

Online HorseCollege



Student Workbook

3.T.13 Supervise Horse Handling

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Supervise Horse Handling 3.T.13 Workbook

Students are to complete Teaching 3.T.09-12 online assessments prior to attempting Teaching 3.T.13-16 and to follow all recommended safety considerations.

Practical assessments for Teaching 3.T.13-16 are as follows

- A) Supervise Horse Handling
- B) Safe Riding
- C) Risk With Horses
- D) Risk Analysis

These assessments incorporate the following unit from the SIS30710 Sport Industry Training Package which include the listed elements

SROEQO003A Supervise horse handling

SRXRIK001A Undertake risk analysis of activities

Further information about this assessment is available at www.training.gov.au

Supervise Horse Handling Introduction

If you are unfamiliar with a rider, student, employee or volunteer simple questions like “What horses have you ridden”, “Which horse is your favorite?”, “How long have you been riding?” can provide insight into what level or what experience the person has had.

It is your responsibility to ensure that, students and other staff, volunteers or handlers you may be overseeing perform tasks that are suitable for their level of experience and in a safe and appropriate manner. You may also be required to provide assistance to other staff members, equine professional, students, members of the public and contractors.

Early stage learners (beginners) are most likely to need direct and constant supervision due to their lack of experience and knowledge of horses, their behaviour and the equipment that goes with them. You will need to demonstrate the use of gear such as grooming tools; how to fit and adjust items like halters, bridles and saddles; and how to manoeuvre the horse.

Intermediate stage learners are likely to have knowledge of how to use and fit equipment but will still require assistance. You should always check gear fitted and adjusted by your students.

Final stage learners (experienced/competent) horse people are likely to be confident working around horses and fitting and adjusting equipment, however they may not have a knowledge of the safest practice- this includes those students with their own horses. Therefore they will still require a certain amount of supervision.

Anyone who accepts a coaching position whether professional or voluntary, has a legal responsibility to provide their horses and riders with the utmost care.

Horse Handling Equipment

The beginning of the horse management (2.1-2.2) covered equipment that is used to handle horses. In this chapter this equipment will be recovered however this time it will be in relation to what type of situations it may be used in and what level of experience is needed to be able to use it safely and effectively for both horse and handler.

Halters, Head collars & Lead ropes

These can be used by anyone of varying abilities to handle horses on the ground. Beginners may have difficulty sorting out what goes where initially, especially with the rope variety. It is important to check that a halter put on by a novice handler is fitted and adjusted properly and not be too tight or too loose.

Lead ropes are a fuss free and fairly self explanatory piece of equipment which a beginner can use easily. You may need to supervise how the lead rope is held and fitted to the halter.



Twitch

When used a twitch should only be applied for a short period of time. They should be used only by experienced people.

A typical situation where one might be used is when a handler needs to tend to an injury and the horse is nervous, worried or just doesn't want anyone near the injury, applying a twitch can help in keeping the horse still for the handler.

A twitch releases endorphins which distract the horse from what the handler is doing however on some horses it will have the opposite effect. Some horses may become quite dangerous and lash out when a twitch is applied, in this case then it may be best to seek out another form of restraint.



Hobbles

When putting hobbles on a horse for the first time it is usually a good idea to do this without beginners watching. A horse that is hobbled for the first time can be an unpleasant thing to watch as the horse adjusts to the restriction of their movement and this can be a bit much for the novice horse enthusiast.

Hobbles are not a piece of equipment for beginners and novices to be putting on a horse.



Horse Handling Equipment (cont.)

Leg rope/One legged hobble

Another piece of equipment which should be used by experienced handlers.

Again preferably this should be used without the presence of beginners or novices.

These may be used to help keep a horse still when trying to work with one of the other legs.

Care should be taken as some horses will still be able kick despite being restricted to 3 legs.



Anti-rearing bits

These bits are used on horses which have a tendency to rear therefore a beginner or novice will not use them because they should not be allowed to handle horses which are known to rear.

They are commonly used on stallions (again beginners and novices should not be handling stallions).

Used incorrectly and they can do severe damage to the tongue to the point where part of the tongue may need to be removed.



Muzzles

Muzzles can be used for horses which are prone to biting (aggressive behaviour directed towards handlers) and to restrict grazing.

Under supervision a beginner or novice may be able to fit this to a horse who's grazing needs to be restricted.

A beginner/novice should not be handling a horse which is prone to biting and generally exhibits aggressive behaviour towards its handler therefore should not be fitting a muzzle to a biter.



Cavesson

Similar to a halter the cavesson is adjusted to fit securely around the head.

Under supervision and with some assistance beginner and novice handlers will be able to put this on the horse.

Cavessons are used when lunging to provide control.



Horse Handling Equipment (cont.)

Lunge Rein/Line

Used to control a horse from lengths greater than that allowed by a lead rope and when lunging. A novice - intermediate handler may be able to lunge an experienced lunging horse but this will be under direct supervision and assistance. Care must be taken to ensure the handler doesn't become entangled in the lunge rein.



Bridles

Bridles can be put on, fitted and adjusted by beginner and novice handlers. They will probably require assistance to begin with as the numerous straps and buckles can be confusing and difficult to co-ordinate. You will need to ensure they use proper technique when leading the horse and don't drop the reins on the ground whilst they tend to other matters with the gear.

Beginner riders will often drop the reins, leaving them hanging from the horses' bridle to the ground when they go to adjust the girth or stirrups.



Providing Assistance

Here are some examples of when you might need to provide assistance.



Veterinary visits

Usually the vet will need some assistance when they come to look at a sick or injured horse. This is because it is safer and easier to have someone to hold and restrain the horse rather than tying it up and expecting it to stand still. When assisting the vet you may be required to provide information on the horses' history, hold and use methods of restraint, receive information on ongoing treatment and first aid of the illness/injury.

A third person may be needed to help with providing the vet with the equipment they need.



Deliveries and Suppliers

Feed deliveries are one of the most common deliveries that occur in horse establishments. You may need to assist by directing them on where to go or who they need to see/report to.



Staff/Employees

If you're supervising staff, you will need to make sure that the tasks people are assigned are within their skills and abilities and that the tasks are completed and done so correctly. You may need to provide them with assistance and guidance- for example if a staff member is having difficulty in catching a horse.



Clients & students

New students and clients will need information and guidance into working around horses and the workings of the school. Existing clientele will require constant supervision when around horses.



Farrier/Blacksmith

A farriers job is may more difficult by horses which fidget and move about while having their hooves attended. A farrier can be assisted by holding the horse to help restrain movement.

Providing Assistance (cont.)

As a supervisor you will need to recognise situations which are potentially dangerous, situations which have become dangerous and when to provide assistance.

By maintaining safe practices and horse handling methods you can reduce the risk of dangerous situations arising however this does not eliminate them totally.

An example of a potentially dangerous situation is a beginner person who is required to catch and handle a horse with aggressive behaviour.

An example of a situation which has become dangerous is a group of horses who have been tied up at good safe distances from each other for grooming by beginners but one has gotten a fright and pulled free.

If you see someone in a dangerous situation you need to:-

- Take charge of the situation
- Direct the student/person to move away from the danger
- Then you proceed to address and remove the danger
- If necessary you, yourself can find someone with relevant experience and knowledge to help you address the problem



When providing assistance and supervising students you need to:-

- Ensure the students behave in a safe and correct manner around horses
- Demonstrate and explain the task the students are going to perform
- Provide answers to questions asked by students
- Ensure the tasks are performed safely
- Correct mistakes and provide feedback
- Assist students who have difficulty and if necessary alter the task to be performed differently to make it easier but still correct to perform
- Supervise horses and look for signs and body language of them becoming irritated

Seeking Assistance

There will be times when you will be faced with a situation or task for which you will need assistance. Some examples could be:-

- Separating a foal and mare for the first time.
- Handling an extremely aggressive horse.
- The first time a horse has a rider.
- Unusual signs of pain are exhibited in an ill or injured horse.
- If a group of horses gets loose.

When determining if you require assistance you need to consider:-

- the level of your own skills and abilities
- your workload and priorities
- whether the task or problem you require assistance with can be modified so that you will not require assistance (the task will still need to be performed in a safe manner and preferably with the same results)
- who is available to assist you
- who has the skills and abilities to be able to assist you

It is far better to ask for assistance than to put yourself, others or horses at risk of injury.



Stages of Learning

It is hard to break students into specific different categories because everyone is individual in the speed of which their skills advance and in their strengths and weaknesses. To understand student capabilities you need to understand what level of knowledge and experience a person has had.

Below, the levels of students have been broken into three different levels:-

Early Stage

These are riders and handlers who have had little to no experience with horses. Within this category you may have beginner riders who can rise to the trot and those who are still mastering the basic technique.

As a general description of a beginner riders and handlers are suited to riding (and handling) quiet, uncomplicated horses at walk and trot. Riders who are very nervous need a horse which is extremely quiet, slow and is use to nervoous riders.

A beginner rider will be a person who is still at basic levels of learning to co-ordinate and control themselves on a horse.

Beginners may be capable of:-

- basic ability to to turn and guide the horse in walk and/or trot with little or no accuracy (Markers and cones will often be used to keep this rider orientated)
- maintaining a basic position which may be lost when they are required to guide/ control the horse or moving between gaits
- cantering on a lunge line
- limited stamina duration and strength
- grooming, saddling and bridling routines with assistance

This can work too for riders and handlers who need an activity that is away from the horses, but still horse related to keep them interested. Activities like cleaning and oiling gear and saddlery will keep them involved and also provides an opportunity for them to become familiar with saddlery. This can be a particularly useful activity for groups and holiday schools and programs.



Stages of Learning (cont.)

Intermediate Stage

These riders and handlers fall between the beginners and experienced people. Often adult riders will come that rode when they were young but haven't been on a horse for many years, so they will have some knowledge of equipment, horse behaviour, handling and riding but can be rusty on the techniques, strength, co-ordination and control.

These people are suitably paired with uncomplicated horses that will build upon their confidence, skills and abilities. They will be able to control and guide the horse with reasonable accuracy, better co-ordinate their aids and maintain their position for greater lengths of time and through straight-forward exercises.

Intermediates may be capable of:-

- turning and guiding the horse with reasonable accuracy, markers and cones might still be employed
- moving the horse between gaits
- confident in walk and trot
- cantering simple movements/figures
- some 2 and 3 point seat
- riding over trot poles
- riding over small single fences and grids
- grooming, saddling and bridling routines with minimal assistance
- riding and maintaining control in group lessons/situations
- recognising correct trot diagonals
- recognising canter leads/legs

There may be times when a employee or volunteer is a capable worker but is inexperienced around horses and therefore needs supervision. People who fall into this category can be given duties which do not require horse knowledge such as maintenance jobs, fencing, cleaning, preparing feeds.



Stages of Learning (cont.)

Final Stage

Experienced or competent riders and handlers are those who have the knowledge and skills to be able to work confidently and safely around horses and are capable of riding complex horses which may be educated in specific disciplines and cope common riding problems. They should not be expected to discipline the naughty or rebellious horse.

These riders can maintain their position, have developed an independent seat and can co-ordinate their aids effectively.

Experienced/competent people may be capable of:-

- confidently ride, control and influence the horse in walk, trot and canter
- effectively move the horse between gaits
- assisting less experienced riders and handlers
- riding complex movements and figures
- maintaining control and position in all gaits whilst in 2 and 3 point seat
- jumping
- recognising and correcting canter leads/legs
- influencing the horse

Competent and experienced trainees and volunteers at a riding establishment can assist in saddling and preparing horses and supervising students in non-horse activities such as cleaning gear.

People who are confident around horses may be suited to cleaning stables.

They can also assist in trail ride situations if they know the routes well and are under the supervision of a qualified guide.

Horses that require schooling due to behavioural problems exhibited in lessons or during trail rides should only be ridden or schooled by instructors, trail guides or riders who are deemed to be very competent.



Supervision and Instruction

When supervising and providing instruction to a student, employee or volunteer you need to provide information on what they are going to do (and what this means as sometimes horse industry terms and jargon can prevent a person from fully understanding), how they are going to do it, where they need to go or what equipment they will need, and any other information they will need to know i.e. safety concerns.

You should provide feedback as they are performing the task. This will help identify what their next step is in the process, this is particularly important for people in the early stages of learning (beginners) as they progress they should require less prompting and correction.

A task should be broken down into pieces that the learner can cope with and they should perform tasks in a manner which is safe and acceptable.

For example if instructing a person to catch a horse you would:-

- provide information to the person about the horse to be caught
- assist the person in selecting a halter and lead suitable for that horse (this may include showing them to where the equipment is kept).
- accompany the person to where the horse is kept and during catching
- explain to the person how they should approach the horse (at the shoulder on preferably the near side) before they begin
- direct the person in the best position to stay in the horses line of vision
- direct the person to preferably approach the horse from the near side and towards the shoulder (patting the shoulder)
- instruct the person slide their arm around the neck then sliding the lead rope around the neck
- give guidance and assistance in putting on and fitting the halter give guidance on how to hold the lead
- demonstrate how to lead the horse correctly
- observe the horses' movement while the person practices to ensure the person is not stood on and when necessary provide instruction to avoid hazards
- always provide reasons and explanations for performing tasks in that manner
- provide the person with feedback (positive and constructive) and allow time for them to ask questions.



Supervision and Instruction (cont.)

Another scenario might be organising people to perform certain activities. People with experience may require less instruction on how to perform basic tasks but will still require supervision and organisation to ensure they use appropriate equipment and handle themselves and the horses in a safe and appropriate manner.

For example when organising an experienced student/rider to prepare for a lesson you would:-

- Meet the student and explain what it is they are going to do, in this scenario they will catch, groom and saddle their horse
- Select and ensure the person has a halter and lead that will fit the horse they are going to catch
- Accompany the student to where the horse is and identify the horse to them
- Supervise the catching, leading and tying up of the horse
- Provide direction and instruction in the grooming and saddling of the horse
- Perform a gear check on both the horse and rider prior to sending them to the lesson

Lesson Planning

An important part of teaching is preparing for and planning lessons or sessions. By preparing lesson plans you can develop an overview of what will be the focus of the session will be on, what exercises you are going to use and potential problems that may arise. For each teaching assessment you will require a lesson plan and these will be part of the assessment process. On the following pages you will find a template of a blank lesson plan for your use. There are also blank templates in each of the practical teaching assessment books.

In this section of the workbook we will work through how to use the lesson plan, what each heading means and what information is required.

Unit No:	This refers to what unit of the course the subject is part of. So for example the practical part of this unit is T3.3.
Subject:	This is what you are going to teach i.e., saddling, rising trot, two point.
Level of Students:	At what level of ability are the students you are going to teach? Early stage (beginner), Intermediate (novice to intermediate), Final stage (experienced). This is important as you will need to tailor the lesson and exercises to suit the ability of your students.
Number of Students:	How many students will you be customising the lesson to suit? Is it a private lesson with one student or a group lesson of multiple students? The number of students you have in a lesson will affect class formation, changes of rein, where you position yourself in the lesson area and how you progress each student through the exercises.
Support Personnel:	When teaching large groups or young students it may be necessary to have an assistant to help in setting up exercises and supervising students. However as the coach you remain responsible for the control, safety and direction of the lesson. Anything set up by the support person (e.g. cones, markers) should be checked by the coach before allowing the students to perform the activity. In this section you will need to state if you have support personnel and what their role is.
Facilities:	What type of area are you using for the lesson (i.e., arena, saddling yards, wash bay)?
Equipment/Resources:	Under this heading list any equipment you will use to help teach your subject. For example markers, trot poles, cones).

Lesson Planning (cont.)

It is important to plan sessions for both experienced and beginner riders and everyone in between including those with or without their own horse. Lesson/session planning is important for the progression of students and it also provides a reference for other coaches filling your place in your absence.

Some experienced riders with their own horses already have knowledge of where they're currently at and where they want to be. You may find that your establishment or the establishment you're teaching at has guidelines as to how a beginner riders first few lessons should progress.

Good planning has three elements:-

- 1) A long term goal or aim (this can range from 1 year to a lifetime)
- 2) A short term goal or aims (this month or this week)
- 3) Immediate goal or aim (today's lesson or practice)

Below is an example of how these three elements can differ between riders at different stages:-

Beginner who has lessons once a week on a school horse	Competitive rider who rides 6 days a week with their own horse
1) Saddle and bridle the horse completely unassisted	1) Acquire an in depth knowledge of nutritional requirements of horses
2) Pick out the hooves completely unassisted	2) Learn how nutrition can affect performance
3) Catch the horse	3) Learn about desirable and undesirable plants and grazing



Lesson Planning (cont.)

Before you begin to plan a lesson there is some information you will need to find out about the rider you're planning for.

Age	<p>How old or young is the student?</p> <p>This is important because you will need to tailor the lesson to suit the students' mental capabilities. For example young children have a much shorter attention span than adults.</p>
Experience	<p>Does the rider have any previous experience with horses?</p> <p>Care must be taken when asking people this question as being 'experienced' can be open to personal interpretations. For example a child might tell you that the last time they rode they galloped! But because the child hasn't yet learnt the difference between the paces their 'gallop' was actually a trot.</p> <p>Rider Indemnity forms should have a section where the rider indicates their level of experience. Because opinions can differ to what is considered a 'beginner', 'novice', intermediate' or 'experienced' rider it can be better to have people indicate the approximate hours they have accumulated in riding.</p> <p>To give an idea a rider who rides for an hour once a week, for a year will build up about 52 hours of riding. A rider who rides for an hour 6 times a week, for a year will build up 312 hours of riding.</p>
Medical	<p>This topic includes physical and mental impairments, allergies anything which may affect the student whilst they involved in activities. Some conditions and insurance cover may require doctor approval before the person is allowed to participate (e.g. pregnancy). These factors need to be taken into consideration when planning a lesson. E.g. Riders with hearing impairments may require communication methods to be altered.</p>
Goals/Aspirations	<p>What does the student want to achieve?</p> <p>Planning where to go is much easier if you know where the rider wants to end up. Initially some students may not know where they want to go with horses and riding. You may even find that a few students are happy with learning a new skill in the company of others. What is crucial to remember is that every riders' goal or aspiration is unique and important to them and thus should be treated that way.</p>
Equipment	<p>What equipment or facilities will you need and are available?</p> <p>The availability of equipment can influence the content of a lesson, but if you're inventive and adaptive you can still produce a lesson which is relevant to the skill you want to work on.</p>

Lesson Planning (cont.)

A session or lesson plan should contain the following:-

1.	Warm-up	This is to prepare the mind and body for action. It increases the blood flow through the body.
2.	Explanation/Demonstration (Instruction)	Explain what is going to be learned and provide a demonstration. A demonstration can be performed with a whiteboard drawing, with another (not a student) rider or by you on foot.
3.	Practice	This is just as it sounds. Revision of previous skills and practice of the new one.
4.	Cool Down	This should involve movements which bring the body back to resting levels
5.	Feedback/Evaluation	This can also be done while horse and riders are cooling down. It involves a summary on the components of the skill practiced and feedback on performance from both the coach and student.

Extension Lesson

Can you think of any more questions which could help in finding out about a rider/student/volunteer/employees experience and background with horses?

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Identify an occasion when you needed assistance and describe what you learnt or took away from this situation.

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Observe different levels of students and/or riders and write below:-

Some common tasks the different levels perform:-

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Some common problems/mistakes at the different levels:-

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The corrections and feedback given to these problems:-

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Recommended Reading

Publication:-

The Course Companion (stages I & II)

Horse Talks- Lecture techniques for students
and instructors

Author:-

Maxine Cave

Maxine Cave

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