



Rainbow Riders

Therapeutic Riding Centre

VOLUNTEER HANDBOOK

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WELCOME TO RAINBOW RIDERS!

Our Mission: To facilitate the development and potential of youth and adults with special physical, cognitive, and emotional needs through therapeutic horseback riding and other forms of equine therapy.



Rainbow Riders is a registered charity and is the only therapeutic riding centre in Newfoundland and Labrador to be accredited through the Canadian Therapeutic Riding Association (CanTRA).

For almost thirty years, we have provided a therapeutic riding program which has helped many Newfoundland and Labrador children and adults grow and develop despite physical, cognitive and emotional disabilities. Horseback riding provides the rider with one of the more progressive forms of therapy,

improving the rider's strength, circulation, muscle tone and sensory integration.

Rainbow Riders operates from a state-of-the-art facility with an indoor riding arena to support year-round operation. The barn houses 16 horses and ponies.

Each child is paired with one of Rainbow Riders' program horses. With help from a team of qualified instructors and volunteers, children get to experience the joy of riding while completing their therapy. During the program session, riders complete a series of exercises that are designed to help them improve strength and coordination, increase flexibility, and learn about horseback riding. Children develop a bond with their horse and their fellow riders and are able to achieve things they never thought possible.



Our Golden Rules

These are the things you should know and stick by, no matter what!

1. Confidentiality is key! Personal health and other details of riders should be kept within the facility. Please do not discuss riders with others who are not involved with them.

Similarly, our horses deserve the same privacy and respect. Please keep sensitive information about horses and owners to yourself.

2. Never pass behind a horse!
3. Never shut yourself in a stall!
4. Be focused on your horse at all times - if you are in a stall or leading, you should have all your attention on your horse. **You should not be using your phone while working with a horse.**
5. When sidewalking, the child is your priority.
6. Always listen to instructors.
7. Wash your hands! Horses are beautiful, but caring for them can be messy work. Stay clean whenever you've been working in the barn or involved with a horse.
8. If you don't know -- ASK. Not sure that supplement container is the right one? Ask! Not sure what support your rider needs? Ask! Not sure if a stall has been picked? Ask!
9. If you are uncomfortable with a task you've been asked to do, DO NOT DO IT. Let us know and we'll find an alternative.

What are the benefits of Therapeutic Riding?

Therapeutic Riding has been shown to be very effective in assisting people with a range of disabilities in achieving physical, mental, cognitive, and behavioural goals.

Some of the benefits a rider may experience include: improved balance and coordination, muscle strengthening, increased confidence and self-esteem, improvement of attention span, increased independence, prevention of contractures, improvement of social integration, and many others.

At Rainbow Riders, we assist riders with a wide range of disabilities. For some info on common disabilities, please see Appendix A.



When you meet a person with a disability

Be yourself! Show interest in the person as an individual and talk about the same things as you would with anyone else. A smile goes a long way!

Often, a major barrier for people with a disability is not the disability itself, but the lack of awareness and understanding by others. Please treat individuals with respect, being considerate and sensitive to their needs. While it is important to be aware of the rider's disability, it is equally important to understand that, first and foremost, the riders are people. The majority of the focus in these persons' lives has often been on their disability. In the Rainbow Riders program, we prefer to focus on ability rather than disability and every effort is made to see the rider as a person first and their disability second.



Working with people with a disability may be a new experience for some volunteers. Please take time to know your rider and direct any questions to the instructors. It is crucial to always let the riders try by themselves first and give assistance only as required. Listen to what the rider asks for and follow their instructions on how to assist them, where appropriate.

If you are unsure of when to offer help, ask the rider. In most cases they will let you know when they are having trouble. Be considerate of the extra time it may take a rider to get things done or said. Allow them to set the pace and give your whole, unhurried attention to your interaction with them. Be patient and let the person speak for themselves.

Remember that, as a volunteer, you are also a role model to riders and should model safe behaviour around the horses and in the stable, as well as being attentive to the instructor during the lessons.

Wheelchair Etiquette

- Always ask the wheelchair user if they would like assistance before you help
- Be respectful – people's wheelchairs are an extension of their body space. Do not hang or lean on them unless you have permission
- Speak directly – don't exclude the wheelchair user from conversations. If the conversation lasts more than a few minutes, sit or kneel to get yourself on the same level as the wheelchair.

Escorting an Individual with a Visual Impairment

- If an individual with a visual impairment looks like they need assistance, please ask first if help is needed. Remember that they may only need verbal directions/cues.
- If physical assistance is needed, allow the individual to hold onto your arm above the elbow and walk one-half step ahead. The individual may also have a specific way that they prefer to have assistance.

Working with Individuals with Hearing/Language Impairment

- Try to maintain good eye contact, looking at the individual when speaking to them.
- Speak clearly, avoid talking slowly or over-emphasizing words and avoid long verbal instructions/conversation. Become familiar with

hand gestures/body positions that the participant may be using to represent words and concepts. Direct questions to your instructor.

- Provide assistance with communications when needed (i.e. visual cues, gestures, etc). Alert the instructor if the participant is having difficulty hearing or understanding.

Preferred Language

Language is a very important tool. At Rainbow Riders we use language that emphasises the person and not the disability they may have. Try to use:

- **Person With a Disability** instead of “handicapped”
- **Person Who Uses a Wheelchair** instead of “wheelchair bound” or “confined”
- **Person With a Developmental Disability** instead of “mentally disabled” or “retarded”

At Rainbow Riders we are also supportive of all genders, whether cisgender, transgender, non-binary, or another identity. Please be aware that some people may not use pronouns you are familiar with. Some examples of common pronouns are:

- She/Her
- He/Him
- They/Them
- Zie/Hir

In addition, Rainbow Riders is a **body-positive space**. This means we believe all bodies are good bodies, regardless of size, shape, or weight. We ask that you refrain from talk of weight, weight loss, dieting, or the sort of conversation that implies one kind of body is better than another.

Safety First!

The safety of you, our riders, our staff, and our horses is our first priority. Below are some general safety rules we ask you to follow:

1. Volunteers must always follow the direction of the supervising Barn Staff member.
2. All children must be under supervision of an adult at all times.

3. Visitors/Riders/Parents should not enter the barn unless they are supervised and have the express permission of a staff member
4. Cell phone ringers must be off, as they may disrupt lessons or startle the horses.
5. Consumption of alcohol or illegal substances prior to or while at Rainbow Riders is strictly prohibited
6. Please do not offer food or other gifts to participants or volunteers as they may have allergies or medical conditions
7. Do not perform a volunteer role you have not yet been trained for.
8. **Cell phones are NOT to be used while handling horses** in any capacity or while performing other volunteer duties.
9. **NO SMOKING** anywhere on the facility
10. Dogs are not permitted without express permission
11. Keep all gates and latches closed unless otherwise directed
12. Volunteers are not permitted to drive the tractor or side-by-side



These are some **horse-specific rules** we also ask you to follow, for your own safety:

1. Always pass in front of a horse, not behind
2. Riders must always have a staff member or volunteer with them when working with a horse.

3. Do not feed horses treats unless given express permission. If given permission, feed from a bucket only. Hand feeding can encourage bad habits such as nipping.
4. Always call "horse" when leading a horse around a blind corner.
5. Always call "door" when leading a horse into the arena
6. Never leave a horse unattended in cross-ties
7. Always attach cross-ties to the halter, never the bridle.
8. All doors should be closed while mounting takes place.
9. Do not allow horses to eat grass while out on the trails
10. Do not make any changes to a horses feeding, equipment, etc. without staff permission.
11. If you see any injury or abnormality on a horse please notify a staff member immediately.

Emergency Procedures

Phones are located in the Executive Director's office and the Main Reception.

Human 1st aid kit: tack room - safety pins, bandaids, gauze bandage, gauze pads, 1 triangular bandage, field dressings, sterile compresses

Horse 1st aid kit: tack room - thermometer, blunt surgical scissors, towels/sponges, stethoscope, cotton wool, epsom salts, vaseline, poultice, betadine, antibiotic ointment (hibitane), sterile gauze rolls and pads, bandages and leg wraps

Fire extinguishers:

- 1 in main lobby beside alarm system
- 1 in hallway opposite exec directors office
- 1 next to patio exit
- 1 in staff lunch room
- 3 in indoor arena - 1 by garage door, 1 by exit to manure pit, 1 on mounting block
- 1 in wash stall area, by exit to lobby
- 2 in main barn - 1 by front door, 1 by back door

Rider, Staff, and Horse Owner profiles and Phone numbers: Exec. director's office

Emergency Phone Numbers:

AMBULANCE, FIRE, POLICE, POISON CONTROL: CALL 911

Stable: 738-1055

Hospital - Health Sciences Center: 777-6300, 300 Prince Philip Drive

Vet - Routine: Dr Danielle Broaders, Dr Erin Ramsay, Dr Kellie Libera - 729 6879, Provincial Agricultural Building 308 Brookfield Road

Emergency Vet - see above. 729 6899

Farrier: Stephen Kelsey - 722-3687

Non-Emergency Police: RNC, 729-8000

Fire Safety

We regularly conduct fire safety drills. Our fire and emergency muster point is **The furthest gate to the Championship Outdoor Arena (gate closest to Mt Scio Road.**

In the event of a fire you should follow the below procedures:

In the Indoor Arena:

- **RACEE:**
 - R: Rescue All Personnelle
 - A: Alarm others and call 911
 - C: Contain the Fire - Close doors
 - E: Extinguish fire if safe and possible
 - E: Evacuate horses if possible
- Dismount any riders and take to a parent/guardian or staff/trained volunteer
- Evacuate Riders and Volunteers to safety, following the closest and safest emergency exit route
- Bring horses to safe location - ideally the Championship Outdoor Arena
 - **Ensure the use of lead lines - Horses may panic**
 - **DO NOT ATTEMPT TO LEAD A HORSE PAST FIRE**

REMEMBER: Do NOT put yourself or others at risk. If it is not possible to evacuate the horses safely then WAIT until emergency responders arrive.

Emergency Procedure - Fall in lesson

The following steps should be taken if a rider falls during a lesson.

It is crucial that everyone remain calm and follow the instructors directions if an incident occurs.

1. The instructor will call the entire ride to a halt
2. **All leaders and sidewalkers will stay with their assigned horse and rider.** The leader of the fallen rider will remove the horse from the arena.
3. The instructor will go to the rider in difficulty. No one is to move the rider or remove their helmet.
4. The instructor will determine which sidewalkers should assist and **only** the instructor will give directions and instructions.
5. A volunteer may be asked to call for an ambulance. There is a telephone at the front desk. If you are asked be sure to inform 911 that there are people with disabilities and horses involved. Then **report back to the instructor.**
6. **No riders are to be dismounted unless the instructor gives directions to do so.** The instructor will determine whether riders should be dismounted or the lesson should continue.



Your role as a Volunteer

As a volunteer, you are an important and valued part of the Rainbow Riders family. We thank you for being a part of our team! We have some basic expectations and ask you to follow some simple rules, for your own safety and for that of our organization.

We expect that you will be committed to your role and treat volunteer time with the same seriousness you do a job. If you are unable to attend your scheduled slot or you will be going on vacation, we expect that you let the Volunteer Coordinator know as soon as reasonably possible. Please understand that it does take time for us to find substitute volunteers.

We ask you to put the program and the riders first, respect the confidentiality of our service users, and be willing to learn!

We also ask that if you are uncomfortable performing a task that you let us know and ask for an alternative. We do not expect volunteers to do any tasks they feel are beyond them or are unhappy to perform.

Dress Code

Please dress appropriately while at the facility. We ask that you wear appropriate clothing that meets the following guidelines:

- Clothing should cover you appropriately and be easy to move in - no crop tops, dresses, skirts, or shorts above the knee.
- Wear only sturdy, closed toe shoes - preferably boots or work shoes. Sandals, crocs, and ballet flats are not allowed.
- Clothing should not be ripped, tattered, revealing, or contain slogans that may be offensive.
- Please do not wear perfumes or colognes as some riders may have scent allergies.
- Be prepared for your clothes to get dirty.
- Make sure you have appropriate outdoor wear as some lessons take place partly or wholly outside.
- Keep long hair tied back and do not wear loose jewellery.

As a Sidewalker in the lesson you should:

- Be able to walk briskly for up to one hour, and jog for short distances.
- Arrive at the main lobby 15 minutes before the lesson is due to start.
- Sign in at the front desk and check the white board in the barn for any information about the lesson.
- Accompany riders into the arena and stay with them in the mounting block/waiting area while the horses are being warmed up.
- Follow all directions given to you by the Instructor

- Focus on your rider - of course you must be aware of your horse, but it is the Leader's job to be responsible for the horse. Your job is to assist the rider.
- If required, collect tack equipment and assist in tacking up for the lesson.
- Put your cell phone in your bag or car, do not enter the arena with it on your person.



As a Leader in the lesson you should:

- Be able to walk briskly for up to one hour, and jog for short distances.
- Sign in at the front desk and check the white board in the barn for any information about the lesson.
- Follow all directions given to you by the Instructor.
- Put your cell phone in your bag or car, do not enter the arena with it on your person.

- Be responsible for your horse from when it leaves the stall until you return it to the stall at the end of the lesson.
- Arrive 30 minutes before the lesson and be responsible for tacking up and grooming your horse. Also be responsible for untacking and grooming after the lesson.
- Walk your horse into the arena and warm them up by walking in a good forward walk around the arena. Then line up on the center line facing the mounting block and wait for the instructor to call you forward for mounting.
- Once your rider is mounted, return to the center line and remain there until the instructor has checked girths and stirrups and directs you to walk on.
- Be aware that the horse is your responsibility, if an incident should occur your focus should be on removing the horse safely from the situation as the instructor directs.
- When leading a horse into the arena, always call out 'Door!' so everyone is aware you are coming through.
- If a horse gets loose, do NOT chase the horse! If it is your horse, wait for direction from the instructor. If it is another leader's horse, focus on keeping your horse stopped where they are and calm.
- Do not walk with hands in pockets
- Do not lead too close or behind another horse.
- Remain calm, horses can sense feelings!
- Allow the horse to have free head and neck movement.
- Hold the lead line in your left hand but do *not* wrap it around your hand!

As a volunteer for Barn Chores you should:

- Sign-in at the front desk and report to the member of barn staff on duty.
- Follow all directions given to you by the barn staff.
- Park your cell phone in your bag or car, do not use it while actively working with the horses.
- Come dressed warmly with good footwear.
- Ask for a tutorial if you are asked to do a task you haven't helped with before (eg. making up grain)
- Ask for help whenever you feel you need it!

- Walk quietly and calmly to avoid spooking the horses.
- Only enter a stall when you deem it is safe to do so - avoid passing behind a horse if at all possible.
- NEVER lock yourself in a stall. Leave the door open at all times.
- No more than two people in a stall at one time.
- When in a stall, direct all of your attention to the horse and be aware of their movements and mood.
- Never feed the horses treats unless permitted by the barn staff.
- Do not hand feed horses, if allowed to feed a treat please use a feed tub to do so.
- If you see any injury or abnormality on a horse please notify a staff member immediately.
- Do not enter BEAU or BOONE's stall under any circumstances - they do not like company!
- Never leave a horse unattended if they are outside of their stall or paddock.
- Wash your hands regularly and thoroughly! Horses are beautiful but they can be very dirty!

Horse-Specific Tasks

Grooming

Grooming should take place regularly for all horses. If you are asked to groom a horse and are unsure how to proceed, ask for help. Please do not groom any horse without being instructed or asking for permission.

Grooming is a straightforward process and most horses are amiable to it! Please see the guide in Appendix B for more information on how to groom. If you are a leader in a lesson, it should be your responsibility to groom your horse after the lesson. This should include:

- Brushing their coat to remove dust and dirt - a particularly thorough cleaning may be needed if they have rolled in the dirt!
- Picking out the feet - this should always be done in cross-ties unless it is indicated otherwise.

Each horse has their own grooming equipment. Please retrieve it from their locker if you need to groom.

Tacking up

It is very important that horses are tacked up safely and properly before a lesson. A horse who is tacked up incorrectly could lead to a dangerous situation.

If you are a leader in a lesson, you will be required to tack up the horse you are leading. As a volunteer in general you may sometimes be asked to tack up even when not leading, if you are knowledgeable about how to do so.

If you are asked to tack up and are not sure what to do, please **ask for help**. It is better to take your time and be correct than to make mistakes trying to be quick!

Please see the guide in **Appendix B** for more information on tacking up.

Commands

As a volunteer you may sometimes need to command horses. Horses understand your body language and also certain words of command. As a leader you will need to command horses in lessons. As a general volunteer you may be asked to lead horses to or from paddock (turn in/out) and may need to command them while doing so.

Some common words/commands you should familiarise yourself with:

- Walk on: Used for when you need the horse to walk forward
- Woah: Used to slow down or stop the horse
- Back up: Used to get the horse to step backwards if needed
- Trot on/Tee-rot: Used to encourage the horse to trot
- Clicking tongue: Making this noise with your tongue is another way to encourage the horse to walk or to trot.

Horses are very attentive to body language. Try to stay calm and collected around any horse you are working with, do not make any sudden movements or use raised voices.



POINTS TO REMEMBER

1. All beginner riders are stiff. A relaxed and confident volunteer encourages the rider to be relaxed and confident too. Try not to use negative words like “scared”, “bite”, “kick”, or “hurt”. Have a positive attitude and use positive words like: “great”, “fantastic”, “well-done”, and “good work”.
2. Never be overconfident and forget to pay attention. This is when accidents happen. Progress is measured in months and years and varies depending on the rider and their goals. Encourage and praise *effort*, just as much as the *action*.
3. Most importantly, **always remain cautious around horses**. While your skills and confidence may increase while working with them, a healthy respect for their size and ability to act out of their typical behaviour will help you greatly. If you follow the safety procedures and remain alert to your surroundings and environment, you will be able to reduce the risks of working around horses.



THANK YOU!

As a volunteer you are an important and valued part of our organization. We hope you enjoy your time with us and wish you lots of new and fun experiences!

Special thanks also to Sunrise Therapeutic Riding and Learning Centre, The Joyriders Therapeutic Riding Association of PEI, & The Comox Valley Therapeutic Riding Society, whose own volunteer manuals helped us create this one!



APPENDIX A

INFORMATION ON SOME COMMON DISABILITIES

Down Syndrome Down Syndrome is caused by the presence of an extra chromosome. People with Down Syndrome can have a wide range of intellectual functioning.

Autism is a disorder characterized, in varying degrees, by communication difficulties, social and behavioural challenges, and repetitive behaviours. Individuals with autism are often very resistant to change so much repetition of detail is necessary. Many individuals with autism have sensory issues such as sensitivity to loud noises. Seizure disorders are also common.

Cerebral Palsy is a neurological disorder caused by brain injury prior to, during, or shortly after birth. It affects muscle coordination, muscle tone, reflexes, posture and balance, leading to a variety of physical impairments. Cognitive impairments, deafness, visual impairments, speech impairments or behavioural problems may or may not be present. Seizure disorders are common. Depending on the type of cerebral palsy, riders may experience stiffness of muscles, fluctuating/writhing movements of limbs, significant incoordination/tremors, and/or extremely low muscle tone and weakness.

Multiple Sclerosis (MS) is a degeneration of the nervous system, occurring at different times and in different locations. Some characteristics include visual impairment, ataxia, speech impairment and lack of limb coordination.

Spina Bifida is a congenital disorder caused by the bones of the spine not forming properly around part of the spinal cord. It can lead to a range of levels of disability. In the most severe cases there is nerve damage which causes varying degrees of paralysis and loss of sensation, usually to the lower body. Many people with spina bifida also have hydrocephalus.

Hydrocephalus is a condition characterized by an excessive accumulation of cerebrospinal fluid in the brain due to an obstruction. This results in a variable intelligence level and some degree of spasticity in the limbs, low tone in their trunk and a staggering gait. Because of the large accumulation of fluid on the brain most people with hydrocephalus have a shunt located behind the right ear. When helping a rider with their helmet DO NOT force it on. If you have any concerns or are unsure, ask the Instructor immediately.

Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse. People with ADHD may also have additional problems, such as sleep and anxiety disorders.

Post-traumatic stress disorder (PTSD) is an anxiety disorder caused by very stressful, frightening or distressing events. Someone with PTSD often relives the traumatic event through nightmares and flashbacks, and may experience feelings of isolation, irritability and guilt. They may also

have problems sleeping, such as insomnia, and find concentrating difficult.

Muscular dystrophies (MD) are inherited genetic conditions that gradually cause the muscles to weaken, leading to an increasing level of disability. MD is a progressive condition, which means it gets worse over time. It often begins by affecting a particular group of muscles, before affecting the muscles more widely. There's no cure for MD, but treatment can help to manage many of the symptoms.

Deafness Approximately three in 1,000 people are born with permanent hearing loss. However, some people may have total hearing loss while others may be able to hear a limited amount. Never assume a person who is deaf is completely deaf.

Some good advice for working with people who are deaf or hard of hearing:

- Gain the person's attention before starting a conversation.
- Make sure the room is well lit and avoid bright light behind the speaker as this makes lip reading difficult.
- Make sure you are facing the person and on the same level; keep good eye contact.
- Speak clearly and normally. Do not shout or over-articulate sounds as this distorts lip patterns.
- Do not cover your mouth or eat when speaking to the person, as they may well find it difficult to follow what you are saying.
- Check that the person has heard and understood what you are saying and repeat or rephrase as necessary.
- Encourage the person to let you know if they don't understand
- Reinforce by visual means where necessary, e.g gestures, picture cues, signs.
- In group situations, make sure only one person is talking at a time. It is also helpful for the speaker to raise their hand so that the child knows who is talking.

Speech Impairment (Dysarthria) A child or adult with dysarthria may have slurred, nasal sounding or breathy speech, a strained and hoarse voice, very loud or quiet speech, problems speaking in a regular rhythm with frequent hesitations, gurgly or monotone speech, difficulty with tongue and lip movements, or difficulty swallowing which may lead to drooling.

As a result of these problems, a person with dysarthria may be difficult to understand. In some cases, they may only be able to produce short phrases, single words or no intelligible speech at all. Dysarthria does not affect intelligence or understanding, but a person with the condition may also have problems in these areas.

If you're speaking to a person with dysarthria, you may find the following advice helpful:

- Reduce distractions and background noise when you're having a conversation
- Look at the person as they talk
- After speaking, allow them plenty of time to respond – if they feel rushed or pressured to speak, they may become anxious, which can affect their ability to communicate
- Be careful about finishing their sentences or correcting any errors in their language as this may cause resentment and frustration
- If you do not understand what they're trying to communicate, do not pretend you understand as they may find this patronising and upsetting – it's always best to be honest about your lack of understanding
- If necessary, seek clarification by asking yes/no questions or paraphrasing – for example, say: "Did you ask me if the horse was called Stetson?"

Anxiety Everyone has feelings of anxiety at some point in their life but some people find it hard to control their worries. Their feelings of anxiety are more constant and can often affect their daily lives. Anxiety is the main symptom of several conditions such as panic disorder, phobias, PTSD, social anxiety disorder, and generalised anxiety disorder.

Anxiety can cause both psychological and physical symptoms. These vary from person to person, but can include feeling restless or worried, having trouble concentrating or sleeping, dizziness or heart palpitations

Clinical Depression: Depression affects people in different ways and can cause a wide variety of symptoms. They range from lasting feelings of unhappiness and hopelessness, to losing interest in the things you used to enjoy and feeling very tearful. Many people with depression also have

symptoms of anxiety. There can be physical symptoms too, such as feeling constantly tired, sleeping badly, having no appetite, and various aches and pains.

Appendix B

Grooming and Tacking up

General Handling & Grooming rules:

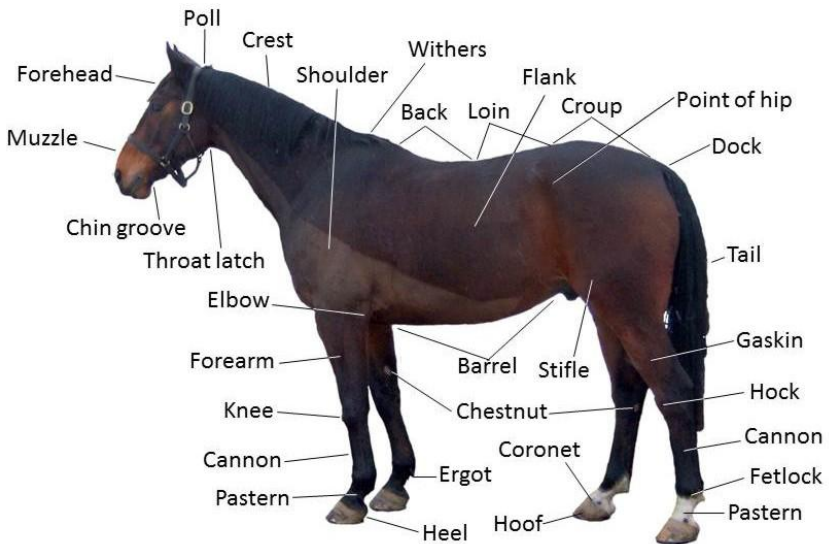
- Do not go into a horse's stall or paddock without being asked to do so.
- ALWAYS use a lead line to lead a horse. Never lead a horse by the halter.
- Grooming kits are in the tack room, in the horse's locker. Each horse has their own grooming kit.
- Pass in front of the horse, not behind it. Never duck under a horse's neck or belly.

Handling a horse:

- Attach a lead rope to a halter by clipping it to the ring at the lowest point, under the horse's face. If the horse is not wearing a halter, attach the lead rope before putting the halter on.
- Attach a halter by sliding it over the horse's nose and then ears. Most halters fasten by a clip on the left side by the horse's cheek.
- The halter should sit so that the noseband is two finger-widths below the cheekbone
- When leading a horse out of a stall, make sure the door is fully open so that the horse has plenty of room.

Grooming a horse:

Horses should be groomed thoroughly and with care - be firm, consistent, and gentle. Please observe the below diagram to become familiar with the body parts of a horse - it is helpful to understand the terminology if you are asked to help groom or tack up.



Included in a grooming kit will be:

- Hoof pick - for cleaning hooves of dirt and stones
- Curry comb - used first when grooming to remove mud and stubborn dirt. Only to be used on fleshy parts of the horse (not legs or face)
- Dandy/Hard Brush - stiff bristle brush used second in grooming to get rid of the dust lifted by the curry comb. Use with a short flicking stroke. Use only on fleshy parts of the body.
- Body/Soft Brush - a short brittle brush used third in grooming to clean off remaining dirt and spread out the natural oils of the coat. Use with long smooth strokes. Use on all parts of the body, including mane and tail.
- Face brush - a small soft brush to use on the horse's sensitive face. Used last.



Curry comb:



Hard Brush:



Soft Brush:



Hoof Pick:

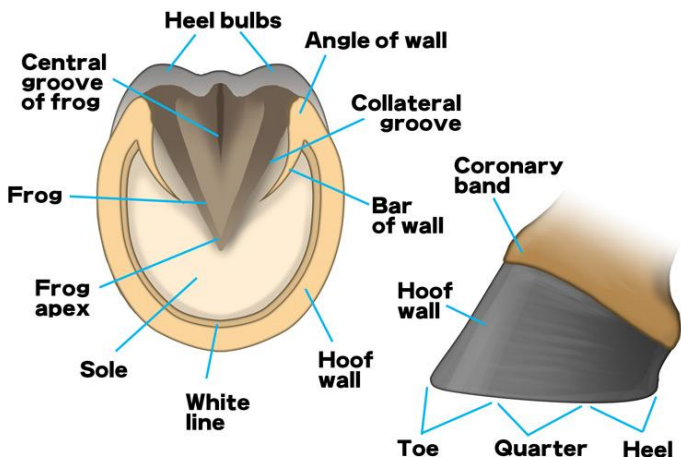


Face Brush:

To use the hoof pick:

To pick up the horse's hoof, run your hand down the horse's leg and gently squeeze the fetlock (ankle) to encourage the horse to lift it's hoof for you. Begin at the left front hoof, then left rear, then repeat on the right side. Work the hoof pick from the heel to the toe, scraping the dirt and any small stones away and making sure the shoes are not loose. Clean the hollow areas on either side of the frog and around the sole of the hoof. Be careful of the frog area as it is sensitive. When done, gently lower the hoof to the ground. Do

not drop it! Sweep up your mess and pat the horse on the neck to say thank you for being well behaved!



Tacking up:

Tack is any piece of equipment that is used on a horse. 'Tacking up' means to put the saddle, bridle, and any other special equipment, on the horse in preparation for riding.

To tack up, first lead your horse out of its stall and attach it to crossties. Do not tack up a horse in its stall unless instructed to do so. Groom the horse before beginning the tacking up process.

Fetch the horse's equipment from its locker. Make sure you have the main items:

- Saddle Pad
- Saddle
- Girth
- Bridle

- Leading V
- Pommel strap

Don't forget to check the board for any extra equipment needed, such as special reins or toe cages.

You must never use a different horses tack for your horse. Each horse is a different size and their tack is unique to them.

To Saddle a horse with an english saddle, the method is as follows:

- Always saddle from left to right
- Place the Saddle Pad high on the withers and center it left to right. If also using a shaped pad, place it on top of the saddle pad.
- Make sure the stirrups on the saddle are run up so they don't hit the horse
- Gently place the saddle on top of the saddle pad. Lift the flap on the saddle and attach the saddle pad to the billet straps using the billet strap keepers
- Lift the front of the saddle pad by pulling it up into the pommel of the saddle to eliminate pressure on the withers and to allow air to circulate
- Make sure everything is even on both sides, then slide everything back a few inches to smooth the hair under the saddle pad
- Attach the girth on the right side first, making sure the elastic of the girth buckles will be on the left.
- Return to the left side and bring up the girth. Do it up to a comfortable level, just enough to keep the saddle from slipping. The instructor will tighten it in the arena before the rider mounts.

To unsaddle:

- Ensure the stirrups are run up
- Undo the girth left-side first
- Undo right side and lay girth over saddle
- Pull the saddle back from the horse's withers, and lift the saddle and pad off together.



Bridling a horse:

- Retrieve the correct bridled and a leading v from the horse's tack locker/tack room
- Approach on the left hand side, face forward beside their head.
- Undo the left cross-tie and put the reins over the horse's head
- Hold the bridle hanging in the left hand and unbuckle the halter. Slide the halter off the horse's face and put it back over their neck with the right cross-tie still attached. Keep your right hand over the horse's nose to prevent them walking forward.
- Hold the bridle by the cheek pieces with your right hand.
- Place the bridle over the horse's face with the bit laying in the left hand.
- Lift the bridle and guide the bit into the horse's mouth. If you need to, place your thumb in their mouth at the corner of the lips where the horse has no teeth. Be careful not to jar the horse's teeth with the bit.

- Gently push the crown piece over the right and then left ears. Pull the forelock over the browband
- Fasten the throat latch loosely enough to fit a fist underneath
- Fasten the noseband tight enough to accommodate two fingers underneath
- Pull the reins back over the horse's head and remove the halter from their neck. Unclip the crosstie and put the halter aside.
- Attach your lead rope to the leading v. Clip the leading v to the bit in front of the reins, pull the reins back over the horse's head.
- You are now ready to lead your horse into the arena ,

Remember! Never put a horse in their stall or leave them unattended with their bridle on, as they may tangle themselves in the reins.

Always clean the bit thoroughly after the lesson.

