

**Sierra Therapeutic Equestrian Program, Inc.**

# **VOLUNTEER INTRODUCTORY TRAINING**

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*A Non-Profit Organization*



## OUR MISSION - WHAT IS STEP?

Sierra Therapeutic Equestrian Program, Inc. ("STEP, Inc" or "STEP" in the rest of this handbook) is a 501(c)3 non-profit organization formed in 1997. Our mission is to assist individuals in our local communities, age 4 and older, who are dealing with physical, mental, emotional or educational special needs by providing therapeutic riding services.

These special needs include: brain injuries, multiple sclerosis, hearing or visual impairments, muscular dystrophy, cerebral palsy, learning disabilities, Down syndrome, cardiovascular disease and post traumatic stress disorder (PTSD).

We continue to strive to enhance this program and have now expanded it to include veterans and their dependents.

We are affiliated with the Professional Association of Therapeutic Horsemanship International (PATH), which was founded in 1969 and is dedicated to providing strict standards of excellence and safety in the industry.



## VOLUNTEER OPPORTUNITIES

- Program Volunteers ♥ Prepare for classes, leading and side walking, horse care.
- Special Events ♥ Assist with fundraising and promotional events.
- Office ♥ Data entry, filing, reception, copying, collating.

## WHY WE USE HORSES

The horse's four-beat walk produces a three-dimensional movement. While on the horses back, the movement transfers to the rider's pelvis, spine and trunk. This movement stimulates the correct walking pattern of the human gait and is used as a therapeutic modality for improving balance, coordination and strength. Also, the human-equine environment creates an opportunity of enhanced empowerment, confidence, self-esteem and education.

## THE NATURE OF HORSES

Horses are prey animals who are equipped with keen senses such as large ears, eyes on the sides of their head and large nostrils to alert themselves of danger. It is their nature to respond with a "flight response" when they sense danger.



In the horse's herd there is a lead horse who alerts the other horses of danger and determines the action to be taken. We fit into their herd and need to take on the role as the lead horse as a confident leader when working with the horses. They will look to us for confidence and reassurance in any given situation.



# GENERAL RULES AND GUIDELINES

## BE SAFE

- Always keep your attention on the rider, horse and the events happening in the arena.
- If you are uncertain about something, do not be afraid to ask.
- **DO NOT offer food or drinks to the riders.** They may have allergies or special diets.
- **DO NOT feed the horses unless directed by the Instructor.** At STEP we never feed by hand because it may lead to finger biting or other undesirable behaviors in our horses.
- **REMEMBER that the riders are learning from watching you. Use your best horse sense!**



## BE RESPONSIBLE

- Treat your volunteer commitment as if it were your profession. The riders depend on you. If you cannot make your scheduled time, and you know ahead, mark your cancellation in the attendance book. If something comes up at the last minute, please call as soon as possible, at 775-721-5677.
- Please arrive half an hour before the scheduled class time so that we can have the horses prepared and warmed up for the class.

## DRESS APPROPRIATELY

- Wear appropriate shoes (closed toe) that will protect your feet.
- Avoid the use of perfumes. Some riders have allergies to such scents.
- Do not wear large jewelry such as hooped earrings, chains, bracelets, etc. If you wear a hat, please make sure it will not blow off in the wind.
- Please dress for the weather, layered clothing in case of increase or decrease of temperatures throughout the day. Also keep in mind that Washoe Valley can have high and/or steady strong winds.

## BE COURTEOUS

- You are part of a team with a common goal of helping the riders, so your flexibility at the riding facility is greatly appreciated. Every task is just as important as the next, together we are providing a safe and effective situation for everyone involved.
- Save personal conversations among volunteers for a time when riders are not present.
- Respect the student's confidentiality. (If it sounds like gossip, it is likely inappropriate.) All knowledge about the riders is to be respected and confidential.
- Be aware of how you talk to our riders. Treat them as you would any other student. They just need a little extra help.

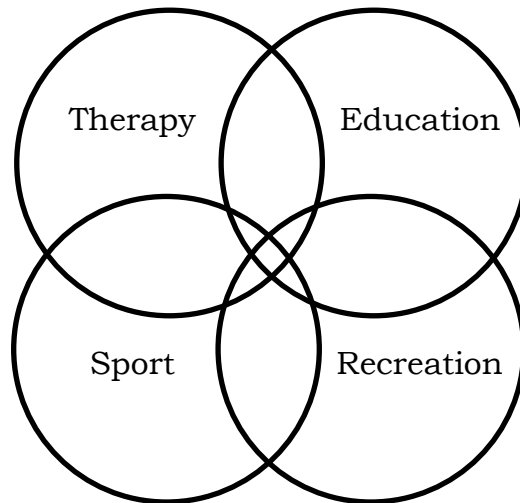




# THERAPEUTIC RIDING MODEL

## Hippo-Therapy

OT, PT, Speech, Mental  
Health and Recreational  
Therapies



## Education

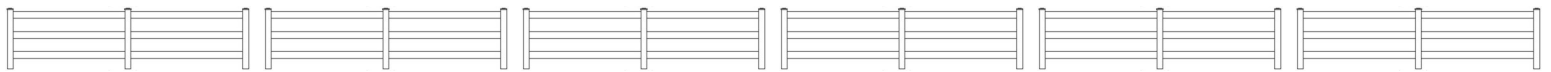
Adapted education, riding  
and horsemanship  
activities

## Sport

Adapted sport and  
competitive sport.  
Paralympics

## Recreation

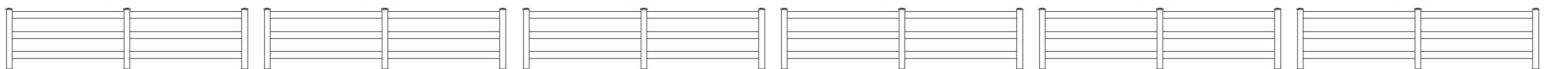
Adapted recreation and  
horsemanship activities



Professional Association of Therapeutic  
Horsemanship International

PATH: PATH International - Professional  
Association of Therapeutic Horsemanship  
International

Accreditation: STEP, Inc. is a center member of  
PATH.



## BENEFITS OF THERAPEUTIC RIDING ACTIVITIES



### PHYSICAL

- ♥ Improves Strength
- ♥ Improves Stamina
- ♥ Improves Coordination
  - ♥ Improves Balance
- ♥ Improves Trunk control

### COGNITIVE

- ♥ Processing, language,  
following directions
- ♥ Multi-step activities
- ♥ Counting, numbers,  
colors, vocabulary
  - ♥ Life skills

### EMOTIONAL/SOCIAL

- ♥ Improves Confidence
- ♥ Improves Self-Esteem
- ♥ Encourages Appropriate  
Behaviors
- ♥ Improves Social Interaction
  - ♥ Demonstrates and  
Encourages Sharing



As a STEP, Inc. Volunteer you  
will enhance the benefits of  
therapeutic riding for the  
riders with disabilities by  
providing them with the safety  
and support they need to be  
successful.

# PROGRAM VOLUNTEER DUTIES AND RESPONSIBILITIES

## GROOMING

Cleaning the horse in preparation for tacking the horse.

## TACKING

Putting on the correct equipment assigned to the horse for a specific rider.

## LEADER

The Leader is the person who is responsible for leading the assigned horse in the class. The Leader is in charge of the horse and responsible for the safety of the rider through their partnership with the horse. It is the Leader's responsibility to ensure good manners and behaviors from our horses by being consistent with the training methods conducted at STEP.



## SIDEWALKER

Sidewalkers are the volunteers who walk on either side of the mounted rider to either be of physical or emotional support to the riders and ensure their safety at all times. Each rider's needs are unique to them and the Instructor will let you know what kind of support you will need to give each individual rider that you will be working with.

## PROGRAM VOLUNTEERS

Work as a team: The Leader is in charge of the horse, the Sidewalkers are supporting the rider as needed and the Instructor is conducting the class. Together, we all provide the rider with a safe and effective environment to receive maximum benefit from their experience at STEP.

As part of the team, we need you to be able to attend on a regular basis to ensure the team is complete each and every week. You are not a number or a position; you are part of the specific team brought together with the rider's benefit in mind. Please think twice before cancelling, knowing how much of a positive affect you have on the riders and horses you work with each week.

## WHAT WE NEED FROM YOU:

- Complete volunteer application with all areas signed and dated.
- Your availability and commitment to a day of the week or a block of time.
- Attend Volunteer Introductory Training (this class), including a hands-on facility tour, demonstrations and training of Leading, Sidewalking and safety procedures.

## WHEN WILL I ULTIMATELY VOLUNTEER?

As soon as you have completed this Volunteer Introductory Training, you are ready to begin your volunteering with STEP.



# RELATING TO A PERSON WITH A DISABILITY

Being around people with disabilities may be a new experience for you. Allow yourself time to become comfortable with the riders. The opportunity to get to know our riders and their families is very rewarding. Feel free to direct any questions about the various disabilities we work with to the Instructors.

## SUGGESTIONS

**RELAX** and be yourself! The rider will, more often than not, put you at ease if you don't know what to say.

**EXPLORE** mutual interests in a friendly way. For starters, you might want to talk about the horse and how long the person has been riding. Speak directly to the person with the disability, not to someone with him or her.

**OFFER** assistance when asked or when the situation obviously requires it. Trying to increase one's physical ability requires effort, so do not be insistent about helping when the rider is managing alone.

**RESPECT** privacy. Talk about the disability if the subject comes up naturally, but don't pry.

**BE PATIENT.** It sometimes takes extra time for a person with a disability to accomplish something or respond. Let the disabled person set the pace for walking or talking.

- Don't be afraid to say, "I'm sorry, I didn't understand. Please say it again."
- Speak directly to the rider, not the parent or caretaker, even if the rider is non-verbal and the parent or caretaker answers for him or her.
- Acknowledge that every person has the opportunity for vast potential in his or her life. Communicate with your heart and you will see each person from his or her heart. We all have our limitations; the rider's may just be more obvious.
- Realize and appreciate that a disability is only a characteristic of a person and does not define their entire personality. Just as we would not tolerate discrimination toward a person because of skin color, nationality or sex making them "different," we should not be uncomfortable around someone because their disability makes them different.
- Do not feel sorry for our riders or show exaggerated sympathy or affection. Treat the riders in an age-appropriate manner and expect them to treat you the same way. For example: Even though a forty year old male rider's mental age may be five, you should behave as if he is an adult male. Do not hug him or encourage him to hug you.





**CHOOSING WORDS WITH DIGNITY:** When referring to a person with a disability, make reference to the person first, not the disability. Preferred terms focus attention on the uniqueness and worth of the individual, rather than placing emphasis on their disabling condition.

**HANDICAP:** This term is NOT a synonym for “disability.” A handicap describes a condition or barrier imposed by society, the environment or one’s self. The term may be used when citing laws and situations, but not when describing a disability; thus, “The stairs are a handicap for persons in wheelchairs,” not “Handicapped persons find it hard to use stairs.”



USE	AVOID
“Person who is blind.” (“Blind” describes loss of vision for ordinary life purposes. “Visually impaired” refers to any degree of vision loss.)	“Afflicted with blindness.”
“Physically disabled” or “Physically challenged.”	“Crippled”
“Person who has...”	“Stricken with...”
“Person who uses a wheelchair.”	“Confined to a wheelchair.”
“Down Syndrome”	“Mongol” or “Mongoloid”
“Learning disability”	“Slow,” “Slow learner” or “Retarded”
“Mental illness,” “Mental disability” or “Emotional disorder.”	“Crazy,” “Idiot,” “Demented,” “Loony Toons,” etc.
“Non-disabled,” “Typical,” “Average” and/or “Common”	“Normal,” “Healthy” and/or “Able-bodied”
A person is not described as “spastic.” The term “spastic” describes the involuntary spasm of a muscle.	“Spastic”



# PHYSICAL AND COGNITIVE DISABILITIES

## Disability Descriptions

The following are brief, non-medical descriptions of some disabilities and conditions of participants in therapeutic riding. This is not intended as a comprehensive explanation of a specific disability. Rather it is a general overview with an explanation of how therapeutic riding can be beneficial.

### ■ AMPUTATION

Loss of one or more limbs. Cause may be congenital, accidental or related to disease.

**Characteristics:** Impaired balance; asymmetry; loss of sensation; contiguous muscles weakness.

**Benefits:** Stimulates balance; strengthens muscles; provides an alternative sport or recreational activity.

### ■ ARTHRITIS

Inflammatory disease of joints.

**Types:** Osteo, rheumatoid and juvenile rheumatoid.

**Characteristics:** Pain; lack of mobility; deformity; loss of strength

**Benefits:** Gentle rhythmic movement to promote joint mobility and relieve pain.

### ■ AUTISM

A self-centered mental state from which reality tends to be excluded.

**Characteristics:** Unresponsiveness to the presence of others; withdrawal from physical contact; severely delayed and disordered language; self-stimulating behaviors; unusual or special fears; insensitivity to pain; unawareness of real dangers; hyperactive, passive, unusual behaviors such as smelling/tasting/licking/mouthing all objects; ritualistic behaviors; developmentally delayed, unusual response to sounds; clumsiness; social withdrawal; resistance to change.

**Benefits:** Interaction in a group setting stimulates interest away from self and toward others and the horses. Postural and verbal stimulation.



## ■ CEREBRAL PALSY

Brain damage occurring before, at or shortly afterbirth. It is a non-progressive motor disorder.

- Characteristics:** **Spastic:** Hyper-tonicity with hyperactive stretch reflexes, muscle imbalances and equilibrium. Increase startle reflex and other pathological reflexes.  
**Athetoid:** Randon, un-purposeful movements, abnormal posturing and slow and deliberate speech.  
**Ataxic:** Uncoordinated, poor balance, difficulty with quick, free movements.
- Benefits:** Normalization of tone, stimulation of postural and balance mechanisms, muscle strengthening and perceptual motor coordination.
- Problems:** Seizures, hearing defects, visual defects, general sensory impairment, perceptual problems, communication problems, mental retardation, emotional disturbance and/or learning disabilities.

## ■ CEREBRAL VASCULAR ACCIDENT-STROKE (CVA)

Hemorrhage in the brain, which causes varying degrees of functional impairment.

- Characteristics:** Flaccid or spastic paralysis of arm and leg on one side of the body. May impair cognition, speech, sight, balance, coordination and/or strength.
- Benefits:** Promotes symmetry, stimulates balance, posture, motor planning, speech and socialization.

## ■ DEVELOPMENTAL DISABILITIES (DD)

A general term applied to children functioning two or more years below grade level.

- Characteristics:** Varied, but can include slow physical, motor and social development.
- Benefits:** Provides arena for success, opportunity for sport and recreation, stimulates body awareness.



## ■ DOWN SYNDROME

Condition in which a person is born with an extra chromosome, resulting in mental retardation and developmental delay.

- Characteristics:** Broad, flat face, slanted eyes, neck and hands are often broad and short. Usually hypotonic, have hyper-mobile joints and tend to be short and slightly overweight. Prone to respiratory infections.
- Benefits:** Riding improves expressive and receptive language skills, gross and fine motor skills, balance, posture, muscle tone and coordination.



## ■ EMOTIONAL DISABILITIES

A congenital or acquired syndrome often compounded by learning and/or physical disabilities incorporating numerous other pathologies.

- Characteristics:** Trouble coping with every day life situations and interpersonal relations. Behaviors such as short attention span, avoidance, aggression, autism, paranoia or schizophrenia may be exhibited.
- Benefits:** Increases feelings of self-confidence and self-awareness, and provides appropriate social outlet.

## ■ EPILESPY

Abnormal electrical activity of the brain, marked by seizures with altered consciousness.

- Characteristics:** Petit Mal: Brief loss of consciousness with loss of postural tone. May have jerky movements and blank expression.  
Grand Mal: Major motor seizure. Loss of consciousness and postural tone. Usually preceded by an aura.

## ■ HEARING IMPAIRMENT

Congenital or acquired hearing loss varying from mild to profound.

- Characteristics:** Communication difficulties - may use lip reading, finger spelling (manual alphabet) or sign language. Often phase out and have attention deficits.
- Benefits:** Stimulates self-confidence, balance, posture and coordination. It also provides appropriate social outlets and interactions.

## ■ LEARNING DISABILITIES (LD)

Catch-all phrase for individuals who have problems processing, sequencing and problem solving but who appear to have otherwise normal intelligence skills.

- Characteristics:** Short attention span, easily frustrated, immature.
- Benefits:** Effects depend upon the particular disorder. Stimulates attention span, group skills, cooperation, language skills, posture and coordination.

## ■ MENTAL RETARDATION (MR)

Lack of ability to learn and perform at normal and acceptable levels. Degree of retardation is referred to as educable, trainable, severe or profoundly retarded.

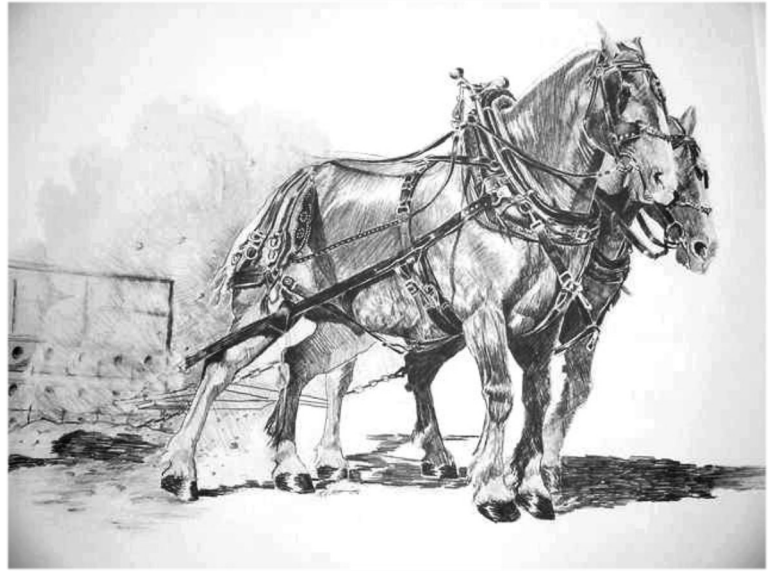
- Characteristics:** Developmentally delayed in all areas. Short attention span.
- Benefits:** Stimulates group activity skills, coordination, balance, posture, gross and fine motor skills and hand-eye coordination. Provides a structured learning environment.



## ■ MULTIPLE SCLEROSIS (MS)

Progressive neurological disease with degeneration of brain and spinal cord nerves, resulting in scar formation.

- Characteristics:** Most commonly occurs in the 20-40 year old age range. It is progressive with periods of exacerbations and remissions. Fatigues easily. Symptoms include weakness, visual impairment, fatigue, loss of coordination and emotional sensitivity.
- Benefits:** Maintains and strengthens weak muscles and provides opportunities for emotional therapy.



## ■ MUSCULAR DYSTROPHY (MD)

Deficiency in muscle nutrition with degeneration of skeletal muscle. Hereditary disease that mainly affects males.

- Characteristics:** Progressive muscular weakness, fatigues easily, sensitive to temperature extremes.
- Benefits:** Provides opportunity for group activity, stimulates posture and trunk alignment, allows movement free of assistive devices.
- Problems:** Lordosis, progressive loss of strength, respiratory infection.

## ■ POLIO

Infectious viral disease.

- Characteristics:** Flaccid paralysis, atrophy of skeletal muscle often with deformity.
- Benefits:** Strengthens non-paralyzed muscles, stimulates posture.

## ■ SCOLIOSIS

Lateral curvature of the spine with a “C” or “S” curve rotary component.

- Characteristics:** Postural asymmetry. May wear scoliosis jacket or have had stabilization surgery.
- Benefits:** Stimulates postural symmetry, strengthens trunk muscles.



## ■ SPINA BIFIDA

Congenital failure of vertebral arch closure with resultant damage to spinal cord.

- Characteristics:** Varying degrees of paralysis of the lower limbs, coupled with sensory loss.  
**Benefits:** Stimulates posture and balance, improves muscle strength and self-image.  
**Problems:** Hydrocephalus, incontinence, urinary tract infection, lordosis, scoliosis and hip dislocations.

## ■ SPINAL CORD INJURY (SCI)

Trauma to the spinal cord, resulting in a loss of neurological function.

- Characteristics:** Paralysis of muscles below the level of injury; can be flaccid or spastic. Fatigue, sensory loss, temperature regulation and/or pressure sores.  
**Benefits:** Stimulates posture and balance, strengthens trunk muscles, is an option for sports participation and recreation.

## ■ TRAUMATIC BRAIN INJURY (TBI)

Accidental injury to the head, resulting in intra-cranial bleeding with death of brain cells.

- Characteristics:** Gross and fine motor skills deficits. Often have impaired memory, speech, balance and/or vision. May have behavioral, psychological effects.  
**Benefits:** Stimulates balance, posture, gross and fine motor skills, speech and perceptual skills.

## ■ VISUAL IMPAIRMENT

Partial to total loss of sight.

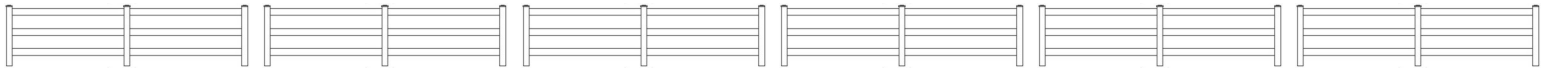
- Characteristics:** Insecure posture, lack of visual memory, anterior center of gravity, fearfulness, developmental delay.  
**Benefits:** Stimulates spatial awareness, proprioception, posture and coordination. Provides social outlet, structured risk taking and freedom of movement.





## SAFETY AROUND HORSES

- Make sure you wear closed-toed shoes and dress in layers for the weather (no dangly earrings or flapping coats).
- Be aware of the horse's eyes, ears, nostrils, posture and pay attention to their environment.
- If walking behind a horse, speak and stay close to the horse's hindquarters, so as not to startle it.
- Be aware of the horse's blind spots (directly in front and behind them) and vision.
- Refrain from making sudden movements and loud noises.
- Be in charge of the horse, it gives them confidence in you as the leader.
- Ask for help if you are not sure of something or feel uncomfortable with any situation, we are here to help you.
- Just as Seeing Eye Dogs are considered "working" animals, the same is true for the horses at STEP. From the moment a horse is removed from the stall, until it is returned after their lesson, that horse is considered to be working, this includes during the grooming and tacking.



## THE WORKING HORSE POLICY

- In order to maintain good ground manners around our horses, we must insist that volunteers do not hug, rub the horse's faces, play with their noses or partake in any other assertive forms of affection while they are working.
- A pat on the neck and a word of encouragement is good, however, assertive affection is inappropriate until our horses are finished with their jobs and returned to their stalls. This is to be fair and consistent to the horses and prevent confusing them.



# HORSE BODY LANGUAGE

## ■ EARS

- When the horse's ears are laid back flat, it is usually quite angry and a bit or kick may soon follow. Always pay close attention to the position of the ears!
- When the ears are pricked forward, the horse is curious and/or alert.
- When a horse flicks its ears around when being ridden, he is usually very attentive to the rider's wishes.

## ■ EYES

- In a curious or alarmed state, the horse's eyes will widen.
- When he is tired or resting, his eyelids will be droopy.
- Squinting denotes pain; it can also happen as a horse readies himself to attack or is setting in to be stubborn.

## ■ HEAD AND NECK

- An outstretched neck usually denotes curiosity.
- If on the defensive or on the alert, the horse lifts and arches his neck and head.
- Nodding of the head usually denotes impatience.

## ■ LIPS AND TEETH

- When a horse is extremely relaxed, the lower lip can be droopy.
- When stubborn, the lips are tightly drawn.
- An alert horse will have some tension in his lips.
- A horse with bared teeth means business and will likely attack and bite.

## ■ HOOVES AND LEGS

- As a threat, a warning to kick would be lifting the hoof off the ground and pinning the ears. **However, merely lifting the hind hoof off the ground when the horse looks otherwise relaxed does not indicate a threat;** horses often rest a foot while standing on their other feet.
- When a horse paws at the ground, it is most often a sign of impatience.

## ■ TAIL

- When firmly clamped down, the horse is setting in to be stubborn or may be extremely annoyed.
- When swinging side to side in a relaxed way, the horse is calm and happy.
- When carried up and somewhat away from his body, the horse is alert and/or curious.
- When held up straight, the horse is usually high spirited and/or showing off.
- Tail swishing can mean either flies are bothersome or he may be slightly annoyed at another horse or at a nearby person.
- When the tail lashes violently at his sides, he is usually very angry or in a state of extreme distress.



## READING HIS EARS

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



Ears forward but relaxed, interested in what's in front of him.



Ears turned back but relaxed, listening to his rider or what's behind him.



Ears pointed stiffly forward, alarmed or nervous about what's ahead. Looking for danger.



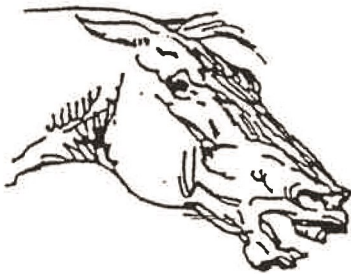
Ears pointed left and right, relaxed, paying attention to the scenery on both sides.



Ears stiffly back, annoyed or worried about what's behind him, might kick if annoyed.



Droopy ears, calm and resting, horse may be dozing.



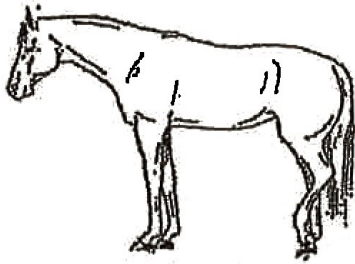
Ears flattened against neck, violently angry, in a fighting mood. May fight, bite and/or kick.

### OTHER SIGNS YOU SHOULD NOTICE INCLUDE:

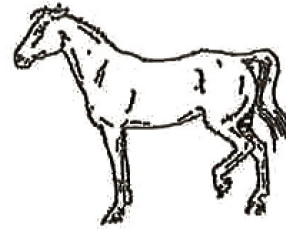
- Tucking the tail down tightly.
  - Danger to the rear.
  - Horse may bolt, buck or kick.
  - Watch out if ears are flattened, too!
- Switching the tail.
  - Annoyance and irritation....at biting flies, stinging insects or tickling and bothersome actions of a rider or another horse.
- Droopy ears and resting one hind leg on toe.
  - Calm and resting, horse may be dozing.
  - Don't wake him up by startling him!
- Wrinkling up the face and swinging the head.
  - Threatening gesture of an angry or bossy horse. Watch out for biting or kicking.

# HORSE BODY LANGUAGE

Spending time around horses, one becomes more adept to reading horse body language. Below are a few examples of horse body language.



Relaxed



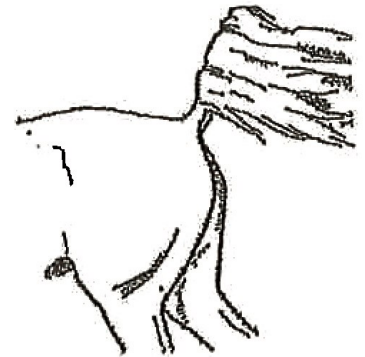
About to Kick!



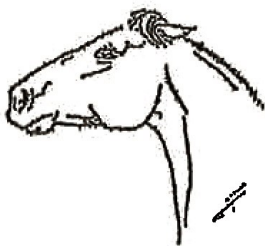
Anger or  
Irritation



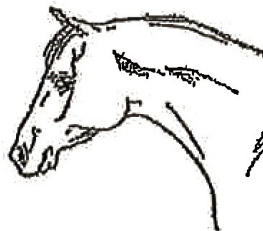
Relaxed



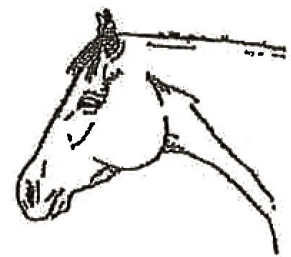
High Spirited



Angry



Curious



Sleepy



# HORSE SAFETY DO'S AND DON'TS

- Approach your horse from the side, talking to him in a low voice. Keep your hand on your horse when walking around him.
- Always speak to a horse before approaching or touching. Horses are more likely to become startled if you surprise them. Avoid shouting and running, this can be frightening to the horse.
- Walk beside the horse when leading, not ahead of or behind him. Lead your horse with one hand six inches from the halter and the other hand holding the remaining lead shank (not wrapped around your hand). Never wrap a lead shank or reins around your hand, wrist or body.
- You weigh a lot less than any horse. You cannot out-pull him. If a horse pulls back, step with him rather than pull against him. Avoid disciplining the horse with a rider on his back.
- Pet a horse by stroking your hand on his shoulder or neck. Don't dab at the end of his nose. Your fingers look like carrots.
- When leading into a stall or pasture, turn the horse so that he faces the door or gate. Close the door or gate, leaving enough space for yourself, but not the horse, before taking off the halter. Relatch all doors and gates behind you.
- When checking or cleaning the hooves, do it from the side, facing rear. Never squat or kneel down. Stay up on both feet.
- Adjust the saddle carefully, and SLOWLY and GENTLY tighten the cinch or girth enough to keep the saddle in place until the rider is ready to mount. Be aware that some horses are "cinchy," meaning that they get agitated when being cinched up. They may pin their ears and try to bite, make sure no one is standing in front of the horse at this time.

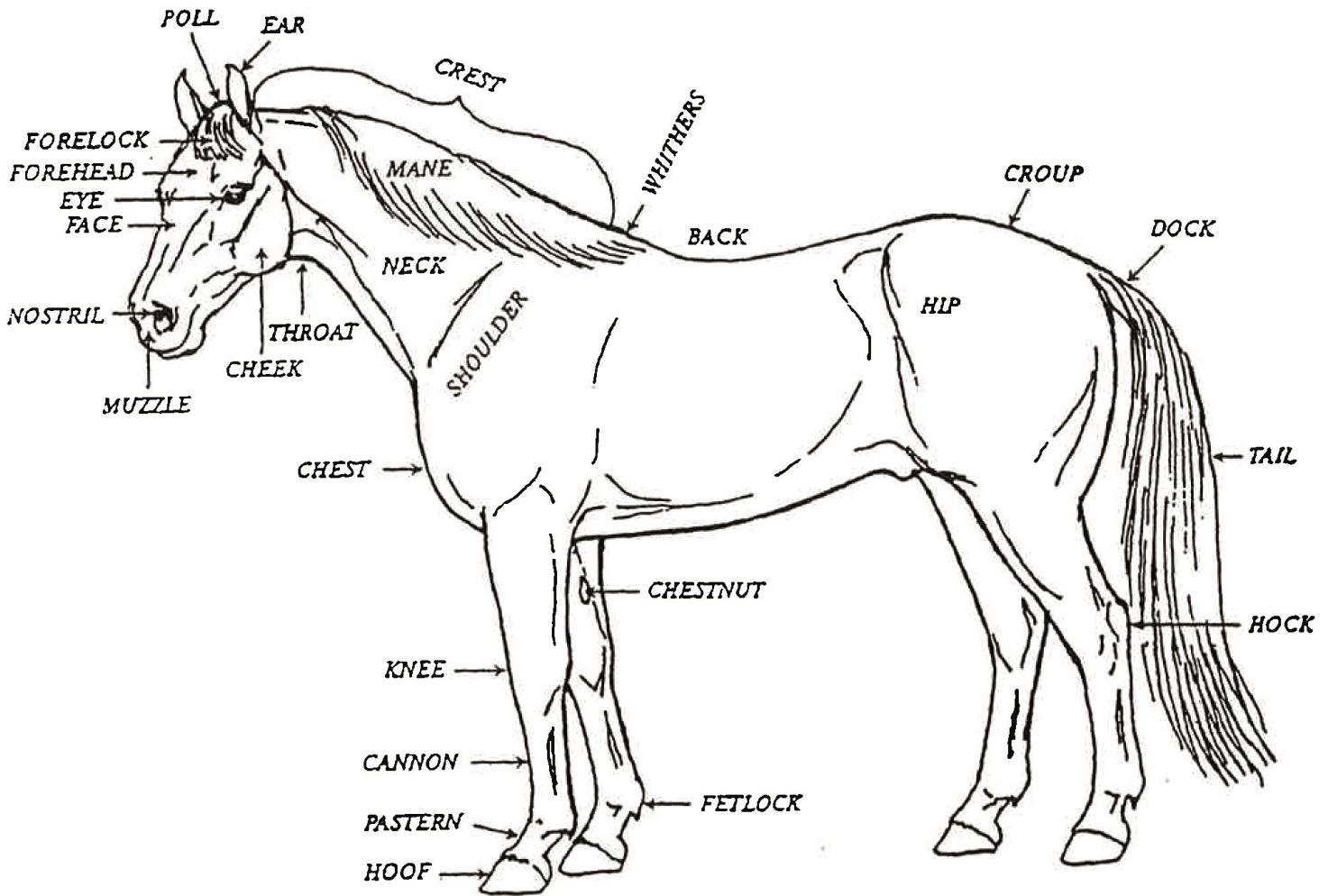


- Keep reins and lead shanks off the ground so the horse won't step on them. Do not tie the horse by the reins, or attach a lead rope directly to the bit.
- If a horse is lame or injured, tell the Instructor immediately.
- Each horse has sensitive areas, and it is important to be familiar with them (i.e., flank, ear and belly areas).
- A frightened horse that is tied up or being held tightly might try to escape by pulling back. Relax your hold or untie him quickly and usually he will relax.
- Be sure to not stand directly behind the horse. Try to walk around the front of the horse when switching sides. When walking behind the horse, stay close, and keep your hand on his rump so he knows you are there.

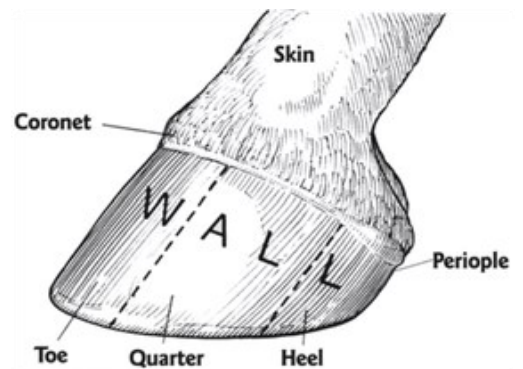
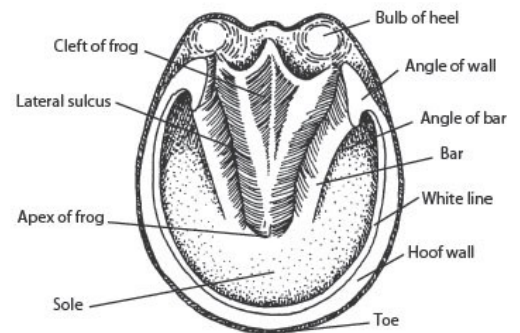
# PARTS OF THE HORSE AND TACK

## ■ PARTS OF THE HORSE

When working around horses there are some special words and terms that you will need to know. Some parts of the horse are shown below.

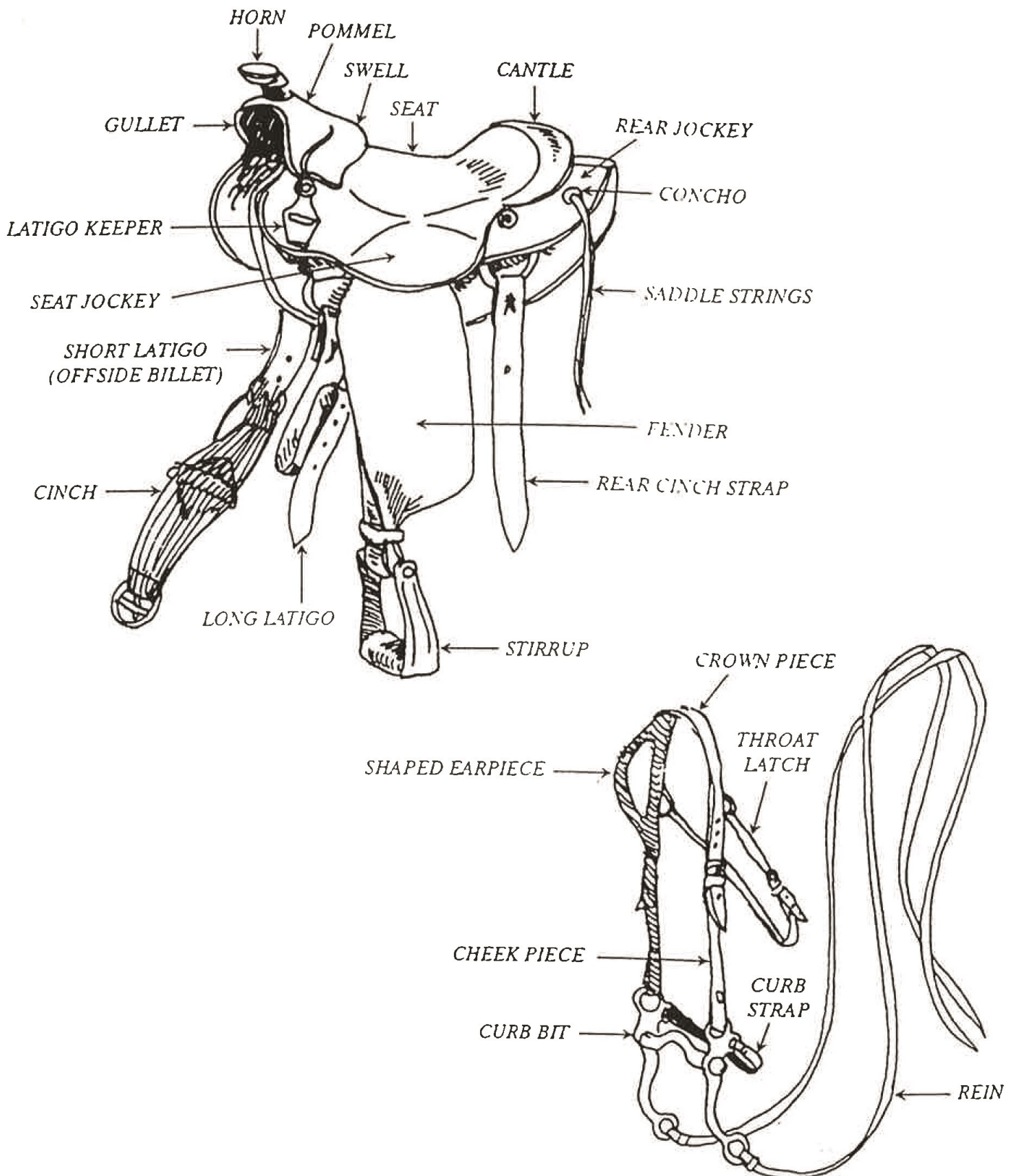


## PARTS OF THE HOOF



# PARTS OF THE HORSE AND TACK

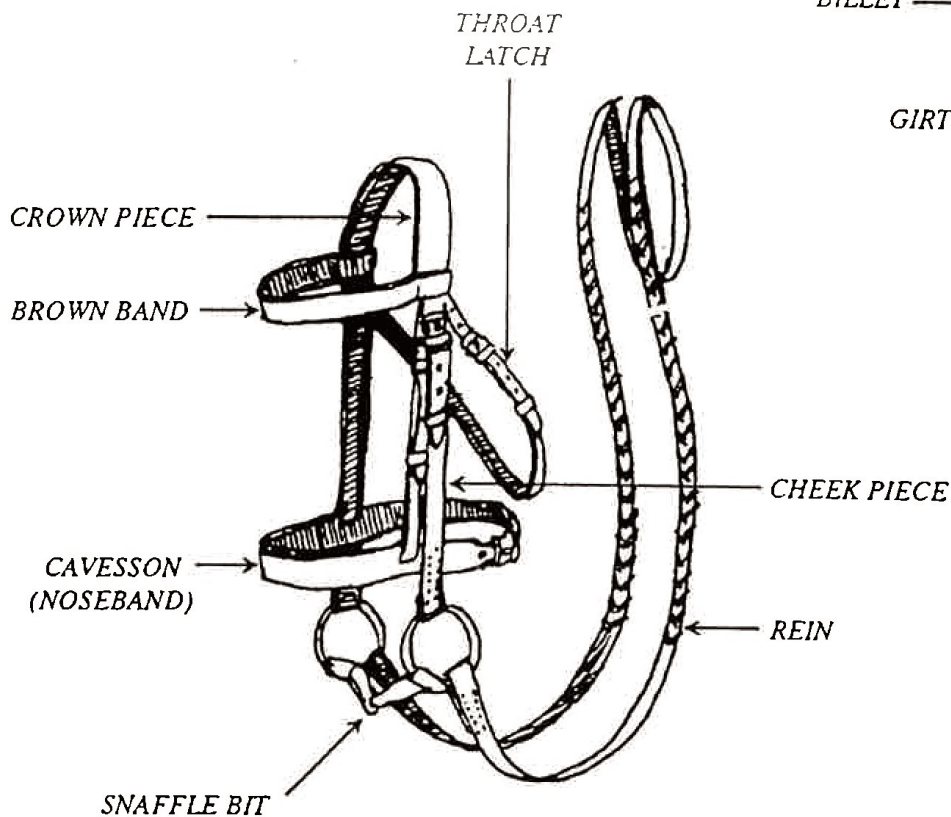
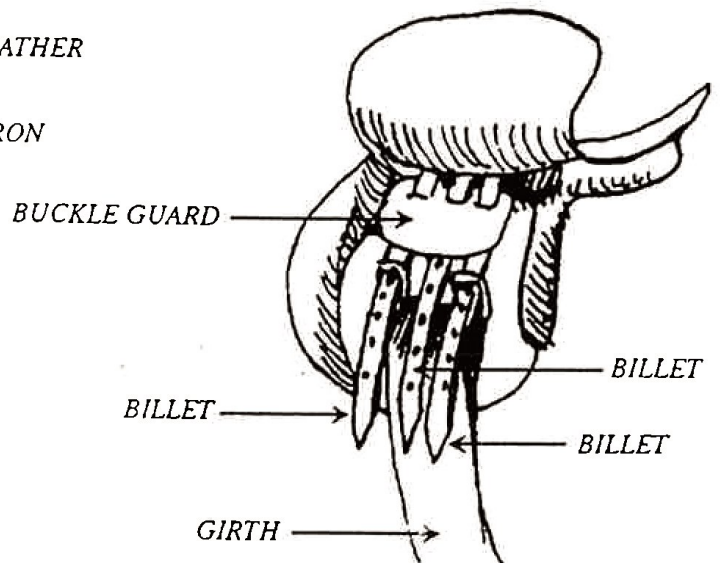
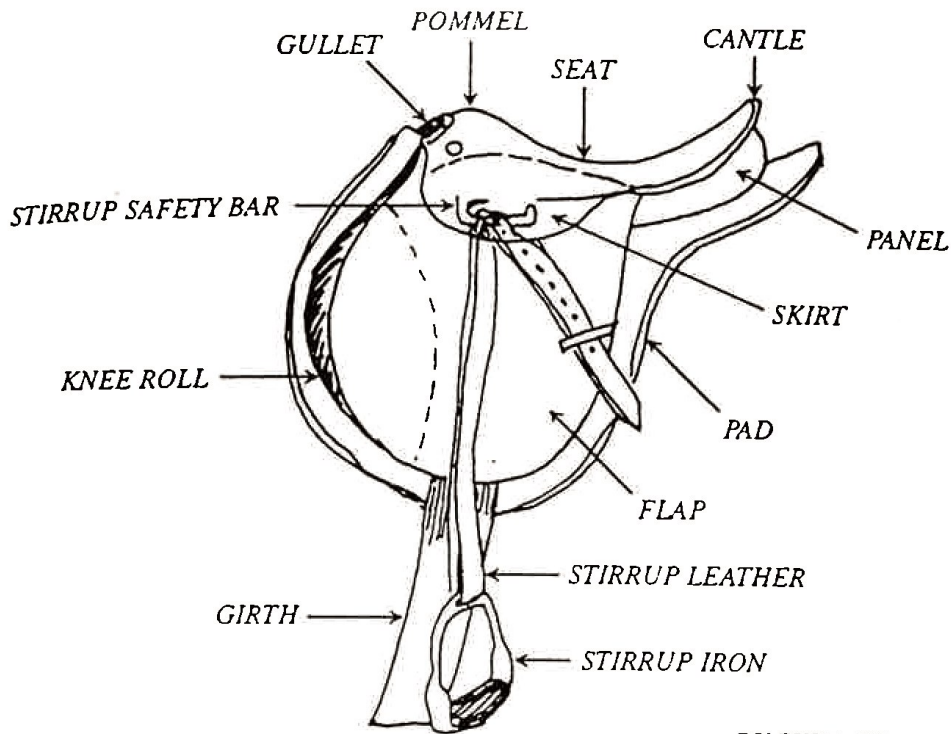
## ■ PARTS OF THE TACK - WESTERN TACK





# PARTS OF THE HORSE AND TACK

## ■ PARTS OF THE TACK - ENGLISH TACK





[illegible]

**DOODLES:**



This training booklet was assembled from a variety of sources. Therapeutic horse programs are free to use any of this information. Information collected by Konnie McGruder, M.Ed., Former Director of Sierra Therapeutic Equestrian Program, Inc.

Hand drawings of horses sourced from the internet via Google search. There are a lot of talented artists and horse lovers out there. This booklet is not to be sold. Each artist's signature has been kept with their artwork and we thank them each for creating the beautiful artwork and sharing them with the world.

Layout, design and typesetting of the booklet was done by and contributed by Ian Mindling, Print and Copy Center Manager at High Sierra Business Systems in Carson City, Nevada. HSBS also provides highly discounted printing for STEP, Inc. 2814 N. Carson Street, Carson City, Nevada 89706. (775) 883-6379