

HERO HORSE THERAPEUTIC RIDING CENTER

VOLUNTEER HANDBOOK

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Welcome to Hero Horse!

We are so pleased that you want to become a volunteer with the Hero Horse Therapeutic Riding Center. Volunteers are the backbone of our riding program. Most of our riders require at least one volunteer, and some need the assistance of up to three volunteers to provide a safe and rewarding experience. Volunteers bring enthusiasm, time, and dedication to a Therapeutic Riding program, and it is the volunteer's understanding, power of observation, and spirit of cooperation that assists in bringing the team together.

As a volunteer, you will be part of a professional team. Our goal is to establish a volunteer team for each rider. Both the riders and volunteers benefit from continuity and establish a lasting relationship of trust with one another. We work hard, but we also have a lot of fun! Therapeutic Riding, done in a professional and safety-conscious manner, brings feelings of boundless joy and accomplishment for all those involved. Volunteers play a key role in making this happen.

This handbook is designed as a reference for your orientation to our program. Volunteer duties, tips on working with horses and the disabled, and specific information about Hero Horse are included. Whether you are attending a formal orientation or joining us after the session has already begun, we hope this information will be of benefit to you and that you will refer to it throughout your stay with us.

Hero Horse is in the process of becoming a Member Center of the Professional Association of Therapeutic Horsemanship International (PATH Intl.). PATH Intl. is a voice for Equine-Assisted Activities and Therapies by providing standards for safe and enabling equine interactions. PATH Intl. celebrates ability, optimism, diversity and a shared love of equines. Currently, there are 62,000 participants benefiting from this type of an alternative form of therapy. For more information about PATH Intl. visit their website at www.pathintl.org.

MISSION STATEMENT

It is the mission, duty and purpose of Hero Horse Therapeutic Riding Center to inspire and improve the overall well-being of individuals of all ages who have special needs by partnering them with one of our hero horses trained in equine assisted therapies. Our focus is on possibilities, not disabilities; empowering those we serve by providing a welcoming, healing environment. Some heroes wear capes, ours wear saddles.

We Ride: (From a rider's perspective)

To fly. To feel. To touch. To breath. To laugh. To soar. To overcome. To relax. To prove them wrong. To belong. To feel strong. To heal. To love and be loved back. To communicate without words. We Ride to Live! Anonymous

Remember: *"Volunteers are not paid – not because they are worthless, but because they are priceless."* Anonymous

Did you Know? *"The heart of a volunteer is not measured in size, but by the depth of the commitment to make a difference in lives of others."* Elizabeth Andrew

TABLE OF CONTENTS

Overview..... 4

Requirements of a Good Volunteer 5

Volunteer Absences 5

What to Wear.....5

How to Relate to a Person with Disabilities 6

Safety Rules 6

Leader Guidelines 7

Sidewalker Guidelines 8

During the Lesson Guidelines..... 9

After the Lesson Guidelines..... 10

Emergency Medical Procedures Plan I - Major Injury 10

Emergency Medical Procedures Plan II - Minor Injury10

Disciplinary Action Guidelines10

Benefits of Volunteering & Famous Quotes 11

Description of Disabilities & Program Benefits12

Program Opportunities14

Financial Opportunities.....14

Fitting the Riding Helmet15

Volunteer Leading Skill Levels16

THERAPEUTIC RIDING PROGRAM OVERVIEW

Purpose:

Horseback riding helps mentally and physically challenged persons achieve a quality of life that is improved, enhanced, and enriched. Based on input from doctors, therapists, teachers and parents, the student's individual goals are designed to complement ongoing therapy and education. The benefits of horseback riding are threefold:

Physical - The three-dimensional motion of the horse provides the rider hip and back action that simulates natural walking (up and down/side to side/forward and back). A 30-minute ride provides the rider around 3,000 repetitions of a normal human walking pattern which in turn stimulates their central nervous system to form new motor paths in the brain. Riding relaxes and strengthens muscles and improves muscular development, posture, balance, joint mobility, and coordination.

Emotional - Contact with horses and horsemanship training provides a noncompetitive setting for learning. New abilities, self-discipline, and improved concentration build self-confidence.

Psycho-Social - Horseback riding nurtures a positive self-image. Riders may, for the first time in their lives, experience independence and a sense of being part of a team.

Therapeutic riding uses equine-oriented activities for contributing positively to the cognitive, physical, emotional, and social well-being of people with disabilities. Therapeutic riding provides benefits in the areas of therapy, sport and recreation, and leisure.

Equine activities are used as a form of therapy to achieve physical, psychological, cognitive, behavioral, and communication goals. The use of the horse involves a team approach among licensed/credential therapeutic riding instructors and clients. The client may be treated in a group or on an individual basis directly by the health professional.

Equine activities are used to achieve psych-educational goals for people with physical, mental, and psychological impairments. The emphasis is to incorporate cognitive, behavioral, psychological, and physical goals into the program plan while teaching adapted riding. The horse is a strong motivator for accomplishing these goals.

People with physical, mental, and psychological impairments can participate in sport activities - adapted as needed - with a horse. Activities are directed toward the acquisition of skills leading to the accomplishment of specific horsemanship goals. They may also benefit by using equine activities as a recreation and leisure experience by improving in the areas of socialization, posture, mobility, and overall quality of life. Participating in horse-related activities to their maximum ability in an atmosphere of support, structure, and socialization for the primary purpose of the intrinsic enjoyment of the activity.

Therapeutic riding instructors and recreational therapists are primarily responsible for program development. Licensed/credentialed health professionals and educational specialist are generally involved on a consultative basis.

PROGRAM SUMMARY

Hero Horse serves children and adults with a variety of mental, physical, or emotional disabilities. Instructors design and monitor individualized treatment plans for each student to address their physical, emotional, and social needs while they learn skills of horseback riding. Individual and class goals encourage each rider to be the best he or she can be, on and off the horse.

REQUIREMENTS OF A GOOD VOLUNTEER

Reliability- Regular attendance is extremely important!

Punctuality- A LATE arrival can be VERY FRUSTRATING TO A STUDENT who looks forward to his weekly ride. **Arrive as early as possible** (at least **15 min**) so that the instructor may go over with you the lesson plan for the class.

Physical Fitness. - Within reason! **Alertness** - Despite an outward relaxation; ALWAYS anticipate an unexpected emergency.

Empathy: - Avoid false sentimentality. It is important to have empathy and genuine regard toward riders.

Horse Knowledge: A must if you are a horse leader but not required for a sidewalker position. A love for children is a plus for both jobs!

VOLUNTEER ABSENCES

You are assigned a crucial position for your rider. **Without YOU, he or she cannot ride.** For that reason, it is **SO IMPORTANT** that you make every effort to be present for classes. If you must be absent, please let us know several days ahead so that we may find a replacement. We understand sudden emergencies happen, but please try to give us as much notice as possible. Please notify the Executive Director or office as soon as possible: 318-560-1858.

WHAT TO WEAR

For Safety, as well as comfort, volunteers should dress in close fitting clothing. Loose, floppy clothing can get tangled with equipment or cause you to trip and are not suitable. No revealing shirts, halter tops and tube tops. Any clothing with symbols pertaining to alcohol, drugs, gangs, profanity, tobacco, sex, cults, or the occult is NOT acceptable.

Dress in layers that you can shed as you exercise, especially during cooler months. Bring a jacket, even if you don't need it in town-it's cooler at the ranch than you may think! A watch will be helpful for keeping the program on schedule!

Wear sturdy, comfortable shoes. **NO SANDALS OR OPEN-TOED SHOES. PLEASE!!**

DO NOT wear strong perfume, extremely large dangle earrings, large necklaces, or bracelets. Riders may try to grab them or can get tangled in hair.

HOW TO RELATE TO A PERSON WITH A DISABILITY

Be Yourself! Relax. Breathe. Let the rider put you at ease if you don't know what to say. Explore mutual interest in a friendly way. For starters, talk about the horse and whether the person has ridden before, **Speak directly** to the person with the disability. Your attention should be on them and not on someone with them.

Do not overwhelm the person with help or insist upon helping when they are managing alone. When a person is trying to increase their physical ability, effort is necessary.

Do not hinder the rider's ability to expand their skills and independence, even when their movements may appear awkward to you.

Respect the person's right to independence and request for assistance. Be guided by the wishes of the person with the disability. Talk about the disability if it comes up naturally, but don't pry!

Be considerate of the extra time it might take a person with a disability to accomplish something or respond to directions. Be patient and encourage the rider to be as independent as possible.

Don't be afraid to say to either a child or an adult, "I'm sorry, I cannot understand you. Please say it again."

Acknowledge that every person has the opportunity for vast potential in his or her life. Share the feeling that each person's potential is found in the present moment.

Did You Know?

In severely disabled students, stretching limbs is painful!

Sometimes touching an autistic person can be physically painful for them.

SAFETY RULES

PLEASE NO CELL PHONES OR PAGERS OR EARPHONES!

Please silence your cell phone when volunteering! If preferred, you may leave your phone with one of the staff members not in the arena. The sudden sound of a phone or pager can frighten the horse and will also interrupt the entire class.

No smoking or tobacco use is allowed **in the barnyard** at Hero Horse.

Children must be supervised AT ALL TIMES. Unruly children should be removed from outside the observation area so as not to disrupt classes.

Mounted persons must wear helmets at all times! (Refer to page 15, "Fitting the Riding Helmet")

Only authorized personnel (instructors, volunteers and staff) are allowed in barn and arena. An outside observation area is provided for those wishing to watch the students ride: **Please Do Not Enter the Riding Arena!** If you wish to take pictures, you must ask an instructor first. Some riders do not give Hero Horse permission to post their picture.

LEADER GUIDELINES

The leader takes charge of the horse and assists the rider's control as necessary.

Hold the lead rope 6-12 inches from the snap to allow for the natural motion of the horse's head. Hold extra rope in your left hand, doubling the excess back and forth across your palm. **Never** wrap it around your hand. Hand on lead, palm down, thumb to your hip. **Never** thumb to the horse.

Always lead on the left, walk beside the horse's head, holding the lead rope. Make sure the lead rope is **between** the reins, not over them.

Keep a minimum of 1-horse length distance between your horse and the horse in front of you.

Make turns softly. Allow space for the sidewalkers when next to fence or obstacle.

When horse is stopped, the leader stands in front of, facing it, to keep the horse stationary. Allow the horse to move his head and stretch, but keep him quiet and calm by petting him or speaking softly to him.

To halt, say "whoa." If the horse does not stop, tug slightly backward on the lead, then release. If the horse does not respond immediately, repeat with several small tugs, **do not jerk with force.**

Students are urged to control their horses to the maximum of their abilities. A horse leader must never take the place of the student, but should be there to assist as directed and to keep the horse in control. Check with your instructor before the lesson regarding your rider's level of ability in controlling his/her mount.

When the rider is controlling the horse, allow more slack in the lead (12-18 inches as directed by the instructor) so that you will not influence the horse unless this becomes necessary for safety reasons. The horse may become confused if he feels a tug at both the lead rope and the reins. He may not attend to the reins, which he should.

When changing pace, have the horse follow your pace rather than you following the horses. Move from walk to a fast walk into a trot. Move from a trot, down to a fast walk and then to a walk. This will make the transition smooth and will not throw the rider off balance.

Be sure to hold the horse's head straight, especially in a trot. This is particularly true when you are on the inside, between the horse and the center of the arena. Pulling the horse will distort his gait and make him move crooked; the rider will become unevenly seated and will lose the rhythm of the gait. Even steps of the horse are **crucial** to maintain the rider's balance. **Short tugs work better than a steady pull on a poky horse.**

Be alert for potential hazards.

If the horse should shy or suddenly pull, release the lead in the hand closest to him, but maintain contact with your other hand on the other end of the lead to control the horse. When a rider is mounted on the horse in this situation, never totally let go of the lead under any circumstances.

When an object frightens, the horse let him stop, face the object, look at it, and sniff it (don't let the horse spin and flee). Give the horse time to overcome his fear. Reassure him and help to calm him in a slow, calm voice.

When a lesson is finished and the rider dismounts, run the stirrups up on an English saddle and loosen the girth a few holes until the horse is used again or is unsaddled. Your rider may do this himself. If he does, be sure he walks in **front** of the horse to get to the other side.

SIDEWALKER GUIDELINES

The sidewalkers help the rider with balance and reinforce instructions in the lesson.

If there are two sidewalkers, the inside sidewalker (one closest to the center of the arena) will clarify instructions. Too many people talking to the rider can be confusing. Different methods are used with individual riders, depending on their needs. For example:

1. Place your arm closest to the rider across the rider's thigh and grasp the front edge of the saddle.
2. Hold the rider's safety belt to assist with balance, if they are wearing one.
3. Walk beside the rider's leg to assist when needed (i.e. at trot or change directions).

The instructor will let sidewalkers know how much assistance is needed. Do not offer **any more support than the rider needs.**

Observe the rider with your front or side vision at all times. Never become so relaxed that you are not totally aware of the rider, horse, and activities around you.

Do not lean on the horse or rider since this pressure may unbalance the rider or irritate the horse.

When the rider is using body and leg aids and does not need to be supported, do not touch the horse, saddle, or pad since this may interfere with the aid applied by the rider.

You may need to reinforce the instructor's directions, assist the rider in carrying out instructions, or direct the rider's attention to the task (i.e. little strokes and tickles on shoulders or back can be used to encourage good posture.)

Listen to the instructor's directions so you can be ready to reinforce when necessary, BUT allow the rider plenty of time to process the information before you begin to assist. For example, if the instructor says, "Pull the right rein towards me," and the student seems confused, gently tap the right hand and say "right."

Talking to the rider while having a lesson is strongly discouraged **if** it interferes with the communication between the rider and instructor. Many disabled riders have difficulty focusing on instruction; so all talking should be kept to a minimum when the instructor is giving directions to the rider.

Refrain from talking excessively to the other volunteers during the lesson unless it has to do with the rider or horse. Be sure that you do not yell at other teams as they pass you. Any unnecessary loud talking or noises can distract the rider, and interfere with the riding lesson, thus hindering the effectiveness of the therapy session.

DURING THE LESSON GUIDELINES

Leaders and sidewalkers must work together.

Keep the horse far enough away from the fence so as not to “trap” the outside sidewalker.

Keep conversation **very** minimal so that the rider can listen to the instructor.

Volunteers should aid the rider only if needed.

Riders need to develop independence, but not at the expense of an accident.

Keep a safe distance from other horses.

Maintain a minimum of one-horse length between you and the horse in front of you. Make a circle or cut across the arena to avoid getting too close. Please advise the rider and sidewalkers first. Line up horses in the arena with their tails to the rail and heads facing the middle of the arena.

Riders and volunteers should walk in FRONT of their horses when going from one side to the other, not behind the horse. Always stay with your horse and rider, unless instructed otherwise.

Horses should stand still when asked to stop.

The leader should stand to the left of horse’s head, facing the horse. Try not to hold the horse’s head too tight — this is a good time for the horse to relax.

Horses should not make any quick movements.

Make a gradual transition to the trot and back to the walk. Avoid making a transition on a turn.

Make large circles instead of small ones.

Do not make quick starts or stops.

WHEN TO ASK THE LEADER TO STOP THE HORSE

1. The rider is off balance and cannot regain it while the horse is moving.
2. The saddle pad has slipped or the girth is loose.
3. The stirrups need adjusting.
4. The rider’s helmet needs to be adjusted.
5. The: rider is fatigued, in pain, or needs to stop for other reasons. You need to change sides or are having some difficulty and cannot carry out your job in comfort or efficiency. When changing sides, have one volunteer change at a time. Never leave the rider unsupported.

SPECIAL NOTES:

Falls off a horse are rare, but they can happen. **Don’t panic!** Leaders should stop all horses, and each volunteer tends to their rider or horse. The instructor is responsible for the fallen student. Safety is all-important, and we need to take our jobs very seriously, but we are also here to have fun!

Be patient with your riders; give them time and a-half to respond, to try, to do the task. The results, no matter how small or large, make your volunteer work very worthwhile. Without volunteers, Hero Horse could not exist! Thank you for your service and faithful dedication!!

AFTER THE LESSON GUIDELINES

The leader or rider may lead the horse back to his stall. If the rider leads the horse, the leader should walk on the right side of the horse to assist if needed.

Leader Responsibilities:

1. Return the horse to the barn alley and attach crossties to the halter.
2. If the horse is not to be used again, remove the equipment. Brush the saddle area and behind the horse's ears, and pick out hooves.
3. Saddles are stored on racks in the Tack Room according to its number.

Sidewalker Responsibilities:

1. After dismounting, take your rider back to the helmet area to put away the helmet. Before storing the helmet, spray with disinfectant and buckle snap.
2. Return rider to parents or responsible party.

EMERGENCY MEDICAL PROCEDURES PLAN I – MAJOR INJURY

1. The instructor appoints someone to:
 - a. Call 911 and give driving directions to Hero Horse.
 - b. Get the Emergency Medical Release Form of the rider out of the file in the office and give it to the instructor to complete.
 - c. Remain in the barn yard area to direct the emergency vehicle and reassure people.
2. The instructor appoints a volunteer to:
 - a. Go to the road and wait for the emergency vehicle to arrive.
 - b. Stop driver and have them turn off lights and sirens so the horses will remain calm.
3. Instructor will decide who will remain with the grounded rider and who will take class to the safest confined area away from the accident.
4. The class will then continue in an orderly manner or return to the barn as directed by instructor.

EMERGENCY MEDICAL PROCEDURES PLAN II – MINOR INJURY

1. The needs of the individual are to be met, i.e. Band-Aids, ice, taken in or out heat, etc.
2. If the injured is a rider, the horse is to be taken back to the barn and properly attended.
3. The rest of the class should continue in an orderly manner or as directed by the instructor.

DISCIPLINARY ACTION GUIDELINES

Immediate action will be taken when there is failure to meet the guidelines set forth in this handbook. *Examples of inappropriate behavior in which an instructor will begin disciplinary action:* Bringing a weapon, knife, gun, smelling alcohol on the volunteer's breath, abusive action or language towards another person, or abuse towards an animal. A minor infraction will first be discussed privately. It is the

instructor's judgement call whether an infraction is minor or an offense. If the infraction is an offense, the following steps will be taken.

1st Offense – Privileges will be terminated for two volunteer days

2nd Offense – Privileges will be terminated for three weeks

3rd Offense – Privileges are terminated for one year.

THE BENEFITS OF VOLUNTEERING

While volunteering at Hero Horse, you will meet new people and acquire a new awareness of people with disabilities. You will gain new skills working alongside your peers while you assist in Hero Horse's Therapeutic Riding program. You will also develop horsemanship skills and job ethics. The following highlights what you can look forward to learning!

- Awareness of others needs
- Awareness of how your actions are interpreted by others
- Moral character and values
- Communication skills
- Horsemanship skills
- Knowledge of disabilities
- Teaching skills
- Attention to detail
- Completion of task
- Working within a group

Louisiana WARNING

Under **Louisiana law**, an **equine** activity sponsor or **equine** professional is not **liable** for an injury to or the death of a participant in **equine** activities resulting from the inherent risks of **equine** activities, pursuant to R.S. 9:2795.3. G

DESCRIPTION OF DISABILITIES & PROGRAM BENEFITS

The following, is a brief, non-medical description of some of the disabilities and conditions of riders. This is not intended as a comprehensive explanation of a specific disability but rather as a general overview, along with an explanation of how therapeutic riding is a beneficial treatment aid.

Cerebral Palsy: "CP" - a non-progressive motor disorder, with impairment to the involuntary movement due to loss of oxygen to the brain either neo-natal or during birth. Speech, hearing, vision, learning and/or memory deficits may be present; however, normal intelligence is often not affected unless further brain damage has occurred. There are three main types of cerebral palsy:

1. **Spastic:** Occurs in approximately 70% of all cases. It may affect motor function in one or more limbs. The muscles stay flexed and tense and the facial muscle involvement may affect speech. Balance is poor.
2. **Athetoid:** Occurs in approximately 20% of all cases. There is constant movement in a disorganized, uncontrolled manner. Often worm-like movement. The use of arms and hands for support, grasp, and holding on are inadequate. It appears more obvious during periods of emotional tension. Speech functions are usually involved.
3. **Ataxic:** Occurs in approximately 10% of all cases. Weakness, poor coordination, and difficulty with quick and fine motor movements result in loose, "rag-doll" appearance.

Benefits: Riding may improve balance, posture, and the ability to relax. It also strengthens weakened muscles.

Down Syndrome: Also called Trisomy 21, Trisomy G. It is one of the more easily and widely identified hereditary disabilities. Down Syndrome individuals have a base IQ of about 50 and are physically and mentally challenged. People with Down Syndrome attend school, work, participate in decisions that affect them, have meaningful relationships, vote, and contribute to society in many wonderful ways.

Benefits: Riding improves expressive and receptive language skills, gross and fine motor skills, balance, posture, and coordination.

Emotional Disabilities: "ED" - A congenital or acquired syndrome often compounded by learning and/or physical disabilities incorporating numerous other pathologies. In general, emotionally disturbed individuals have trouble coping with everyday life situations and interpersonal relationships. Behaviors such as short attention span, avoidance, aggression, autism, paranoia, or schizophrenia may be exhibited.

Benefits: Riding can provide structure to a disorganized thought pattern, increase feelings of self-confidence and self-awareness, and provide appropriate social therapy.

Hearing Impairment: Hearing impairment may vary from mild to severe and may be congenital or acquired. True deafness is defined as hearing loss in both ears severe enough to prevent communication through the ear even with amplification. Communication with the deaf may involve lip reading, finger spelling (the manual alphabet), or sign language.

Benefits: Riding helps increase self-confidence, balance, posture, and coordination. It also provides appropriate social outlets and interactions.

Learning Disabilities: "LD" - Learning disabled is a catch-all phrase for individuals who have problems processing, sequencing, and problem solving, but who appear to have otherwise normal intelligence skills.

Benefits: Riding may increase attention span, group activity skills, cooperation, receptive and expressive language skills, posture, and coordination.

Mental Retardation: "MR" - A defect where the individual possess a sub-average intellectual function. It may also involve delayed physical and emotional development.

Benefits: Riding helps increase group activity skills, balance, coordination, posture, gross and fine motor skills, and eye-hand coordination.

Multiple Sclerosis: "MS" - A slowly progressive central nervous system disease with an onset occurring in adults between 20-40 years of age and more frequently in women than men. Symptoms and manifestations include weakness in one or more limbs, visual impairment, gait disturbances, weakness on one or both sides of the body, emotional hi-fis and lows, and inattention. MS runs a course of progression with periods of remission. There is no known cure for MS.

Benefits: Riding maintains and strengthens weak muscles and provides highly recommended opportunities for emotional therapy.

Autism: A developmental disability that appears during the first three years of life. The result is a neurological disorder that affects the functioning of the brain in areas of reasoning, social interaction, the presence of repetitive behaviors, and impaired communication skills.

Benefits: Riding can promote the development of social and communication skills.

Muscular Dystrophy: "MD" - A hereditary disorder usually appearing in infancy or early childhood. It is characterized by progressive skeletal and voluntary muscle deterioration. There is no known cure for this disease, which often severely shortens life. People with MD are easily fatigued, especially when it is cold or hot.

Benefits: Riding may slow muscle tone degeneration and maintain muscle function. Riding provides appropriate opportunities for social interactions and elevating emotional depression.

Spinal Bifida: A congenital defect where, at birth, there is incomplete closure of the spinal column. There are usually varying degrees of paralysis of the lower limbs; however, life expectancies are not necessarily shortened.

Benefits: Riding improves balance, posture, and muscle strength in the affected limbs.

Traumatic Brain Injury: "TBI" - Head injuries cause more disabilities in people under the age of 50 than any other neurological cause. Injuries may be closed head (CHI), where inner cranial bleeding causes pressure, or open penetration where profuse bleeding and open wounds insure permanent damage. Deficits may include gross and fine motor skills, cognitive disabilities such as long and short-term memory functions, visual limitations, speech, balance, and psychological alterations.

Benefits: Riding improves balance, posture, gross and fine motor skills, and cognitive deficits such as sequencing and processing.

Visual Impairment: Visual deficits may range from severely limited to total, and may be caused by a congenital defect, traumatic illness, or injury. If onset is from birth to five years, the person affected has no visual memory. Impairments occurring after five years are accompanied by memories of people, places, and things. A person is blind only if he has total loss of vision. If some vision is present, then the person is visually impaired.

Benefits: Riding helps orient the body in space and improves balance, posture, coordination, and self-awareness. The voice of the instructor is a point of orientation in space for the rider; therefore, unnecessary sounds should be avoided, as they are a distraction.

PROGRAM OPPORTUNITIES

Clubs & Organizations: Identify and cultivate clubs and organizations in the community willing to offer financial assistance and/or volunteers.

Horse Clubs: Contact local horse clubs for funding, exhibition rides, tack donations, etc.

Foundations & Grants: Help identify foundations or grants with potential for donating to Hero Horse.

Gifts in-kind: Contact vendors to donate needed items, thereby reducing Hero Horse's expenses.

Long-Range Planning: Provide your insight and expertise to promote a financially successful program for the next decade. Help identify special events possibilities, new rider groups, and evaluate marketing and communication opportunities.

Rider Recruitment: Solicit new clients, both individuals and organizations, to maximize the utilization of the program and help community awareness. Provide support to the riders and parents to assist in the communication of our growing organization.

Financial Support Opportunities

Here are some different ways you can donate funds which will contribute to the growth and success of Hero Horse:

- Scholarship Fund
- Building Fund
- Equipment and Horse Fund

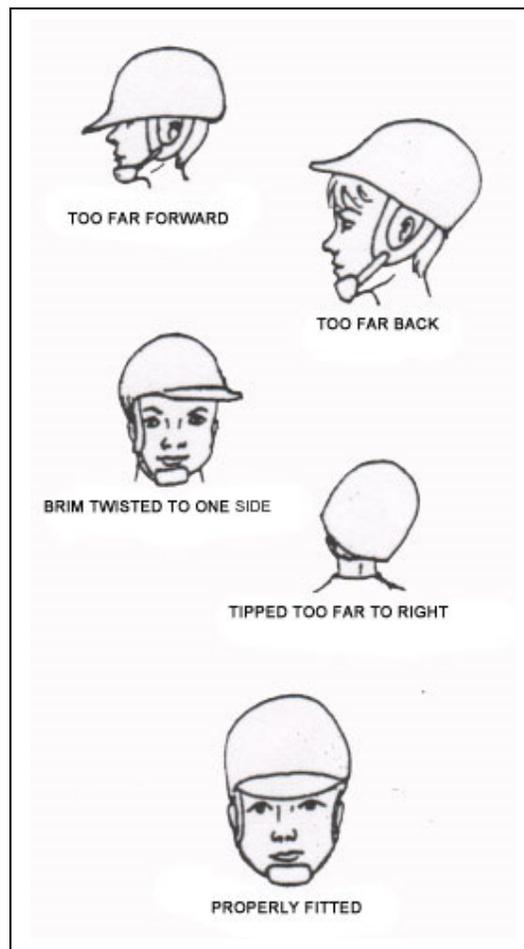
Remember: Donations of products for everyday use are greatly appreciated too!

- Paper towels
- Bleach
- Hand sanitizer
- Dish soap
- Laundry soap
- Snacks and bottles of water

FITTING THE RIDING HELMET

Tips on Fitting:

- Allow 2 fingers between the eyebrows and the edge of the helmet
- Check to make sure that the helmet is centered and snap the chin strap
- Helmet should fit snugly but not binding (the forehead skin and eyebrows should move when the helmet is wiggled)
- Helmet should be parallel to the ground, not tipped forward or back
- Straps need to be balanced and snugly secured for the helmet to remain level



Volunteer Leading Skill Levels

Volunteer Name:

o **Level 1**

1. How to approach a loose horse in stall.
2. How to halter the horse.
3. How to single-tie and cross-tie the horse on halter.
4. How to move a horse off the stall wall.
5. How to correctly attach a lead rope.
6. Know the School Figures (Figure 8, serpentine, half turns, and circles).
7. Know correct placement of hand on lead rope.
8. Know correct position and side to walk while leading.
9. Know correct position to stand at halt.

Demo Date:

Instructor Initials:

o **Level 2**

1. Where to look while leading the horse,
2. How to move horse forward,
3. How to halt horse.
4. Where to stand during halt in class
5. How to turn horse left and right.
6. How to lead horse through a gate.
7. How to safety tie a horse to the fence
8. How to correctly identify correct spacing for tying horses side by side.

Demo Date:

Instructor Initials:

o **Level 3**

1. Walk horse around cones, ground poles in arena, behind the barn and in the sensory trail.
2. Track School Figures
3. How to bring horse up to a trot on a straight track
4. How to slow a horse from the trot

Demo Date:

Instructor Initials: