed upon the horse's back and used to support the student. Comes in a wide variety of styles and shapes depending upon the purpose.

Saddle rack – A stand designed to support a saddle when not in use.

Schooling – Training a horse for what he is intended to do.

Serpentine – Command to the student to “weave” his horse from one side of the arena to the other, making half-circle shapes like a stylized “S.” Used as a suppling exercise.

Sitting trot – Sitting (not bouncing) to the beat of the trot.

Stallion – A male horse over the age of 4 years capable of breeding.

Stirrup irons – Piece of equipment that supports the student's feet while in the saddle. Is not always made of iron.

Tack – Equipment used on the horse, e.g., halter, bridle, pad, saddle, etc.

Thrush – A bacterial infection of the hoof often caused by continual exposure to moisture and dirt.

Track left – Command given to the student instructing him to ride along the rail with his left hand to the inside of the arena.

Track right – Command given to the student instructing him to ride along the rail with his right hand to the inside of the arena.

Transition – To change from one gait to another.

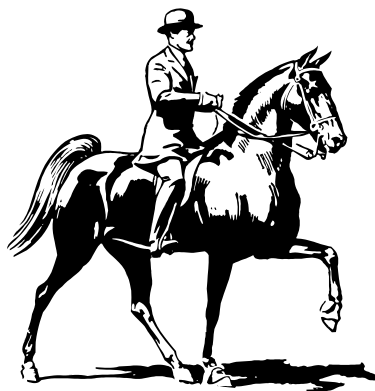
Trot – A two-beat diagonal gait, faster than a walk.

Upward transition – Changing to a faster gait.

Walk – A four-beat gait.

Weanling – A male or female horse that has been weaned from the mother but is not yet 1 year old.

Yearling – A male or female horse in his/her first year.



PAGE FOR NOTE TAKING

