Successful Curriculum Development: Enhance your center’s programs!

Outline

Purpose of unmounted programs

- To increase number of participants served (i.e. participants from wait list, participants over weight limit, advanced riders who may otherwise “phase out” of programs, older participants who may not be able to ride)
- Offer a different activity for horses and volunteers (avoiding burn-out, keep an older horse in your program)
- Develop social/emotional bonds through working with the horse on the ground (respect, independence, responsibility a different scope of life skills).
- Introduce new participants to facility, herd, etc. especially those with fear or anxiety

Benefits of a successful unmounted program / Marketing to parents

- Taking your advanced riders to the next level in Horsemanship skills
- Assists in transitioning advanced participants into a volunteer role
- Strength and endurance for participants, sensory/deep pressure
- Learning sequencing, recognition of colors (shapes/markings/where things belong)
- Social/Emotional bond between equine, participant and volunteer coach
- Empowers and engages advanced volunteers on a different level, to have an opportunity to teach skills
- Explore a broader scope/variety of topics
- Study skills – horse is lame due to an abscess, what does that mean? Let’s go and research! Problem solving skills and research
- Offering an additional equine assisted activity other than riding
- Relatively low resource

Curriculum Development

- Know your participants
  - Length of session/endurance
  - Desired goals & outcomes per participant/ group
  - Level of independence and cognition
- Assessment/Evaluation Process
  - *think impulsivity, physical endurance and balance
  - Best horse and volunteer match (really horse savvy or are we able to learn together?)
- Each week’s curriculum should build off of the previous week to create a strong foundation of horsemanship and safety skills while increasing difficulty.
  - Creation of Curriculum Outline: how many weeks in your session, is every week a different topic or two weeks per topic with the second week increasing in level of independence/more in depth information/allow for full skill acquisition and skill recall/repetition.
Flexibility of schedule: Within your mounted program once a semester offering an unmounted session, unmounted for 30 minutes then ride 30 minutes, entire semester unmounted, or weather dependent?

Accomplishing goals and measuring their success through curriculum:

Name: Bobby  DOB: 1996  Lesson Day and Time: Wednesday 10:30am
ELP Coach: Laura B  Horse: Smokey
Type of support and prompts: Physical prompts – watch tactile sensitivity
Medical/Behavioral/Other Considerations: Can be inappropriately verbal (screams) when over stimulated  **May hit when frustrated – self, others, pony

Skill Development, fill in date.  M=mastered, D=developing, N=not appropriate

<table>
<thead>
<tr>
<th>Skill</th>
<th>Direct Supervision and Physical/Verbal prompting</th>
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<th>Minimal Staff supervision: No physical assistance or prompting</th>
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<td>General Stable Management</td>
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Goals for the Semester:

1. Independent recall of grooming sequence.
2. To encourage appropriate social interaction: voice and touch.
3. To increase focus and attention on grooming activity.
Name: Dorris  DOB: 1995  Lesson Day and Time: Wednesday 10:30
ELP Coach: Laura B  Horse: Al  Type of support and prompts: Verbal guidance
Medical /Behavioral / Other Considerations: Can get rushed during activities may need to be
redirected/reminded of rules.

Skill Development, fill in date.  M=mastered, D=developing, N=not appropriate

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Goals for the Semester:

1. Independent recall of grooming sequence and names of tools.
2. To independently lead Smokey through weave cones.
3. Independent haltering and unhaltering of horse.
4. To assist fellow peers with grooming activities.
Semester Goals:
- To increase ownership for activities and level of responsibility/professionalism.
- To assist preparing/turning out horses for program, maintain barn cleanliness, and assist Backup instructor in closing facility tasks.
- To work independently in the barn demonstrating appropriate and professional social interaction.
- To improve time management skills to work more efficiently through tasks.
- To improve the overall quality of work.
- To lead a horse (with supervision) in a class. Long term goal.

Level of Independence will be scored on a 5 point scale.
1: Staff demonstrated and completed task while participant observes.
2: Staff stood next to participant while they completed task helping as needed.
3: Participant was given task (verbally/written) and completed task – staff is present only to ensure focus and quality of work.
4: Participant was given task (verbally/written) and completed task with minimal staff supervision (staff present in barn but not assisting or standing next to participant).
5: Participant was given task (verbally/written) and completed task without any staff supervision. Other volunteers in barn confirm that participant maintained focused on the task and appropriate in behavior.
<table>
<thead>
<tr>
<th>Task</th>
<th>Verbal/Written Direction?</th>
<th>First time or review</th>
<th>Level of Independence</th>
<th>Staff Comments</th>
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<tbody>
<tr>
<td>Check/ clean bits &amp; figure 8 bridles</td>
<td>Self-directed</td>
<td>Review</td>
<td>Completely independent</td>
<td>I was pleasantly surprised that when there was a moment of down time, Tabatha took it on herself to do this task. -KP</td>
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<tr>
<td>Stalls/ water buckets</td>
<td>Verbal</td>
<td>Review</td>
<td>Completely independent</td>
<td>Tabatha completed this task in a timely manner. -KP</td>
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<tr>
<td>Retrieved newly accepted horse from pasture, set up round pen(hay/water) and groomed</td>
<td>Verbal/ Described</td>
<td>First time with new horse</td>
<td>5</td>
<td>Tabatha was aware of “new horse” protocol and how to stay safe around a horse we are all new to. -SC</td>
</tr>
<tr>
<td>Help Sidewalk with trial horse</td>
<td>Verbal</td>
<td>First Time</td>
<td>3-4</td>
<td>Tabatha was excited to have the chance to help staff in the training of a new horse. Needed verbal reminders during class of where she should be in space next to the horse but she managed to stay pretty focused and mature about the mock session. -LB</td>
</tr>
<tr>
<td>Roundpen Kerra</td>
<td>Verbal</td>
<td>Review</td>
<td>5</td>
<td>Compared to the last time Tabatha was asked to roundpen a horse she did much better. I did not need to check in on her during the activity and she put all materials back where they belonged without being asked. - LB</td>
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Other:
ABA Group Unmounted Equine Learning Program Curriculum

Lesson Plan: This lesson plan will remain constant and will be modified as needed by instructor. Any modifications will be documented in each participant’s progress notes. All activities to be supported by guidance and direction from High Hopes staff and LEARN staff/therapists.

1. Grooming: Participant will demonstrate selection of appropriate grooming tools by color and demonstrate correct sequence of use. Behavioral: Participant will demonstrate use of grooming tools in a safe and appropriate manner with the horse.
   Goals: Color identification, sequencing, fine motor skills, vocabulary appropriate behaviors.

2. Emptying Water Buckets: Participant will demonstrate ability to empty horses water buckets and return to the correct stall in a safe and appropriate manner.
   Goals: Fine and gross motor skills, following directions, sensory activity.

3. Sweeping: Participant will demonstrate use of a broom to sweep aisles in a safe and appropriate manner.
   Goals: Gross motor skills, listening skills, following directions and sensory integration.

4. Feeding Horses: Participant will demonstrate ability to push wheel barrow to stalls indicated, select two flakes of hay and place in corner of horse’s stall for afternoon feed.
   Goals: Following directions, gross motor skills, sensory input / weight bearing.

LEARN ABA Group - Mounted Lesson Plan Outline

(Prior to Mounting)
1. Riders will demonstrate appropriate behavior and listening skills while putting on their helmet and mounting their horse.

(Once Mounted)
2. Movement Variations – Riders will experience walk/halt transitions, circles and trot work as needed. Riders will demonstrate appropriate verbal cues to horse during these exercises.
3. Skill Acquisition – Riders will demonstrate correct half seat position for three seconds over ground poles one time in each direction.
4. Trail or Game – This portion of the lesson will be interactive, utilizing a trail ride/game (such as the sensory trail, basketball or red light green light). Riders will demonstrate appropriate social interaction, behaviors, turn taking and expressive language in order to safely ride on the trail/perform game. Educational goals may also be incorporated such as: color, number, letter, word recognition.
5. Riders will wait their turn to dismount, thank their volunteers and their horses (verbal and/or sign), walk to the lounge and return their helmets.
Collaborative Group Goals & Benefits

Goals for participants of _______ Day School

**Physical Goals** - physically, horseback riding and the related activities that take place before and after involve a significant amount of physical ability. Grooming horses and saddling, and developing basic riding skills at the walk and trot require sitting tall, use of core strength as well as working muscles from head to toe, which may lead to increased overall strength and endurance while developing increased balance, spatial awareness and coordination.

**Emotional Goals** - establishing and accomplishing individual goals helps increase confidence and self esteem. The horse is an excellent model for teaching boundaries, patience and building effective communication tools. The human animal bond teaches how to care and respect another living being.

**Team Building** - In a group format, participants will have the opportunity to work on individual goals while taking part in activities which foster team building in a supportive environment. Team’s activities will also help to build leadership and mentorship skills.

**Social Goals** - High Hopes provides trained staff and volunteers as positive role models, fostering respect for others while providing an opportunity to socialize in a new environment.

**Educational Goals** - participants will learn new skills including horse care through a weekly curriculum which includes of grooming, feeding, breeds, colors, markings, herd dynamics and more. Mounted horseback skills include the basics of communicating effectively with the horse through cues - verbal, body, rein aids which requires staying on task and following directions. Skills are practiced and reinforced with obstacle courses and game. Trail rides provide relaxation while learning how to safely ride outside of the arena.

**Behavioral Goals** - because participants enjoy being with the horses, we use that as a motivator for behavioral expectations both on and off the horse. Not only is it important for their safety, but provides an excellent opportunity to reinforce desired behaviors. Examples include wearing a helmet and walking rather than running in the barn. Using gentle hands and a quiet voice when grooming the horse; following the instructors directions at all times.

**ABA Classroom Goals**

**Physical Goals** - During the riding component, movement variation on the horse will provide an opportunity to address issues with tone, endurance and strength. Modifying movement - faster, slower, circles and trail also address challenges with balance, coordination and spatial awareness. These same opportunities may be offered in unmounted activities by incorporating grooming. Opportunities for motor planning and weight bearing activities are incorporated through body positioning on the horse and with heavy physical activities off the horse such as carrying water buckets, pushing carts, lifting hay, etc.

**Sensory** - horseback riding and related activities provide numerous opportunities to address sensory issues. The softness of the horse when grooming combined with rough bristles of the brushes, filling water buckets, feeding, sweeping and cleaning stalls provide exposure to a variety of textures, sounds and scents. On the horse, the movement addresses coordination and spatial awareness. A ride out on the trail offers many movements, combined with sights and sounds from nature - rustling of the leaves, a bird chirping, the clip
clop of hooves. High Hopes sensory trail then adds many additional physical and sensory opportunities numerous learning "stations" including tether ball, mail boxes with containers filled with texture variety, "noodles" to ride through, a music station and basketball hoops.

**Educational** - There are unlimited opportunities to incorporate educational goals - while on the horse. The ability to attend and follow directions is incorporated goals. In addition, games on horseback reinforce education goals such as the recognition of numbers, colors, shapes, sizes and textures. A game of basketball using a variety of sizes, colors and textured balls is just one example.

**Language** - Whether we are on the horse or taking part in unmounted activities, a combination of verbal cues, sign language, modeling and pictures will be provided to help participants learn and communicate their own needs and desires.

**Behavioral** - because participants enjoy being with the horses, we use that as a motivator for behavioral expectations both on and off the horse. Not only is it important for their safety, but provides an excellent opportunity to reinforce desired behaviors. Examples include - wearing a helmet and walking rather than running in the barn. We use gentle hands and a quiet voice when grooming the horse. We sit tall and use quiet hands and feet when on the horse.
Curriculum skeleton examples

- Curriculum Basics and Possible Topics
  - Safety is always Week 1
    - General safety: helmet, appropriate footwear, emergency procedures, appropriate behavior around horses, barn safety (emergency exits, fire extinguishers, etc.), how to safely approach a horse
  - Herd Observation/Horse Behavior
  - Breeds, Colors, Markings
  - Effective paddock and stall retrieval
  - Paddock Management & Safety
    - Poisonous plants
    - Safe and appropriate fencing
    - Sheltering/water needs
    - Manure management & parasites
    - Fly & pest control/management
  - Stable Management
    - What is a safe stall?
    - Cleaning stalls
    - Shelter/water needs
    - Types of bedding
    - Keeping a safe aisle
    - Hay and grain storage
    - Dust/cobweb / ventilation control
  - Horse Health
    - Routine horse health: Annual Vaccinations and deworming for parasites
    - TPR
    - Horse behavior (what is your horses normal behavior?)
    - Common diseases, illnesses and ailments
    - Cleaning a cut
    - Alternative therapies: chiropractic, massage, acupuncture, reike, etc.
*All of the topics under Horse Health can be broken into multiple weeks to cover topics fully through discussion, research, and practice
  - Horsemanship Skills
    - Safe haltering techniques
    - Safe leading techniques (introductory level around the arena to advanced leading out on the trail)
    - Showmanship at halter
    - Round penning
    - Lungeing
    - Long lining/ground driving
    - Parts of the horse and function
  - Tack and Equipment
- Safe Tacking Procedures
- Parts of the saddle, bridle, driving harness, etc.
- Safety stirrups: identification of types and purpose
- Cleaning tack
- Learning where everything goes in the tack room
- Advanced Equipment: side reins, lunge line, lunge whip, lungeing cavesson, crupper, breast plate, adaptive equipment, surcingle, anti-cast, different types of girths (string, dressage, elastic), protective boots and wraps, etc.
- Learn different types of saddles and how they relate to different riding styles
- Learn about different bits and their functions (bit-less bridles, hackamore, etc)
- Learn about all of the different safety features on your tack (third billet, safety bar, etc.)
- Additional Types of Grooming tools: shedding blade, different types of curry combs, washing mitts, face brush, size and shape of tools as they relate to purpose, discussion of why some horses’ hard brushes are softer than others
- Pads
  - Saddle pads
  - Gel pad, gel lift, bumps, Bareback pads, NB Pads and form to function
- Going to a Show
  - Advanced Grooming
  - Braiding techniques
  - Bathing
  - Wrapping for trailering
  - What do you need to bring for your horse (water, feed, supplements, equipment, etc.)
  - Create a stall card
  - Saddle fit
- Conformation
  - Form to function!
  - Narrow versus wide build
  - Tracking up
  - Soundness
- Equine Nutrition
  - Hay, water, grain (different types)
    - Quality of….
    - Hay test
  - Grass
    - How much is too much?
    - What about grass clippings?
    - Poisonous plants discussion returns!
  - Advanced: supplements, electrolytes, body condition scoring
  - Make a feed chart for your horse
  - Make treats for your horse
  - Learn about why some horses should not get treats
Discussion of activity level of each horse as determining factor

- Equine Dentistry
  - Age and our horses’ teeth
  - Dentistry tools
  - Differences between geldings and mares
  - Number of teeth and function
  - Hooks and Quid

- Veterinary care
  - Daily care/grooming and observation
  - General First Aid
    - Cleaning a cut
    - TPR returns = know your horses’ norm!
    - Capillary refill
  - Annual Immunizations
  - When should you call the vet? Recognizing the signs of a sick horse
  - Advanced illness

- Farrier/Blacksmith & Barefoot trimmer
  - Parts of the hoof
  - Barefoot versus shoes – why?
  - Types of shoes
    - Winter versus summer
    - Specialized shoeing techniques (pads, clips, bar shoes, trailers, borium, studs, glue-on etc.)
  - Tools and Techniques
    - Hot versus cold shoeing

Mounted program arena curriculums

Purpose:
- To offer an educational equine learning experience during mounted activities.
- Offer instructors an additional activity for mounted learning
- To increase riders horsemanship and working knowledge of equines.
- Each week, the instructors take turns creating a weekly curriculum, incorporating a theme designed to be educational and engaging for participants
- Provides specific activity during stirrup adjustment and mounting time.

Benefits:
- Explore a broader scope/variety of topics
- Learning sequencing, recognition of colors (shapes/markings/where things belong)
- Allows for team building an introduction of themed mounted games that reinforce learned skills
- Further educating your volunteers
- Provide support and options for newer instructors, building on their instructor “tool belt”
12 Week Curriculum

**Week 1 (February 22\textsuperscript{nd} – 27\textsuperscript{th})**

*Spring into Action (Safety Week)*
Meet new volunteers and other riding participants. Discuss basic safety awareness while mounted as well as barn safety rules. Discuss and share desired goals for the semester. Suggested game- leap frog, to learn your volunteer and participants names as they pass each other safely.

**Week 2 (March 1\textsuperscript{st} - 6\textsuperscript{th})**

*Super Groom*
Groom your hairy horse. Review sequence as well as identify the tools. Compare personal grooming with grooming your horse. Review and learn new parts of the horse using our grooming tools. Allow your riders at the end of class to groom and get to know their horse for the semester on a different level. Review importance of taking proper care of our horse and grooming- releasing oils on the coat to help with shine and water resistance; allows us to look over our horses and look for any injuries or changes in their appearance/assess weight, body condition score etc.

**Week 3 (March 8\textsuperscript{th} - 13\textsuperscript{th})**

*GAITS*
What does that mean? Discuss with riders the variety of gaits and speeds that we can travel; working, collected, extended, etc.. Encourage riders to close their eyes and feel each gait with their seat, is it moving them from side to side, or back and forth, etc.. Have riders demonstrate different transitions between each gait.

**Week 4 (March 15\textsuperscript{th} - 20\textsuperscript{th})**

*Equine Adventures*
Horses through history have been related to wild adventures. Think about the west, the pony express, and medieval games on horseback. Imagine an adventure that you would like to have with your horse.

**Week 5 (March 22\textsuperscript{nd} - 27\textsuperscript{th})**

*Careers involving Horses*
Riders can discuss the different ways that people partner with horses in their careers. Uses could include: veterinary, farrier, massage, dentistry (floating), cattle herding, and police. Could also place tools (or models of the tools that are used so that the riders can handle them) on barrels in the arena to create different stations, and identify them by name, color, number, function, etc. Sport uses could be included as well, although perhaps only through posters (polo, Spanish Riding School of Vienna, Vaulting, etc.), to show the more colorful side of sport horses.

**Week 6 (March 29\textsuperscript{th} - April 3\textsuperscript{rd})**

*Colors, Markings and Shape*
Provide lots of opportunity to use shapes and colors – colors of the horses can be related to colors of the rainbow! A red roan, our horses are unique just like us. What shapes do we find on our horses body and do they look like shapes we find in our everyday life (think stars, stripes are like lines, dapples like circles, etc.).

**Week 7 (April 5\textsuperscript{th} – 10\textsuperscript{th} **Program Break – April 12\textsuperscript{th} - 17\textsuperscript{th})**

*Easter /Games/ Scavenger Hunt*
Expand on the concept of teamwork by having relay races, which can reinforce the idea of regulating the horses speed for games such as egg and spoon race, sit a buck, or ribbon races! Riders can have fun hunting for a list of spring related objects both in the arena and out on the trail. Provide obstacle course to coincide.
Week 8 (April 19th – 23rd **No Class on the 24th**)  
**Trail Adventures**  
Review basic trail etiquette in ring before heading out and blazing new trails – reinforce horse body language concepts and what that means, especially relating to trail safety. Have riders practice using hand signals to show when stopping and turning, lead rider checks on those in back etc. Create an inside trail course to complement the outside experience!

Week 9 (April 26th - May 1st)  
**Wild West**  
In the Wild West horses participated in all sorts of daily activities. Horses partnered with the cowboys and Native Americans on ranches for herding, in town to pull buggies and transport supplies and across the country in the pony express. Talk about what has replaced horses in the modern world.

Week 10 (May 3rd – 8th)  
**Caring for your herd**  
Explore the various feeds & supplements, the need for hay & water, acceptable treats, and exercise & turn out. Consider a tour of the feed room & a walk out to the pastures. Create an obstacle course incorporating the info on basic horse care.

Week 11 (May 10th – 15th)  
**Horse Show Days Practice**  
Provide skill review and discussion of Horse Show Days to help riders prepare for the next week. Discussion might include – friends and family may come to watch them ride, what to wear, to have fun, etc. Obstacle course will be set and remain for weeks 11&12

Week 12 (May 17th - 22nd)  
HORSE SHOW DAYS!!
6 Week Curriculum

Week 1 (January 4th - January 9th)
Safety/ Parts of the Horse
The first week of each semester we review safety aspects of riding. Discuss safety procedures with riders and volunteers – riders the importance of following directions – how we stay safe when we ride (helmet, footwear, handhold, stay safe distance, good listening, etc.), and volunteers of their respective responsibilities as leaders and sidewalkers. Provide a game and obstacle course tied into the safety theme. Instructors begin to incorporate basic parts of the horse to be used throughout the semester.

Week 2 (January 11th - January 16th)
Natural Aids
Teach riders to use their natural aids to move their horses through transitions and obstacle course patterns. The “aids” are the means by which you communicate with your horse and control them. The natural aids are the aids that are a part of you: your hands, legs, seat, and voice. Work with your Instructor, Volunteers & your Horse to discover how to best use your NATURAL AIDS!

Week 3 (January 18th - January 23rd)
Winter Care
Discuss how our horses care is different/changes from summer into winter. Why do our horses get a thicker coat during the winter? How does horse care differ in the winter months? Blankets, food, water, shoeing, etc. Discuss both safety for the rider as well as the horse in the colder months, gloves, jackets, warm clothes, and how our horses are able to cool down after a ride. Posters, examples of shoes, blankets, etc.

Week 4 (January 25th - January 30th)
Horse Verses Human Care
Following up on last week’s winter care and discuss the differences between how we care for ourselves and how we care for our horses. What is similar and what is different? We go to the doctors once a year the horses see the vet once a year, we brush our teeth every day…. Do our horses? Our horses are groomed every day, how do we go about grooming or caring for ourselves on a daily basis. Bring in common accessories that we use on a daily basis, hair brush, soap, etc and compare with our horses grooming tools.

Week 5 (February 1st - February 6th)
Music and Movement of the Horse
Discuss with rider how our horses have different gaits, rhythms and tempos. Use the rhythm beads to help rider be able to hear their horse’s movement throughout class, riding to music, how sound, music and tone affect the horse and riders. See if riders can identify the beat – what gait would best coincide with a song – relating to tempo and rhythm. Instructors be sure to practice with the sound system or rhythm beads before class to be sure that all horses are comfortable

Week 6 (February 8th - February 13th)
Drill Team
Relate back to last week’s music and movement and put a drill team together work on riding as pairs. Discuss reading horse’s body language (reinforcing ideas about safety distances, etc) to help make riding patterns together. Discuss how riders can actively assist their horses (more/less leg, half halts, putting faster horse on the outside, etc) to “even up” the matched pairs, which works on rider’s communication with one another as well as reinforcing teamwork --- if both riders make appropriate adjustments to the horse’s pace it will make less work for both riders. Provide example of a simple drill team that all levels can do. Have obstacle course allow enough space for teams of two.
12 Week Curriculum

This semester we will be working towards transitioning to a bi-weekly curriculum. Allowing for participants to recall information from the week before and continue building on their horsemanship skills and knowledge.

Week 1 (February 26\textsuperscript{th} – March 5\textsuperscript{th})
Spring into Action (Safety Week)
Meet new volunteers and other riding participants. Discuss basic safety awareness while mounted as well as barn safety rules. Discuss and identify safety features on your riding equipment. Discuss and share desired goals for the semester. Suggested game- leap frog, to learn your volunteer and participants names as they pass each other safely.

Week 2 (March 7\textsuperscript{th} – 12\textsuperscript{th})
What do to in the event of an emergency!
Building on the first week’s curriculum….. Where are the emergency exits, fire extinguishers? Where does everyone go in the event of an emergency/ fire etc.? How do we keep our horse’s riders and volunteers safe?

Week 3 (March 14\textsuperscript{th} - 19\textsuperscript{th})
Tack and Equipment
What is Tack? What is Equipment? What type of tack are you riding in? English/ Western Saddle. Know and identify parts of the saddle along with the parts of the horse that they saddle fits on (back, withers, barrel, shoulders etc.)

Week 4 (March 21\textsuperscript{st} - 26\textsuperscript{th})
Tack and Equipment Continued…
Review parts of the saddle. Why Type of bridle does your horse wear? Identify parts of bridle. What are our Artificial Aids? How and why would we use these? What is similar and different with a driving harness?

Week 5 (March 28\textsuperscript{th} – April 2\textsuperscript{nd})
Colors, Breeds, and Markings
Our horses are unique just like us. What shapes do we find on our horses body and do they look like shapes we find in our everyday life (think stars, stripes are like lines, dapples like circles, etc.). What color and breed is your horse. How old are they?

Week 6 (April 4\textsuperscript{th} - April 9\textsuperscript{th})
Colors, Breeds, Markings & Horse Conformation
Provide posters and discussion on how conformation affects the horse’s movement – ie long back for smooth movement, angle to shoulder and pastern; how does your horse feel, smooth/choppy etc. Tie into breeds built differently and how it affects their role (ex: which would be better at pulling a heavy wagon - an Arabian or a Belgian?)

Week 7 (April 11\textsuperscript{th} – 16\textsuperscript{th})
Arena Figures

Week 8 (April 18\textsuperscript{th} – 23\textsuperscript{rd})
Arena Figures
Week 9 (May 2\textsuperscript{nd} - May 7\textsuperscript{th})

GAITS
What does that mean? Discuss with riders the variety of gaits and speeds that we can travel; working, collected, extended, etc.. Encourage riders to close their eyes and feel each gait with their seat, is it moving them from side to side, or back and forth, etc.. Have riders demonstrate different transitions between each gait.

Week 10 (May 9\textsuperscript{th} - 14\textsuperscript{th})

GAITS & Rhythm
Suggested activities – Provide a variety of tunes with various rhythms, poster and instruments to try. Which do we like? Dislike? Play music that correlates to rhythm of horse at walk and trot. Suggested game: Musical Stalls. Please be sure you practice with the sound system prior to class so as to not startle horses.

Week 11 (May 16\textsuperscript{th} – 20\textsuperscript{th})

Horse Show Days Practice
Provide skill review and discussion of Horse Show Days to help riders prepare for the next week. Discussion might include – friends and family may come to watch them ride, what to wear, to have fun, etc. Obstacle course will be set and remain for weeks 11&12

Week 12 (May 21\textsuperscript{st} – 27\textsuperscript{th})

HORSE SHOW DAYS!

High Hopes Weekly Curriculum Guidelines

Each week, the instructors at High Hopes take turns creating a weekly curriculum, incorporating a theme designed to be educational and engaging for participants. Below are a few guidelines to help when creating your curriculum. Examples may be found in the Curriculum Binder located in the staff office.

Please –

- Feel free to browse through and use any existing theme posters located in the classroom closet. Please check with staff prior to using additional High Hopes resources such as color printing and laminating.
- Provide your weekly curriculum in writing and make extra copies for all instructors. Please include the topic/theme, objectives, related games/activities, and your obstacle course. Copies may be left in the staff office.
- When designing your curriculum, keep the obstacle course simple enough to move easily to accommodate carriage driving and dragging the arena.
- Review the introduction of any new game and activity equipment by the Equine Program Coordinator to avoid any unnecessary safety issues with the horses.
- Hang posters using the fasteners located in the arena rather than staples or tape.
- At the end of your week, remove any posters and activity equipment, returning all items to their proper place. Extra obstacle course items should be returned to the tractor shed.

Thanks very much!
**Example of weekly arena curriculum guidelines and suggestions**

**Week One- Safety/ Parts of the Horse**

**Goal:**
- This week is to be used as a review of all safety procedures, the importance of following directions and how we stay safe when we ride. How to keep appropriate spacing between horses, passing another horse etc. Also review appropriate rider attire; footwear, helmet, safety stirrups, and good listening skills.
- Instructors, this would be a good time to speak with your volunteers about safety in class.
- In addition to basic safety rules, please start incorporating parts of the horse, which will be used throughout the semester, such as dock, poll, shoulder, withers, ears …. etc.

**Suggested activities:**
- Have each participant pick out one of the safety recommendations from a bucket on the barrels and either demonstrate or answer the question.
- Have each participant describe or demonstrate at least one safety precaution.
- Stop at each poster around the arena, to reinforce the use of walk / halt transitions.
- Use posters around the arena to elaborate and introduce different situations and reasoning for safety.
- Leap frog: to reinforce the use of appropriate spacing where appropriate, participants can play a game where the last participant will demonstrate a fast walk to pass all other horses in the class and become the leader, repeat until all participants have had a chance to pass the whole group.
- Participants can also think up of different ways to become the leader, making a circle, cutting across the ring, or across the diagonal. This will allow rider to begin thinking of safe and appropriate ways to keep appropriate spacing and safe passing space between horses.
GOALS:

- To learn how we stay safe working around horses and in the barn.
- To learn how we keep our horses safe.
- To review grooming and the parts of the horse.

Rearrange order to best suit participant:

1. Review worksheets on High Hopes safety procedures, barn rules and their importance.

2. Discuss safe attire: what do we wear to protect ourselves (in the winter and in the barn)? What do our horses wear to keep them safe (in the winter and in the barn)?

3. Discuss safe participant behavior while around horses.

4. Walk around the barn and show certain safety measures taken at High Hopes. Some ideas are:
   - Putting saddle rack holders down after use.
   - Picking horses' feet before and after riding.
   - Keeping the aisles clear of trash and clutter.
   - Presence of First Aid Kits (Human and Equine).
   - Proper way to open and close Gates.

5. Groom your horse and review the parts of the horse.
Winter Care for our Horses and the Barn – Week 2
6 Week Winter Session 2011

GOALS:

- To learn how we “winterize” the barn and our horses for the colder months.

- To learn how to properly blanket a horse.

- To groom your horse and learn what, if any, special winter care they receive.

Rearrange order to best suit participant:

1. While grooming your horse discuss your horses ‘winter body.’
   a. What is different about their coat (Think color, length of hair, etc.).
   b. What are the horses natural defenses for colder weather.

2. Compare our horses’ blankets to our winter coats. What are some similarities and differences?
   a. Discuss size, texture, fasteners, etc.
   b. Learn how we properly blanket a horse. Consider the size of the blanket and your horse as well as safety of leg/belly strap lengths.

3. Discuss what measures are taken to prepare the barn and paddocks for winter
   a. Tack Room.
   b. Hoses and water sources.
      i. Clean fresh water available at all times
      ii. Heated water buckets
      iii. Disconnect hoses to prevent freezing
   c. Shelter.
**First Aid and Horse Care – Week 3**  
6 Week Winter Session 2011

- To discuss the similarities between how we care for our horses and how we care for ourselves.
- To learn different types of clips and their purpose.
- To learn the basic signs if your horse is feeling sick.
- To groom your horse and learn how to evaluate some aspects of physical health.

**Rearrange order to best suit participant:**

1. Groom your horse  
   a. While grooming discuss how we tell if humans are healthy and think about some ways we might be able to tell if a horse is healthy.

2. Discuss the different types of clips.  
   a. Are there any horses at High Hopes that are clipped for the winter months?  
   b. What is the purpose and function of each type of clip?

3. Discuss other ways we stay healthy as humans (doctor, dentist, vitamins).
Horses Around the World – Week 4
6 week Winter Session

GOALS:

- Learn about the horse’s gait and movements
- Learn basic first aid (if time.)
- To complete the worksheets with assistance from ELP coach as needed

Rearrange order to best suit participant:

1. Visit the High Hopes Biography Binder
   a. Find your horse or any others that you might be interested in
   b. Research and find out what breed they are
2. Research online by using a search engine such as Google, to investigate.
   a. Common breed characteristics
   b. Breed history
   c. Origin of breed
3. Research breeds that live in colder climates around the world
   a. Investigate why these breeds are so successful in living in these areas

Visit the Horse Learning Laboratory Learning Kit

** Please see Laura B. or Sarah C. for directions and where to find the High Hopes Laptop computer.**
Vet and Farrier Care for Winter – Week 5
6 Week Winter Session 2011

GOALS:

- To learn the benefits of a horse going barefoot or having shoes with borium and snowball pads in winter.
- To learn about the importance of proper hoof care.
- To learn about the beats of the gaits.
- To learn about important vital signs and horse care.

Rearrange order to best suit participant:

1. Groom your Horse.
   a. Learn the basic vital signs of a horse and evaluate on the horse you are grooming. (Talk about temp, pulse, respiration, capillary refill, etc.) Place your head next to your horses’ belly and listen for gurgling – discuss healthy sounds.

2. Visit the Horse Shoe Wall (located behind the mounting ramp) and find examples of winter shoes for horses.
   a. How do they differ from regular shoes?
   b. Can you compare horses’ winter shoes to any human shoes?
   c. Learn the purpose of borium and snowball pads.

3. Discuss the purpose of an equine dentist, farrier and veterinarian.
   a. How often does a horse need to be visited by these professionals?
   b. What might be signs that you need to call the farrier/dentist/veterinarian?
GOALS:

- To learn about the horse’s teeth and digestive system and why we feed them hay and grain.
- To understand how we change our horses feed to accommodate them during the winter months.

Rearrange order to best suit participant:

1. After looking over charts of horses’ teeth in regard to age, have volunteer coach help participant to see their horses’ teeth.
   a. Can you approximate their age?
   b. Check your guess with your horses’ stall card.

2. Discuss why modern horses need to be floated and possible signs that a horse might be overdue.

3. Discuss why we might need to feed our horses more hay and or grain during the winter months.

4. How do their needs change in regards to feed during these months?

5. Fill out a feed chart for your horse this winter.
   a. Visit the feed room for details on what your horse eats, for information on hay, ask a staff member.
Spring 2011 ELP Curriculum Overview

BARN AND HORSE SAFETY - WEEK 1
GOALS:
• Learn and review barn safety and horse safety.
• Learn the purpose of the safety equipment we use when working with horses.
• Become familiarized with the barn and tack room.
• Learn how to safely approach a horse and put on his/her halter.
• To get to know our horses while grooming.
• Learn grooming tools

EMERGENCY PROCEDURES - WEEK 2
GOALS:
• Review grooming tools, uses and sequence from last week.
• Visit Emergency Procedures Bulletin board in the Barn
• Visit the Equine First Aid Kit
• Discuss emergency response for horses and humans in case of fire

TACK AND EQUIPMENT - WEEK 3
GOALS:
• Learn about the different types of tack and why we use tack
• Learn the purpose of a halter
• What other types of tack and equipment do we have in our tack room
• Learn the names of the tools we use to lead our horse: halter & lead rope

CARE OF EQUIPMENT - WEEK 4
GOALS:
• After grooming, clean out your horses grooming bucket and brushes
• Clean horses halter
• Learn how to clean tack, and why it is important to do so
• Take apart bridles and separate students with volunteers, and have them try to put it back together in 5 minutes.

**Be sure to ask staff to set aside specific tack to use for this as to not interfere with lessons**

COLORS, BREEDS, AND MARKINGS - WEEK 5
GOALS:
• Learn about different breeds of horses.
• Identify different breeds and markings in the High Hopes herd.
• Discuss why which breeds are most commonly found at High Hopes.

COLORS, BREEDS, AND MARKINGS ADVANCED - WEEK 6
GOALS:
• Encourage participants to recall information from last week
• What breed is their horse
• Review breeds of horses.
• Review Identification of different breeds and markings in the High Hopes herd.
A HEALTHY HORSE FROM THE INSIDE OUT – WEEK 7

GOALS:
- Learn what our horses need to be healthy.
- Review grooming and discuss how grooming helps to keep our horses in healthy condition.
- Learn the types of food and nutrients our horse’s need to stay healthy.
- Learn to identify good and bad hay/grain/water.

CORRECT LEADING TECHNIQUES – WEEK 8

GOALS:
- Learn what people are talking about when they say “ground manners.”
- Learn what behaviors would be considered inappropriate or poor ground manners versus good ground manners.
- Learn how our body position next to the horse, voice, and touch all contribute to successful and correct leading.
- Learn that horses may be easier or more challenging to lead depending on where we are (i.e. in the ring, outside, on the trail, or on the way to the paddock). Discuss why this is true.

RHYTHM AND CORRECT LEADING TECHNIQUES – WEEK 9

GOALS:
- Learn about your horses rhythm in all three gaits (walk/trot/canter)
- Review and demonstrate appropriate leading techniques
- Practice leading slow and fast walk
- Practice trotting your horse in a straight line (if appropriate)

DECISION DAY – WEEK 10

GOALS:
- Choose a skill or activity that you would like to showcase this HORSE SHOW DAYS
- Discuss with volunteer how you would like to do this (ie poster, story board of you and your horse, demonstration, dress up)
- Review advanced grooming and leading techniques
  - Mane and Tail Care

PREPARE AND PRACTICE FOR HORSE SHOW DAYS! – WEEK 11

- Practice and prepare your presentation for your friends and family. How are you going to best demonstrate the skills you have been practicing and learning all semester?
- Finish up any final details on projects

HORSE SHOW DAYS – WEEK 12
BARN AND HORSE SAFETY – WEEK 1

GOALS:

- Learn and review barn safety and horse safety.
- Learn the purpose of the safety equipment we use when working with horses.
- Become familiarized with the barn and tack room.
- Learn how to safely approach a horse and put on his/her halter.
- To get to know our horses while grooming.
- Learn grooming tools

Rearrange order to best suit participant:

1. Before entering the barn area – review and discuss the following safety policies.
   - Proper helmet fit/adjustment. Discuss helmet purpose and importance.
   - Appropriate footwear and clothing for working with horses
   - How do we work safely around horses?
     - Quiet voices
     - Walking Feet
     - No Hand feeding
     - Never walk behind a horse
     - Safe approach techniques and safe haltering - handout

2. Introduce student to tack room and help them find his/her grooming tools.
   - *For returning participants quiz them on where certain items are within the tack room.*

3. Groom your horse learning the names of the grooming tools and how each is used.
   - *For returning participants remove an item or two see if they notice or ask them what is missing?*
   - As you groom your horse take note of how he/she responds to being brushed. For example does he like to have his neck scratched or dislike it when you brush his belly? ***(Caution—Girthy Horses)***

List of Book References:

- Safety By Toni Webber
- Care and Management of the Horse and Pony
EMERGENCY PROCEDURES – WEEK 2

GOALS:

• Review grooming tools, uses and sequence from last week.
• Visit Emergency Procedures Bulletin board in the Barn
• Visit the Equine First Aid Kit
• Discuss emergency response for horses and humans in case of fire

Rearrange order to best suit participant:

1. Before grooming your horse visit the Emergency Procedures bulletin board in the barn.
   a. What do you do in case of a fire?
   b. Where is the safest location for horses?
   c. Where is the safest location for people?
2. Take a tour through the barn, observe and identify all emergency exits, fire extinguishers, safety measures.
   a. Have a Scavenger hunt!
      i. Identify how many and where emergency items are located.
         1. First aid kits: horse and human
         2. Emergency phone
         3. Emergency exits
         4. Fire extinguishers
3. If appropriate encourage riders to lead their horse into the arena halting and reading posters around the indoor arena regarding grooming.
TACK AND EQUIPMENT – WEEK 3

GOALS:
- Learn about the different types of tack and why we use tack
- Learn the purpose of a halter
- What other types of tack and equipment do we have in our tack room
- Learn the names of the tools we use to lead our horse: halter & lead rope

Rearrange order to best suit participant:

1. Inspect your tack (saddle, bridle, halter etc) for poor stitching, poor condition of the leather
2. Introduce student to halter, lead rope and how to use them properly.
3. Investigate the different halters (grooming halter, leather halter, rope halter)
   a. What is their purpose and function
4. Investigate what types of alternative tack and equipment we have in our tack room.
   a. Why might we need to use that type of equipment
5. Go over/ learn parts of the Saddle and Bridle.
   a. Use matching board behind mounting ramp to reinforce parts of saddle/bridle
6. If appropriate learn how to put a saddle on.

Visit the Web:

What different types of halters are there:
http://wiki.answers.com/Q/What_different_types_of_halters_for_horses_are_there
CARE OF EQUIPMENT – WEEK 4

GOALS:
- After grooming, clean out your horses grooming bucket and brushes
- Clean horses halter
- Learn how to clean tack, and why it is important to do so
- Take apart bridles and separate students with volunteers, and have them try to put it back together in 5 minutes.
  - **Be sure to ask staff to set aside specific tack to use for this as to not interfere with lessons**

Rearrange order to best suit participant:

1. Learn the purpose of cleaning tack
   A. Check stitching for safety
   B. Leather cracking
2. Take apart tack (as instructed by staff) clean and put back together
   A. Which way does a safety stirrup go?
3. Ensure that the equipment fits the horses as it should.
4. Discuss different types of bits and their use, which type of bit do we most commonly use
5. Do some horses wear a bridle with no bit? Who? Why?

Visit the Web:

Information on different types of bits for horses:
http://www.ehow.com/list_6319941_information-different-types-bits-horses.html
COLORS, BREEDS, AND MARKINGS – WEEK 5

GOALS:

- Learn about different breeds of horses.
- Identify different breeds and markings in the High Hopes herd.
- Discuss why which breeds are most commonly found at High Hopes.

Rearrange order to best suit participant:

1. Review different horse breeds and markings utilizing worksheets, library resources and High Hopes Horse Biographies.
2. While grooming your horse, discuss his/her breed and markings.
3. Utilizing the High Hopes Horse Biographies book, take a walk down the runway and discuss the different breeds and markings you see.
4. If applicable, quiz yourself on the breeds and markings of the horses in the paddocks or stalls using the HH Horse Bio’s book to check your answers!
5. Who does your horse live with and what are they like?

List of Book References:

- The Encyclopedia of Horses and Ponies
- The Eyewitness Handbook of Horses
- Eye Witness Horse Video
- The Ultimate Encyclopedia of Horses Breed and Horse Care By Judith Draper
- High Hopes Horse Biographies Binder
- HORSE Learning Laboratory Kit
COLORS, BREEDS, AND MARKINGS ADVANCED – WEEK 6

GOALS:

- Encourage participants to recall information from last week
- What breed is their horse
- Review breeds of horses.
- Review Identification of different breeds and markings in the High Hopes herd.

Rearrange order to best suit participant:

1. Draw a picture of your horse from memory (or after observation) today include color and markings **See staff for materials**
2. Draw your ideal horse (color, marking, breed, and why you would want them
   a. Think about breed and purpose
3. Bring High Hopes Herd binder to the paddocks with you today and quiz yourself
   a. Which horses are a bay or chestnut color
   b. Name the markings you see

Visit the Web:

A HEALTHY HORSE FROM THE INSIDE OUT – WEEK 7

GOALS:

- Learn what our horses need to be healthy.
- Review grooming and discuss how grooming helps to keep our horses in healthy condition.
- Learn the types of food and nutrients our horse’s need to stay healthy.
- Learn to identify good and bad hay/grain/water.

Rearrange order to best suit participant:

1. Groom your horse and discuss what the signs are for horse health (i.e. coat, weight, unsoundness, blemish, etc.)
2. Visit the feed room and smell, touch, feel, and discuss the types of grains you find.
3. Look at the hay. Discuss how it is measured (bales and flakes).
   1. How much does a horse usually eat and what does this number depend on?
   2. Discuss why a horse might need to eat wet hay or eat soaked hay cubes? (wetting hay can help with horses who suffer from heaves and soaked hay cubes can help avoid choke for older horses who cannot chew as well)
4. Create a stall card for your horse including his/her feed regimen, TPR (temperature, pulse and respiration), and approximate weight.

*Note – Assume normal temperature for all participants regardless of ability (99-100.5) do not try to take your horse’s temperature. Pulse and respiration can be easily observed. Use weight tapes at the heart girth to measure weight, they can be found in the tack room (ask a staff member).

5. Discuss why a stall card would be important if you are traveling with your horse.
CORRECT LEADING TECHNIQUES – WEEK 8

GOALS:

- Learn what people are talking about when they say “ground manners.”
- Learn what behaviors would be considered inappropriate or poor ground manners versus good ground manners.
- Learn how our body position next to the horse, voice, and touch all contribute to successful and correct leading.
- Learn that horses may be easier or more challenging to lead depending on where we are (i.e. in the ring, outside, on the trail, or on the way to the paddock). Discuss why this is true.

Rearrange order to best suit participant:

1. Define ground manners: A horse’s behavior when working with him on the ground/unmounted.
2. Ground manners include: behavior in the stall, on the cross ties, while grooming, and while leading.
   a. A horse with good ground manners is quiet and respectful. A horse with bad ground manners may be fidgety, invade your space, try to bite/nip, etc.
   b. Good ground manners are extremely important because it is the foundation of our relationship with our horse. A horse with bad ground manners can become difficult to handle if challenging behaviors are not addressed.
3. Walk around the barn and see if there are any horses in the cross ties. Observe their ground manners discuss if they are desirable or not.
4. Retrieve your horse from their stall/paddock and put them on the cross ties to groom. Observe your horse’s ground manners today and discuss their mood.
5. Learn correct body position next to your horse while leading (between throat latch and shoulder). Learn the importance of our timing with cues (voice, lead line and body language).
RHYTHM AND CORRECT LEADING TECHNIQUES – WEEK 9

GOALS:

- Learn about your horses rhythm in all three gaits (walk/trot/canter)
- Review and demonstrate appropriate leading techniques
- Practice leading slow and fast walk
- Practice trotting your horse in a straight line (if appropriate)

Rearrange order to best suit participant:

1. Observe horses in lesson and watch their movement: discuss breed/ size and how it affects length of stride, movement (smooth or choppy)
2. Lead your horse through an obstacle course
3. For more advanced groups practice round penning and observe the different gaits and their rhythm.
DECISION DAY – WEEK 10

GOALS:

- Choose a skill or activity that you would like to showcase this HORSE SHOW DAYS
- Discuss with volunteer how you would like to do this (ie poster, story board of you and your horse, demonstration, dress up)
- Review advanced grooming and leading techniques
  - Mane and Tail Care

**See High Hopes Staff Member to Discuss Recourses**
PREPARE AND PRACTICE FOR HORSE SHOW DAYS! - WEEK 11

- Practice and prepare your presentation for your friends and family. How are you going to best demonstrate the skills you have been practicing and learning all semester?

- Finish up any final details on projects

HORSE SHOW DAYS – WEEK 12
References by Topic

Safety:

Breeds and Colors:

Grooming and Tack:

Leading & Lungeing:
Carriage Driving:

Stable Management:

Teeth and Feet:

General Reference: