

EMERGENCY PROCEDURES

ll staff in the equestrian area are in a position of responsibility at all times!

All horsemanship staff should be trained in at least elementary first aid.

The best emergency procedure is PREVENTION!!

- A. Maintain a sharp educated eye
- B. Observe and enforce all of the rules that have been laid out
- C. Follow the safe, standard procedures that are established
- D. Observe and act in regards to the following:
 - 1. Condition and adjustment of the tack each time a rider is mounted
 - 2. Horses' mood and temperament
 - 3. Suitability of rider's abilities/personality with the horse's personality
- E. Gear the pace of the trail ride and/or lesson to the ability level of the weakest rider in the group

Emergency situations

- A. Wrangler/instructor in charge of the lesson/trail ride is in charge of an emergency situation
- B. All jobs during an emergency should be designated in writing so all concerned know what to do in advance of an emergency.
- C. Be familiar with these steps and be prepared to act on them clearly and in rapid succession
 - 1. **Prevent the emergency from multiplying**
 - a. Stop all riders
 - b. Have them dismount if necessary
 - 2. **Assess the situation** - What type of emergency is at hand
 - 3. **Delegate resources** (trained staff) to appropriate positions

Accident record keeping

- A. All accidents and injuries (no matter how insignificant they may seem to be at the time) are to be reported/recorded:
 - 1. To the proper medical staff
 - 2. In the Accident Record Book
 - 3. Under each horse's personal records
- B. Report facts as they are known - do not speculate or give opinions
- C. Contact parents (if a child is involved) shortly after an accident has occurred
- D. Wrangler/instructor in charge of the lesson/trail ride is responsible to see that each accident that happens is properly reported and recorded

Fire emergencies

A. Stable fires

1. Clear clients/students away from fire
2. Call fire department
3. Evacuate horses
 - have halters and lead ropes readily available by horses' stalls at all times
 - may have to blindfold some
 - secure in an area away from the fire
4. Keep gates and roads to the fire open for fire fighters
5. Use whatever fire fighting equipment available to fight fire while awaiting help

B. Brush fires

1. Evacuate clients/students to a safe area
2. Evacuate horses
 - do not wait until the last minute
 - if brush fires are common, halters should have ID on them

C. Forest fires

1. Ride to nearest road
2. Put natural barrier between group and fire (i.e. river, fire break)
3. Fire out of control:
 - stop motorist, and get clients/students to safety
 - remove tack and turn horses loose

Weather emergencies

A. Lightning

1. In open area:
 - stay away from lone trees
 - find low area or depression
2. In hills:
 - go to the bottom of a hill
 - go halfway down the hill if there is danger of flash flooding
3. In forest:
 - stay in the trees
 - choose a spot with shorter trees
4. If possible, get clients/students away from herd

B. Flash floods - get group to highest point that doesn't sacrifice other safety factors

C. Hail

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

D. Wind

1. Follow procedures for lightning or hail if present
2. Stay away from deadfall which could come crashing down

E. Tornadoes

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

Injured or lame horse

A. In the arena:

1. Remove from class
2. Get another available horse for rider
3. Have available wrangler check on lameness (or do it after class)

B. On the trail: (See Instructor's Manual p. 55)

1. Check for stones or shoe problems
2. If lameness is light, proceed home at an easy pace
3. If injury is severe:
 - lead horse home
 - wrangler/instructor should lead, giving the rider their horse - DO NOT DOUBLE

- A. Recognize symptoms
 - 1. Pawing
 - 2. Lowering head
 - 3. Bending the knees
- B. Call out loud, simple instructions "Kick horse, pull head up" etc.
- C. Rider may step off if horse manages to get down

Horses fighting while being ridden

- A. Stop all riders
- B. Proceed briskly toward fighting horses:
 - 1. Call out loud, simple instructions "Sit up, pull left (right) rein, kick horse forward" etc.
 - 2. Reestablish the horses' respect for you:
 - 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
- C. Explain what happened:
 - 1. Reassure all riders
 - 2. Reemphasize spacing
- D. PREVENTION - OBSERVANT AND PERSISTENT STAFF IN REGARDS TO SPACING

Horses shying dramatically while being ridden

- A. Reassure rider(s) and horse(s)
 - 1. Calm is the most effective solution to panic
 - 2. Tell rider(s) to talk to the horse(s) "Make him look at it, pat his neck, reassure him" etc.
- B. Use wisdom in determining pace to proceed:
 - 1. Usually proceeding at a slow, easy pace is most reassuring to the horse(s)
 - 2. Sometimes stopping to get a good "look" at it is wiser
 - 3. All horses should maintain the pace that is decided on
- C. Follow procedure for fallen rider or runaway horse if either occur
- D. Explain what happened:
 - 1. Reassure riders
 - 2. Talk about a horse's natural instincts

Horse stepping on a person's foot (See Instructor's Manual p. 47 III*C)

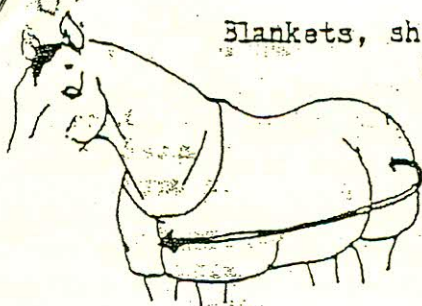
- A. Proceed briskly to the horse:
 - 1. Call out loud, simple instructions "Push on horse, lean on horse, pull back on reins" etc.
 - 2. When close enough, push horse off
- B. Explain what happened:
 - 1. Reassure everyone around
 - 2. Treat injury as serious - have it examined by medical staff

Horse pulling back on rope (See Instructor's Manual p. 47 III*E)

- A. Clear clients/students away from horse
- B. Bring horse forward:
 - 1. A shout from behind
 - 2. A quiet word from beside
- C. If horse is panicked:
 - 1. Pull quick release knot and free horse
 - 2. Cut rope if rope binds or is caught - ALWAYS CARRY A JACKKNIFE
- D. Explain what happened:
 - 1. Reassure everyone around
 - 2. Talk about a horse's natural instincts
- E. PREVENTION - TIE PROPERLY AND SECURELY AT WITHER HEIGHT OR HIGHER

Blankets, sheets & horse clothing

measure from center of chest to tail. Size is in inches. Knowing height (in hands) and weight may help.



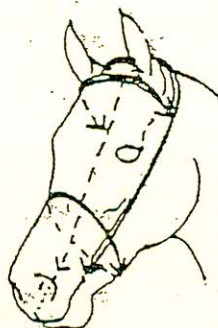
Boots

Measure from ground to bottom of knee or hock. (hind legs are longer.) Measure around center of cannon bone.

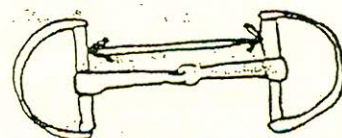


Bridles and halters

- Measure around head from corner of lip to corner of lip. Subtract for size of bit rings.
- Measure from bridle spot (below base of ear) across forehead for size of browband.
- Measure around nose 2 fingers below point of cheekbone for noseband.



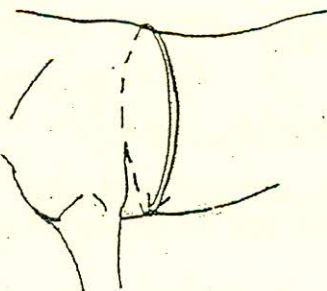
Bits



Measure from inside of bit ring.

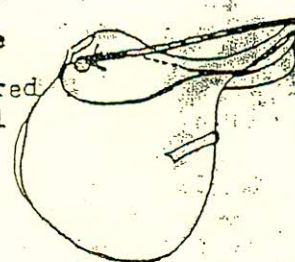
Girths and surcingles

Measure around heart girth. For English girth size, subtract 30" from total heart girth measurement.

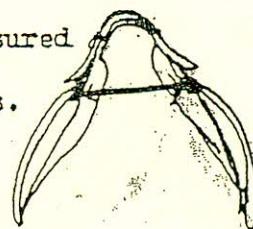


English Saddle

Seat is measured from head nail to center of cantle. (in inches)



Tree width is measured (in centimeters) across tree points.



To take a measurement of a horse's back for saddle fitting:

- Place a wire coathanger across the back at the point where the front of the saddle should rest. Press the wire firmly to make it take the shape of the back.
- Carefully trace the resulting pattern on a piece of paper.
- Repeat at 6 inch intervals along the back. Make a profile of the withers and back (you may have to unbend the coathanger to get a long enough wire.)

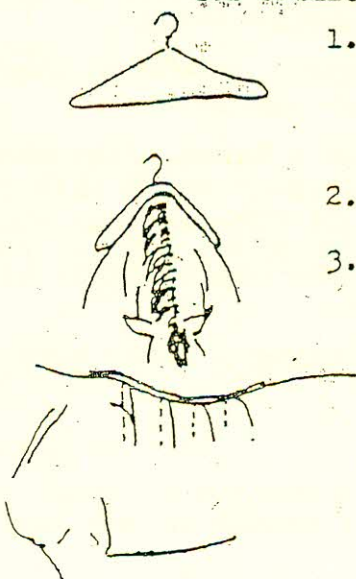
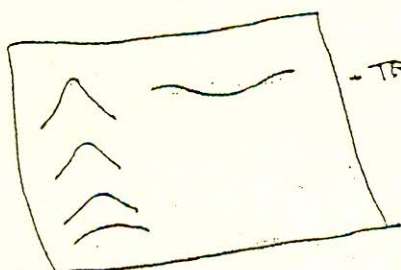
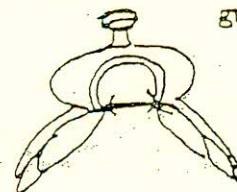
Western Saddle

Seat is measured

from base of horn cant.



Tree width is measured in inches across the bottom of the gullet.

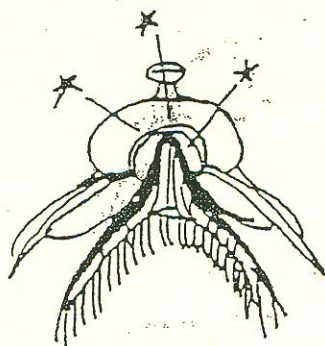
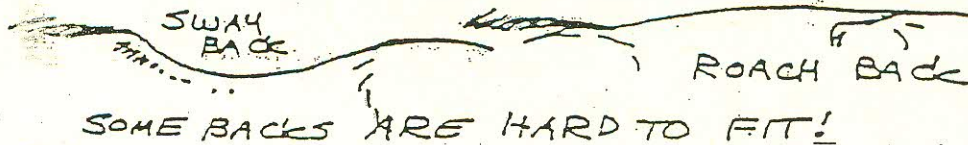
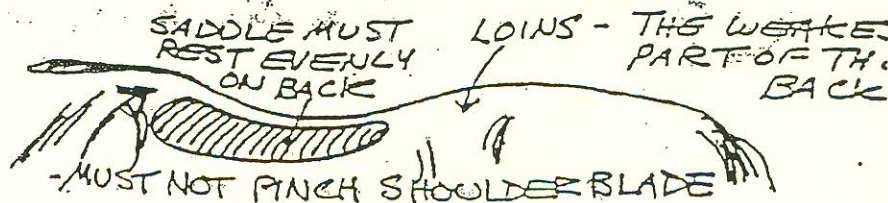
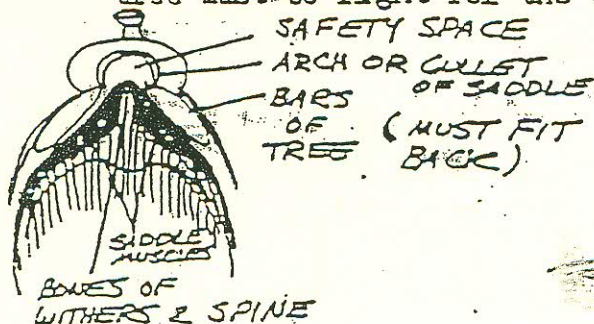


In order to ride safely, stay in control and prevent incapacitating saddle sores, horses must work in comfort with correctly fitted tack.

1. Careless grooming (i.e., dirt under the girth, elbows or saddle area) can cause saddle sores, especially on soft horses. So can dirty tack, rough or twisted girth and saddle pads which are wet, matted with dirt or which have picked up burrs, etc.
2. Once formed, an open sore puts a horse out of action. There is no way to pad a sore so that it won't hurt if it is touched by the saddle, girth or pad. Using horses with open sores is cruel and leads to a worse sore and infection. A bad sore may put a horse out of work for several weeks.
3. Ill-fitting or improperly adjusted tack is dangerous. A mis-adjusted bit or bridle may cause the rider to lose control. Pain from a wrongly fitted bit or saddle can cause some horses to react violently.

B. Saddle Fitting Basics

1. Saddles must fit without pressing on the horse's spine, especially at the withers; they must also fit the back closely and not twist, pinch or rock. The width of the tree must be right for the width and shape of the horse's back.



- a) This tree is too wide for the horse with a narrow back and high withers. It puts pressure on the spine and will cause a wither sore.

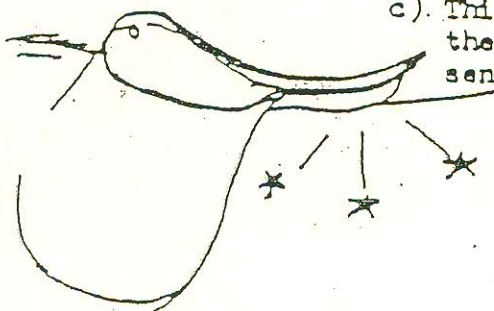
To correct this problem, either use a narrower saddle or, if it is almost acceptable, a non-crushable pad which is thicker on the (not on top of the withers) may raise the saddle enough.

There should be a minimum of 1 inch (2 fingers) clearance when saddle is girthed up and the rider is in the saddle.

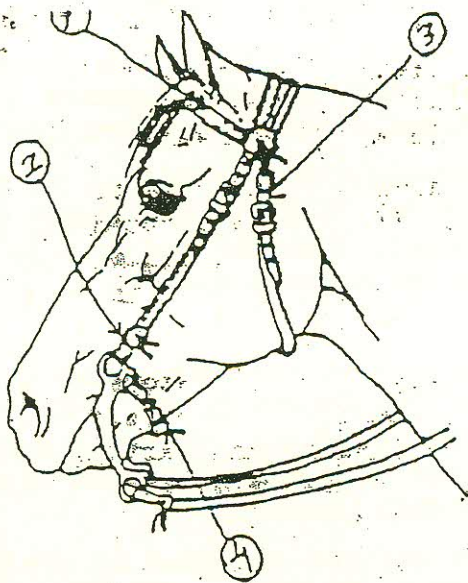
- b) This saddle is too narrow for the horse with a broad, flat back. The points of the tree will create pressure spots which will first appear as round dry spots, then swellings and finally open sores. It is also unstable and may cause the saddle to rock. A heavy rider on a too-narrow saddle on a wide-backed horse will spread and eventually break the saddle tree.

This problem cannot be corrected except by using a wider saddle.

- c) This saddle rides high in front and low in the cantle. It will throw the rider too far back on the horse, throwing his weight on the sensitive loin area. It will make the horse tender in the back and may cause bucking.



This problem can be helped by a "lift-back" pad placed under the cantle. This pad should be of foam, not a folded towel - creates more pressure and can cause a sore back.

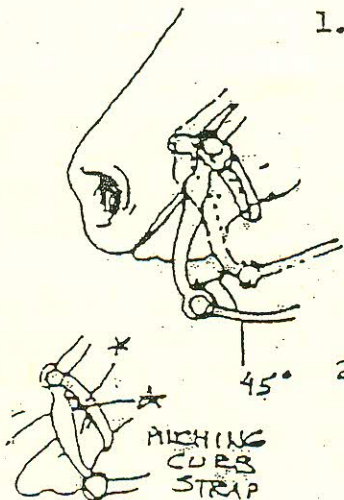


(angle of 45°)
(see below)

1. The browband should be straight, and long enough to keep from rubbing the horse's face.
2. The headstall should be adjusted so the curb bit lies against the corner of the horse's lips without making a wrinkle in the lip.
3. The throatlash should be loose enough to fit a fist between the strap and horse's cheek.
4. The curb strap or chain should be adjusted so it fits snugly and should admit 2 fingers between strap and the chin groove.

If the curb bit is too low, it may pinch the horse in the canine teeth, causing great discomfort.

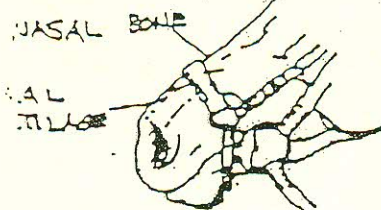
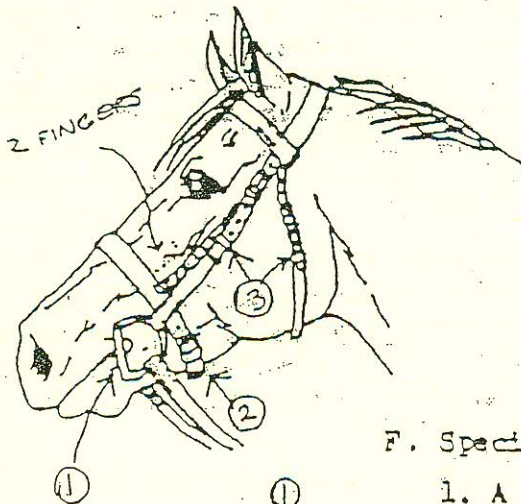
D. Curb Bit Adjustment



1. The curb strap or chain must not be too tight or it will constantly pinch and irritate the horse when the reins are used normally.
 - a) The shank of the bit should travel 45° until the curb strap "locks" tight against the lower jaw. If the curb strap will admit 2 fingers, it is probably close to the right length.
 - b) If the curb strap is too loose, the bit will "fall through", rotating too far without normal leverage. This may make some horses hard to stop. Also, it may pinch a fold of skin at the corner of the lip, causing bit sores.
2. The bit must be the right width for the mouth.
 - a) If too wide, it will rock and twist and may jab the horse in the side of the face with the upper shank.
 - b) If too narrow, it will rub bit sores at the corner of the lips.

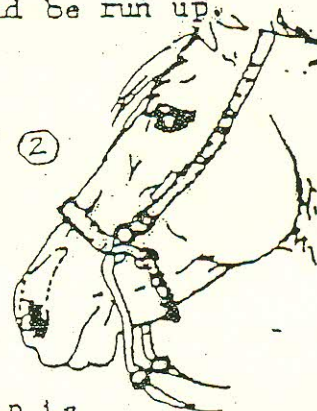
E. Snaffle Bit Adjustment and English Bridles

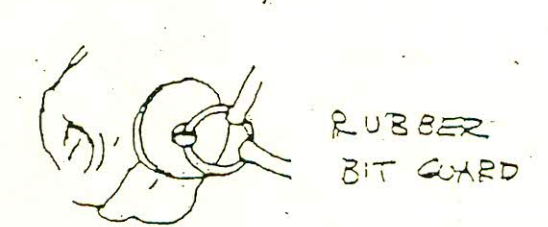
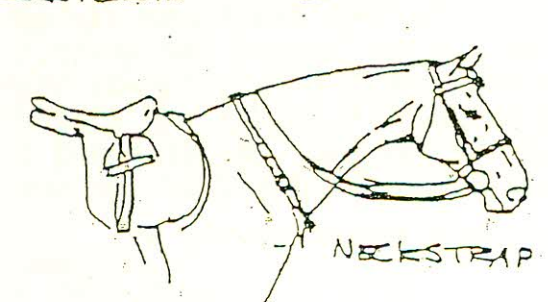
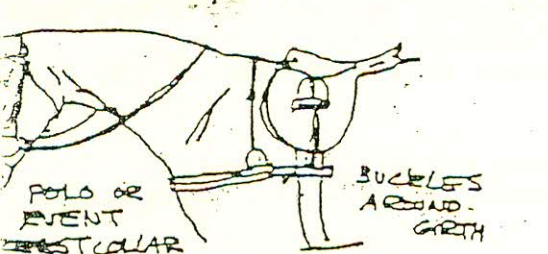
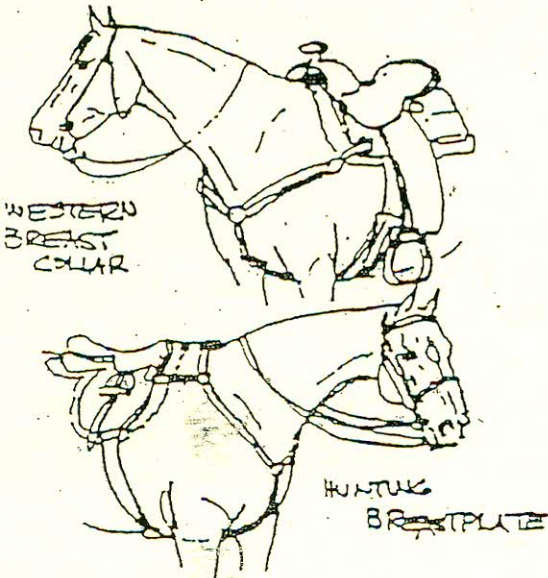
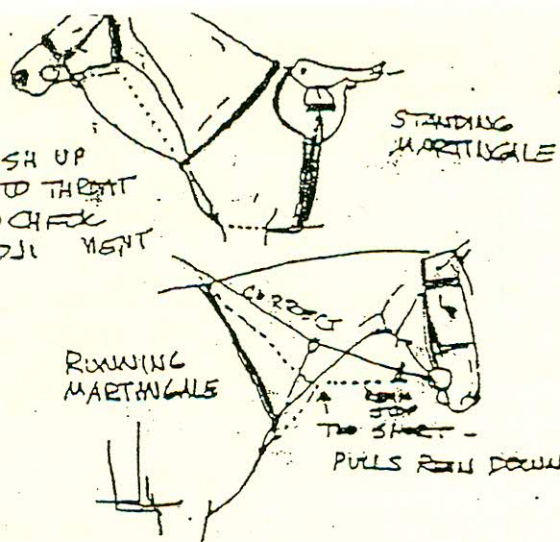
1. The snaffle bit should lie snugly against the corners of the lips, making one gentle wrinkle in the lip. If adjusted too low, the horse may get his tongue over the bit and injure his mouth.
2. The cavesson noseband should buckle inside the cheekpieces, snug but able to admit one finger between the noseband and the jaw. The noseband should lie about 2 fingers below the point of the cheek.
3. All keepers and runners should be run up.



F. Special Equipment Fitting

1. A dropped noseband should be set with the noseband above the nostrils, resting on the end of the nasal bone; the chin strap lies in the chin groove below the snaffle bit. It should be snug but should admit one finger. Never attach a martingale to a dropped noseband!
2. A mechanical hackamore should lie on the nasal bone, not the cartilage. The curb strap is adjusted so that the shanks turn 45°, just like a curb bit.





3. Martingales should be equipped with a neck strap or with a breast collar so that the horse cannot step in the bottom of the martingale when he lowers his head.
 - a) Standing martingales--should be attached to a nose placed well up on the face, NEVER to a dropped noseband. To test for correct length, push the martingale strap toward the throat when the horse's head is in a normal position.
 - b) Running martingales--always use rein stops so that martingale rings cannot get caught on the rein buckles, bit rings. To check correct length, the martingale should not pull down on the rein when the reins are tight and horse's head is in a normal position.
4. Breastplates and breast collars are used to stabilize saddle and prevent it from slipping backward. A breast or breast collar must not press against the bottom of horse's windpipe or bind between the front legs, but it must fit snugly enough to do its job. Some horses are comfortable if the breast collar is covered with fleece.
 - a) Western breast collars--are customary for show, neck roping and some horses. They buckle to special dees or to the rigging ring on the saddle. Some have a center strap that snaps to the dee ring at the center of the. The breast collar should admit one hand at the front and must not pinch or bind between the front legs.
 - b) Hunting breastplate--fits around the neck, with straps running to the girth and two short straps which buckle the front dees of the saddle. The best kind have sliding buckles on each side so they are fully adjustable. May be equipped with a running or standing martingale attached. Should admit one hand at chest and one hand at withers.
 - c) Polo or eventing breastplate--a wide padded strap, fits across the chest, held up by an adjustable strap at the withers. May be fleece covered. Strap should be attached at point of shoulders, should not press against bottom windpipe and should admit one hand at front, one hand at withers. Some models have a slot at the front to admit standing or running martingale.
5. Neckstraps are used to prevent accidental abuse of the horse's mouth and to provide a secure handhold for beginner riders and when teaching jumping. A neckstrap should be strong enough to be comfortable for both horse and rider and buckled around the neck leaving just enough space for rider to get his fingers into it.
6. Bit guards are made of leather or rubber and fit between horse's lips and the bit. They can prevent a too-wide mouth from slipping and prevent pinching at the corners of mouth. (Soak rubber bit guards in hot water to make them stretch over the bit rings more easily.) Fleece tubing or latex tape may be used to pad curb or nosebands or other items that tend to rub sensitive horses.

Basic Horse Safety Manual



American Youth Horse Council

In Cooperation With

Check for burns around the nostrils and apply vaseline or mineral ointment if you find any. Keep any burned areas on the body or legs moist with cold, wet cloth. Do not medicate the burns unless necessary.

Other American Horse Council Publications

- Educational Opportunities in the Horse Industry
- Tax Tips for Horse Owners
- Equine Syndications and Partnerships
- AHC Horse Industry Directory
- Horse Owners Breeders Tax Manual
- Plus... several reports and summaries.

Available 1990...AYHC
Careers in the Horse Industry Video!

For prices and more information, contact the American Horse Council, 1700 K Street NW, #300, Washington, DC 20006. (202)296-4031

Table of Contents

Approaching	1
Handling	1
Leading	3
Tying	5
Saddling	6
Bridling	8
Mounting and Dismounting	9
Headgear	10
Riding	10
Clothing	11
Riding at Night	13
Trailering	13
Trail Riding	15
Fire Safety - Plan Ahead	16
Prevention Measures	16
Procedures in the Event of Fire	18

Revised and updated from the AYHC Horse Safety Guidelines, 1987.
Editing and design by Debbie Moffitt, Breyer, 1989.

stand off to the side, near the point of the buttock, facing to the rear. Grasp the tail and draw it around to you.

Be calm, confident and collected around horses. A nervous handler can make a nervous horse.

Do not drop grooming tools under foot while grooming. Place them where you will not trip on them and they will not be stepped on by the horse.

Don't tease your horse. Teasing may cause it to develop dangerous habits for the rest of its life. Avoid feeding the horse treats from your hand frequently.

Punish a horse only at the instant it disobeys. If you wait, even for a minute, it will not understand why it is being punished. Punish without anger or your punishment may be too severe. Never strike a horse about its head.

Be sure your turnout area has been checked for old machinery; broken boards and nails;

poisonous plants; and wild cherry, red maple or black walnut trees. Fences should be checked frequently for loose nails, broken sections and loose wire.

If it is necessary to leave a halter on a loose horse, the halter must be a break-away halter. You can make a break-away halter by using a piece of baling twine or by replacing the crown piece with a section of an OLD, lightweight, leather belt.

If the halter is too loose, the horse may catch a foot in the halter, especially if he is trying to scratch his head with a hind foot. A loose halter may catch on fence posts or other pasture objects. Some halter materials will shrink if they get wet, so be sure to check the fit.

LEADING

When leading your horse, walk beside him - not ahead or behind. A position even with the horse's head or halfway between the horse's head and

Install smoke detectors or heat detectors and connect them to a high decibel resonant horn so that you can hear it. Clean the detector frequently because heavy dust and bugs can deactivate the alarm.

Know the location of electrical master switches.

Keep a halter and lead rope by each stall. Never lock stall doors.

Have fire drills several times a year to practice getting the horses out of the barn and so everyone knows what to do.

Have a supply of empty feed sacks available for blindfolds. Wet the sacks in the water bucket in each stall before using.

Know where you will secure the horses if you have to evacuate the barn.

FIRE PREVENTION MEASURES

No smoking in the barn.

snap back and slap you or your horse in the face.

Starting with the leader of a group, every second rider should warn those behind of dangers such as broken glass, low branches, poor footing, holes, etc.

If a rider falls off and the horse runs away, do not chase him. Halt and wait as he may return to the group. If he does not return, send one rider quietly to catch him.

FIRE SAFETY

- PLAN AHEAD

Put the phone number for the fire department by each phone.

Be sure you have adequate and appropriate fire fighting equipment for your barn. Ask your fire department for recommendations. Know how to use them.

Know where large quantities of water can be obtained (farm ponds or swimming pools). Have adequate water outlets with horses in the barn.

Drive carefully. Turns should be made slowly. Start and stop slowly and steadily.

Look far ahead to avoid emergencies. Drive defensively.

Never throw lighted cigarettes or matches from a car or truck window. They could either start a fire in the area or the wind could suck them into the trailer.

Check the horse and trailer hitch at every stop before continuing on.

Horses are like people - some get sick from motion. Adjust the feeding schedule to avoid traveling immediately after feeding. Feed smaller amounts more often if necessary.

Watch your feet and fingers when dropping the tailgate.

Never undo the butt chain or rear before you untie your horse at its head. The horse may try backing out as soon as the tailgate is down.

Use caution to back the horse out of the trailer straight and slightly towards the center ramps so that he doesn't catch a leg in the door springs.

If there are two horses in the trailer, have someone stand by the head of the second horse while the first one is backed off the trailer so that he doesn't think that he is free to back off also.

Walk the horse to restore circulation before putting him in a stall, especially after a long haul.

When the trailer is disconnected and parked, be sure to place chocks behind the wheels. Never load a horse in an unhitched trailer.

TRAIL RIDING

Ride a well-mannered horse. Excessive speed on the trail is unsafe. Ride at safe gaits.

Avoid overhanging limbs. Watch the rider ahead so a limb pushed aside doesn't

his shoulder is considered safest.

Always turn the horse away from you and walk around it.

Use a long lead shank and both hands when leading. If the horse rears up, release the hand nearest to the halter so you can stay on the ground.

It is customary to lead from the left (near side), using the right hand to hold the lead, near the halter. The excess portion of the lead should be folded, figure eight style. When leading, extend your right elbow slightly toward

the horse. If the horse makes contact with you, its shoulder will hit your elbow first and move you away from it. Your elbow can also be used in the horse's neck to keep the head and neck straight as well as to prevent the horse from crowding you. A horse should be workable from both sides, even for mounting and dismounting.

The horse is stronger than you so don't try to out pull him.

Never wrap the lead shank or reins around your hand, wrist, or body. A knot at the end of



the lead shank aids in maintaining a secure grip when needed for control. Never drape lead shank or reins across your shoulders or neck.

Don't wear jewelry around horses. Rings can cut deeply into fingers and bracelets can get caught in reins or lead lines. Dangling earrings are particularly dangerous.

Be extremely cautious when leading a horse through narrow openings, such as a door. Be certain you have firm control and step through first. Step through quickly and get to one side to avoid being crowded.

At any time you are dismounted or leading the horse, the stirrup irons on an English saddle should be run up or dressed. Be cautious of the stirrups of a western saddle catching on objects.

Use judgement when turning a horse loose. Lead completely through the gate or door and turn the horse around facing the direction from

which you just entered. Then release the lead shank or remove the halter or bridle. Avoid letting a horse bolt away from you when released. Good habits prevent accidents.

Avoid use of excessively long lead ropes so as to prevent you from becoming entangled. Watch the coils when using lariats or lunge lines.

TYING

Know and use the proper knots for tying a horse. Two basic knots every horseman should know are:

Quick release knot - should be used whenever you tie a horse with the halter rope. This knot allows you to release the horse quickly in the event the horse gets into trouble.

Bowline knot - this knot is used when tying a rope around the horse's neck. The loop will not tighten up and the knot will not slip.

If you have trouble loading or unloading, get experienced help.

Secure the butt chain or bars as soon as the horse is in the trailer and always before tying the horse. Use care when reaching for the chain.

Opinions vary on hauling a horse tied or loose. If you tie, allow sufficient length of rope so the horse can move its head for balance and comfort but tight enough so he cannot get in trouble or get to the horse next to him.

Always tie with quick release knot or use panic snaps on the ties.

When hauling only one horse in two horse trailer, load the horse on the driver's side. Try to distribute the weight of the load evenly. When hauling two horses in a two horse trailer, load the heavier horse on the driver's side. Use rubber mats for secure footing. By using 3 inches of bedding (shavings, straw, or sand) you can cushion bumps

and reduce concussion on your horse's legs.

Always speak to a horse that is in a truck or trailer before attempting to handle it. Check your trailer regularly for the following:

- Rotting or weakened floor boards.
- Rusted and weakened door hinges.
- Cracked hitch welds.

When serviced, have the mechanic check the spring shackles and wheel bearings.

The trailer should be of sufficient height to give the horse ample neck and head room. Remove or cover any protruding objects.

When driving always observe the following:

• Double check all the connections (lights, brakes, hitch and safety chains).

• Be sure all doors are secured.

...n't touch the horse with the
...rs by mistake. If you're
...t sure, don't wear them.

...hen your horse is fright-
...ed and tries to run, turn him
...a circle and tighten the circle
...til he stops.

...red ribbon tied into the tail
...icates a kicker, so stay back.

...ges and horses are not al-
...ys good companions. Keep
...ur dog under control at all
...nes.

RIDING AT NIGHT

...ding at night can be a pleas-
...e but must be recognized as
...ing more hazardous than
...ytime riding. Walk the
...rse; fast gaits are danger-
...as.

...it is necessary to ride at
...ght on roads or highways,
...ear light colored clothing
...nd carry a flashlight and
...reflectors. Check our state
...gulations for details.

...elect riding locations with
...are. Choose controlled bridle

...paths or familiar, safe, open
...areas.

TRAILERING

Trailering should be done with
...two people if at all possible.

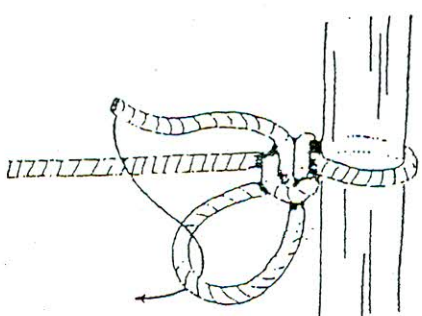
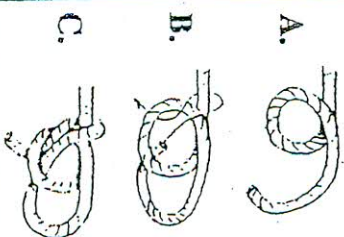
Be sure the ground area be-
...hind and around the truck or
...trailer affords safe footing
...before loading or unloading.

Be sure the trailer is level and
...steady and doesn't move as
...the horse tries to enter. Place
...chocks behind wheels to keep
...trailer steady.

Remove bridle, saddle and
...other equipment before load-
...ing. Use your halter and a
...good sturdy lead shank (at
...least 5 feet) made of cotton
...rope. Don't use nylon shanks.
...They can be dangerous if your
...horse pulls back.

Always wrap your horse's
...legs. Be sure bandages ex-
...tend over the coronary bands
...onto the hoof and that they
...cover the heel area.

Bowline



Tie your horse far enough
...away from strange horses so
...they cannot fight.

Tie a safe distance from tree
...limbs or brush where the horse
...may become entangled.

Tie your horse with a rope
...long enough to allow com-
...fortable movement but short
...enough to avoid becoming
...tangled or getting a foot over
...the rope.

Never tie your horse by the
...reins as he may pull back and
...break the reins or injure his
...mouth. Always use a halter.

Be sure to tie to an object that
...is strong and secure to avoid
...danger of breaking or coming
...loose if the horse pulls back.
...Never tie below the level of
...the horse's withers. Tie to a
...post set in the ground, not to a
...rail on a fence. Once a horse
...has broken loose once, he is
...more likely to pull back again.

SADDLING

Western

Carefully check horse and tack
...before saddling. Make sure
...all stitching is secure and the
...blanket is clean. Be sure the

horse's back and the girth area are clean.

Place the off side cinches and the right stirrup over the seat. Stand with your feet well back in the clear and reach forward when saddling.

Swing the Western Saddle into position easily - not suddenly.

If you drop the saddle down too quickly or hard, it may scare the horse.

When using a Western double-rigged saddle, remember to fasten the front cinch first. Unfasten the rear cinch first when unsaddling. Pull cinch up slowly when tightening. Don't cinch too tightly at first. Tighten just before mounting. Then, walk and turn the horse before mounting.

Fasten accessory straps (tie-downs, breast collars, martingales, etc.) after the saddle is cinched. Unfasten them



Go to the off side of the horse and gently let the stirrup and cinches down. Don't let them hit the horse on the belly or the leg.

first when unsaddling.

The back cinch should not be so loose that your horse can get a hind leg caught between

or other enclosed area. Ride in open spaces or unconfined areas only after you are familiar with your horse.

When your horse becomes frightened, remain calm, speak to it quietly, steady it, and give it time to overcome its fear.

Hold your mount to a walk when going up or down a steep hill.

Allow a horse to pick his way at a walk when riding on tough ground or in sand, mud, ice, or snow where there is danger of your horse slipping or falling.

Don't fool around. Horseplay is dangerous to you and to your friends, as well as to others who may be nearby.

Never ride your horse with just a halter. Halters don't give you enough control. Use a bridle.

Try to avoid paved or other hard surfaced roads. Walk the horse when crossing paved

roads.

If you must ride along the road, ride on the shoulder and follow the rules of the road. Get a Driver's Manual from your Department of Motor Vehicles. These rules vary from state to state.

Never rush past riders who are proceeding at a slower gait as it startles both horses and riders, and frequently causes accidents. Instead, approach slowly, indicate a desire to pass, and proceed cautiously on the left side.

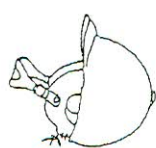
Ride abreast or stay a full horse's length from the horse in front to avoid the possibility of being kicked. You can tell if the distance is safe by looking through your horse's ears. You should be able to see the hind heels of the horse in front of you.

Don't let a horse run to and from the stable. Walk the last distance home.

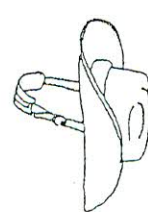
If you use spurs, be sure your legs are steady enough so you

RIDING ATTIRE

Approved Headgear

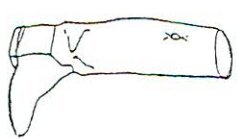


Approved helmet
with safety harness
and chin strap

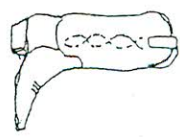


Approved Western
safety hat with hard
shell and chin strap

Proper Boots (note heel size)



High English Boots



Western Boots

the cinch and its belly, or so tight that it irritates the horse.

Check the cinch three times:

- after saddling
- just before mounting
- after riding a short distance

English

Carefully check horse and tack before saddling. Make sure all stitching on the stirrup leather, billet straps and girth buckles is secure.

Check the pad to be sure that it is clean.

The stirrup safety bar should be down. The stirrups should be run up before placing the saddle on the horse's back. The girth should be across the seat.

Stand with your feet well back from the horse and reach forward when saddling.

Place the pad high on the withers then slide it backward onto the back. This smooths the horse's hair.

Check the girth three times:
·after saddling
·just before mounting
·after riding a short distance.

BRIDLING

Always untie your horse before removing the halter. Stand in close just behind and to one side (preferably on the left side) of the horse's head. Handle the horse's ears carefully.

Keep control of the horse when bridling by refastening the halter around the neck.

Be careful not to bang the horse's teeth when bridling or unbridling. Ask your horse to open his mouth by putting one or two fingers in the corner of his mouth.

Be sure the bridle is properly adjusted to fit the horse before you ride:

- Check the bit - there should be one or two wrinkles at the corners of the mouth.

- The throatlatch should be adjusted so that you can insert

three fingers between the throatlatch and the horse's jaw.

The cavesson (if used) should be relatively tight. You should only be able to insert one finger between the cavesson and the nose.

The curb chain (if used) should be flat and not be twisted. You should be able to insert two fingers between the chain and the horse's chin groove.

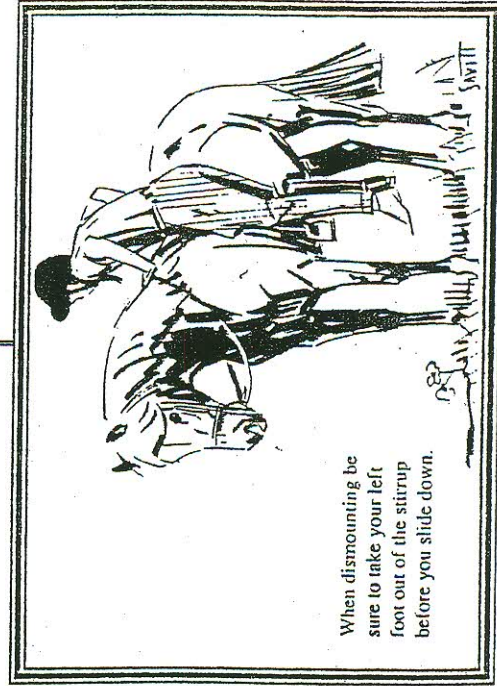
Never let your horse eat when wearing a bridle. He may step on the reins or get his feet tangled in them. Also hay or grass may get caught in the bit and injure his mouth.

MOUNTING and DISMOUNTING

Never mount or dismount a horse in a barn or near fences, trees, or overhanging projections. Sidestepping and rear-riding mounts have injured riders who failed to take these precautions.

A horse should stand quietly for mounting a dismounting. To be sure the horse stands, you must have light control of its head through the reins.

English riders should "run up" the stirrups on English saddles immediately upon dismounting. The dangling stirrup may startle or annoy the



When dismounting be sure to take your left foot out of the stirrup before you slide down.

horse. It is possible for the horse to catch a cheek of the bit or even a hind foot in a dangling stirrup iron when he is going for a fly. A dangling stirrup can also be caught on doorways and other projections while the horse is being led.

After running up the stirrups, English riders should immediately bring the reins over the horse's head. In this position, the reins can be used for leading.

Western riders should also bring the reins forward for leading immediately after dismounting.

HEADGEAR

Medical studies show that the most common riding related injuries are to the head. Many of these could be prevented or made less severe by the wearing of protective head gear.

Protective headgear is a hat that stays on during a fall (not one that hits the ground before the rider). Protective hats cannot be pierced by a sharp object and have extra padding inside to protect riders from concussion.

There are protective riding hats available for both Western and English riders. Wear protective headgear that carries the appropriate approval. These hats have been shown to be effective in preventing head injuries.

RIDING

When riding, wear boots with proper heels to prevent your feet from slipping through the stirrups. Always wear protective headgear, properly fitted and fastened.

Keep your horse under control and maintain a secure seat at all times. Horses are easily frightened by unusual objects and noises.

Until you know your horse, confine your riding to an arena

Some Cures for Sour Camp Horses

Remember, first and foremost, that Henry Ford invented the only thing that works without rest and without need for much brains on the part of the person in control. Horses are not machines! If you have a sour horse, it is most likely your doing.

Take care of the horse's mental attitude:

1. *Tacking up* — quiet and soft, check for safety and ill-fitting equipment.
2. *Untacking* — check the horse for little problems, rubs, sores, etc., and fix them before they become big problems.
3. *Teach students to help the horse be comfortable.* Comfortable horses usually do not hurt people. It is not necessary when teaching students to allow them to make the horses uncomfortable. Especially teach quiet hands, so students are not hurting the horse's mouth.
4. *No BORING lessons for the horse. Avoid overwork.* Work that is too long, too repetitious, unvaried, is boring for both horse and rider.
 - a. Change of pace — use horses both in the ring and on trails if possible.
 - b. If you are limited to ring work, try to vary the level of the rider on that horse.
 - c. Set up obstacles and vary them. Move poles and/or jumps to different places, different positions.
 - d. Avoid repetitious "follow the leader" exercises — a horse that spends most of its time following another horse may be difficult when it comes time for the horse *not* to follow the horse in front.
 - e. Try to keep even the lowest level of work interesting. Vary the lesson a lot, ask for stops, turns; add obstacles; play games.
5. *Schedule a day off.*

Periodically give the horses a day off, no riding at all for a complete 24 hours.

Take care of the horses' physical well-being:

1. *Keep up on all recommended vaccinations, regular de-wormings and hoof trimming and shoeing.*
2. *Clean out their feet each day, before and after the lessons.*
Watch for conditions like thrush, stone bruises, abscesses.
3. *Check the horse each day for small problems, rubs, sores, etc., and help them before they become big problems. Call a veterinarian if you think you have a big problem.*
4. *Feed the horses at least twice a day.*

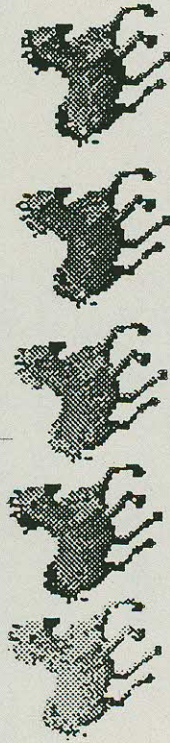
Adequate hay and plenty of fresh, clean water is essential. If possible, rest the horses midday, *untack* and give them hay and water — a rest and refresher that horses will look forward to, and it will help them work long hours.

The average horse needs a *minimum* of 10 pounds of hay each day. More hay, up to 20 pounds, is needed if the horse is not receiving much grain. The average camp horse will likely do well on about 6 pounds of mixed grain (divided into morning and evening feedings) and about 12 pounds of good quality hay. Feed a little more grain if the horse needs to gain weight; feed less grain if the horse needs to lose weight. Never feed more pounds of grain than pounds of hay, else you'll increase the risk of digestive disturbances.

5. *Take care of the horses' environment.*

Clean stalls daily, and scrub out water buckets at least once a week. Provide the horses with a clean place with shelter from the sun and rain, free of rocks so they can comfortably lie down. If kept in stalls and not being worked, allow them some turn-out time to stretch their legs — a grassy paddock would be ideal, but use the riding ring if it's all you have.

Equine Emergency First Aid: The First Step to Recovery



Rhonda M. Hoffman, Ph.D.
Horse Extension Specialist
Department of Animal Science
The University of Connecticut

Vital Signs:

How do you know when your horse is sick?

Temperature: 99–101°F (at rest)
Pulse: 32–48 beats per minute
Respiration: 8–12 breaths per minute
Mucous membranes
Skin hydration
Attitude

What SHOULD BE in a First Aid Kit:

Thermometer
Stethoscope (*optional*)
Scrub Material
Betadine or anti-bacterial soap
Clean pads, 4x4's or paper towels
Bandage Material
Non-stick sterile pads
Roll gauze
Roll cotton, clean leg wraps or towels
Bandage Scissors
Wound Ointment & Solution
Novalsan ointment
Icthammol
Betadine solution
Hoof pick, Hoof knife, or "Horseman's knife"
Easy Boot
Fly Repellent
Twitch

What SHOULD NOT BE in a First Aid Kit:

NO Systemic Antibiotics
NO Hydrogen Peroxide
NO Purple Wound Ointment

In the Saddle Bag

Easy Boot

Hoof pick or Hoof knife or "Horseman's knife"
Patches saturated with

Antiseptic

Betadine

3-4" wide Vet Wrap

Wound Ointment

(plus headache/pain medication for you!)

A New Wound: What to Do?

1. Stop the bleeding OR
Clean the wound to assess damage.
2. Determine the type of wound.
Skin cut.
Full skin penetration
Puncture.
3. Treat accordingly.

Bleeding:

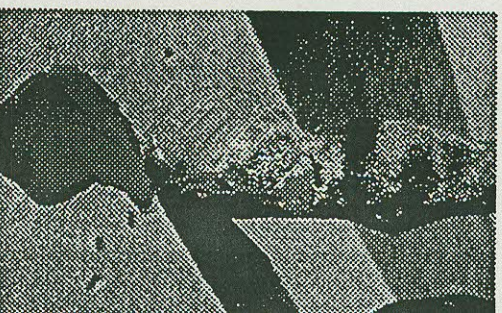
A 1000 lb horse has ~7
gallons of blood in its
body.

A 1000 lb horse can lose
~1 gallon of blood
without serious effects.

Emergency First Aid

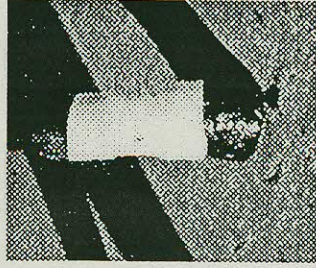
THE RULES:

1. Keep calm.
2. Do not let the horse hurt anyone.
3. Assess what you can do to SAFELY work
on the horse.



Slow/Stop the Bleeding:

Direct pressure with a clean cloth.

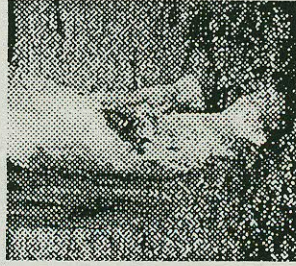


Bandage with padding and stretchy tape (to add pressure)
If tight, change the bandage every 10 minutes to allow circulation to the rest of the leg.

Clean An Old Wound:

Cold water—

Hose the affected area to soak, loosen crusted blood.



Use antibacterial soap or betadine:
Scrub gently, soak and loosen, do not irritate or worsen the wound.

Determine the Type of Wound

Skin cut—

Edges of the wound can not be separated.

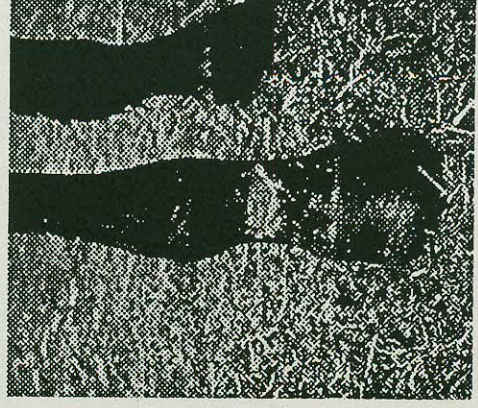
Full skin penetration—

Open wound, can see underlying tissue (muscle or fat perhaps) and inner layers of skin (light pink to whitish colored)

Puncture—

Usually a small wound that can fool you. Usually full skin penetration, but may be too small to tell.

Look for swelling in the immediate area, push gently around wound to check for puncture pocket, pus and infection.



Treat Accordingly:

Skin cut:

Clean with soap and water daily.
(sometimes twice daily)
Apply ointment.
Bandage if area is subjected to dirt.

Treat Accordingly:

Full Skin Penetration:

To Suture or Not? Dependent upon...

Age of wound.

Location.

Contamination.

First aid care.

Ask your veterinarian!

Some well-intended first aid care may

injure the skin around a wound so that suturing is difficult or impossible. If the wound is fresh and looks like it needs suturing, do not apply wound ointment or solution unless you have asked your veterinarian. Simply stop the bleeding if necessary or clean gently with water. The cut may be bandaged if the wait for the veterinarian is long.

Treat Accordingly:

Puncture:

Often look like a minor injury but can FOOL you.
May rapidly become infected and should be examined by a veterinarian.
Aggressive treatment is often necessary, including flushing, draining, antibiotics.

Bruising:

Symptoms: Caused by hard blow (kick!); does not break skin but swells.

Immediate Treatment:

Hose affected area with cold water, or use ice compresses for 30 min.

NO linament!

(this can add heat to area and worsen)

Watch for fever, development of infection, abscess.

Colic:

Symptoms: Abdominal pain. Restlessness, pawing, looking at sides, curling of upper lip, sweating, lying down and rolling.

Immediate Treatment:

Take away all feed.

Water is okay, (not icy cold) in reasonable amounts.

Check temperature. If $>101^{\circ}\text{F}$, call the vet.

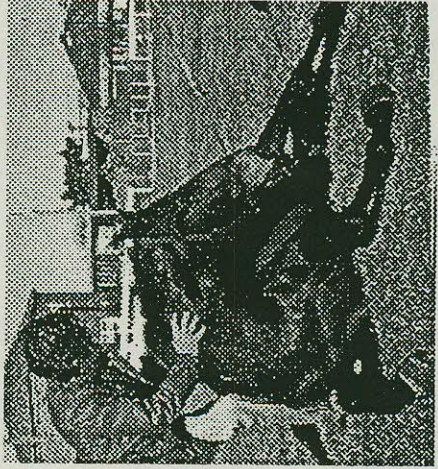
TROT briskly for a few minutes.

If the horse wants to lay quietly, this is okay.

Do not let the horse roll. (Halter and walk the horse until the veterinarian arrives).

Is the horse violent and dangerous?

STAY AWAY!



Choke:

Symptoms: Restlessness, repeated head & neck movements, often with chin to chest, drooling, saliva & feed coming out of nostrils.

Immediate Treatment:

Take away all feed.

Call the vet IMMEDIATELY!

Try to keep the horse calm, but if it is violent, stay away.

DO NOT drench with water!

A common MYTH is that the choke may be cleared by drenching the horse with water, even inserting a running garden hose into the throat to wash it down. This treatment commonly causes water to enter the lungs, which causes pneumonia and DEATH.

Tying-Up:

Symptoms: Stiffness, reluctance to move, heavy sweating, sometimes shivering, muscles tremble, contract & tighten, especially in the hind end. The horse may exhibit either a extremely stretched out or extremely camped under to sitting posture (like a dog). Urine may be copper or coffee colored. In extreme cases, the horse will go down and be unable to rise.



Immediate Treatment:

DO NOT move the horse! Even walking the horse can worsen the condition.

Try to keep the horse quiet and calm (chances are, it won't want to move).

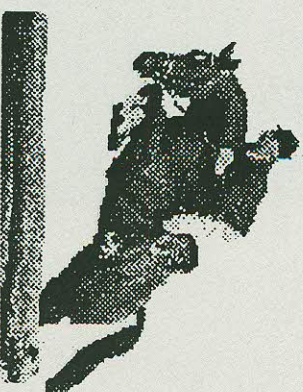
Do not feed grain.

Call your veterinarian.

The most noticeable differences:

A colicky horse will be restless and move a lot, wanting to lay down and get up, and its urine will be normal colored. A tied-up horse will prefer not to move; the muscles in the hind end (abdomen, hind quarters) will be very tight, and its urine will be dark colored.

Tying-up is relatively easy to confuse with colic. Both horses will be in pain, both sweating, and both may have a fever. Since the treatment for colic is to walk the horse, and the treatment for tying-up is NOT to walk the horse, a mistaken diagnosis can be very harmful.



Overheating & Exhaustion:

Symptoms: The horse pulls up depressed after a long ride or after riding on a very hot day. The horse may not want to eat or drink, may or may not be sweating. Stiffness is common, and in severe cases, the horse may collapse.

Immediate Treatment:

Move to a shady, cooler area.

Take temperature.

If $>104^{\circ}\text{F}$, cold hose immediately and continuously until temperature is $<104^{\circ}\text{F}$.

Do not continue to hose after body temperature is below 104°F , but continue to monitor temperature.

Rest the horse and observe for 30 minutes.

Offer grass or hay.

Consider:

Attitude.

Appetite.

Drinking.

Decreased stiffness.

Offer a gallon of water (not icy cold) every 15 minutes.

If signs are worsening, if the horse still does not want to eat or drink, if depression or stiffness increase, call your veterinarian.



An Ounce of Prevention is Worth A Pound of Cure

Know your horse!

Check the stable and turn-out areas for dangers.

Train carefully.

Feed a balanced diet.

Trail Etiquette and Safety

1. Remember that horses are startled by sudden movements, loud noises and unfamiliar objects. Do not throw things (hats, cameras, jackets, water bottles, etc) to or from a horse. Stop and dismount to put on or remove a jacket. If you want to take pictures, stop.
2. Do not let your horse graze on the trail. Just one mouthful leads to more and more.
3. Do not follow the horse in front of you too closely. They don't like being tail-gated anymore than you do, and you or your horse might be kicked or bitten. Keep at least one horse length between you and the horse in front of you. This is doubly important as you increase speed.
4. Do not pass the lead person. He or she is leading in order to maintain control of the ride and to watch for hidden dangers that might spook or trip your horse. Also watch for low hanging branches, large rocks, holes and boggy areas on the trail that the lead person may have missed.
5. It is unsafe to continue down the trail when any person with you is dismounted. Wait for the person to mount before continuing.
6. Do not pass another horse on the trail at a different gait than the gait being traveled.
7. Another rider's leg or horse does not make a good scratching post, even if your horse thinks it does.
8. Absolutely no smoking while on horseback, around the barn, or during a trail ride.
9. Regardless of riding experience, speed is unsafe on the trail. Most trails are not suitable for running. A pleasant walk or easy trot (in open areas) is suitable. Control is the key factor, not just staying on the horse.
10. Obey all orders, directions and suggestions of the person in charge of the trail ride.

Take care of the horses' physical well-being:

1. *Keep up on all recommended vaccinations, regular de-wormings and hoof trimming and shoeing.*

2. *Clean out their feet each day, before and after the lessons.*

Watch for conditions like thrush, stone bruises, abscesses.

3. *Check the horse each day for small problems, rubs, sores, etc., and help them before they become big problems. Call a veterinarian if you think you have a big problem.*

4. *Feed the horses at least twice a day.*

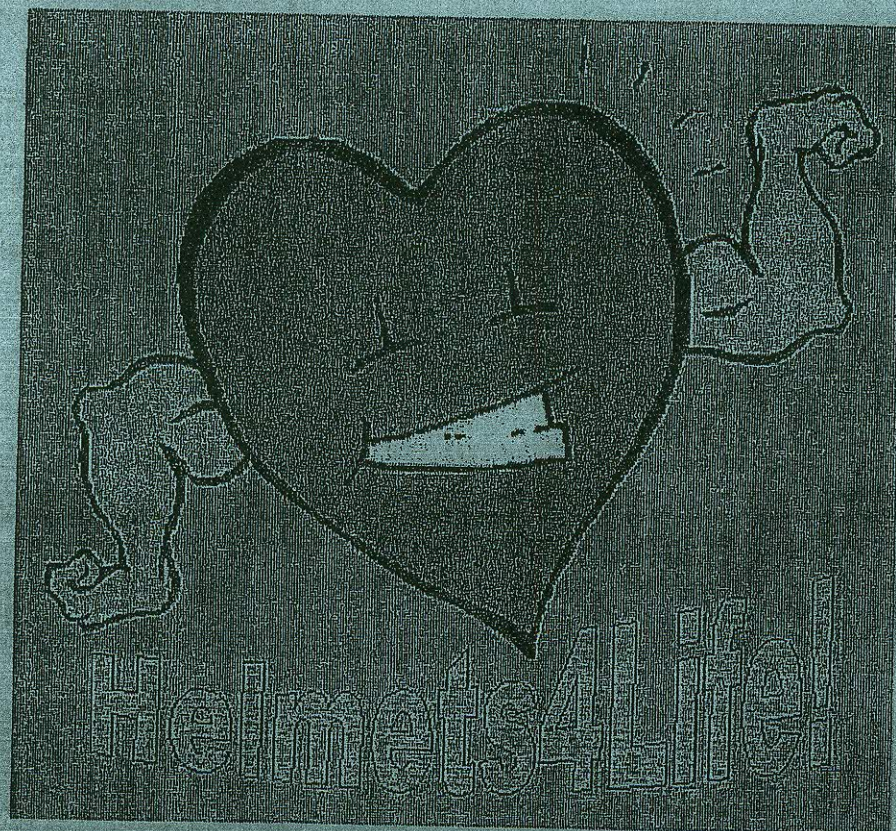
Adequate hay and plenty of fresh, clean water is essential.

If possible, rest the horses midday, *untack* and give them hay and water — a rest and refresher that horses will look forward to, and it will help them work long hours.

The average horse needs a *minimum* of 10 pounds of hay each day. More hay, up to 20 pounds, is needed if the horse is not receiving much grain. The average camp horse will likely do well on about 6 pounds of mixed grain (divided into morning and evening feedings) and about 12 pounds of good quality hay. Feed a little more grain if the horse needs to gain weight; feed less grain if the horse needs to lose weight. Never feed more pounds of grain than pounds of hay, else you'll increase the risk of digestive disturbances.

5. *Take care of the horses' environment.*

Clean stalls daily, and scrub out water buckets at least once a week. Provide the horses with a clean place with shelter from the sun and rain, free of rocks so they can comfortably lie down. If kept in stalls and not being worked, allow them some turn-out time to stretch their legs — a grassy paddock would be ideal, but use the riding ring if it's all you have.



**Lexington
International
Troxel
Aussie**

We replace them all!

Helmets4Life.com is a program to ensure your helmet is replaced should you have an accident involving the helmet.

Riding helmets are designed to take the impact of one accident. After the cushioning materials have been compressed the helmet will no longer meet the ASTM/SEI standard for protection.

The helmet did its job and you are still alive to talk about the accident. Now you need another helmet! The cost of replacing a helmet can be very expensive. Helmets4life offers reduced replacement costs of your ASTM/SEI certified helmet.

If your helmet is stolen Helmets4Life.com offers reduced replacement cost.

What we cover:

- **Replacement in the event of an accident**

- Replacement in the event of theft
- Replacement after 7 years of use
- Replacement after unknown damage

How it works:

- Your plastic shelled helmet is replaced with an ASTM/SEI certified helmet. <http://www.horsehelmets.com>
- Your Velvet Hunt Cap is replaced with an ASTM/SEI approved velvet hunt cap <http://www.horsehelmets.com>

(Note: If you are looking for Troxel Helmets replacement program, click [here](#).)

The program replacement costs:

Member for # of years	Replacement Fee
One	\$30
Two	\$25
Three	\$20
Four	\$15
Five	\$10
Six	\$5
Seven	Replacement sent automatically

The cost of this membership is \$6.50 per year. A small price to pay to insure your continued safety with an ASTM/SEI certified helmet. Plus, every seven years we send you a replacement helmet so you are sure of the protection you are receiving!

You must sign up for a paid membership with Helmets4Life.com to be eligible to receive the reduced price replacement helmet.

Click [here](#) to sign up for the Helmets4Life program

Score Description

Condition	Neck	Withers	Loin	Tailhead, Pins & Hooks	Ribs	Shoulder
1 Poor	Bone structure easily noticeable. Animal extremely emaciated; no fatty tissue can be felt.	Bone structure easily noticeable.	Prominent spinous processes.	Tailhead and hooks and pins project prominently.	Ribs project prominently.	Noticeable bone structure on shoulder.
2 Very Thin	Neck faintly discernable. Animal emaciated.	Withers faintly discernable.	Slight fat covering over base of spinous processes. Transverse processes of lumbar vertebrae feel rounded. Spinous processes are prominent.	Tailhead and hooks and pins are prominent.	Ribs prominent.	Shoulder faintly discernable.
3 Thin	Neck accentuated.	Withers accentuated.	Fat built up about halfway on spinous processes. Transverse processes cannot be felt.	Tailhead prominent, but individual vertebrae cannot be visually identified. Hook bones appear rounded, but easily discernable. Spinous processes easily discernable. Pin bones not distinguishable.	Slight fat cover over ribs. Ribs easily discernable.	Shoulder accentuated.
4 Moderately Thin	Neck not obviously thin.	Withers not obviously thin.	Spinous process (ridge) along back.	Tailhead prominence depends on conformation, fat can be felt around it. Hook bones not discernable.	Faint outline of ribs discernable.	Shoulder not obviously thin.
5 Moderate	Neck blends smoothly into body.	Withers appear rounded over spinous processes.	Back is level.	Fat around tailhead beginning to feel spongy.	Ribs cannot be visually distinguished but can be easily felt.	Shoulder blends smoothly into body.
6 Moderate to Fleishy	Fat beginning to be deposited.	Fat beginning to be deposited.	May have slight crease down back.	Fat around tailhead feels soft.	Fat over ribs feels spongy.	Fat beginning to be deposited.
7 Fleishy	Fat deposited along neck.	Fat deposited along withers.	May have crease down back.	Fat around tailhead is soft.	Individual ribs can be felt, but noticeable filling between ribs with fat.	Fat deposited behind shoulders
8 Fat	Noticeable thickening of neck. Fat deposited along inner buttocks.	Area along withers filled with fat. Fat deposited along inner buttocks.	Crease down back.	Fat around tailhead very soft.	Difficult to palpate ribs.	Area behind shoulder filled in flush.
9 Extremely Fat	Bulging Fat.	Bulging Fat.	Obvious crease down back.	Bulging fat around tailhead. Fat along inner buttocks may rub together. Flank filled in flush.	Patchy fat appearing over ribs.	Bulging fat.

Source: Henneke et al. 1983.

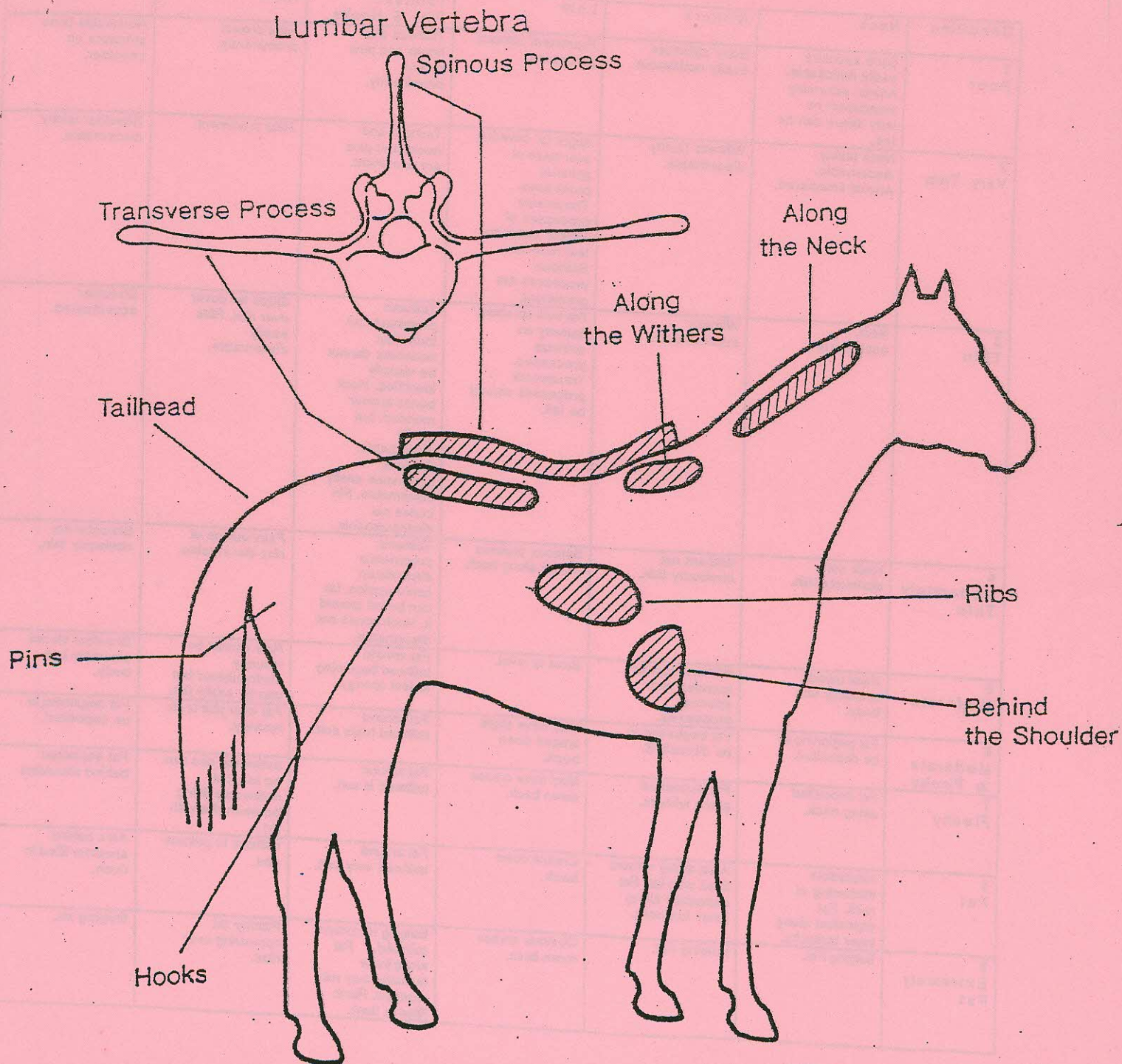


Figure 1. Condition Score System

Chapter 10, Section 2: Understanding Youth

AGES AND STAGES OF 4-H YOUTH

As you know, young people act differently at various ages and stages of their lives. Think about some young people you know. Can you think of some characteristics of 10-year-olds? Would those characteristics be different from those of 16-year-olds? Does a second grader act differently from a seventh grader? Your answer is probably, "Yes!"

Because of these differences, 4-H programs are usually designed with a target audience in mind. Characteristics of these age groupings are given below. Keep in mind that these groupings are based on averages, and that each child is an individual who develops at his or her own rate.

Be sure to consider the information in the chart when planning events and activities for your 4-H'ers. Look down each column to get an idea of the characteristics of the youth you are working with. For more specific information, see the information sheet in this chapter which describes the characteristics and suggestions for planning learning experiences for the specific group you are working with.

Source: By Betty Ann Smith, County 4-H Agent, Middlesex County, New Jersey and Rita L. Natale, Regional 4-H Agent, South, 1994.

Developmental Characteristics of the 4-H Youth Audience

Characteristic	Prep Ages 7 and 8	Beginners Ages 9-11	Intermediates Ages 12-14	Advanced Ages 15-19
Interest Span	Short, unless topic is of great interest. Can be increased if activity is included. (5 to 20 minutes)	Short and varied.	Lengthens with experience and interest in subject or activity.	Almost adult if self-motivated.
Motor Skills	May be easily frustrated by fine motor tasks that are beyond level of coordination.	High interest in doing active projects. Poor coordination.	Interested in skills for specific use. Can tackle more difficult jobs with more complex coordination.	Highly skilled in areas of interest and practice.
Mental Growth	Curious, learns from hands-on experiences. Developing language.	High curiosity. Limited experience. Beginning abstract learning.	Increased depth and scope of learning.	Continued increase related to experience. Can see relationships.
Ability to Plan	Has difficulty with multiple step plans over a period of time.	Limited ability, experience and judgement.	Can plan better than execute.	Has need and ability to plan.
Relation to Adults	Seeks adult leadership and companionship.	Accepts leadership easily from adults.	Needs and wants guidance but rejects domination.	Wants leadership on adult level.
Relation to Age Mates	More interested in small groups under adult supervision.	Needs to feel accepted.	Interested in opposite sex, and in group acceptance.	High interest in groups, "couples" oriented.

Source: Adapted from the North Dakota State University 4-H Curriculum Guidelines.

Youth Ages 7 and 8**Specific Characteristics**

Easily motivated, eager to try something new.

Deal with here and now. Interest span short.

All new learning involves use of language.

Sensitive to criticism, doesn't accept failure well.

Experimental, exploratory behavior part of development.

Learn best if physically active.

Strong desire for affection and attention of adults.

Planning a Learning Experience

- Plan a wide variety of activities.
- Plan activities that take a short time to complete, with each experience building on previous activities.
- Provide a variety of short and specific learning activities involving concrete concepts.
- Free time should be planned and encouraged. Move from one activity to another. Alternate high and moderate activity with low.
- Be very specific and clear with instructions.
- Ask youth to give feedback on what they have heard.
- Provide positive encouragement and assistance.
- Plan many concrete learning activities in which success can be experienced.
- Set up situations that foster cooperation and teamwork rather than competition.
- Utilize field trips, real models, and hands-on experience.
- Provide activities that encourage physical activity: running, moving, playing games, cutting with scissors, painting, brushing and assembling.
- Plan for small group activities with an adult for each three to four youth.

Youth Age 9 to 11**Specific Characteristics**

Are quite active, with boundless energy.

Like group activity.

Like to be with members of own sex.

Have interests that often change rapidly, jumping from one thing to another.

Usually do best when work is laid out in small pieces.

Guidance from parents and adults important if youth are to attend to a task and achieve their best performance.

Admire and imitate older boys and girls.

Are easily motivated, eager to try something new.

Planning a Learning Experience

- Put emphasis on "hands-on" learn-by-doing activities. Keep youth busy with individual or group projects. Group free time is encouraged.
- Emphasize group learning experiences.
- Encourage learning experiences to be done with participants of same sex.
- Encourage many brief learning experiences.
- Use detailed outlines of sequential learning experiences.
- Provide opportunities for parent involvement. Outline "things to do" and make assignments. Participants will probably need individual and group guidance. Suggest how parents, teachers and other volunteers can help.
- Encourage apprenticing with teen volunteers.
- Provide a wide variety of learning experiences.

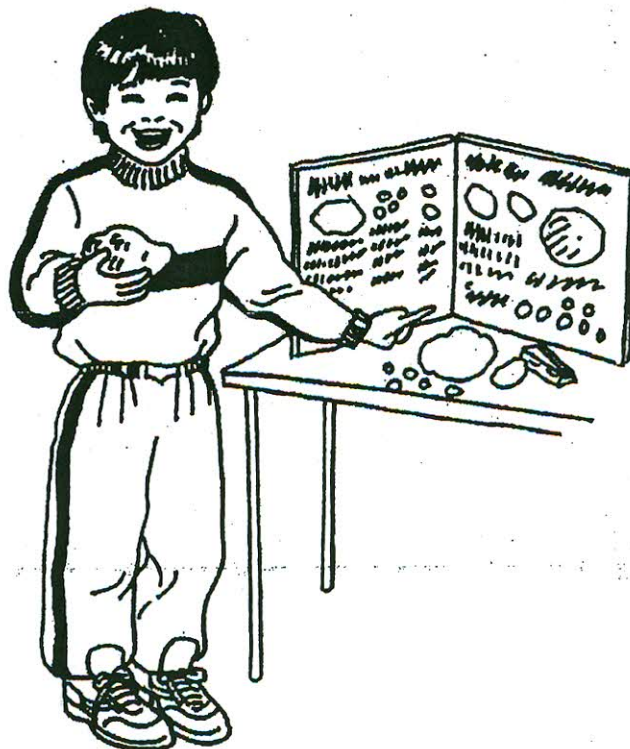
Specific Characteristics	Planning a Learning Experience
<p>Do not like to keep records and do not see the value in them; need assistance and close supervision.</p> <p>Like symbols and regalia.</p> <p>Need recognition and praise for doing good work.</p> <p>Are extremely curious; constantly ask "why."</p>	<ul style="list-style-type: none"> • Keep written work simple. Review the project or activity forms with the group step by step. Give clear instructions and solicit the help of parents to assist their children with written work. • Make recognition available to those who earn it. • Present recognition in front of peers and parents. Let members know that they will receive rewards for completing activities. • Do not answer all their questions. They will learn by finding some answers on their own. Encourage a few members to find answers and report back to the group.
Youth Age 12 - 14	
Specific Characteristics	Planning a Learning Experience
<p>Are concerned about physical development, being liked by friends.</p> <p>Desire a sense of independence, yet want and need their parents' help.</p> <p>Are self-conscious with many needing help to get over inferiority complexes.</p> <p>Like fan clubs, with many having adult idols.</p> <p>Want to go outside of their own community to explore.</p> <p>Are getting over the age of fantasy and beginning to think of what they will do when they grow up, but are often unclear of needs and values.</p> <p>Are interested in activities involving boys and girls.</p> <p>Are interested in sports and active games.</p> <p>Are ready for in-depth, longer learning experiences.</p>	<ul style="list-style-type: none"> • Encourage learning experiences related to understanding yourself and getting along with others. • Encourage working with adults and older teens to complete learning experiences and apprenticing. • Concentrate on developing individual skills. • Need to have opportunity to practice leadership roles with coaching. • Encourage working with or apprenticing to older teens and adults. Teen and adult leaders must be well-liked to be effective, and teen leaders should be three or four years older than participants and considerably more mature (must not reject those who they are leading). • Provide learning experiences outside of the community. • Relate what they are doing to career choices. • Encourage learning experiences involving boys and girls. • Encourage active, fun learning experiences. • Tasks may be more difficult and of longer duration. Encourage deeper exploration of leadership roles; encourage more detailed recordkeeping of leadership experiences. • Activities provide hands-on and skill-centered experiences in specific subject matter.

Youth Age 15 to 19	
Specific Characteristics	Planning a Learning Experience
<p>Have social needs and desires that are high.</p> <p>Want and need a strong voice in planning their own program.</p> <p>Want adult leadership roles.</p> <p>Are quite interested in co-educational activities.</p> <p>Have areas of interest that are more consistent than earlier, with patterns of interest becoming more definite.</p> <p>Often need guidance in selecting careers.</p> <p>Are developing community consciousness.</p> <p>Are beginning to think of leaving home for college, employment, marriage.</p> <p>Many will leave the community for employment, and many who go to college will not return to their present community after graduation.</p>	<ul style="list-style-type: none"> • Emphasize leadership life skills that also relate to social development. Provide opportunities for self-expression. • Encourage youth to plan programs with guidance and support of adult helpers. • Encourage working with adult role models. Emphasize guidance and counsel from adults rather than directions. • Encourage co-educational learning experiences. • Encourage greater in-depth study of leadership roles and life skills. • Apply leadership life skills to career exploration, especially decision-making. • Encourage career exploration within specific subject matter. • Encourage learning activities involving the community. • Emphasize application of leadership life skills to being on your own. • Need experiences that expose and involve youth with the larger society.

Source: By Betty Ann Smith, County 4-H Agent, Middlesex County, New Jersey and Rita L. Natale, Regional 4-H Agent, South, 1994.

Reference

Curriculum Development for Issues Programming, A National Handbook for Extension Youth Development Professionals, Extension Service, U.S. Department of Agriculture, 1992.





Developing Youth Riders with Exercises and Drills

AYHC Youth Leadership Symposium

Ft. Mill, SC January 31, 1999

Presented by Julie Goodnight, CHA Program Director

Certified Horsemanship Association

I. Introduction to Using Exercises and Drills

A. Cross Discipline Teaching

The basic skills required of riders are the same, regardless of the discipline. Whether riding in an English or Western saddle, riders must master the skills of balance on the horse, moving in rhythm and communicating with the horse. When developing and enhancing these basic skills, it is a simple matter to teach to both types of riders at the same time.

B. Mixing Ability Levels

When utilizing exercises and drills in a lesson plan, it is acceptable to mix ability levels. The novice riders will benefit from seeing the more advanced riders and no matter how advanced a rider is s/he can always benefit from working on fundamentals. Be careful not to challenge novice riders to try and keep up with the advanced riders and empower all students to hold on to the saddle or neck strap when necessary and to ride at their own pace and level.

C. Competitive vs. Recreational Riders

When teaching, the tendency is to think more often of developing proper equitation skills for competitive reasons. However, the recreational rider also needs balance, rhythm and communication with the horse, for a safer and more enjoyable ride. Even the most ardent recreational rider may turn to competition at some point in his/her life, and it is important to develop proper equitation from the start.

D. Influence of the Masters: Sally Swift & Richard Shrake

Two of the top teachers of this time are Richard Shrake and Sally Swift, and many of their ideas are incorporated into this presentation. They are very similar in their techniques and have both mastered not only the art of riding, but also the more illusive art of communicating ideas and concepts to their students. Instructors of all types and abilities will benefit from attending clinics and seminars from master instructors and studying their styles.

II. Presentation Objectives

A. Skills and Comprehension

The fundamental skills required of riders should be taught from the beginning, practiced throughout the rider's career and should be understood not only on the physical level, but also intellectually.

1. Balance

Riding has been compared to ballet dancing and downhill skiing as a sport that requires a tremendous amount of balance. Some riders are fortunate to have natural balance, others have to work hard to develop this skill. Exercises and drills can help promote better balance in the rider, and therefore the horse, and increase the safety of the rider.

2. Rhythm

The horse moves in its own rhythm and the rider must learn this rhythm, be able to move fluidly with the horse and change rhythm instantaneously as the horse changes its rhythm.



3. Communication

From the first time on a horse's back, a rider must be able to communicate to the horse, with the use of the natural aids (weight/seat, legs, hands, voice and eyes). Riders must develop a conceptual understanding of how and why the aids work and how and why the horse responds to the aids.

B. Self Learning at Home

The student should always be given exercises to work on at home, on their own time. The student, outside of lessons, may attempt many of the exercises and drills in this presentation. To do this, the rider must thoroughly understand the exercise, be able to perform it safely and be able to determine on her own, whether or not she is doing it correctly.

C. Useful for Parents and Amateur Coaches

With a basic understanding of the fundamentals of balance, rhythm and communication, parents and amateur coaches may be able to use some of these exercises to coach and drill their riders in between professional lessons.

D. Concrete Measure of Progress

Exercises and drills are a visible means to measure the progress of a rider. Some of the exercises presented may seem quite difficult at first, even to an experienced rider, but with practice, the rider rapidly improves. The progress will be apparent, not only to onlookers, but also to the rider.

E. Adds Fun and Variety to Lessons

Students of all ages enjoy exercises and drills in their lessons. It breaks the monotony of lessons and provides additional challenge.

III. Effective Use of Exercises and Drills

A. Safety Precautions

At its best, riding is a risky proposition and safety precautions must always be first and foremost, both for the rider and the instructor. All riders should wear ASTM/SEI approved helmets when engaging in any equine activity. Many of these exercises can be done without reins and without stirrups, which significantly increases the inherent risk of riding. There are a few precautions the instructor can take to mitigate these increased risks.

1. Know the riders and their horses.

Before starting any lessons, the instructor must evaluate the student's aptitude, ability and age characteristics. Make certain the student and horse are ready to engage in the planned activity. (Refer to CHA Instructor's Manual)

If using these exercises and drills in a group lesson, it is important to know how the horses will work together. Know what their level of training and herd hierarchy is and line them up in an efficient order (put a lead horse in front, subordinate horses toward the rear). Know the capabilities and confidence level of all students and make sure attainable challenges are presented.

2. Progress slowly

ALWAYS begin at the halt and progress to walk, trot and canter only when and if the rider is ready. When working without reins or stirrups, start by dropping one rein or stirrup and progress



toward dropping the other. With novice or fearful riders, it is best to try these exercises first on the longe line, in the round pen or small arena.

3. Empower students to keep control

Remind students that they must maintain control at all times. In the heat of the challenge of riding without reins, it is easy for the rider to forget that she can simply reach down, pick up the reins and correct the horse when necessary. Remind riders frequently that they should correct the horse sooner, rather than later, then go back to the exercise.

B. Demonstration

Many students are visual learners and will learn more effectively from seeing a demonstration than from explanation. Whether the instructor or a more advanced student demonstrates, make sure the correct image is created in the student's mind. NEVER demonstrate the wrong picture, because that will create a far lasting impression in the mind of the student.

C. Venue

These exercises and drills may be done on a longe line, in a round pen, in an arena as a private lesson or in an arena as a group lesson. Many exercises can even be done while out on the trail or hack. Be cautious, and err on the side of having greater control in the beginning by using a longe line, round pen or small arena. Be organized, give clear directives and practice good traffic control.

D. Progress from simple to more complicated.

Always introduce new exercises at the halt and then progress through the gaits. Similarly, do not attempt to do these exercises without stirrups, until they are mastered with stirrups. Do not attempt to have the riders drop their reins or put their hands behind their backs, until they can do the exercise with hands in front. Use common sense and err on the side of safety.

E. Repetition (Perfect Practice)

Repeat these exercises and drills often, both within the lesson and in subsequent lessons. Instill in your students a good work ethic: the harder they work, the more results they will see. But remember practice does not make perfect, only perfect practice makes perfect.

IV. Balance Exercises

A. Unmounted: Balance Position

Whether riding English or Western, chasing cows or jumping fences, riding a Dressage test or riding the trail, there is only one position of balance. It is the same position required of all active athletes: feet underneath and shoulder-width apart, knees bent, ear-shoulder-hip and heel in alignment. These unmounted exercises will demonstrate the importance and feel of the balanced position.

1. Ear-Shoulder-Hip-Heel

Have students stand in a big circle facing inward as if they were sitting on a horse. With knees bent, feet at shoulder-width and standing in an upright and relaxed position, have them take a mental inventory of themselves and a visual inventory of each other to see if they have ear-shoulder-hip-heel alignment. They should notice that this position feels balanced, relaxed and effortless.

2. Balance with weight in heels vs. on ball of foot

Now have the students rotate forward so that their weight is on the balls of their feet. Notice how tenuous the balance becomes in this position, how much tension is riding up the legs and how



much effort is required to stay standing. This is what it is like when the rider weights the stirrup, instead of the heel. Now have them go back to the weight-in-heels position, check ear-shoulder-hip-heel alignment and feel the security and comfort of the balanced position.

3. Standing with leg out of position

Now have the students try standing with their legs out in front of their bodies. What happens? Try standing with legs back behind. What happens? There is only one position for balance, and that is with the rider's feet directly underneath her seat.

B. Mounted Balance Exercises

The following mounted exercises promote balance, proper leg position, allows for more effective use of the natural aids and a stronger "feel" of the horse.

1. Mounted Stretching

As a warm-up for both horse and rider, and to increase balance, strength and flexibility, have the students do stretches from the saddle, at the walk, on a loose rein.

- Stretch arms overhead, one at a time and together.
- With arms lifted to the side at shoulder height, windmill in each direction, exhaling in the twist, inhaling back to center.
- With left hand on withers, reach with right hand to touch left toe; reverse it.
- Cross right arm across chest, grab right elbow with left hand and pull, stretching right shoulder; reverse it.
- Drop chin to chest, rotate left ear to left shoulder, back, right ear to right shoulder, chin to chest; reverse it.

For extra challenge: do all of the above without stirrups or from the mounted standing position. Be creative and add whatever stretches you can think of, but the instructor should try them first, to make sure it's safe and doable.

2. Leg Position Exercise

Ride in the standing or rising position, with seat fully out of the saddle (hips will rest against the pommel in a Western saddle), with feet underneath, heels down and without holding on. The only way a rider can hold this position is with the legs correctly underneath her. If the rider is being sucked back into the saddle, it is because her legs are too far forward. If the rider is falling forward, it is because the legs are too far back. To correct leg position, the leg must rotate back from the hip, turning the thigh slightly inward. When legs are in the proper position, it is effortless to maintain this position.

a) Rising Technique

A common fault among both novice and advanced riders is to push up to the standing position from the stirrup, rather than rise from the knee and thigh. The thigh, or upper leg, should rotate inward and hinge from the knee to get into the rising position, rolling up onto the inner thigh, with weight carried just above the knee. The lower leg will shift slightly back and the calf will come in greater contact with the horse.

b) At halt, then W-T-C

Practice this exercise first at the halt, making certain the rider is using the proper rising technique. Then progress to walk, with the hands in front for balance. As the rider becomes more balanced, she can do this exercise at trot and canter.

c) Hands behind back

As the rider finds her balance, she can place her hands behind her back for further challenge. Start with one hand behind the back, then both. Remind the student to pick up the reins when needed for control.

3. Riding Without Stirrups

Riding without stirrups teaches the rider to rely on balance, to ride with the upper leg and to strengthen the muscle that is used for riding. Riding without stirrups is very strenuous and should only be done for brief periods. It may be helpful for novice riders to hold on to the horn or use a neck strap to prevent balancing on the reins and insulting the horse's mouth. Students should practice returning their feet to the stirrups without looking down.

a) Stowing stirrups

Western stirrups can be left to hang when the rider's feet are out, but English stirrups should be stowed to prevent them from banging the horse's sides and the rider's feet. English stirrups may be removed for this exercise or crossed over the horse's withers.

b) W-T-C

When working without stirrups, riders should maintain proper leg position with heels down. Progress slowly through the gaits; alternate between sitting and posting trot; challenge the students to work as long as they can. Have the student set a goal to eventually be able to ride the entire lesson without stirrups.

c) Transitions

When comfortable riding without stirrups, have students practice transitions at markers and ride patterns such as circles, figure eights and serpentine.

V. Rhythm Exercises

A. Unmounted: Walk Like a Horse

On the ground, pair off students: one will be the 'horse', one will be the 'rider'; the 'horse' stands in front of the 'rider,' both facing the same direction.

- With her arms, the 'horse' should simulate walking by reaching forward with her 'front legs' in a right-left-right-left fashion.
- The 'rider' will place her hands in front of the 'horse's' shoulders and move with the rhythm of the 'horse.'
- Now have the 'rider' pull back gently on the 'horse's' shoulder as it moves back, in a right-left-right-left rhythm. Feel the 'horse's' freedom of movement and flowing step.
- Now have the 'rider' go out of rhythm and pull back on the shoulder when it is moving forward. Feel the 'horse's' rhythm deteriorate and movement becomes stilted.

This unmounted exercise gives the rider an appreciation for the importance of being in rhythm with the horse and the debilitating effects of riding against the horse's rhythm.

B. Mounted Rhythm Exercises

The following mounted exercises will improve the rider's sense of rhythm with the horse, increase the rider's 'feel' of the horse and allow the rider to use the natural aids more effectively.



1. Open Pelvis

Opening and closing of the pelvis refers to the angle between the rider's body and thighs. Leaning forward and arching the back causes the pelvis angle to close; sitting vertical with the lower back flat, is riding with the pelvis angle open. To use the seat aid effectively and for proper equitation, the rider should strive for a flat lower back and open pelvis.

- Teach the rider to open her pelvis and flatten her back by suggesting one of these mental images: ride with your nose behind your belt buckle, sit on your pockets, drop your tail bone down to the saddle, suck in your belly button.
- At the walk, have the rider exaggerate an open pelvis. Some students will have to lean back to accomplish this. The rider should feel a greater freedom of movement in her seat and a lateral (or side-to-side) feel of the horse's back. The rider should allow her legs to pick up the rhythm and feel and an alternating closing of the rider's leg on the horse's body.
- Have the rider attempt to lengthen the walk by generating a longer and stronger rhythm in her seat and legs.
- At the slow sitting trot, exaggerate the open pelvis and feel the lateral motion of the trot. Do not allow the rider to sway her body, but move the pelvis freely and independently of the upper body.

2. Posting – Sitting Drill

At the posting trot (for both English and Western riders), have the rider post four beats and sit one. Then post three and sit two. Post two and sit three. Continue calling out various posting and sitting rhythms to improve the riders concentration and feel of rhythm.

3. Feel the Sitting Trot

At the slow sitting trot, with the rider's pelvis open and back relaxed, have the rider concentrate on the lateral (side-to-side) feel of the trot. Make sure the rider is sitting up straight and not swaying or shifting from side-to-side, but just allowing her pelvis to drop and lift in a right-left-right-left rhythm with the horse's back.

- Have the rider concentrate on the feel and rhythm; let the horse generate the motion, the rider just follows.
- After the rider is comfortable with this feel, have her attempt to slow the horse's rhythm by simply slowing the rhythm of her seat.
- Have the rider speed the rhythm of the trot by adding more energy to her seat.
- Teach the rider to correspond the feel of the sitting trot with the correct diagonal and practice feeling the diagonal, rather than looking for the correct diagonal.

4. Shrake Rhythm Exercises

The following exercises were developed by Richard Shrake to enhance the rider's sense of rhythm, develop 'feel' and an independent hand. These exercises are demonstrated in his video, "*Resistance-Free™ Riding*." For ordering information, call 1-800-635-8831 or visit www.richardshrake.com.

These exercises should be done first at the halt to learn the motions, then at the walk to see how the horse will respond. After this initial orientation, these exercises should be done at the posting trot, for both English and Western riders. Try them first with one arm doing the exercise and the other holding the reins loosely; be sure to alternate arms. If the rider is secure and the horse obedient, do this exercise without holding on to reins (make sure reins are secured from dropping to the ground). These exercises can also be done on a longe line or in the round pen for greater security. NOTE: occasionally a flighty horse may speed up and/or get nervous with these arm motions; proceed cautiously and take time to desensitize the horse.



a) Whistle Blower

Arms up in front of face, with elbows bent, pull down and up (like a truck driver's whistleblower) with the rhythm of the trot.

b) Paddles

Arms straight out in front, wave arms up and down like paddles, with rhythm of trot.

c) Boxer

With fist closed, punch out in front like a boxer.

d) Elbow Twist

Hands behind head with elbows bent and out to the side, twist one elbow forward as you rise, in an alternating right-left rhythm. Come back to center each time you sit. Feel the centrifugal energy down your back and into seat as you twist forward with the rhythm of the horse.

e) Scissors

Start with arms hanging straight down at sides, scissor one arm forward and one back, then back to center, then other arm forward and other arm back. It is an alternating rhythm and arms should come back to center every time the rider sits. Rider should be able to feel centrifugal energy in back and seat.

f) Arm Circles

With arms straight out from sides, make small fast circles with arms, then big slow circles. Reverse the direction of little fast and big slow circles. Rider should get the sense of gathering her seat with the arm motion when doing big slow circles.

g) Progressive Challenge

- (1) Go through all the exercises with one arm.
- (2) Go through all the exercises with both arms.
- (3) Instructor calls out directions and has rider change swiftly from motion to motion, in no particular order, without losing rhythm.
- (4) Instructor calls exercise, then have rider go out of rhythm (crazy swinging arm motions) and back in rhythm. Repeat each exercise going in and out of rhythm as the instructor calls directions. Note how the change of the rider's rhythm may effect the horse's cadence.
- (5) Have student do each arm exercise while dropping stirrups and picking them back up on command, without losing the rhythm of the arm motion.
- (6) For the most advanced riders, try these exercises at the canter and then bareback.



VI. Communication Exercises

These exercises will increase the communication between horse and rider and give the rider a greater understanding of the use of the natural aids (seat/weight, legs, hands, and voice)

A. Unmounted Communication Exercises

1. Sitting on Hands

Seated in a chair, sitting upright with feet on the floor, sit on hands and feel seatbones.

- Inhale deeply, filling lungs to capacity and feel the weight lift from seatbones.
- Exhale fully and feel the rotation of seatbones. Repeat.
- With lungs inflated, slowly twist head and look over right shoulder. Feel the weight shift to outside (left) seatbone, while the inside seatbone lifts.

Point out the significance of breathing and eyes, in terms of their effect on the rider's seat; the horse can feel these movements quite clearly, since the rider is sitting on a highly sensitive area. Exhaling causes the rider's weight to drop into the saddle, as is required in downward transitions. The use of the eyes causes a shift of weight in the rider's seat and therefore the horse's back, which is what happens in the bend of a turn.

2. Dance Partner

Pair students up and have them stand together with arms linked, as if going for a stroll. Let one student be the 'horse' and the other will be the 'rider.' The objective is for the 'rider' to take the 'horse' on a ride, changing direction and speed, without ever talking. The 'rider' cues the 'horse' with her eyes and body posture. If the 'rider' gives very slow and obvious signals to the 'horse,' the 'horse' should be able to move in time with the 'rider,' instead of being jerked through the motions.

Point out the importance of giving the horse warnings, or pre-signals, of what the rider will ask and of asking very slowly and clearly, giving the horse time to process the information and respond.

B. Mounted Communication Exercises

Mounted communication exercises teach the rider the importance of using pre-signals (or preparatory commands), cueing the horse slowly and using all of the natural aids to communicate with the horse.

1. Transitions in Cones

Set up a series of cones, or any safe markers in the arena. Have students execute transitions with precision, so that the rider's shoulders are exactly in line with the cones when the transition is complete. Practice both upward transitions (walk to trot, trot to canter, etc.) and downward transitions (trot to walk, walk to halt, etc.). Transitions should be executed smoothly and with subtle use of the aids. Riders will learn to slow their cues down and plan ahead, according to the needs of their mount.

2. Reversing without Reins

On the rail at a walk, the student will be riding with her hands in the proper rein-holding position, but without holding on to the reins (make sure the reins are loose, but secured). Have the rider attempt to reverse directions by looking in the direction she wants to go, pointing that way with the inside hand and shifting weight onto the outside seatbone, pressing the outside leg against the horse's barrel. As soon as the horse begins to turn, release the cue and give copious praise to the horse. Keep working at this until the rider can reverse the horse and take it back to the rail, without ever touching the reins.

3. Fencing

Most commonly used by western riders to teach the sliding stop, this exercise can also be useful for all riders learning how to use the weight aid in downward transitions and to be less reliant on the reins. The fence is used as an artificial aid, or barrier that causes the horse to stop, while allowing the rider and horse to come together in timing and feel of the downward transition. The rider will learn to sit deep in the saddle in a downward transition and feel the horse's back drop as he stops.

- Have the students line up perpendicular to the rail at a halt.
- Using eyes first, turn the horse in a big circle (be sure to alternate the direction of the circle each time), and approach the rail on a straight line. The rider must use her seat, legs and hands to keep the horse straight into the rail.
- As the student approaches the rail, just before the horse has to stop, the student should exhale deeply, sink deep in the saddle, lift the hands slightly up and back and say "whoa."
- Pause at the rail before starting a circle in the other direction.
- The object is to bring the rider and horse together on their timing so that the rider can stop the horse with only her weight, hand motion and voice and no rein contact.
- Once the rider is getting good stops at the walk, with little or no rein contact, progress to the trot, then canter (circles must get larger with faster gaits).

VII. Conclusion

These are just a few of the numerous exercises and drills that can be utilized by instructors and coaches to develop the fundamental skills required of riders: balance, rhythm and communication with the horse. Instructors and coaches should incorporate these and other exercise into their lesson plans to enhance the skills of the riders, develop a strong work ethic in students and make lessons more fun and challenging. Teaching youth riders is a challenging task, but keep in perspective these important ideals:

A. Safety First

Use common sense at all times. Be aware of the environment (is the arena sized appropriately, free of obstacles, gates shut, nothing hanging on fence?). Always try new ideas first, before subjecting students to an untried experiment. Never increase the risk to the rider unnecessarily. If there is an increase of risk, for instance by having the student ride without reins or stirrups, make sure both the horse and rider are ready for this challenge and make certain there is something to be gained.

B. Plan Ahead

Instructor and coaches should experiment with these and other exercises before presenting them to students. Make a mental note of what it was like to learn them. What was easy? What was hard? Have at least three ways to explain everything. Practice on one or two students before presenting to a big group. Make lesson plans, write down the plan and take it to the arena with for reference. Have all the materials needed for the lesson in the arena ahead of time (poles, cones, neck straps, etc.). Prepare a demonstration either by the instructor or a qualified assistant of what will be expected of the students. Be creative and have fun.

C. Get Continuing Education

All great teachers were students first. Attend as many clinics and seminars as possible, observe and take lessons. The instructor will get great new ideas and inspiration by doing this. Consider attending a CHA Certification Clinic to study accepted teaching techniques, increase safety awareness and gain certification and recognition as English and/or Western Instructor in one of four horsemanship levels. CHA also provides student and instructor manuals and other riding program materials such as posters, helmets, and awards. For more information on CHA, contact the national office at 1-800-399-0138, or visit www.cha-ahse.org.



VIII. About the Certified Horsemanship Association

CHA is an international non-profit organization founded in 1967. It is a membership-based organization, which certifies riding instructors, both English and Western, at four horsemanship levels. Additionally, CHA provides resources materials for instructors and group riding programs, including student and instructor manuals, educational materials, student certificates and awards, instructor employment service and helmet buying program. CHA publishes the accepted industry standards for group riding programs and will be offering accreditation to riding programs by the fall of 1999.

CHA's mission statement is to promote excellence in safety and education internationally, for the benefit of individuals and group riding programs.

IX. About Julie Goodnight

Julie Goodnight is Program Director for the Certified Horsemanship Association, an international non-profit organization, dedicated to improving the safety and quality of group riding programs since 1967. Although the national headquarters for CHA is in Tyler, Texas, Julie works from her home office in south central Colorado.

With a bachelor's degree in Outdoor Recreation and a varied equestrian background ranging from Dressage, Hunter/Jumper and Reining to racetracks and wilderness riding, Julie has been a professional in the equine industry for more than 20 years.

Julie owns and operates Goodnight Training Stables, Inc., a private training facility, which specializes in starting young horses. She also directs Goodnight Riding School, which offers intensive short-courses for adults in general horsemanship, horse training, jumping and instructor certification. The philosophy of Julie's training and teaching is centered in balance, rhythm and use of the natural aids to develop responsive and willing horses. For more information on Goodnight Riding School, call 800-225-8827 or email goodride@amigo.net.

X. Contact Information

Julie Goodnight, CHA Program Director
7622 CR 253 Salida, CO 81201
800-980-1410 719-530-0939 fax)
saferide@amigo.net

Goodnight Riding School
7622 CR 253 Salida, CO 81201
800-225-8827 voice mail
719-530-0531 office 719-539-0939 fax
goodride@amigo.net

CHA LESSON PLAN FORM

INSTRUCTOR: _____ ASSISTANT: _____

Lesson location: _____ Date/Day: _____ Time: _____

Class Description: _____

DESTINATION/GOAL OF LESSON: _____

PREPARATION:

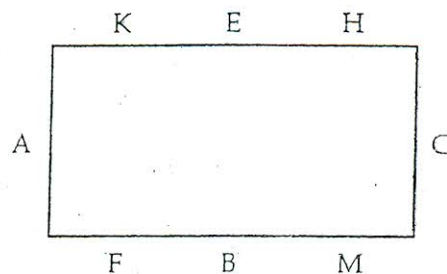
BEFORE ARRIVAL OF THE STUDENTS:

() Lesson plan completed.

Ring/Equipment set up

Horse and Student information: _____

Equipment to collect: _____



_____ minutes

ONCE STUDENTS ARRIVE: () Complete safety check.

Warm up horse: _____

Warm up rider: _____

Review comprehension of previous lesson material - check readiness new lesson:

EXPLANATION:

_____ minutes

Key points to consider.

Step by step progression.

1. _____
2. _____
3. _____
4. _____
5. _____

DEMONSTRATION:

_____ minutes

Who demonstrator is: _____

Mounted or unmounted.

What they do.

What students watch for .

(over)

APPLICATION:

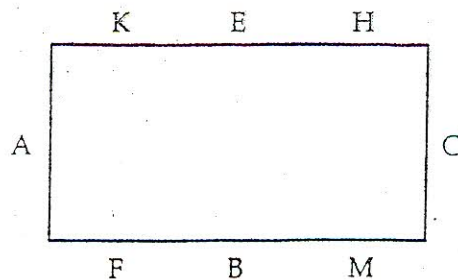
___ minutes

APPLICATION SET UP

Student placement.

Instructor placement.

Assistant placement.



APPLICATION PRACTICE

With supervision.

Without supervision.

Total group involvement.

OBSERVATION & CORRECTION:

___ minutes

What to look for.

Criteria to use to know students are getting it.

REPETITION:

___ minutes

Games or fun ideas to actualize the learning .

Review key points and step by step progression.

CONCLUSION:

___ minutes

Wrap up explanation. Ask students for key points .

Cool down horses. Reflect and relax.

EVALUATION:

Goals achieved?

Strengths and weaknesses in lesson and teaching.

Notes for next lesson:

Dream

14.3 H, 14 y.o. QH bay gelding. Rides English, Western, Jumps 2'6" (gets a little strong on courses) and drives. Super disposition, will lead or follow on trail (a little slow in front)

Star

15 H QH gelding, Western pleasure, has shown, good on trails. Tends to be slow, often needs to jog to catch up. Smooth gaits, good with beginners through strong intermediates. Green over fences.

Adam and Eve

13.2 H pair of driving ponies, as old as the original Adam and Eve (30-something?).

Great ponies as long as kept together. When out of sight of each other they whinny and scream and act up. A little arthritic so can be used only 1-2 hrs. & must be turned out afterward.

Jiminy Cricket

14H, 15 y.o. mare, "camp" pony. Goes English or Western. Great on trails but likes to "rub riders knees on trees." Great beginner pony--has bumpy gaits.

2nd Chance

15h 4y.o. Appy green broke Western rescued from neglected and abusive homelife. Slightly underweight still. Has very kind eye but is head shy and a bit spooky on trails. Very willing attitude. Needs reassurance from rider.

Mighty Win-One (Mi-T)

8 y.o. 16.2 TB off the track. Raced as a 2 and 3 yr. old. Broke down, used for a stud at 4 & 5, gelded at 6, used as a teaser on breeding farm before being sold as "Dressage/ Trail Horse" prospect. Calm at walk/trot, still gets quick in canter and tries to pass every one in ring. Can't be jumped.

Ghost

8 y.o. 15.3 white mare with 2 watch eyes. Great horse in ring and on trail. Goes English and Western. Gets real "witchy" when in heat and squeals a lot. Kids get intimidated by her "watch eyes" and "screaming" when in season.

Batman

15.2 H black graded gelding (14 y.o.). Goes English, has basic dressage, jumps 2'6"-3' safely and consistently. Ideal horse- except he has a tendency to kick other horses in close quarters.

Queen Sheba

15.2 1/2 Arab Palomino 13 y.o. mare. Ex-mounted police horse used for crowd control, city patrol, and parades. (Has navicular due to years on hard pavement and small feet)-- needs bar shoes. Great in ring and trails alone, goes into "Parade Prance" in group trails; but not mean or jittery just "showing off" in the group.

Sophie

18 y.o. 16.1 Appy mare. Rides English & Western. Has done reining in her youth, and evented. Gets strong cross-country. Likes to be in front on trails--otherwise jigs and gets "hot." Needs experienced rider or strong intermediate--not for beginners. (Bites other horses!)

Flash

16 H Paint gelding, 12 y.o. Retired show jumper, has "big knees" but goes sound. Gets a little strong on trail and tends to jump "boggy" footing (mud). Good in ring but goes high headed. Needs experienced rider.

Jonathan

11 y.o. chubby camper 5'0" tall. Rode Western one 3 week session at another camp last year. Wants to ride English so he can learn to jump. Other kids tease him because of his weight. very insecure.

Your Assistant Instructor (Ingrid)

17 y.o. 5'7" exchange student here for the summer. Rides low level dressage at home under instruction of strict German dressage trainer. Has rigid back and fixed hands (stiff on horse). She speaks broken English (thick German accent) and has difficulty with American riding terms, but wants to learn American cowboy style (Western!).

Samuel

22 y.o. 5'8" tall college student very athletic. Never ridden but hes girlfriend rides and shows hunters. Wants to be able to go on trail rides with her and help her at shows.

Ken

49 y.o. 6'1" businessman, rode pony hunters as a kid. Had horses for his kids while they were young. Trail rode with his kids but now they are grown. No longer has horses but wants to pleasure ride and learn to jump again to hunt with the Milbrook Hunt Club.

Benjamin

16 y.o. 5'9" owns his own horse and competes in gymkhana classes in local shows. Likes to flirt with the girls and trys to impress them with his "cowboying".

Donna

38 y.o. housewife 5'1" tall. She wants to ride horses to get exercise and get away from her kids (ages 8, 12, &15). A bit overweight, she wants to ride but is self-conscious about her weight. Had 2 summers of riding at a girl scout camp as a teenager.

Paula

14 y.o. 5'4" tall never ridden, except pony rides at fairs as a child. Has a mad crush on Benjamin. Is a rather "spacey", excited, teenager.

"Kitty" (Catherine)

9 y.o. 3'9" tall beginner wants to ride but is timid and shy. (very allergic to horses). Parents want to buy her a pony if she does well because they had horses when they were young. Has had 2 private lessons but never ridden in group.

Harriet

8 y.o. 3'6" tall, loves horses! She wants to be an olympic rider when she grows up. Has shown in Leadline and walk trot classes in local and rated shows (pins low occassionally). She is spoiled and cries when she doesn't get her own way. Likes to ride big horses!

Lesson Ideas: Below are some ideas for lessons at different levels. Keep in mind that *every student and every horse is different*, so these levels should *not* be "set in stone." Tailor each lesson to each individual rider.

Level 1.

Dismounted:

1. Catch and halter a horse.
2. Lead a horse.
3. Tie a quick-release knot (horse not included).
4. Groom a horse... curry, body brush, soft brush. (no feet yet)

Mounted:

1. Mount.
2. Dismount.
3. Sit in the saddle and hold the reins.
4. Ride at a walk — halt.
5. Ride at a walk, execute a left turn, execute a right turn, walk — halt.

Play:

The "Backwards" game.

Other:

1. Feed and water a horse.
2. Point to and name some parts of the horse.

Level 2. *All of Level 1, plus...*

Dismounted:

5. Tie a horse properly with a quick-release knot.
6. Pick up front foot.
7. Clean out front foot.
8. Help tack up and untack.

Mounted:

6. Move from a walk to a trot — halt.
7. Back up the horse.
9. Ride at a trot, execute a left turn, execute a right turn, walk — halt.
10. Ride a circle (both directions) at the walk.
11. Start thinking about leg aids, where the leg is to move the front of the horse, where to move the back of the horse.

Play:

- "Simon Says" or "Command"
- "Cup of Water" or "Egg-and-Spoon"

Other:

3. Clean a stall.
4. Care for the horse after a ride.

Level 3: *All of Level 1 and 2 plus...*

Dismounted:

9. Put on the saddle properly.
10. Put on and properly adjust the bridle.

Mounted:

11. Trot around the ring, both directions.
12. Trot a small circle, both directions.
13. Work on a turn on the forehand.
14. Work on a turn on the hindquarters.
15. Walk over ground poles, around cones, different patterns.

Play:

"Sit-A-Buck"

Other:

11. Clean tack.
12. Identify good quality hay.
13. Show Level 1 students how to tie knots.

Level 4. All of Levels 1, 2 and 3, plus...

Dismounted:

11. Learn how to show a horse in a showmanship class.
12. Demonstrate to others safety in working with horses.

Mounted:

16. Take up the trot from the halt and the walk, and return from the trot to the walk and the halt.
17. Walk and trot a figure eight.
18. Walk and trot over ground pole exercises.
19. Execute a turn on the forehand; a turn on the hindquarters.
20. Pick up an easy canter, focus on control, correct lead not essential.

Play:

"Forward and Back"
"In the Box"

Other:

14. Point out and name conformation faults; have a mini horse judging clinic.
15. Check a horse's temperature, pulse and respiration.

OUTLINE: RISK MANAGEMENT IN HORSE PROGRAMS

Prepared by Susan E. Harris, CHA Clinic Instructor

Introduction: Horseback riding, along with swimming and water skiing, can be the main source of catastrophic inquiries occurring at camp. Camp horse programs bring together three unique and potentially dangerous factors--horses, people, and the environment--which mandate special preparation, practices and standards in order to provide campers a safe and rewarding experience with horses. Risk management in horse programs must be viewed in the context of current standards and practices within the horse industry, and the legal climate.

Risk Issues: Horseback riding is a "risk activity" by nature; this is part of its appeal. The inherent risk of riding and horse activities has been recognized by law in several states. It is not possible to remove all risk from horseback riding, but it is possible and necessary to minimize risk.

Factors in Risk:

1. The horse: All horses, no matter how well trained, are animals, subject to instinctive animal behavior and reactions. There is no such thing as a "guaranteed safe horse". Some risk factors inherent in equine nature and behavior are:
 - a. The horse's flight instinct, self-defence, herd instinct, dominance behavior, individual temperament/experiences, soundness, suitability for the job and the individual rider.
 - b. Selection of suitable horses, especially in regard to temperament, age, experience & suitability to the purpose & level of riders is paramount. Unsuitable horses must be eliminated from the string.
 - c. Horses must be managed properly & consistently, with care & consideration for their nature, in order to remain safe and useable. A horse can be ruined quickly by careless or improper handling.
 - d. Every horse is an individual, and staff must know each horse and its temperament and characteristics. Staff should ride & observe each horse closely.
 2. The camper (in some situations, the public): (Riders in group riding programs)
 - a. The public (especially children) are attracted to horses, and may trespass, enter forbidden areas, and act in dangerous ways around horses through ignorance. Good supervision and control at the horse area is a must!
 - * b. Most camp riders are beginners, unfamiliar with horses; even "experienced" riders are often ignorant of basic safety practices. Most camp riding takes place in groups, compounding problems of supervision, control, and understanding instruction. Never assume that any rider knows how to ride or be safe around horses.
 - c. Rider attitudes: Some are fearful, requiring extra help & close supervision. Others are unrealistic about their actual riding ability & experience. Some expect fast, exciting action activities and resent safe controls on their behavior.
 - d. Campers with special needs and/or disabilities may be mainstreamed in the riding program, requiring special knowledge, precautions and handling.
 - e. Camps must ascertain each rider's level of experience & ability, assign a suitable horse, and provide riding activities. Use try-outs, questions or application forms & keep records.
 - f. Irresponsible behavior, including alcohol or drug use, showing off, racing, pranks and roughhousing are all too common factors in horse-related accidents. Most accidents happen to unsupervised riders.
 3. The environment (including horse facilities):
 - a. The environment must be suitable for the horse activity, and vice versa. The type of activity, staffing, number of riders, and rider level must be considered.
- *NOTE Beginners make up the majority of riders (adults or children) in most group riding, whether instructional or recreational. This is because as a rider's skills progress, they begin to engage in activities limited to individual performance.

- b. Horse activities should avoid areas of vehicular or pedestrian traffic, noise and confusion. Riding on public highways is particularly dangerous.
- c. Horse activities require safe footing, free from holes, rocks and hazards that may cause horses to stumble or fall.
- d. The horse area should be securely enclosed, both to prevent horses from getting out and campers or the public from unauthorized entry.
- e. Horse facilities must be designed with input from experienced horsepersons who are familiar with the kind of horse activities conducted and with good horse management practices. Safety from campers, the public, staff and animals must be incorporated into the design and construction.
- f. Weather and climatic conditions must be taken into consideration, especially when extremes of heat, humidity or cold exist. Safety parameters (heat/humidity index, wind chill factor) must be established.

4. Equipment (including rider attire):

- a. Require a safety check of each horse and rider before every ride, including condition & adjustment of tack and rider attire.
- b. Require riders to wear protective headgear, meeting the standards of the American Society of Testing Materials (ASTM) and tested by the Safety Equipment Institute (SEI). (If possible, rent or provide such headgear for riders who do not own their own.)
- c. Require riders to wear safe footwear (shoes or boots with hard, smooth sole and definite heel; no sandals, sneakers, or deep-tread hiking boots).
- d. Inspect all tack for condition daily and insist that tack be properly adjusted to each individual horse. Keep tack clean, oiled and supple. Provide spares & repair materials.
- e. Use appropriate tack and equipment for the activity, properly sized to the rider.

5. Staff (the key factor in risk management!):

- a. Use only experienced riding staff whose qualifications & practices have been evaluated by an expert. Hands-on instructor certification clinic is highly recommended. Resumes & office interviews are inadequate to determine practical horsemanship qualifications. Be sure staff is qualified in the specific horse activity & level that you require.
- b. Don't under-staff & overload! Keep a workable ratio of staff to campers, & remember that staff must pay close attention to horses as well as to campers.
- c. Establish safety rules and procedures and insist that they are followed. Emergency procedures (in case of fall, human injury or illness, equine injury, fire, etc.) should be established and practice drills conducted.
- d. Staff must know the horses & the campers. Good communication with the other staff is important. Write down notes, changes, procedures! Have staff meetings regularly.
- e. Involve staff in risk management, policies & safety review. Be sure staff understand their responsibilities & what constitutes negligence.

6. Standards & Practices: Legal Considerations:

- a. Use certified instructors and trail guides; keep a copy of instructor certificates on file
- b. Your program must be in compliance with state & local regulations. It should meet ACA's program standards and the Standards for Group Riding Programs, published by the Assoc for Horsemanship Safety & Education (CHA).
- c. Have a written staff procedures manual, including operating rules & safety practices and emergency procedures.
- d. Keep written records of:
 - Horse descriptions, evaluation & use.
 - Rider liability release & written permission to ride (minors).
 - Rider information, skill level, attendance.
 - Horse work hours (daily, weekly).
 - Veterinary & farrier care; treatment of individual horses.

- Feeding schedule (with amount for individual horse).
 - Incident reports.
- e. Have written permission from parent or guardian for minors to ride. Use a liability release approved by your attorney and insurance company. Post safety rules & warning signs, and call them to the attention of campers & public. (However, this does not relieve you of liability in case of negligence!)
 - f. Do not permit riding double under any circumstances, particularly adults riding double with infants or small children. Do not permit racing, rough treatment of horses, unsupervised riding, or use of alcohol when riding. Post and enforce No Smoking regulations when riding and in bar and stable area.
 - g. In case of injury, accident or incident (even if injury is not apparent), staff must make a written incident report. Record names & addresses of all involved and witnesses; write only facts, not speculation about causes of incident. Keep such records permanently, and review incidents with riding staff.
 - h. Periodic review of the horse program by an independent expert may uncover weak points that are not apparent to staff & management who are too close to the program. Consider holding an instructor certification clinic on-site; a good opportunity to evaluate your program, facilities & practices as well as training and certifying your staff.
 - i. Write your state legislators and support your state horse council in passing "Limitation of Liability for Equine Activities" laws. You can obtain copies of the laws currently in effect in Washington, Colorado, Georgia, Massachusetts or other states.

7. Resources:

Association for Horsemanship Safety & Education CHA • 5318 Old Bullard Road • Tyler, TX 75703

• 1-800-399-0138 • FAX 903-509-2474 • Voice Mail 903-509-AHSE Non-profit international educational association provides:

- ✓Certification clinics for instructors: English & Western, Elementary through Advanced, and Trail Guide through Wilderness Guide.
- ✓Instructional manuals & 4 achievement levels (English, Western, Trail).
- ✓Publishes Standards for Group Riding Programs.
- ✓National Directory of certified instructors & member camps.
- ✓Regional & national conferences & workshops.
- ✓Program development resources, job listing, education & support for group riding programs of all types.

American Medical Equestrian Association: 103 Surrey Road, Waynesville, NC 28786; 704-456-3392 FAX-704-456-3392. Association of physicians and others interested in reducing death and injury from horseback riding accidents in the U.S.

- ✓Gathers statistics on causes & etiology of horseback riding accidents & injuries.
- ✓Vitaly interested in equestrian safety, including safety products (including ASTM/SEI standard protective headgear) & practices.
- ✓Publishes newsletter & education pamphlets on equestrian safety issues (including "When Can My Child Ride a Horse?").

North American Horsemen's Association: Ark International Group, P. O. Box 223, Paynesville, MN 56362; 1-800-328-8894. Organization associated with an insurance company (Ark International Group).

- ✓Risk management programs & materials.
- ✓Safety programs, industry contracts, stable signs.
- ✓Publishes annual newsletter relating to equine risk issues.

American Horse Council: 1700 K Street NE, Suite 300, Washington, DC 20006; 202-296-4031. National council representing the horse industry in Washington, with particular interest in legislative issues affecting

horsemen.

✓Publishes annual horse industry directory.

Book: In the Balance: Horseman's Guide to Legal Issues by George G. Johnson, Jr.; 1993; Pica Publishing, 28546 Golden Gate Canyon Road, Golden, CO 80403; 1-800-279-2001 ext. 209 \$17.95

Your local county Co-operative Extension Service (an arm of the US Dept. of Agriculture) has free or inexpensive information on horse facilities, health, nutrition & management, and may sponsor lectures or short courses for horse people. Information is also available through the 4-H Horse Programs.

U. S. Pony Clubs, Inc.: 4071 Iron Works Pike, Lexington, KY 40511. Education organization teaching horsemanship & safety in English riding, with excellent safety standards. Publishes safety materials & instructional manuals.

18 Suggestions for Avoiding Liability

1. Scan barns and pasture areas for sharp corners or objects. Repair them promptly.
 2. Commercial horse facilities should keep entrance ways as clear as possible of snow and ice.
 3. Post warning signs (and all signs mandated under your state's equine liability law) where necessary.
 4. Place a first aid kit in the barn and advise everyone at the facility where to find it.
 5. Post your "stable rules" in the barn and give copies to each boarder.
 6. Keep a note pad or message board available to allow customers and boarders to leave messages alerting you to problems requiring attention.
 7. Install lighting around the stables; the areas should be sufficiently lit.
 8. Cover open, gaping holes.
 9. Plan regular facility inspections where all buildings and fences are checked for breaks or unsafe edges.
 10. Encourage ASTM-certified/SEI-approved equestrian protective headgear when riding or near horses.
 11. Keep obviously intoxicated people away from the horses and horse facilities.
 12. Post warning signs near horses known to have vicious or dangerous propensities.
 13. Keep horses having vicious or dangerous tendencies away from visitors and place these horses in secure stalls.
 14. Protect or reinforce windows so that horses or people cannot break through them.
 15. Use contracts and written releases for transactions such as lessons, boarding, horse rentals, breeding, and training. Consider updating your release forms.
 16. Make sure your insurance is up to date as to types and amounts of coverage.
 17. Post "no trespassing" signs.
 18. Locate electrical and extension cords away from where people might trip on them and out of the reach of horses.
-

Do:

- Act quickly and obtain medical assistance where needed.
- Locate and protect information that will help the investigation of the matter such as the injured person's name, address, and phone number. Also, get details from witnesses.
- If you personally witnessed the incident, try to remember the facts as completely as possible. Consider writing a detailed description.
- Under your insurance policy, you may be obligated to immediately notify your insurer of any incident.

Don't:

- Admit guilt or admit that you were, in any way, negligent.
- Discuss the issue of whether or not you were liable for the incident. Your lawyer and insurer will discuss these issues with you.
- Refuse or withhold medical attention when the injured person needs it. This omission could, on its own, create liability.
- Assume that injured people will never sue, even if they insist they will not. They can and, sometimes, they do.

Liability Releases

Liability waivers or releases are *very* serious documents designed to give up a legal right to sue. Not all states enforce them, and some states have certain requirements about the type of language releases should contain. Although a release may deter a lawsuit, people still can sue despite the language in the release that says otherwise. When this happens, particularly in states known to enforce releases, courts will carefully scrutinize the release and whether it was fairly presented to the party who signed it.

Legal developments, particularly within Michigan, appear to show that courts in several states are willing to enforce properly-written waivers or releases used in equine activities. However, decisions from courts in certain other states, such as New York, are contrary to this apparent trend.

Commercially-available "one-size-fits-all" form releases may be cheap, but they are not always legal. This author strongly cautions against using a release form *unless* you first have it reviewed by a knowledgeable attorney to make sure that it is appropriate based on your activities and the applicable state's legal requirements.

FIRE SAFETY

30 SECONDS

IS ALL THE TIME YOU MAY HAVE

PLAN NOW

1. Check smoke detectors and replace batteries.
2. Know where fire alarms are located.
3. Know where fire equipment is AND HOW TO USE IT.
4. Know where to get water.
5. Know what to do with the horses.
6. Hang a halter and lead on each stall door.
7. Practice fire drills.

***POST THE FIRE DEPARTMENT NUMBER
IN A PROMINENT PLACE***

ACTION IN CASE OF FIRE

1. Evacuate people from the building.
2. Call the fire department.
3. Begin evacuating horses.
4. Open all access gates to the area so the fire trucks can quickly get in.
5. Keep the roads clear for fire equipment access.
6. Use fire fighting equipment.
7. Meet the fire department and direct them to the fire.

You have 30 seconds to get a horse from a stall after it ignites.

The burning rate of loose straw is 3 times that of gasoline.

The burning time of a 12' x 12' stall is approximately 90 seconds.

FIRE SAFETY

How to NOT Have a Fire, and What to Do If You Have One

There are three major points:

1. Prevention of fire.
2. Preparing for the fire that "CAN'T" happen.
3. Action when the fire that "COULD'NT" happen, happens.

PREVENTION:

1. Fires need fuel — don't build your own fire.

Keep the barn clean. Avoid all garbage, accumulation of loose hay and bedding. Sweep down cobwebs, dust accumulation from flat surfaces, and birds' nests. Keep the exterior of the stable free of combustible materials — don't have TWO fires.

2. Be aware of proper use of electricity.

The safest electrical installation is conduit or metal clad cable — NOT plastic covered wire. NEVER overload fuses. Use heavy weight extension cords. Light fixtures, especially incandescent bulbs, should be enclosed within safety shields.

3. Manage feed and bedding.

Watch all stored hay for development of heat. Never take a chance with wet or green hay. Spontaneous combustion is not an old wives' tale. The ideal situation is storage of hay separate from the stable, with only small quantities kept in the stable at any time.

4. Store flammable material properly.

NEVER store paints, gasoline, oil or other volatile and flammable material in the stable. Don't collect old paint rags and brushes.

5. *Smoking — DON'T! NO SMOKING IN THE STABLE!*

Post signs. If you have confirmed smokers on staff, then designate a smoking area away from the stable.

6. *Heating.*

Use only safe heating sources, if necessary. Better no heat than unsafe heat. Code approved, permanently installed electric heaters are the safest. Never use portable space heaters.

7. *Have an independent inspection of the stable.*

By an electrician, to confirm the safety of electrical devices and wiring.

By your Fire Chief. Listen, take advice and act on everything that is less than acceptable from a fire prevention point of view.

PREPARE FOR THE FIRE THAT "CAN'T" HAPPEN:

1. *Fire Detection Devices.*

Install smoke detectors. Check them regularly and replace batteries.

2. *Fire Alarms.*

Install fire alarms with a high decibel, resonant horn, loud enough to be heard by the entire camp.

3. *Telephone Extension.*

Have a telephone located near the principal entrance of the barn. Not only will you save minutes of time calling the fire department, but the telephone will also be available for other horse-related emergencies.

Have the Fire Department number posted near every telephone. Memorize the number, but don't count on your memory.

4. *Fire Extinguishers.*

Have heavy duty fire extinguishers located at strategic points — entrances and areas of greatest fire risk, hay storage areas, etc. **KNOW HOW TO USE** the fire extinguishers.

5. *Know where to get water.*

Have hose connections at strategic points, and hoses near by. If there is a brook, river or pond near, know how many feet of hose the Fire Department will need.

6. *Know what to do with the horses. Every stall door should have a halter and lead hanging on it.*

Have available a supply of towels, grooming rags, feed sacks that you can wet (in horses' water buckets) and cover over their eyes. Horses are not usually panicked by smoke and can be led through it, but they are often terrified of open flame.

Once the horses are out, *know how to keep them out.* Get the horses into gated paddocks or a riding ring at a safe distance away. Remember that panicked horses may return the barn, even to their blazing stall, in a false sense of security.

7. *Fire Drill!*

Schools have fire drills. *Stables should have fire drills.*

Train every employee how to safely halter and lead a horse.

Review the drill with all employees. Each person should know what to do first — you can never know who will be first on the scene.

PRACTICE. Practice getting the horses out — it's good training for you and the horses. Learn where the problem areas are, which horses are the most difficult (and time-consuming) to manage.

Time the drill. Study what could be done more efficiently.

Run the drill with only one person doing everything — you might be alone in a real fire situation, and you are certain to be short handed.

8. *Have the Fire Department come for a visit.*

Ask the local Fire Department and the drivers of the equipment, which would be the first to reach your stable, to come and visit. Acquaint them with all entrances to the building, to stall latches, and the area where you have planned for horses to be led to safety. Show them where the water connections are and, if you have it, where supplemental water (brook, pond, etc) is located.

**ACTION WHEN THE FIRE THAT "COULDN'T" HAPPEN,
HAPPENS.**

1. *Evacuate people from the stable.*

Get the campers out first!

2. *Call the fire department.*

3. *Begin evacuating horses.*

Get the horses out, and keep them out!

Try to open as few doors as possible — a rush of fresh air only fuels the fire.

4. *Open access gates to the area so fire trucks can quickly get in. Keep the roads clear for fire equipment access.*

5. *Use fire fighting equipment.*

6. *Meet the fire department and direct them to the fire.*

7. *Call your veterinarian.*