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= It’s Key! At Triple C
**TRIPLE C CAMP RIDING PROGRAM**

As a day camp our riding program is unique in that a camper could participate for one week or every week of their summer enrollment. This individual variety of schedule creates unique and challenging roles for the riding staff in creating new and fun lessons weekly based on the campers enrolled. The Goals and Objectives of the Triple C Camp Riding Program run one in the same with the Camp Mission Statement:

*Triple C Camp exists to provide children a safe, fun, experience in a traditional camp environment. Everyone at Triple C will learn about themselves and working with others, while creating positive lifelong memories.*

**MEETING THE NEEDS OF THOSE INVOLVED**

**Physical Needs**
- Even at the most basic level, horseback riding is good exercise for the muscles, heart and lungs
- Strengthens the torso and promotes joint flexibility
- Passive stretching of the abductor muscles in the legs
- Stimulates inner ear

Because horseback riding is a team sport (horse and rider combination), it is one of the few sports that allows males and females to participate on equal footing physically. Such participation can result in positive emotional and social development.

**Mental Needs**
- Problem solving capabilities are developed by striving to get the desired action from the horse
- Imaginative lessons can stimulate regular academic learning
- Mental stimulation for riders as they try to understand what the instructor wants them to accomplish

**Emotional and Social Needs**
Many people have difficulty relating to peers, children and/or adults. Emotional scarring due to broken homes, family problems, abuse or other traumas can cause relational problems.

- A horse will usually treat a person in a manner that responds directly to the way it is being treated
- Horses can be used as examples in moral, spiritual and character building lessons

**SAFETY**
As stated in the Camp Mission Statement, “a safe, fun experience . . .”

![Safety Key]

**SAFETY IS THE MAIN PRIORITY**
**BE PROACTIVE VERSUS REACTIVE!**

Safety guidelines must be adhered to at all times by all staff and campers.
**STAFF TEAM**

The Riding staff must work as a team. There are specific responsibilities that must be assigned, simply to insure completion. As a team the riding staff will create and submit lesson plans, horse rotation/usage schedules, staff rotation schedules, keep barn area organized, safe and clean.

As a team, staff will need to communicate, be organized and keep the overall objectives of the program in mind.

To maintain a positive relationship with the staff team:

- Remain adaptable and flexible
- Discuss problems with staff before they fester
- Discuss incidents and issues
- Know that problems will occur
- Remember you are there for the campers
- Create an environment with values of Honesty, Integrity, Loyalty, and Accountability

Individually

- Submit paper work in a timely manner to the Camp Administrator
- Programming materials gathered and prepared ahead of time
- Maintenance requests
- One person will be the medical needs liaison to the Camp Administrator for horse health, farrier needs and First Aid kit supplies
- One person will oversee the feed and supply ordering
- One person to communicate with other program specialists the trail needs of the riding program on a weekly basis and the morning before

**DEALING WITH PROBLEMS**

Be Solution Oriented! Do not keep harping on the problem -- move toward a solution.

**GENERAL BARN SAFETY RULES**

1. Stop, Look, and Listen. Use caution when walking around horses.
2. Keep voices soft and gentle.
3. Stand to the front and sides of horses.
4. Helmets must be worn whenever on horseback.
5. Listen to barn staff and respond appropriately.
6. Treat equipment with care and, always put it away properly.
7. ALWAYS keep anything wrapped or tied to your horse free from your body.
8. Listen and Learn.
9. Keep feet safely on the ground at the barn, around fences and gates.
10. Know locations and use of all fire extinguishers in barn area.
CHARACTERISTICS OF A GOOD INSTRUCTOR

An instructor is more than a person who sees their students or riders for an hour once a week. Personality, personal experiences, and individual interpretation of techniques determine teaching style. *Example, whether deliberate or unintentional, is a primary mode of teaching.*

An Instructor is a Giver, a Receiver, and often a Mentor

**The Giver**
- The giver influences attitudes and behaviors of those around them
- The giver’s attitudes and actions:
  - STIMULATE
  - MOTIVATE
  - PRODUCE LEARNING IF POSITIVE
  - DEADEN INTEREST IF NEGATIVE

An instructor should model proper and safe behavior around horses and people AT ALL TIMES. Respecting students as individuals teaches them to treat each other and their horses with respect and Courtesy.

**The Receiver**
- As a receiver the instructor is continually learning from:
  - STUDENTS
  - HORSES
  - HORSE STAFF
  - ADMINISTRATIVE STAFF

**The Mentor**
- Mentoring begins by:
  - ESTABLISHING A POINT OF CONTACT with the students
  - DEVELOPING A RELATIONSHIP allowing for an exchange of communication

Time constraints limit the amount and type of contact, and ultimately the number of mentored students. Mentoring evolves to include broader aspects of the lives of both the students and the instructor. Both become life influencers.

- It is vital that a mentor cultivate these desirable qualities:
  - PUNCTUALITY – be there before expected, begin on time
  - OPTIMISTIC ENTHUSIASM
  - LEADERSHIP – take the initiative
  - DEDICATION – give the best all the time
  - OBEDIENCE TO SAFE PROCEDURES and program/facility rules

**TEACHING BEGINS WITH ATTITUDES**
All the best teaching techniques will not make a good instructor without the instructor first having the proper attitude.

Good instructors possess a passion for teaching and a compassion for their students. They have a strong desire to pass on what they know to fulfill the needs of another. They will seek out the goals of their students and/or clients and strive to help them reach those goals.

*A good instructor often becomes an outstanding influence in the life of a student that goes far beyond the riding ring. This is both the frightening and exciting part of teaching.*
RIDING INSTRUCTION

RIDING INSTRUCTOR RESPONSIBILITIES

- Radio communication must be in the ring at all times
- Riding staff should be familiar with the horses used in the program; their disposition, habits, their place in the herd pecking order, any health or soundness limitations, and their level of training.
- They should be knowledgeable and supportive of the program’s philosophy and goals and strive to fulfill those objectives, not their own personal ones
- All riding staff should be aware of basic first aid.
- It is beneficial to any program to have staff that are knowledgeable in basic horse husbandry in addition to having all the qualities of a good instructor.
- The riding staff will be involved in feeding and caring for the horses.
- Rotate horses regularly to prevent illness, “burnout”, and lameness which may occur in the ring at any time.

THE RIDING INSTRUCTOR

- Is the one in charge in the ring. It is their lesson.
- Needs to take “ownership” of the ring for the duration of the lesson time.
- Nobody enters or leaves the ring without the riding instructor’s knowledge or permission.
- No activity takes place without the riding instructor’s authorization or supervision. It is ultimately their responsibility and liability.
- Takes the responsibility to plan, organize, carry out, and evaluate the lesson.
- The riding instructor needs to give specific directives to any assistants being used in the lesson.
- Follow through on their assistants throughout the lesson is needed to see that their directives are indeed being carried out. The entire group is the riding instructor’s responsibility.
- If an individual is having problems (such as stirrups needing adjustment), it is wise to delegate the task to an assistant so that the instructor does not lose “group” focus.
- Generally, the riding instructor should place themselves toward the center of the ring giving them the chance to see more of the group, and allowing their voice to carry to more of the class.
- Riding instructors need to move around the ring and go to the students instead of expecting the students to come to them.

THE ASSISTANT RIDING INSTRUCTOR

Assistant instructors need to take their job very seriously as they are an important part of the safety package.

- Assistants should help relay the instructions which the instructor gives without “over-teaching” them. This can mean talking to the students as they pass one end of the ring, or repeating commands to students on the far side of the ring.
• It is a good time to DEVELOP THE EDUCATED EYE while being an assistant and it gives the students a much needed boost in their horsemanship with the added individual attention.
• The assistant needs to be willing and able to “FETCH” ITEMS (such as a replacement for an unsafe piece of tack), or work with the “special” student (one who is frightened or needs discipline).
• They can OFFER IDEAS to the instructor who is struggling (in a discreet manner), always supporting them in front of the class.
• An assistant has the authority to CALL OUT “Stop your horses!” to the entire group whenever they observe an emergency developing.
• The assistant riding instructor has A CRITICAL JOB in the riding ring and it should never be underrated.

SAFETY IN THE RING DEMANDS THE INSTRUCTOR’S BEST, EVERY TIME
Safe and effective ring instruction means more than just knowing the commands or school movements. The riding instructor must be aware of the whole group as well as communicate frequently with individual students. Ring instruction is very demanding.
  • Because it is possible for students, horses and even the instructor to get bored working in the same environment, ring teaching needs to be approached with freshness, creativity and a number of different methods and activities which will keep the students interested and having fun.
  • Energy, enthusiasm and sense of humor will help keep both students and horses alert and working well.

SCHEDULES AND LESSONS

SCHEDULES
Making sure campers get plenty of time on the horses is a critical component to our program. Each child should spend at minimum, 45 minutes to 1 hour a day, on horseback.

To ensure this time parameter be met the first group to ride each day will proceed straight to the ring following opening flag ceremony. This group will have their snack at the benches behind the ring. This group will have plenty of opportunity to tack throughout the week in ground lessons.

Schedules and lesson plans are to be submitted on time for evaluation and approval. Riding Staff will be given schedules based on enrollment and camper numbers prior to each week.

LESSON PLANNING
A lesson plan is a clearly written, flexible and individualized teaching aid for conducting a class or a short term instructional session (such as how to control the horse before going out on the trail). As with program planning, it is geared toward the collective and individual needs of the students.

A LESSON PLAN:
• Considers safety of primary importance
• Is based on the individual needs, interest, and abilities of the students as well as respect for the students
• Is formulated according to the goals, needs and styles of the instructor
• Considers the demands of the partners of the lesson – the horses
• Visualizes what the plan of action is
• Increases teaching effectiveness
• Increases student confidence, control of the horse, and balance
• Anticipates problems and plans alternate ways to achieve goals
• Makes learning enjoyable

PROGRESSION AND INSTRUCTION
A LESSON PLAN:
• Is sequential
• Is progressive
• Moves from known to new
• Moves from simple to complex
• Starts where the students are at, never assuming anything
• Builds a strong foundation on each of the basic skills necessary to achieve a greater skill
• Contains key points to consider
• Gives specific “how to” instruction
• Incorporates sufficient repetition to build a strong foundation
• Evaluates often
• Keeps the lesson simple (K.I.S.S.)

ORGANIZATION & DEVELOPMENT
A lesson plan has several key components which will provide the specifics for presentation of the lesson material. Each one is significant to the success of each individual lesson. The components include:

DESTINATION OF THE LESSON – THE GOAL, AIM, OR OBJECTIVE OF THE LESSON
Tells where the lesson is going, how to get there, and how to know when the lesson is successful
• The goal needs to be stated in terms of the student rather than the instructor
• It should be stated simply and clearly so that both the instructor and the student understand it
• The goal needs to be concrete, that is, observable and testable.

The goal should be shared with the class at the beginning of the lesson so that the students know what they will be learning and how it relates to them and their needs.

PREPARATION FOR THE LESSON
Involves thinking through the students, their ages, the number of students, the number of assistants, the horses being used, the tack required, the equipment needed, and the way the ring will be set up.
• It includes writing up or reviewing an existing lesson plan
• It should include what warm up is required for student and horse and what review is required to be ready for the new lesson material

EXPLANATION OF THE LESSON
Includes a simple definition of the subject or skill as well as expanded information the students need to know.
• It should be short (3-5 minutes) and to the point
• It should contain a step by step progression highlighting key points or phrases the instructor wants the students to walk away with

• Because people retain more from doing than from hearing, an explanation may sometimes be a partial explanation. In other words, **what is the minimum amount of information the students need to know to try it safely?**

*After a partial explanation and a chance at application, the instructor can expand the explanation to include more detail and stimulate a more thorough understanding of the lesson subject.*

**DEMONSTRATION OF THE LESSON**

Provides a chance for students to see an example of what they will be working toward.

• It should be short, clear, and highly visible to all observers. The explanation can be repeated during the demonstration reemphasizing and clarifying the key points and the steps involved.

• The instructor should use demonstrators who can perform the skill (themselves, assistants, or even students), and use horses that are willing, consistent, and know what is being asked of them. Demonstrations can be mounted or unmounted (*i.e., an instructor can walk a circle mounted on an “imaginary” horse*).

• The instructor needs to get the students to watch for specific things throughout the demonstration.

*Demonstrations should never sacrifice safety or safe procedures.*

**APPLICATION OF THE LESSON**

Is the chance to learn by doing.

• Many things can be tried safely without constant supervision (*i.e., first lope or canter*)

• A ring set up could be illustrated in the lesson plan to help visualize the placement of the students, instructor, and assistants.

*Applications or exercises should be well thought out to involve the whole group in the learning process without losing the safety of any one individual in the group.*

**OBSERVATION AND CORRECTION OF THE LESSON**

Involves the development of the “educated eye”, how to:

• Look at a “picture” (*i.e., student position, skill performed*)

• Define what is wrong and what is right with the picture

• Identify the root cause of a faulty picture, and what to say to the student to encourage the positive components and change the incorrect components of the picture

• Perceive what aids are being used inadequately by the student and what instructions to give the student to apply the correct aids and perform the skill accurately.

*It is important for the instructor to determine ahead of time what criteria will be used to ascertain when the student is learning the lesson and achieving the skill.*

**REPETITION OF THE LESSON**

Is the key to learning becoming knowledge, and correct performance becoming habit.

• A good instructor will not be frustrated by the amount of repetition involved in the learning process. Instead they will embrace it and look for ways to practice repetition while maintaining interest.
- Simply changing direction around the ring or practicing “stop, start, & steer” on the trail are examples of repetition

Games are a fun way to repeat a lesson topic without the students realizing they are repeating it.

**CONCLUSION OF THE LESSON**

Is a chance to summarize the material covered.

- Every learning process benefits greatly from a “wrap up” after the lesson is over. Ask the students for the key points and the step by step progression they have been taught.
- This summary also gives another chance for repetition, as well as a chance to evaluate if the students have internalized the lesson.

*The conclusion should contain a “cool down” period for horses and students when needed. All lessons should end on a positive, relaxed and successful note.*

**EVALUATION OF THE LESSON**

Is an important component of all good lesson plans.

- Was the goal achieved?
- What were the strengths and weaknesses of the lesson and the teaching techniques used?
- What changes could be made for the next lesson?

Improvement comes primarily from good, honest, reflective evaluation.
TRIPLE C CAMP STANDARD PROGRAM

LEVEL 1 IS TRIPLE C CAMP'S BEGINNING LEVEL
Upon completion of Level 1, a student is confident riding a well-schooled horse at the walk and trot with good position and control.

LEVEL 1
INCLUDES:
• Safety rules
• Mounting and dismounting
• Basic position
• Control of the horse at the walk and trot
• Sitting the trot or jog
• Posting
• Balance position (standing)
• Basic trail rules for trail rides

THE HORSE SENSE SECTION COVERS:
• Approaching
• Haltering and leading
• Basic grooming
• Saddling and bridling
• Parts of the horse and tack

Teaching level I requires confident lesson organization skills, acute safety awareness, and effective teaching methods, as the students are inexperienced and often the youngest riders. Many group riding programs find the majority of their riders to be at this level.

LEVEL 2 BUILDS UPON LEVEL 1
An accomplished Level 2 student is confident riding a well-schooled horse at all three gaits with good position and control.

LEVEL 2
WORKS ON:
• Improving balance of the horse and rider
• Beginning the canter or lope
• Introductory Western patterns and obstacles
• Introduction to jumping (English) including pre-jumping exercises and the first jump
• Introduction to trail obstacles and conditions
• Trotting on the trail

THE HORSE SENSE SECTION COVERS:
• More horse behavior
• Colors and markings
• Terminology
• Horse breeds
Instructors at Level 2 must have strong lesson organization and group control, as the students will often be moving at faster gaits and learning skills that may have potential for greater risk. It is essential that the instructor have correct technical knowledge of these activities.

LEVEL 3 ENCOURAGES THINKING RIDERS
Riders focus on refining the use of their aids and other technical aspects of good horsemanship.

**LEVEL 3**
**INCLUDES:**
- Leads at the canter or lope
- More involved transitions
- More complex rein, leg and seat aids
- Backing
- Improving the seat at the trot and canter
- Riding bareback
- Ring figures
- Western riders begin turn backs on the rail (a training movement, preparing for roll backs)
- English riders work on basic dressage movements, riding on contact, lines of fences, new types of jumps, and simple courses up to two feet
- Trail riding includes considerations for longer rides, securing horses on the trail, cook out or picnic rides, trail courtesy, environmental issues, and cantering on trail

**THE HORSE SENSE SECTION COVERS:**
- Feeds and feeding
- Bits and biting
- Artificial aids
- Care of equipment

Instructors at this level must have much stronger technical knowledge and risk management skills, as the students will have more confidence, be moving at faster gaits, and doing more complex and potentially higher risk activities. Students may be overconfident requiring the instructor to be especially vigilant.

LEVEL 4 SERVES AS A STEPPING STONE TO SPECIALIZED RIDING
It offers considerable challenge to riders as they are actually schooling horses and/or preparing them for competitive riding.

**IN LEVEL 4**
**THE RIDER SHOULD UNDERSTAND:**
- Horse balance and collection
- Extension and working gaits
- Evaluation of their own performance and that of the horse
- English riders work on dressage movements requiring flexion and bending, lengthening and shortening, half halts, leg yielding, turns on the forehand and haunches, and lead changes
• Jumping includes gymnastic jumping, combinations, cross country, more complex courses, and rating the horse for better take off point and control
• Western work includes perfecting transitions, balanced stops from the lope, pivots, side passing, lead changes, roll backs, head set and collection
• Trail riding includes conditioning for long rides and overnight camping considerations

THE HORSE SENSE SECTION COVERS:
• Signs of unsoundness
• Hoof care
• Conformation
• Vaccinations
• Deworming

*Level 4 instructors need to be extremely knowledgeable in every aspect of horse sport as it relates to their riding style. They need to be able to design specific exercises for individual riders to help them attain their riding goals. They must be able to manage every aspect of the riding program. The instructor needs to be able to develop the horses and program from the basics up.*

**LESSON PROGRESSION**
People succeed at learning when what is taught is short, simple, and builds on what they already know. Not only does success build a student’s self-esteem, but they will also progress quicker in what they learn. Lessons should be taught in a logical progression of smaller steps. If students are not able to achieve the desired results then the steps need to be broken down even smaller.

- **EACH INDIVIDUAL LESSON** should have its OWN PROGRESSION, which is broken down into smaller components. It should be based on the developed lesson plan.

FOR EXAMPLE:
When teaching how to coordinate the aids to help the horse turn, good questions to introduce the concept would be:

“Where should the eyes be?”
“How does the rider use his weight?”
“Which leg is used when and where?”

Each of these ideas could be broken down and explained and practiced separately before coordinating them.

- **FOR YOUNGER, WEAKER, or more TIMID RIDERS,** or when riders do not seem to grasp a concept, the instructor may need to be more innovative in choosing smaller goals for the riders to accomplish.

FOR EXAMPLE:
When learning to post the trot, a nine year old rider may not be able to feel the rhythm and their legs may not be strong enough, so smaller steps should be tried.
After explaining and demonstrating, have the child try posting up and down at the walk, helping them with position and balance.

Once ready to progress to the trot, first have them say out loud, “up, down, up, down” to the rhythm of the trot.

Once they have achieved this step, have them try to post up and down once in the rhythm, then progress to twice in a row, then three times, etc. until they are posting the trot.

*Remember it is the instructor’s responsibility to have successful students.*

- Lessons must also PROGRESS in the way the HORSE AND RIDER ARE PREPARED TO DO A TASK. The instructor must have the class physically warmed up and mentally alert to learn the information being presented.

  Bending, stretching, and supplying exercises for horse and rider for the first 10 minutes or so of a lesson prepare their muscles for any strenuous work ahead.

  Practicing simple control exercises learned in previous lessons will put horse and rider in a learning frame of mind.

- **EVERY LESSON BUILDS ON THE LAST ONE**
  No subject matter is independent of all the rest
  REVIEW and REPETITION are an intricate part of teaching riding
  Teaching CORRECT RIDING POSITION and BALANCE OF THE AIDS are interwoven into every specific skill that is taught.
  No lesson should be absent of FOLLOW THROUGH on correct riding position and balance of the aids.

  FOR EXAMPLE:
  *When teaching circles at the trot, the instructor should not become so focused on execution of the rider’s circles that they do not observe that the rider is leaning forward with their heels buried in the horse’s sides.*

  On the other hand, no lesson should get so focused on position that previously taught simple movements, like reverses or change of rein on the diagonal are forgotten or ignored.

**AN IMPORTANT TEACHING PROGRESSION**

- **FIRST**, CORRECT SAFETY PROBLEMS, such as spacing, long reins, weight slipping to the outside, and feet sliding through the stirrups. Anything that is out of control, either horse or rider, is a safety problem.

- **SECONDLY**, CORRECT TECHNIQUE that interferes with the execution of the movement, such as incorrect application of the aids.

- **THIRDLY**, CORRECT POSITION AND THEORY that is being presented.
UNMOUNTED INSTRUCTION

GROUND LESSONS
Unmounted lessons can be exciting and challenging. They provide background and additional information for ring lessons or trail rides. Approach ground lessons with the same enthusiasm as riding and the students will be motivated to participate. Theory classes require as much preparation as a mounted activity, so plan ahead.

Ground lessons should have a definite meeting place for students to begin the lesson. The barn can be a distracting place with other people busy working and horses seeking attention, so utilize other areas of camp out of the mainstream of activity.

ESTABLISH A RULE that keeps people out of instruction areas during a lesson
- Interruptions and distractions are not only rude, but they can also be hazardous when using a horse.
- Horses are always a distraction, but not always negatively. Keep alert for teaching opportunities. If a horse is doing something of interest, incorporate the example into the lesson.
- Teach some ground lessons at ringside. Students develop their own “educated eye” by watching others ride.

USING A HORSE in a ground lesson requires extra attention to safety
- Choose a quiet horse, one that is not easily upset or startled.
- The horse should be securely and correctly tied where all students can see without being in danger. They must be out of range if the horse decides to kick, bite or bolt.
- Leave an escape route open for the horse which does not go through people to exit the situation.
- Insure everyone’s safety before the lesson begins.

PREPARATION FOR A GROUND LESSON means knowing the material
- Have a lesson plan. Define a clear goal and key points to cover. It is easy to get lost in a broad topic (such as conformation) and wander around without clear direction of what is being taught.
- **Have extra material prepared** and research the topic. The students may ask questions or want to know more.
- Concrete examples such as anecdotes and stories about the people and horses in the program will heighten student interest.

As with any teaching, **CHOOSE THE METHOD OF PRESENTATION CAREFULLY.** The lesson should be geared to the needs and interests of the students.
- Use the readily available resources as much as possible.
- Make use of visual resources. Be creative and willing to try new ideas.

*Well prepared and presented ground lessons make for interested and motivated students. Motivated students are learning students.*
GROUND LESSON AND RAINY DAY ACTIVITIES
UTILITY THE RESOURCES OF CAMP! THERE ARE BOOKS, POSTERS, GAMES, PUZZLES AND MUCH MORE!

GAMES INVOLVING PARTS OF THE HORSE, SADDLE, OR BRIDLE
- Instructor writes name of a part on making tape or “post it” notes and students in turn affix the part to the actual horse, saddle or bridle.
- One student thinks of a part. In turn, each student tries to guess the part the first student is thinking of. After each guess, the first student must point to the part guessed. If he cannot, he “loses” and it is the next person’s turn. If the part is guessed correctly, he “loses” and it is someone else’s turn.
- This could be played in a ring lesson as a rest break while the students are mounted. The student who is taking their turn dismounts so that he is free to point to the parts guessed.
- Students paint the parts of the horse on an actual horse with water-soluble paint. This lesson could then move on to a bathing lesson as well.

QUIZES AND DRAWINGS
- QUIZ ON DEFINITIONS. Could be arranged similarly to a spelling bee.
- QUIZ ON COLORS and MARKINGS of horses. Issue paper and have students sketch various markings after discussing them as a group. Look through magazines or old horse calendars to identify various colors and markings.
- Provide pencils and paper and have students try VARIOUS SKETCHES OF HORSES from pictures or from a real horse tied nearby. This exercise helps increase students’ familiarity with conformation and parts of the horse. For variation, have them try drawing from memory first.

INSTRUCTION, DEMONSTRATION, DISCUSSION AND APPLICATION
- EXTENSIVE BRIDLING LESSON including getting the horse to drop his head or open his mouth on command.
- EXTENSIVE INSTRUCTION on PROPER GROOMING, including trimming of fetlocks, bridle path, whiskers.
  Let students completely clean and groom horses, including wiping out eyes, ears, nose, or cleaning and painting hooves.
- A LESSON on learning to TAKE A HORSE’S VITAL SIGNS with a chance to practice on several horses sparks interest in many students.
- Any DOCTORING required can be turned into an informative, interesting horse care lesson. Use teachable moments.
  A lame horse provides the opportunity to teach how to recognize lameness in horses.
  A sick horse exhibits signs that students need to learn to pick up on.
- INSTRUCTION on parts of the HOOF and explanation of foot care, cleaning, trimming and shoeing.
- DISMANTLE BRIDLES completely and have groups of two try to reassemble them. Perhaps try this as a race.
- DEMONSTRATE PROPER STALL CLEANING METHODS and have students or teams compete for the “super pooper scooper” award.
• DEMONSTRATE and PRACTICE APPROACHING and CATCHING a loose horse. Use a small sized paddock and a nice, quiet horse.

• AGING THE HORSE can be interesting. Have a chart or sketch the shape of the teeth at various ages, discuss the herbivorous teeth and carnivorous teeth and show students a horse’s mouth. Go to each horse and have students look at them and guess the horse’s age.

• CLEANING TACK is always a necessary activity and good for rainy days.

• KNOT CRAFT PRACTICE of the quick release knot, bowline, or latigo knot are always beneficial.

• GAITS OF THE HORSE can be acted out by the students to demonstrate the footfalls by:
  - Using all “fours”
  - Pairing students (using one student as the forehand and the other as the hindquarters). This method requires teamwork.
  - Using the heels and fingertips of the hands. This method calls for some dexterity but works nicely with small desk areas.

• DISCUSSION concerning what to look for when BUYING A HORSE:
  - Conformation
  - Ideal age
  - Coloring and its importance or lack of
  - Breed
  - Disposition
  - Price range
  - How to locate and where to buy a horse
  - How to tell what is a good buy
  - Size considerations

• DISCUSSION concerning COMMON DISEASES and HEALTH PROBLEMS of horses, their causes, symptoms and cures

• DISCUSSION concerning aspects of OWNING A HORSE, when to buy and what is needed and in what priority include:
  - Pasture
  - Types and importance of proper stables
  - Feeding
  - Prices of feed
  - Vet costs
  - Farrier costs
  - Tack
  - Medicines
  - Other stable equipment
  - Liability/Insurance

• DISCUSSION OF FEEDS works well with several samples of various roughages and concentrates available.

• DISCUSSION and DEMONSTRATION of types of BITS, their purpose and use, reasons for various types of metal, proper fit of bit and headstall, reasons for various diameters, shapes of bits.

• DISCUSSION concerning importance of “GOOD HANDS”. Possible activities:
  - Pair students together with one bridle. One student is the “horse” and takes the bit in hands with headstall on his head. Second student takes the reins over the “horse” and stands behind him. “Horse” with bit in hands “walks”, “trots” or “canters”, jumping up and down in place, moving bit up and down. “Rider” with reins strives to keep
equal tension on the reins without jerking or pulling, regardless of what the “horse” does. Students then switch roles for further practice.  
Pair students as before only this time “horses” close their eyes and “riders” must guide their horse through a course.  
Have students try running, jumping, stopping quickly with a full glass of water, spilling as little as possible. This could be arranged in the form of a contest.  
- DISCUSSION concerning HORSES AS “WILD” ANIMALS  
Discuss their adaptations for survival, instinct, means of protection, and the psychology of a horse, its fears, reactions, and memory.

**TEACHING TECHNIQUES**

**FUNCTIONS OF A GOOD INSTRUCTOR**  
The functions of a teacher can be broken down into three main categories.

**DESIGNER, MANAGER AND EVALUATOR**  
**Designer Plans the Program**
- DETERMINES EMPHASIS  
- SETS GOALS  
- ESTABLISHES DIRECTION  
  - REMEMBERS TO ASK QUESTIONS  
    - How to guide the students to a certain point?  
    - What will be taught each individual lesson?  
    - How to adjust to the particular needs of both the rider and the horse?

**Manager Schedules the Everyday Design Plan**
- What is the most effective way to present the topic?  
- How can one best communicate the information?  
- What facilities are needed for proper and safe instruction?

**Evaluator Determines How to Recognize What the Students Have Learned**
- EVALUATE PROGRESS  
- ASSESS ORIGINAL GOALS  
- IMPROVE THE PROGRAM

The development of these functions comes from knowledge gained from experience over times and watching other instructors to see what makes them effective. Development requires a willingness to change, learn and grow. The good instructor will be able to develop his own unique and individual program, develop his teaching style, and enable students to improve their riding and horsemanship.

**VOICE PROJECTION & DIRECTION – A UNIQUE RIDING INSTRUCTOR QUALITY**  
IN ORDER TO COMMUNICATE with students or clients, ONE MUST BE HEARD.  
- An ordinary speaking tone may be fine when the instructor is right next to the student, but it will not carry across a large space. Students’ hearing may also be hampered by the wind, hoof beats, squeaking saddles, or other noises in the environment.
Some environments bounce sound back at the speaker. For instance, the voice may seem to reverberate in some indoor riding rings, while others absorb and muffle sound. To be sure the students can hear and understand instructions; an instructor must learn to project their voice over a distance.

**PROJECT AND AIM**

Projection is not the same as shouting; Just “raising the voice” though it sounds louder, is harsh and will be a strain on the vocal cords.

- Shouting instructions may make students think the instructor is angry at them, and by the end of the lesson the instructor’s throat may be sore
- To project the voice instead of shouting, take a deep breath of air and push voice will be “bigger” and carry farther.
- The instructor must “aim” their voice at their students. Even when projecting the voice with good volume, if the instructor’s back is toward the student, the student may be unable to hear the instructions.

**TO MAKE COMMUNICATION EASIER:**

- Speak slowly AND enunciate each word
- Think before speaking
- Make sentences short and simple
- Make instructions clear
- Use expression while projecting the voice
- Use gestures or mimic an action with body or hands to help the students understand
- Reinforce verbal instruction with physical corrections
- Walk through patterns to show riders what they should be doing

**INTRODUCTION PROCEDURES**

**INTRODUCING CLIENTELE TO RIDING AREA**

Every new group of riders or visitors to the riding area will need to be introduced to the place, the program and the safety rules they must observe. Since this is a first impression, make it a pleasant and positive one.

- Have a specific place for them to gather, preferably with a fence or physical barrier to prevent entrance into the pasture or the barn
- Meet them at the designated time and place
- Give these newcomers a friendly welcome, specific rules pertaining to the place and a brief introduction to the horses
- Go over the most important safety information they need to know. Keep the introduction short, simple and enthusiastic

**A SAMPLE INTRODUCTION**

- Hi, my name is Jane and these are Sally, Chris and Tom. I’d like to welcome you to Triple C Barn. This is LADY, my horse assistant. Is everybody ready to ride?”
“I want to tell you a few things about our horses and our place before we go to the horses. See this poster? Let’s go through it together.”

- Walk around horses
- Talk in a normal voice – no screaming or shouting
- Enter the barn only with camp staff
- Fences are for holding horses not for climbing on
- No hand feeding horses

“Horses are friendly, gentle creatures that can startle easily. We want to keep them calm, so we behave in a way that will keep everybody safe.”

Expand on the posted rules. Interject some examples, story, or humor. Smile and interact with the group.

A basic riding demonstration should be given to all riders who are coming into the program for the first time. People who claim to be experienced riders may not think that they need to watch basic things like mounting, but explain that it’s important to know how things are done at this facility. Keep the demonstration brief.

SOME POINTS TO REMEMBER FOR DEMONSTRATIONS

- Smile
- Learn and use campers’ names
- Use a quiet, friendly horse
- Handle the horse safely – FOLLOW ALL safety rules while demonstrating!
- Place the group where they can all see the demonstration and can be seen by the demonstrator
- Explain while demonstrating
- Get them involved by asking questions or using them as the demonstrator
- Demonstrate correctly, not incorrectly
- Use assistants as needed

CLASSIFYING OR GROUPING RIDERS

GROUPING ACCORDING TO RIDING EXPERIENCE AND ABILITY IS THE PREFERABLE WAY TO ORGANIZE GROUPS. THERE WILL BE SOME VARIATION WITHIN EACH RIDING GROUP

- It is more difficult to teach a group which has both beginners and advanced riders. The advanced riders may become bored and tune out if they are held back by beginner riders.
- When dealing with groups of mixed ability, use the assistant instructors to give more individual attention.
- Advanced riders may also be challenged by the horses they are given to ride.

WHEN GROUPING RIDERS, TAKE INTO CONSIDERATION AGE, ATTITUDE AND PHYSICAL ABILITIES

- Very young children need different vocabulary and teaching techniques than older children and teens.

FOR MORE INFORMATION, See “Student Age Characteristics” in the Appendix

- Older teenagers or adults may be embarrassed if they are placed in a class of much younger children.
• The rider’s attitude toward horses and riding may include fear, confidence, a show-off, or shyness.
• Physical considerations would include how athletic the rider is and any special needs. Riders who are overweight, awkward, uncoordinated, or who have special needs require particular consideration.

KEEP IN MIND THE PURPOSE OF THE RIDE AND RIDING ABILITIES WHEN GROUPING RIDERS
• Questioning the student may approximate riding ability, but a more accurate determination would be done by a brief evaluation ride.
• If giving evaluation rides, it is better to under mount the new riders than to over mount them. Use very quiet, reliable horses and check out position, stopping and simple control.
• Preset standards will help determine which group a student belongs in. For example, a novice class of riders may have never ridden before, a beginner class may be able to walk and trot; an intermediate class may be capable of walk, trot, and canter.

FIRST DAY EVALUATION OF CAMPERS
Campers will be divided into three riding groups based on their experience and riding skills. Three evenly divided groups of campers will then be assigned staff based on the staff rotation schedule. Documentation of the camper groups is to be given to the camp office by the end of the day Monday.

There will be all levels of skill on the first day. Some children will have never seen a horse, while others are veteran eventers. Verbal evaluations will be crucial as you get to know your campers.

HELMETS
Helmets are to be worn at all times when mounted. Staff are to keep a helmet in the ring for their use should they need to mount during a lesson.

A helmet is to be assigned to each camper who does not bring their own personal helmet. This is done on Monday and the helmet will be for their individual use during their time at camp. Each helmet number and name are to be recorded on the board in the tack room. Helmets are for individual use only. At the end of each week helmet cleaning and disinfecting is to be completed according to camp policy.

MATCHING UP RIDERS TO HORSES
Matching up the appropriate horse to the appropriate rider is one of the most challenging aspects of the riding instructor’s or trail guide’s job. A mismatched pair cannot only be frustrating for rider and horse; it can also become a safety hazard.

WHEN CONSIDERING MATCHING RIDERS TO HORSES AN INSTRUCTOR SHOULD REGARD:

THE RIDER
• Age – ask them
• Size
• Strength
• Personality or confidence – talk with the group awhile before assigning horses; ask questions; observe nonverbal language
• Riding ability – ask them, but be ready to read between the lines or dig a little deeper than what is initially said (i.e., “We have horses” does not necessarily mean “I ride horses a lot.”)

THE HORSE
• SIZE (height and weight) in relation to the rider
• DISPOSITION – a lazy horse does better with an energetic person; a sensitive horse does better with a quiet person; etc.
• TRAINING LEVEL – “seasoned” horses make better mounts for beginners
• LENGTH OF TIME IN THE PROGRAM – the more secure the horse is in the program, the less directives they need from their riders
• BONE STRUCTURE – heavy boned horses can carry heavier riders better than fine boned ones
• HABITS – a “grazer” on the trail may need a confident, attentive rider

THE TACK
• Will the stirrups adjust to the rider’s leg length?
• Is the seat size appropriate for this rider?
• Is the saddle’s “gender” appropriate for the rider?

It is rarely possible to match up each individual in every group with the perfect horse. Size up the group with a few minutes of conversation. Then make the best possible matches given the group and the horses available. Avoid letting the campers pick their horses. The riding instructor or trail guide is the one obligated to make an educated choice for the clients.

SAFETY CHECK

THE SAFETY CHECK is one of the most critical components to an incident-free riding program. A safety check should be done each and every time a rider is mounted. It takes less time to execute a safety check than to read through this section, but a conscientious safety check prevents a lot of problems later.

THE SAFETY CHECK ACTUALLY BEGINS WHEN THE HORSE IS BEING TACKED UP
• All riding staff should get in the habit of examining the horse and tack as they are tacking up the horse. It is during this time that the staff can examine parts of the tack that are covered once a horse is cinched or girthed up.
• Replacing questionable tack during tack up time instead of during the mounting time will expedite getting the group out on the trail or into the ring.
• If the riders are tacking up the horses, the staff should be available to double-check the condition of the horse and tack as well as supervise the tacking up process.
Riding students may be taught to do their own safety checks, but the instructor is responsible to recheck their job to ensure that all is safe for the students under their charge.

ESTABLISH A LOGICAL PATTERN OF EFFICIENT AND THOROUGH SAFETY CHECKS

- Start on the off side of the horse, working from top to bottom, back to front
- Examine the “connecting points” on the tack; all the places where one piece connects to another especially when the pieces are made of two different kinds of material such as leather to metal. This is the spot that deteriorates first, and usually the spot where breakage occurs.
- After checking over the off side of the horse and tack, proceed to the near side and start from top to bottom, front to back, thereby working around the entire horse.

THE SAFETY CHECK CAN BE BROKEN INTO FOUR SECTIONS

- The riders can all be checked at the same time prior to going to their horses, or they can be checked individually at the same time as their horse and tack
- The instructor needs to get into the habit of checking the environment every time before starting a ride.

THE RIDER

- DRESSED TO RIDE
  - Long pants
  - Riding boots or smooth soled shoes with a heel
  - Clothing that is not too loose (that could get caught on the saddle)
  - Riding helmet, with chin harness fastened
    - Fits snugly on the rider’s head
    - When rotating the helmet, the scalp moves with it
    - Fits parallel to the ground, on the rider’s forehead just above the eyes
  - No loose or hanging items that could get caught, such as sunglasses or camera hanging from a cord around the neck
- ATTITUDE TO RIDE
  - Mentally ready; attentive, not excessively scared or unhappy
  - Handling horse correctly

THE HORSE

- SOUND AND FREE OF SWELLINGS, SORENESS, INJURY, OR DISEASE
  - Check legs for bleeding, heat or swelling
  - Check for symptoms of not feeling well
  - Check for soreness in back or mouth
- ATTITUDE FOR WORK

THE TACK

- SADDLE BLANKET OR PAD
  - Free of excessive dirt or sweat
  - Free of debris that will irritate the horse
  - Smooth, no bunching, wrinkling, or folding over
  - Folds of a folded blanket pulled up toward the front of the horse’s back
  - Pad or blanket pulled up into the gullet of the saddle
  - Straps or wear guards facing up away from the horse’s coat
  - Straight/even
Completely covering the underside of the saddle, protecting the horse’s back, with a little of the pad of blanket showing all the way around the saddle. Western pads should have a minimum of 1” of pad in front of the saddle.

- **ENGLISH SADDLE**
  - Check for uneven stuffing or debris protruding out from the underside of the saddle.
  - Fitted to the horse
  - Placed in the right spot on the horse’s back
  - Stirrup bar down or open (*to prevent stirrup hang up*)
  - Strong stirrup leather stitching
    - *If it can be torn, then tear it. That way no one will be tempted to use the leather any longer. It is better to replace it right away that to “hope it will hold for one more lesson”.*
  - Stirrup leathers still thick, showing no sign of cracking
    - *The tail or the end of the stirrup leather that is rarely used will maintain its original thickness. Use this par to compare to the thickness of the leather where the stirrup often hangs. When the worn part of the leather is less than half the thickness of the unworn part of the leather, then it is time to replace the leather.*
  - Stirrup irons ½” wider than the rider’s boot.
  - Safety stirrups (if used), not excessively worn and functioning properly
  - Billets, thick, free of cracks or tears; with strong stitching (*most saddles are equipped with three on each side*)
  - Girth, not excessively worn, free of cracks or tears, with strong stitching and functioning buckles; adjusted to the same height on each side with a preferred two extra holes above and below its proper adjustment

- **WESTERN SADDLE**
  - Check for nails or debris protruding out from the underside of the saddle
  - Fitted to the horse
  - Placed in the right spot on the horse’s back
  - No straps or strings tucked under the saddle
  - Stirrup leathers, thick, free of cracks or tears, with functioning buckles and hobble straps secured in place (*to prevent stirrup rotation*)
  - Safety stirrups (if used), not excessively worn and functioning properly
  - Latigos, thick, not excessively worn, free of cracks or tears, with tight strings or non-rusted rivets securing them to the saddle. Check for the thickness of the latigo where it folds over the D ring, as this is the spot where latigos tend to wear out first
  - Cinch, not excessively worn, free of cracks or tears, with strong stitching and functioning buckles; adjusted to the same height on each side of the horse.

- **BRIDLES**
  - Adjusted properly to the horse
  - Buckles secure with all straps placed in their keepers
  - Chicago screws are tight
  - Leather ties are tight
  - Browbands fitted properly and secured (*to prevent slipping down over horse’s eyes*)
  - Throatlatches used and adjusted properly
  - Connecting points are not excessively worn or cracked
Curb straps or chains are flat, not excessively worn or cracked, and adjusted properly
Curb strap or cavesson used with snaffle bits *(to prevent bit from being pulled through horse’s mouth)*
Bit is not chipped, pinching, too small or big for the horse.

**THE ENVIRONMENT**
- Enclosed – gate closed and secured
- Free of extraneous equipment (*i.e.*, jumps, barrels, halters or lead ropes hanging from the rail)
- Free of “stuff” (*i.e.*, jackets, papers, clipboards, coffee cups)
- Distraction free – it may be necessary to ask someone to move their activity elsewhere if it affects lesson safety
- Suitable weather for riding

“**THINK SAFETY**” AND TEACH THE RIDERS TO “**THINK SAFETY**”
- Have SPARE PIECES OF TACK AVAILABLE to replace anything questionable.
- THE CINCH OR GIRTH usually needs TIGHTENING JUST PRIOR TO MOUNTING, and should be CHECKED AGAIN after the ride has transpired for about 10 minutes as things tend to loosen up. DO NOT OVER TIGHTEN THE CINCH OR GIRTH.
- A SAFETY CHECK should be done EVERY TIME SOMEONE MOUNTS even if the horses just went out on a ride or an instructor is mounting to do a demonstration on a student’s horse. It is a good, safe habit that should not be compromised.
- An observant safety check takes ABOUT 30 SECONDS PER HORSE AND RIDER (more if there are adjustments to be made or tack to be replaced).

LACK OF THIS PROCEDURE IS PROBABLY THE LEADING CAUSE OF INCIDENTS, AND THE ONLY CAUSE THAT HAS NO EXCUSE.

**HORSEMANSHIP COMMUNICATION SKILLS**
WHEN PEOPLE RIDE, THEIR ATTENTION IS DRAWN IN A LOT OF DIFFERENT DIRECTIONS
- Their own body, their horse, other horses, other students are all competing for attention with the instructor’s voice
- A group instructor’s voice needs to be loud enough for people to *hear* without straining, and have qualities that make people *listen*

THERE ARE SEVERAL COMMUNICATION SKILLS REQUIRED FOR TEACHING GROUP RIDING

**PERSONAL ADDRESS**
When giving a directive to a student or client it is always best to use their name. Using their names gets their attention sooner and demonstrates that the instructor has a personal interest in them.
- In emergency situations a person often freezes, and unless addressed personally, cannot be reached. This can result in a serious problem in the riding environment.
- Preface each directive with a name or “class” or “everybody”

**EXAMPLES:**
“Mary, put your heels down”
“Everybody change rein across the diagonal at H.”
In certain programs with a large turnover of riders (i.e., one instructor seeing 30-60 new faces daily), learning names may prove to be a hardship. In such cases, using the horse’s name to make personal contact may be an acceptable alternative.

- This should be made clear to the riders prior to the ride

  EXAMPLE: “For this ride, I will call you “Ginger”, your horse’s name Can you remember her name? Good. This will be the way I can talk to you if I need to.”

- A good instructor should make a point of learning the name of any student or client they will see more than once, or for longer than a one hour ride.

**MEANING OF HORSEMAN’S TERMS**

Instructors and trail guides need to explain to their riders certain terms and phrases which are not clear to the general public. They need to identify the phrases they intend to use and define them for their riders, before using them.

**EXAMPLES**

- “Shorten the reins.”
- “Release”
- “Sit up”
- “Make your reins even”
- “Watch your spacing”
- “Check & release”
- “Lower your hands”
- “Lengthen the reins”
- “Eyes up”
- “Heels down”
- “Release your legs”

**KEY PHRASES AND WORDS**

The phrasing that an instructor uses affects what the student hears and makes it easier for a student to learn.

- Concepts should be explained fully at first, while still being fairly simple and clear.
- Then the explanations should be simplified into key phrases and then into key words.

AN EXAMPLE: “When you go over the cross rail I want you to hold onto the mane halfway up the horse’s neck. That will be your RELEASE. I want your EYES to be looking at the target. And when you land I want you to sink into your HEELS.” “So RELEASE – hands on neck, EYES on target. Sink into your HEELS. “OK Brian, you’re first. Think RELEASE, EYES, HEELS.”

**SPECIFIC COMMANDS**

**DIRECTIVE STATEMENTS NEED TO BE FREE OF EXTRANEOUS WORDS**

They need to be clear as to who, what, where, and when

A BAD EXAMPLE: “I’m going to have you trot so I can watch whether you’re in the right position. OK trot a little, no I meant just Susan. OK you can stop. No, I don’t mean halt, keep walking.”

A GOOD EXAMPLE: “Susan, at C trot to A. Think about your position.”
GOOD EXAMPLE NUMBER 2: “Pull hard on the left rein, and kick with your feet.”

AVOID AMBIGUOUS STATEMENTS
Instead be very specific as to how to execute a specific task.
A BAD EXAMPLE: “Sally, get on the rail.”
A GOOD EXAMPLE: “Sally, shorten your reins, now pull the right rein and steer Fancy toward the rail. Look where you want to go.”

BAD EXAMPLE NUMBER 2: “Don’t let your horse eat!”
GOOD EXAMPLE NUMBER 2: “Pull hard on the left rein, and kick with your feet.”

DIRECTIVE STATEMENTS NEED TO BE AUTHORITATIVE
Spoken with conviction like the instructor believes the rider can and will do it.
A BAD EXAMPLE: “TRY to keep your horse moving along the trail. We LIKE to keep the horses caught up with HOPEFULLY not too much space between them.”
A GOOD EXAMPLE: “KEEP Sunny moving. SQUEEZE your legs, or give him a bit of a kick with your heels. YOU CAN MAKE him walk faster.”

PREPARATORY COMMANDS
Advanced directives are used to prepare the riders for a change or the next movement. It allows the riders time to get ready to do the movement and allows the instructor the chance to be certain that the entire class or trail ride has heard the command and has made the necessary changes to carry out the command (i.e., as shortening up the reins before trotting).
• The preparatory command should be followed by the actual command which is clear and concise.
• Hand signals by the lead trail guide (i.e., a closed fist held high for “slow down”) are useful in preparation for change on a trail ride.
• Often it is wise to ask the group what they need to do to execute the command between the preparatory command and the actual command. This will help the change or the implementation of the command be more successful.
A BAD EXAMPLE:
“Okay everybody, we are going to reverse our horses. No, not yet, wait until I tell you to. Okay everybody stop so we can get going the same way again. Let’s try it again.”

A GOOD EXAMPLE: “Everybody PREPARE to reverse your horses. Which way are you going to turn? Good. Now EVERYBODY, REVERSE.”

QUESTIONING DETERMINES COMPREHENSION
Many students will not admit they don’t understand an explanation or are not catching important points. Even asking if they understand may not inform the instructor of cognizance. It is better, while not putting anyone on the spot, to ask SPECIFIC questions.

EXAMPLE: “Which leg do you use to ask the horse to canter? What are the other aids going to do when asking the horse to canter?”
Do not assume because the student did something right that they know the skill. Some skills can be “guessed” with pretty high percentage of success (i.e., diagonals and leads). Use questions and exercises to determine if the student is competent in the subject being taught.

EXAMPLE: “Susie, which diagonal are you on? Are you sure? Stand in your 2 point. Now call out to me when the right front leg is on the ground. Now post to that right front leg.

**POSITIVE REINFORCEMENT**

Approval has a longer lasting effect when it is expressed toward INDIVIDUALS versus toward the GROUP as a whole.

- PRAISE OFTEN AND PRAISE EVERYONE
- AVOID REPEATING the same positive phrases frequently as they will lose their poignancy.
- POSITIVE REINFORCEMENT can also be in the form of body language or voice expression and inflection.
- VARIETY AND CREATIVITY will stimulate both the student and the instructor.

**POSITIVE REINFORCEMENT WORDS AND PHRASES**

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<th>Magnificent</th>
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<th>Marvelous</th>
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<tr>
<td>Indescribable</td>
<td>Wow</td>
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</tbody>
</table>

- You’re on the right track now
- That’s the best I’ve ever seen
- You’re doing a good job
- That’s it
- You make it look easy
- That’s what I call great
- That makes me feel good
- You figured that out on your own
- I knew you could do it
- You’re a pleasure to teach
- Good thinking
- That’s quite an improvement
- You’re really working hard today
- That’s better than ever
- You’re learning fast
- That’s first class work
- You’re getting better every day
- You haven’t missed a thing
- I’m excited
- You’ve got your brain in gear
- Good job
- You’ve got that down pat
- You are very good at that
- That’s the way to do it
- You’ve just about got it
- That’s right on
- You make my job fun
- You’re a great student
- I’m very proud of you
- You remembered
- I like that
- You certainly did well
- Good remembering
EQUIPMENT MANAGEMENT
EQUIPMENT MAINTENANCE IS THE KEY TO LONGEVITY OF TACK

MAINTENANCE INVOLVES THREE IMPORTANT ASPECTS

- STORAGE
- CLEANING AND CONDITIONING
- INSPECTION AND REPAIR

Good tack properly cared for can give many years of service.

STORAGE

- EQUIPMENT should be STORED IN A COOL, DRY PLACE.
- TACK ROOM should have GOOD VENTILATION so tack can dry when wet from sweat or weather.
- EQUIPMENT needs to be STORED OFF THE GROUND in an area with minimal dust.
- Any SWEAT ON LEATHER should be WIPED OFF with a damp cloth after every ride.
- BITS should be WIPED OFF after each use.
- SWEATY SADDLE PADS should be stored so air can reach them.
- Students need to be taught the habit of CARING for the tack.

CLEANING AND CONDITIONING

- DIRT AND SWEAT are the quickest way to destroy tack. They act as sandpaper on the tack every time the horse moves.
- TACK NEEDS TO BE CLEANED ON A REGULAR BASIS, which varies depending on amount of use the tack receives, storage procedures, and climate of the area.
- It is important to CLEAN ALL PARTS OF THE TACK, which involves taking apart buckles, removing the bit, and making sure to clean all the layers of a piece of equipment.
- NON-LEATHER EQUIPMENT (halters, brushes, cinches, saddle pads, etc.) need to be cleaned regularly. A mild detergent works well for this kind of tack. As with all tack, it is very important to thoroughly rinse the soap out.
- AFTER RINSING, non-leather tack may be sprayed with a bleach solution to kill bacteria that may be on the surface, and then lay out in the sun to dry.
- AFTER INITIAL CLEANING, stirrup irons and bits can be run through the dishwasher to get them extra clean.
- A TOOTHBRUSH AND “WHITENING” TOOTHPASTE (not gel) can be used to clean and whiten certain pieces of tack (i.e., elastic on girths). This not only cleans and whitens well, but also rinses out easier than soap.
- SUEDE LEATHER can be cleaned with the paste hand cleaner used by auto mechanics. First dampen the suede, then apply the cleaner. After a few minutes, remove the cleaner with a damp cloth. (Be careful not to saturate the suede). Rough leather worn smooth can be reinvigorated with a steel bristled brush.
LEATHER CARE CAN BE BROKEN DOWN INTO 3 STEPS

1. CLEANING
2. OILING OR CONDITIONING
3. PROTECTING

CLEANING
There are many good leather cleaners, saddle soaps, or oil soaps on the market for cleaning leather.

- Cleaner is applied with a damp sponge, taking care not to work up a soap foam (indicating too much water). A toothbrush, plastic net dish scrubber, cotton swabs, or toothpicks can be used to clean the extra dirty or hard to reach places.
- When finished, cleaning agents should be thoroughly wiped off as they are too harsh to be left on the tack.

OILING OR CONDITIONING
Oiling is required if the leather is stiff, hard, or squeaks. If oiling is not required, the leather should be conditioned.

- Oil (pure Neatsfoot Oil is a good choice) should be applied in thin coats with a sponge, cloth or paint brush, rolling and bending the leather by hand to help the leather absorb the oil. If over-oiled, the leather will get too soft and break down quickly as the grains of the leather become too porous.
- Conditioning leather is a crucial step. If it is not done the leather will become dry and brittle. Conditioner should be applied, allowed to soak in for a while, then the excess wiped off. There will be directions for use on each product. The leather will reflect the amount of conditioner needed by the way the leather feels.

PROTECTING
Glycerin is the traditional choice of protection. It seals the pores of the leather to protect and nourish. Being applied after oiling or conditioning allows the conditioners to get into the fibers of the inner layers of the leather.

- Apply with a damp sponge in a circular motion to all smooth leather, ‘til one’s fingerprint can be seen.
- Allow to dry; then polish with a dry cloth or sheepskin.

HELMET CLEANING PROCEDURES
Helmets are to be cleaned and disinfected in the following manner, based on the material the helmet is made from.

PLASTIC HELMETS
1. Wipe down the inside and outside with mild detergent and water.
2. Towel dries inside and outside of the helmet.
3. Spray interior of the helmet lightly with Lysol or equivalent antibacterial spray.
4. Allow helmet to air dry thoroughly.
5. Store appropriately.
VELVET/VELVETEEN COVERED HELMETS
1. Allow exterior fabric surface to dry and then brush lightly with a cloth to remove mud or dirt particles.
2. Wipe down the inside with mild detergent and water. Use liquids sparingly as this style is hard to dry and can easily mold and mildew.
3. Towel dry inside of the helmet, sun dry or use a hairdryer based on need.
4. Spray interior of the helmet lightly with Lysol or equivalent antibacterial spray.
5. Allow helmet to air dry thoroughly.

INSPECTION AND REPAIR
All pieces of tack should receive regular detailed inspection and repairs as needed. Observation of tack’s condition should be made every time a horse is tacked up and every time a rider is mounted.
- LEATHER should be inspected for cracks or tears.
- Any place that METAL MEETS LEATHER should be watched closely
- STITCHING needs to be tested for strength.
- LEATHER THONGS need regular tightening and inspection for strength.
- CHICAGO SCREWS should have a thread lock or nail polish applied to secure in place.
- STRING CINCHES/GIRTHS should have all the strings attached.
- SADDLE PADS/BLANKETS should be repaired and replaced as needed.

SAFETY MANAGEMENT AND ACCIDENT PREVENTION

SAFETY IS NUMBER ONE. It is the first consideration when dealing with horses, riders, and riding programs.

Safety Procedures will minimize the chances of an avoidable incident occurring around the horses, in the ring, or on the trail. They will also reach the goal of a safe and positive experience with horses for every student or client.

SAFETY MANAGEMENT REQUIRES PLANNING
- It requires anticipation of “what could happen if . . .”
- Planning appropriate procedures should occur before “what could happen” happens.

SAFETY REQUIREMENTS
- POST AND REQUIRE STUDENTS AND CLIENTS TO OBSERVE SAFETY RULES in the riding area.
- CLOSE THE RIDING AREA and make it OFF-LIMITS WHEN INSTRUCTORS AND TRAIL GUIDES ARE ABSENT.
- Provide DIRECT SUPERVISION of students and clients AT ALL TIMES WHEN AT THE RIDING AREA, not only when mounted or handling horses.
- REHEARSE FIRE AND EMERGENCY DRILLS for staff at the riding area.
• Staff will KEEP INCIDENT RECORDS and REPORT ALL INCIDENTS, even if an injury does not occur; review periodically to pinpoint weak areas in safety and take steps to correct these weaknesses.

• FOLLOW STANDARD PROCEDURES for mounting, beginning and ending classes or rides, catching horses, tacking up, etc., and follow the standard procedures.

• FOLLOW THE PREARRANGED PLAN FOR EMERGENCIES (falls, injuries on trails, fire, etc.).

SAFE HORSES
• ELIMINATE FROM THE LESSON OR TRAIL STRING HORSES that have EXHIBITED DANGEROUS BEHAVIORS such as rearing, running away, or attacking other horses.

• USE THE “3 STRIKES YOU’RE OUT” RULE
  If the horse exhibits a dangerous behavior once he is put on probation, watched carefully with only specially selected riders allowed to work with him.

  If the horse exhibits the behavior a second time, he becomes a “staff only” horse, not allowed any contact with the public.

  The third time, the horse should be placed in a new situation.

• DO NOT USE HORSES WITH PHYSICAL DISABILITIES that could cause them to stumble, fall, or act up with a rider, even if this possibility seems unlikely.
  Horses that stumble, nerved horses, horses blind in one eye or with impaired vision, and horses with balance problems can cause incidents.

• SOME HORSES, even though not vicious, figure in MORE THAN THEIR SHARE OF RIDING INCIDENTS.
  It is safer to eliminate such horses from the string or to limit their use to staff or experience riders only, especially if the horse is high-strung or too quick.

• When STAFF ARE BOTH RIDING AND SUPERVISING (as on trail rides) they should be mounted on horses quiet enough to let them perform their duties and help a rider who has problems, not on green or difficult horses.

SAFE EQUIPMENT AND TACK
• All equipment should be in SOUND WORKING CONDITION and frequently checked, repaired, or removed from use if broken or weakened. Clean leather often enough to keep it supple and prevent deterioration.

• Equipment must be CORRECTLY ADJUSTED to the horse for security, safety, and control.

  Check bit and curb strap fit for comfort and effective control.

  Check girth or cinch for security, comfort, tightness (this varies with horses and can change as the horse sweats) and condition of straps and billets.
Western rear cinches, if used, must attach to the front cinch to prevent them from slipping back and flanking the horse.

When tacking up Western, the front cinch must be done up first and undone last when untacking.

Saddles must fit the horse’s back without creating painful pressure points on the spine or back muscles. These can cause a horse to react violently, besides causing painful and even permanent damage.

**SAFE RIDING ATTIRE**
- **SAFE RIDING ATTIRE IS REQUIRED OF EVERY RIDER**
  This includes the following:
  - LONG PANTS, jeans or jodhpurs (*shorts permit painful knee burns*)
  - SHOES OR BOOTS with a hard, smooth sole and a definite heel are the preferable shoes (*sneakers, hiking shoes or boots with a deep-ridged tread are tolerable*)
  - LOAFERS OR SANDALS are never permitted.
  - SHIRT OR BLOUSE (*watch out for jackets that can catch on the saddle horn*).
  - A RIDING HELMET is MANDATORY FOR ALL RIDING
    Helmets must fit the rider’s head and have a strong secure harness to stay in place during a fall.
    Helmets should have adequate padding and/or suspension type headband to protect the head.
- Sometimes, the ACTIVITY OR CLIMATIC CONDITIONS might require EXTRA CLOTHING OR SPECIAL EQUIPMENT. Be aware of the need for sun or hypothermia protection.
- Instructors should CHECK EACH RIDER’S ATTIRE before each ride.
- DO NOT ALLOW RIDERS TO CHEW GUM, EAT, OR DRINK WHILE RIDING. They can inhale anything in their mouth accidentally and choke.

**FIRST AID**
CONSIDERATIONS INCLUDE:
- First aid kit for horses
- First aid kit for people
- First aid kits should be well stocked, inventoried, and replenished frequently

**EMERGENCY PROCEDURES**
All equestrian staff is in a position of responsibility at all times! They should be trained in at least basic first aid and injury assessment.

**THE BEST EMERGENCY PROCEDURE IS PREVENTION!!**
- Maintain a sharp educated eye.
- Observe and enforce all of the rules that have been laid out.
- Follow the safe, standard procedures that are established.
- Observe and act:
Check condition and adjustment of the tack each time a rider is mounted.
Be aware of the horse’s mood and temperament.
Consider suitability of rider’s abilities and personality with the horse’s personality and training.

- Gear the pace of the trail ride and/or lesson to the ability level of the weakest rider in the group.

**EMERGENCY MANAGEMENT**
The INSTRUCTOR is in charge of the lesson and is IN CHARGE OF AN EMERGENCY SITUATION (or until camp administrator arrives).

- Every instructor will have A WAY TO CONTACT IMMEDIATE HELP VIA CAMP RADIO
- Emergency procedures should be FOLLOWED AT ALL TIMES

**EMERGENCY STEPS**
BE FAMILIAR WITH THE STEPS and BE PREPARED TO ACT on them clearly and in rapid succession.

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P  Prevent the emergency from multiplying
  Stop all riders
  Have them dismount if necessary

A  Assess the situation
  What type of emergency is at hand

D  Delegate resources
  (TRAINED STAFF) to appropriate positions

IMMEDIATELY RADIO FOR CAMP ADMINISTRATION SUPPORT
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**FALLEN RIDER(S)**

- STOP ALL RIDERS; prevent the emergency from multiplying.
- Assign another staff member in ring to take charge of group. They should:
  Calm the group.
  Explain what happened.
  Reassure the riders.
  Have them dismount or move to another location if necessary.
  Never let them shame or ridicule a fallen rider.
- Go to fallen rider at a brisk walk.
- Radio for camp administration support.
IF UNINJURED
- Reassure rider.
- Explain why rider fell and give further instructions to prevent reoccurrence.
- Give rider a rest or let them watch the class for a while if needed.
- ALWAYS WATCH CLOSELY FOR SYMPTOMS OF INJURY UNTIL THEY SEE THE PROPER MEDICAL STAFF.
- Help rider remount.
- Build rider’s confidence with staff’s presence.
- Don’t push too hard too fast.
- A change of horses might help
- Gently coach rider into trying again.
- Never admit fault.

RUNAWAY HORSE(S)
- STOP ALL RIDERS; prevent the emergency from multiplying.
- Assign another staff member in ring to take charge of group.
- Move to block runaway, but do not step in front of horse and make horse dodge to lose the rider.
  Use slow, deliberate movements.
  Call out to rider in simple, clear commands:
    “Sit up, pull back on one rein.” Etc.
  Call out to horse in a quiet, steady voice:
    “Easy, whoa.”
  Horse will probably stop at the gate.

IF RIDER FALLS
- Follow procedure for fallen rider.
- Staff assigned to group takes care of loose horse if he is causing problems. Most loose, riderless horses will stop.

EXPLAIN WHAT HAPPENED
- Reassure rider and rest of the class.
- Proceed at an easy pace.

BUCKING HORSE
- STOP ALL RIDERS; prevent emergency from multiplying.
- Call out loud, simple instructions:
  “Sit up, pull up” etc.
- Follow procedure for runaway if out of control.

REARING HORSE OR HORSE BACKING RAPIDLY
- Call out to rider immediately:
  “Lean forward, grab the mane”.
- Get the rider to walk the horse forward into a circle.
- Explain what happened:
  To the rider
  To the group
  Usual cause – abusive hands
***PREVENTION – KNOW YOUR HORSES

SOME HORSES DO NOT STAND AND WAIT PATIENTLY:
- Mount these horses last.
- Dismount them first.
- Stand by impatient horses when standing still for any length of time.

SENSITIVE HORSES NEED “SOFT-HANDED” RIDERS

HORSES ROLLING
- Recognize symptoms:
  Pawing
  Lowering head
  Bending the knees
- Call aloud simple instructions:
  “Kick horse. Pull head up!” etc.
- Rider may step off if horse manages to get down.

HORSES FIGHTING WHILE BEING RIDDEN
- STOP ALL RIDERS.
- Proceed briskly toward fighting horses.
- Call aloud, simple instructions:
  “Sit up, pull left (right) rein, kick horse forward” etc.
- Reestablish the horses’ respect for the rider:
  They obviously do not respect their riders.
  Use a sharp word, a sharp noise, or sudden movement that will catch their attention
  without spooking them.
  Get the fighting horses apart.
- Explain what happened.
- Reassure all riders.
- Reemphasize spacing.

***PREVENTION: OBSERVANT AND PERSISTENT STAFF IN REGARDS TO SPACING

HORSES SHYING DRAMATICALLY WHILE BEING RIDDEN
- Reassure rider(s) and horse(s):
  Calm is the most effective solution to panic.
  Tell rider(s) to talk to the horse(s):
  “Make him look at it, pat his neck, reassure him.” Etc.
- Use wisdom in determining pace to proceed:
  Usually proceeding at a slow, easy pace is most reassuring to the horse(s).
  Sometimes stopping to get a good “look” at it is wiser.
  All horses should maintain the pace that is decided on.
- Follow procedure for fallen rider or runaway horse if either occurs.
- Explain what happened:
  o Reassure riders.
  o Talk about a horse’s natural instincts.
HORSE STEPPING ON A PERSON'S FOOT
- Proceed briskly to the horse:
  Call aloud, simple instructions:
When close enough, push horse off.
PULLING FOOT AWAY MAKES HIM STEP HARDER.
- Explain what happened:
  Reassure everyone around.
  Treat injury as serious – have it examined by medical personnel.

HORSE PULLING BACK ON ROPE
- Clear clients and students away from horse.
- Bring horse forward:
  A shout from behind.
  A quiet word from beside.
- If horse is panicked:
  Pull quick release knot and free horse.
  Cut rope if it binds or is caught – ALWAYS CARRY A JACKKNIFE!
- Explain what happened:
  Reassure everyone around.
  Talk about a horse’s natural instincts.
  ***PREVENTION: TIE PROPERLY AND SECURELY AT WITHER HEIGHT OR HIGHER.

FIRE EMERGENCIES
STABLE FIRES
- Clear campers away from fire. One staff member relocate camper to round-up area.
- Radio Camp Administration.
- Evacuate horses:
  Have halters and lead ropes readily available by horses’ stalls at all times.
  Staff may have to blindfold some horses.
  Secure in an area away from the fire.
- Keep gates and roads to fire open for fire fighters.
- Use whatever firefighting equipment available to fight fire while awaiting help.
- Know locations and use of all fire extinguishers in the barn area.

(Non-ring related) Weather Emergencies
RIDING STAFF
- Need to be acquainted with weather emergencies common to their area at given times of the year.
- They should sue common sense, choosing a logical course of action.

*** Remember the SAFETY OF THE RIDERS IS OF PRIMARY IMPORTANCE and safety of the horses is of secondary importance.
THUNDER
- DISMOUNT AND BEGIN WAITING PERIOD OF 15 MINUTES.
- Begin 15 minute waiting period over ANY TIME thunder is heard.
- If no additional thunder is heard, resume riding activities.

LIGHTNING
- IN OPEN AREAS:
  Stay away from lone trees.
  Find low area or depression.
- IN HILLS:
  Go to the bottom of a hill.
  Go halfway down the hill if there is a danger of flash flooding.
- IN FOREST:
  Stay in the trees.
  Choose a spot with shorter trees.
- If possible get campers away from herd.

FLASH FLOODS
- Get group to highest point that does not sacrifice other safety factors.

HAIL
- Follow procedures for lightning (since it will probably be present).
- May have to use saddles for rider protection.

WIND
- Follow procedures for lightning or hail if present.
- Stay away from deadfall, which could come crashing down.

TORNADOES
- Find shelter for riders in a depression or at bottom of a hill (with hill towards tornado).
- Remove tack and turn horses loose.
- Use saddles for rider protection.

HORSE MANAGEMENT

HORSE HEALTH MAINTENANCE
Horses require big investments of time and money. Without proper care, they will deteriorate faster than any machine, equipment, or facility. Keeping them on a strict schedule for feeding, vetting, and preventative health care maintenance will minimize extra work and expenditures.

HORSE NUTRITIONAL MANAGEMENT
WATER
Horses on the average DRINK 12 TO 15 GALLONS a day per horse.
- Ensure enough fresh and clear water is available at all times for the herd.
- REFRAIN FROM GIVING WATER TO A HOT HORSE.
SALT BLOCKS
Should be available free choice for the herd.

SUPPLEMENTAL FEED
Should be given before horses lose weight, and when there is an increase in work hours, especially if kept on pasture.
- **AVOID OVER SUPPLEMENTING**
  Too much vitamin supplement is wasteful, and “tonics” may be harmful.
  Vitamins can be toxic, even lethal, in too large as well as too small doses.

HORSES REQUIRE CONCENTRATES AND ROUGHAGE
Their diet should consist mainly of roughage, normally 2/3 of their diet.
- **FEED LITTLE OFTEN**
  The average horse’s stomach holds 1 ¾ to 3 gallons
  The volume of feed doubles in the stomach
  Digestion of feed is most efficient when stomach is 2/3 full. Therefore do not feed more than 1 gallon of feed at a time (*1 gallon = 2 gallons in the stomach which fills the stomach to 2/3*), or else allow for longer feeding times.
- **FEED ACCORDING TO WORK, TEMPERAMENT, AGE, AND CONDITION.**
- **KEEP A REGULAR FEEDING SCHEDULE;** same time, same place every day.
- **ALLOW 30 Minutes to 1 HOUR** for feed to digest before working horse.
- **INTRODUCE CHANGES** to feeding GRADUALLY including increasing or decreasing amounts.
- **FEED SHOULD BE CLEAN AND NUTRITIOUS.**
  Avoid musty, moldy, and dusty feed.
- **CLEAN THE MANGERS and/or FEED BOXES** at least once a week.
- **MEASURE FEED BY WEIGHT** rather than by volume.

**BARN MANAGEMENT**

**A CLEAN BARN IS A HEALTHY, HAPPY BARN.**

**STALLS**
Stalls are to be kept as clean and dry as possible. Stall shavings are to be used sparingly. When manure is collected, shavings are to be sifted through manure rakes.

- Hay is to be kept off the ground and in the hay bags.
- Water buckets are to be secured.
- Feed buckets are to be removed from the stalls following feedings.
- Horses are to be happy in their stalls. They should not be left standing, wearing tack while staff is, for example, at lunch.
  Equipment should be in its proper place vs. in a stall.
**WATER TROUGHS/BUCKETS**
Troughs are to be kept clean. Therefore the water levels need not be filled to the top so water is not wasted when troughs are emptied to be cleaned. (Incorporate cleaning of troughs and buckets into weekly barn activities with the campers.) When emptying a trough, empty the water into a non-traffic area. Troughs can be carried (teamwork) to the edge of the woods and emptied.

**MANURE**
Manure is to be collected from stalls, riding ring and paddock areas. Due to limited space and plenty of camper support manure management is vital. Manure is to go into the collection area as far back as possible. Manure is to be collected without shavings etc. as best as possible. Staff is to lead by example in all barn tasks.

**FLY MANAGEMENT**
Flies carry diseases to both humans and horses. They also annoy horses, causing them to be restless and possibly leading to incidents with riders and handlers. Management of flies is therefore important to the health and safety of both horses and people.

- Remove manure from rings, handling areas, and stalls. This will minimize fly attraction.
- Remove stagnant water holes and minimize the amount of water held in buckets over long periods. Horse flies and black flies use these as breeding areas and lay their eggs in water.
- Apply fly spray to horses bothered by flies and reapply as needed throughout the day (Bottles are to be kept and refilled).
- Utilize cow tags on designated hooks throughout the barn.
- Utilize fly masks for the horses’ comfort.
- Encourage campers to wear repellant for their comfort.

**DEWORMING**
The horses are to be dewormed according to Equine Vet schedule:
- June – Quest
- July – Zimectrin
- August – Panacure
- Fall to Spring – Boarding facility schedule followed.

**HOOF CARE**
Proper hoof care is important to keep horses healthy and sound. Poor care can lead to lameness and even health problems.

Clean hooves daily and check them after riding.
The farrier will come regularly during the camp season to manage hoof trimming.

**TACK AND FEED ROOMS**
Feed and equipment rooms are to be kept clean and organized. Garbage is to be removed daily.

All tools, wheelbarrows, buckets, hoses, etc., are to be kept in their places when not in use.

Organization will keep horses safe, campers safe and staff safe.
MAINTENANCE
General, simple barn maintenance is to be done by riding staff.

Any additional maintenance needs are to be achieved by completing maintenance requests and submitted in accordance with camp policy by completing maintenance request forms.

Riding staff are not to ask maintenance staff to do “little jobs” for them.

STAFF FREETIME RIDING

Riding staff are encouraged to enjoy the camp horses during time off.

All safety rules are to be adhered to while riding.

Riding must only be done in safe, preapproved locations. Staff must communicate with camp administration prior to riding.

Non-riding staff are welcome to ride as well under riding staff direction. Staff members should be evaluated, as campers are, with regards to riding ability. General camp staff must demonstrate their skills in the ring prior to trail riding – regardless of what they “say” their experience level is. Scheduling regular “staff ride times” can be done with camp administrative approval.

Staff riding is often a fun way for riding staff to share their love of the horses with the rest of the camp staff.
Appendices
**Student Age Characteristics**
Although every student has their own unique personality, there are certain age characteristics and instructor need to know in dealing with students.

Some group lessons have a variety of ages included. Some students are “ahead” or “behind” their age group. Whatever the circumstances the instructor should design the lesson plan for the appropriate age group and be flexible to adapt as the lesson transpires.

**AGES 4-5**

**PHYSICAL**
- Lack balance
- Are developing hand-eye coordination
- Lack small muscle control
- Are very energetic for short bursts of time

**EMOTIONAL**
- Are egocentric-the center of their own universe
- Respond to immediate reward for appropriate actions or discipline for inappropriate action
- Need to feel secure and protected
- Believe adults know everything, especially their parents

**SOCIAL**
- Are aware only of their own point of view
- Are friends with everybody
- Trust whatever is said to them is correct

**INTELLECTUAL**
- Are easily distracted from one activity or idea to another
- Cannot grasp complex, symbolic operations requiring application of rules
- Have to use their hands and act on objects in order to understand concepts

**RELATION TO HORSES AND HORSEBACK RIDING**
- May react by being extremely happy or extremely scared
- Lose focus and/or attention quickly; rides should be short in length
- Have little actual control of the horse; lead line or lunge line and a very solid, dependable horse are recommended for this age
- Lack balance and an easily slide form one side of the horse to the other
- Demand the constant attention of the instructor and/or assistants
AGES 6-7

PHYSICAL
- Are very active and energetic, but tire easily
- Are improving in small muscle control
- Are increasingly able to handle tools and materials
- Are developing physical coordination of various parts of their bodies

EMOTIONAL
- Express their feelings freely, in extreme form (fear, joy, affection, anger, jealousy, shyness)
- Are gaining the ability to exhibit self-control, especially when asked
- Are willing to accept rules but often do not understand the principles behind them
- Are beginning to learn to forego immediate reward for greater benefits later
- Are developing a sense of competence and a realistic self-image
- Enjoy recognition for achievements

SOCIAL
- Are developing the ability to see another’s point of view
- May experience peer criticism for physical, intellectual, social or cultural differences
- Engage in frequent but short lived quarrels
- Are beginning to develop “best friend” relationships
- Are beginning to develop some interests that differ from those of the opposite sex

INTELLECTUAL
- Do not sit still and listen well
- Learn the most when physically involved in the process
- Remember information best when it is presented in a meaningful context
- Know that words and pictures represent real objects
- Are beginning to read
- Think in literal, concrete terms
- Can understand right from wrong

RELATION TO HORSES AND HORSEBACK RIDING
- Learn by doing small achievable tasks and goals
- Need fun, simple ways to accomplish basic control of the horse
- Respond well to visual markers to maintain focus and direction
- Need lots of praise, enthusiasm, and repetition
- Can be stimulated to learn by letters, words, or word pictures
- Need things to be very clear cut and concrete with few choices
AGES 8-9

PHYSICAL
- Have a high energy level
- Continue to develop physical skills and coordination
- Exhibit sex-related differences (girls are taller, stronger, and have better muscle coordination)
- Are able to take responsibility for personal hygiene

EMOTIONAL
- Are becoming self-efficient and can do things independently
- Are sensitive to criticism and ridicule
- Worry a lot about their projected image, their own safety, and/or the security of their family
- Need recognition for achievements

SOCIAL
- Are willing to respond to others needs
- Are increasingly influenced by peers
- Tend to have two or three “best friends” who change frequently
- Prefer to play with members of their own sex, frequently quarrel with the opposite sex
- Are developing an interest in hobbies and sports
- Face more competition in school and may have difficulty handling failure

INTELLECTUAL
- Ask many questions
- Like to talk, tell stories and discuss things
- Are capable of staying focused on a topic if the subject is interesting to them
- Are beginning to see the relationship between cause and effect

RELATION TO HORSES AND HORSEBACK RIDING
- May have an extreme fear of horses or trying something new
- Need to be secure in knowing they will not be “put on the spot” or embarrassed
- Need explanations that are simple and clear
- Need lots of praise
- Ride for fun, not necessarily to learn something; respond will to group games where no one is eliminated
- Need frequent and personal interaction with the instructor
AGES 10-11

PHYSICAL
- Like physical activity and have a high energy level
- Are mastering physical skills and coordination
- Are beginning sexual development
- Are capable of taking responsibility for personal hygiene, health, and fitness
- Have coordination to create, make things, and perform

EMOTIONAL
- Are achieving personal independence and a greater sense of internal control
- Are friendly and cooperative but still need help in developing relationships
- Need warm relationships with adults; see adults as role models
- Are concerned about the security of the world around them

SOCIAL
- Can be influenced by peer pressure
- Want to belong to peer groups that reinforce identity and self-esteem
- Value peer friendships in terms of loyalty and companionship
- Place high value on “rules” and “fairness”
- Are becoming more competitive as well as responsible
- Enjoy being with family and friends

INTELLECTUAL
- Need active, creative, participatory, and practical learning experiences
- Ask logical questions, make generalizations, and are eager for information
- Want to know how things are made, how they work, and what they do
- Are beginning to think abstractly, but still need concrete, practical applications
- Can make plans, follow through, and evaluate experiences

RELATION TO HORSES AND HORSEBACK RIDING
- Need lots of active and creative repetition of concepts in the learning process
- Are starting to grasp more abstract concepts of horsemanship and the necessity of learning them (such as a horse’s balance)
- Tend to believe everything the instructor tells them at face value and are frustrated when various methods are in apparent conflict
- Are starting to take ownership of conditioning self and horse for various activities
- Enjoy riding with groups and learning together
AGES 12-14

**PHYSICAL**
- Often feel tired, awkward, and lazy
- Undergoing the physical changes of puberty
- Differ greatly in size and physical ability depending on the stage of physical development

**EMOTIONAL**
- Tend to be moody and emotionally unsure
- Are self-conscious and tend to lack self-confidence
- Struggle with self-image
- Need opportunities to plan and lead
- Feel a tension between a need to depend on adults and a desire for independence

**SOCIAL**
- Place enormous value on peer acceptance
- Are conformists
- Can be extremely critical
- Become interested in the opposite sex (girls develop this earlier)
- Tend to develop crushes and engage in hero worship

**INTELLECTUAL**
- Use logic increasingly
- Want facts and proof for things previously accepted on trust
- Can solve problems by considering the alternatives
- Are growing in the ability to think abstractly
- Want a part in making decisions that affect them

**RELATION TO HORSES AND HORSEBACK RIDING**
- Are in the process of determining how important horseback riding is to them personally; may be uninterested or distracted by subjects other than what is being taught
- Need reasons for doing things a certain way
- Can be abrupt and demanding with the instructor, fellow students, and/or their horse
- Need to be involved in the learning process
- May respond well to teaching each other or younger students (with supervision)
AGES 15-18

PHYSICAL
- Develop a preference for sport, recreation, or leisure activities that match their physical skills
- Reach adult physical development

EMOTIONAL
- Both want and avoid responsibility
- Worry about career choice and other aspects of the future
- May be anxious about forming intimate sexual relationships

SOCIAL
- Are seeking identity
- Spend much time with peers and are influenced by them
- Can make independent decisions
- Can vacillate between intense respect for adults and resenting or deploring them

INTELLECTUAL
- Like to discuss and explore
- Are forming personal convictions
- Tend to be idealists

RELATION TO HORSES AND HORSEBACK RIDING
- Need to be part of the learning process, not just told what to do
- Like to take part in goal setting and/or conditioning
- Are capable of “homework” or “projects”
- Usually heading in a specific direction with the horse related activities
- Like to be given freedom to think, plan, and carry out on their own without supervision
- Respond well to exploratory learning
- May be riding simply because of peer pressure or attraction to the opposite sex
ADULTS

PHYSICAL
- Display a wide range of physical abilities and fitness
- Want to be challenged without “overdoing” it
- Are prone to injury if insufficiently warmed up for the demands of a physical activity

EMOTIONAL
- Allow the present circumstances of their lives to affect their emotional well being
- Are at different stages of emotional development and self-control
- May carry with them emotional “baggage” or “crutches”

SOCIAL
- Like to set goals both physically and intellectually
- Tend to socialize with others who share similar beliefs and convictions

INTELLECTUAL
- Think abstractly
- Want to be actively involved in the learning process
- Want reasons ‘why” the actions will produce results
- Like challenges and problem solving

RELATION TO HORSES AND HORSEBACK RIDING
- Often view horses as “therapy” (physical, social, emotional, and/or intellectual)
- Understand concepts intellectually long before their body can respond physically
- Need goal setting and times of reflection to reassure themselves of progression
- May feel self-conscious riding with a group or may enjoy the group environment as a social activity
- Like to talk and become “friends” with their instructors
- Need to feel secure on tops of the horse (the ground looks further away the older they get)
**Weekly Lesson Plan**

**Instructor__________________________**

**Week ____________**  **Level_____________**

**Ring Lessons** - Outline the plan for the week, be specific as how plan is to be implemented.

Remember to format for: Preparation, Explanation, Demonstration, Application, Observation & Correction, Repetition, Conclusion, Evaluation

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Activity requests ___________  Location requests _________
**Weekly Lesson Plan**

**Instructor__________________________**  
**Week ______________Level___________**

**Barn Lessons** Outline the plan for the week, be specific as how plan is to be implemented.

Remember to format for: Preparation, Explanation, Demonstration, Application, Observation & Correction, Repetition, Conclusion, Evaluation

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Weekly Lesson Plan

Instructor__________________________
Week_____________ Level____________

**Ground Lessons** - Outline the plan for the week, be specific as how plan is to be implemented.

Remember to format for: Preparation, Explanation, Demonstration, Application, Observation & Correction, Repetition, Conclusion, Evaluation

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Activity requests ________  Location requests ________