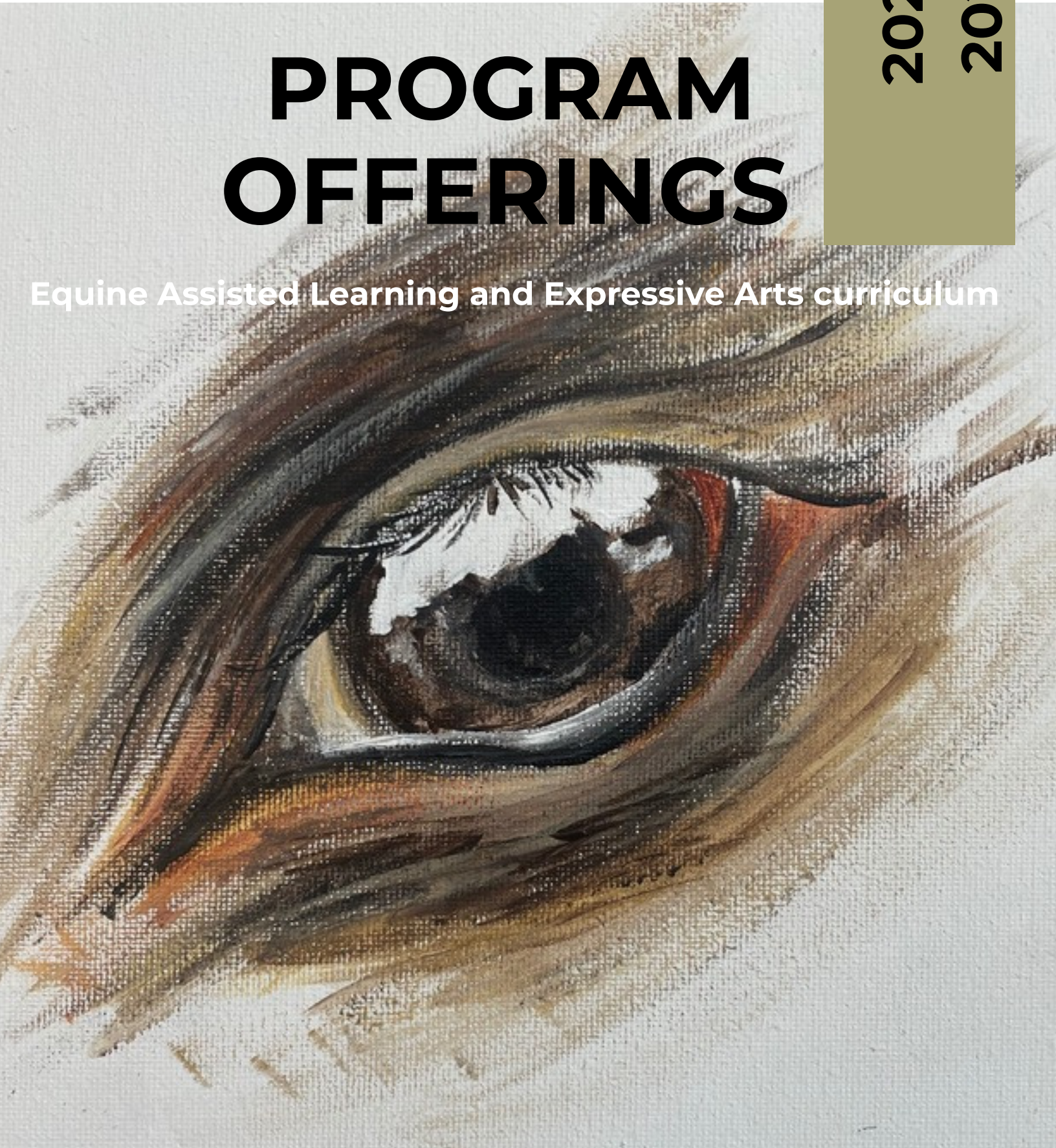




2026-
2027

PROGRAM OFFERINGS

Equine Assisted Learning and Expressive Arts curriculum





**OUR MISSION IS TO PROVIDE
A SAFE AND CARING
ENVIRONMENT THAT
FACILITATES MENTAL,
BEHAVIORAL AND PHYSICAL
WELLNESS UTILIZING AN
EQUINE ASSISTED LEARNING
& EXPRESSIVE ARTS
PROGRAM THAT ENLISTS THE
COMPANY AND INTUITIVE
NATURE OF HORSES.**



THE RESEARCH

- <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>
- <https://www.wilddreamsranchwi.com/faq>
- <https://www.ebsco.com/research-starters/education/experiential-learning>

Equine Assisted Learning (EAL)

Experiential learning approach which promotes the development of life skills applicable to academic, personal or professional pursuits, through guided equine interactions.

Expressive Arts

Expressive arts is a therapeutic approach that uses creative activities like art, music, movement, drama, and writing to support personal growth and well-being. It emphasizes the process of creating, helping individuals explore emotions, reduce stress, and work through challenges.

Combining EAL & Expressive Arts

The combination of expressive arts and equine assisted learning is the perfect combination for people of ALL ages to practice life skills (trust, empathy, boundaries, leadership, confidence, problem solving, awareness, etc.) while fostering mental wellness and emotional growth.



CURRENT NEEDS IN SCHOOLS

School districts are increasingly supporting students and staff around:

- Student challenges with emotional regulation and frustration tolerance
- Difficulty with peer communication, conflict resolution, and teamwork
- Reduced attention, engagement, and task persistence in classroom settings
- Increased anxiety, shutdown behaviors, and avoidance of challenge
- Growing need for experiential, hands-on learning to build SEL skills

At the same time, educators and administrators are experiencing:

- Elevated levels of stress, burnout, and emotional fatigue
- Limited time for restorative practices and relationship-building
- Increased demands around behavior support and classroom management
- Need for stronger staff collaboration and shared language around SEL
- Leadership pressure to improve school climate and staff retention

Program Menu: Customizable Experiences for Students & Staff

Genuine Equine Expressive Arts partners with schools to offer flexible, needs-based programming. Districts can choose a program from the catalog or communicate with me directly to design a fully customized experience tailored to the district priorities, student population, and staff development needs.

PRICING AVAILABLE UPON REQUEST

genuineequineea@gmail.com

www.genuineequineexpressivearts.com

518-337-0569





FOR EDUCATORS/ADMINISTRATORS

‘LEADING WITH CALM AUTHORITY’ PROGRAM



SUMMARY

The Leading with Calm program helps participants develop emotional regulation, self-awareness, and calm-authority leadership through hands-on work with horses. Because horses respond to human energy and body language, participants quickly see how their emotions impact communication, trust, and outcomes.

Through grooming, ground-based leadership tasks, and obstacle activities, participants practice staying grounded, using clear communication, and leading without force or escalation. Reflection and discussion connect these experiences to real-life situations in school, work, and relationships.

The program concludes with expressive arts activities that help participants process their experience and define what calm, intentional leadership looks like in their daily lives.

OBJECTIVES

- Strengthen emotional regulation skills by helping educators recognize stress responses and practice maintaining calm, grounded leadership under pressure.
- Develop “calm authority” leadership practices that emphasize clear communication, consistency, and non-reactive decision-making in school environments.
- Improve ability to pause, reflect, and respond intentionally rather than reacting impulsively during challenging student or staff interactions.
- Build resilience and reduce burnout by supporting strategies for managing emotional load and maintaining professional balance.



FOR EDUCATORS/ADMINISTRATORS

‘WORKING IN HERDS’ PROGRAM



SUMMARY

Working in Herds is an experiential program where Genuine Equine partners with faculty and staff to explore how horse herds function through communication, trust, and shared leadership. Participants work alongside horses in structured activities that emphasize cooperation, awareness, and collective problem-solving, reflecting how effective herds—and teams—operate.

The experience then moves into a creative expressive arts activity where participants begin an individual painting and periodically pass it to others. This rotation requires participants to release control, adapt to changes, and contribute to a shared outcome. Each painting returns to its original creator for reflection on trust, flexibility, and collaborative leadership.

OBJECTIVES

- Increase awareness of how stress, role overload, and lack of support contribute to educator burnout and reduced classroom effectiveness.
- Strengthen collaborative leadership skills by practicing shared responsibility, flexibility, and trust within a “herd” model of teamwork.
- Improve communication and relational dynamics among staff to support a healthier, more connected school culture.
- Develop emotional regulation and resilience when plans shift, expectations change, or outcomes are influenced by others.



FOR EDUCATORS/ADMINISTRATORS

‘THE ART OF ROLES’ PROGRAM



SUMMARY

Genuine Equine partners with faculty and staff to explore the many roles we each hold in our lives. Through discussion of the roles within a horse herd and an engaging hands-on activity, participants assign life responsibilities and daily tasks to different-sized balls based on their level of importance. While guiding a horse through an obstacle course, they must carry all of the balls in their arms—discovering which responsibilities can realistically be managed and which may need to be released along the way. This experience builds awareness around how full our plates can become and encourages strategies for prioritizing responsibilities more effectively. The learning is then deepened through a creative art-making process that brings these insights to life.

OBJECTIVES

- Identify and reflect on the multiple roles individuals hold in their personal and professional lives.
- Demonstrate effective communication and collaboration while working within assigned roles.
- Recognize signs of overload and explore strategies for balancing responsibilities to reduce burnout.
- Reflect on how role awareness and teamwork can positively impact workplace and classroom environments.



FOR SCHOOL AGE CHILDREN

‘SETTING BOUNDARIES’ PROGRAM

Summary

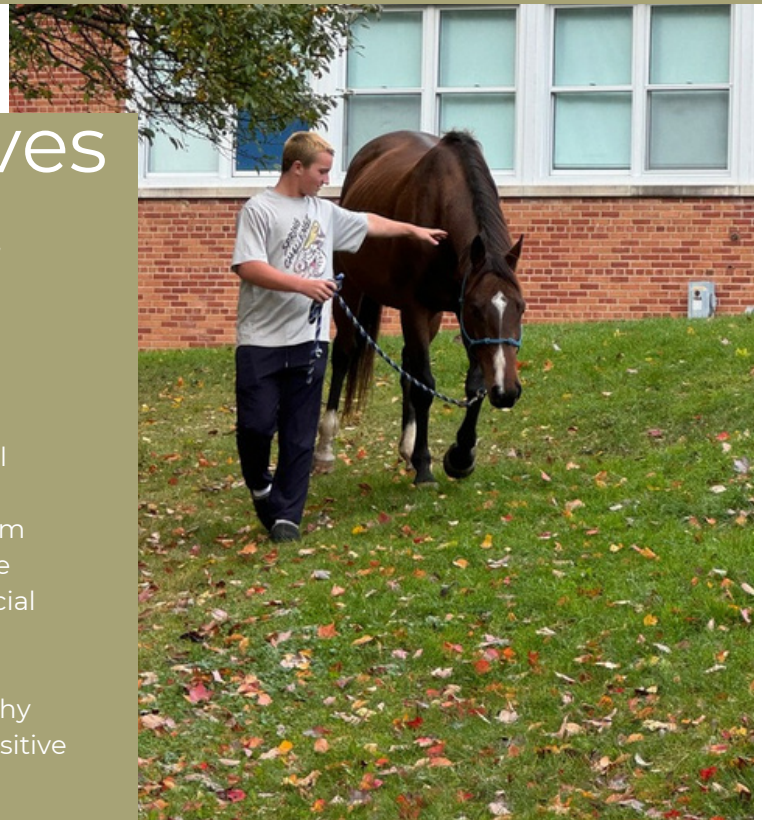
This boundaries program helps participants explore personal space, limits, and emotional safety through hands-on work with horses. Children are guided in activities where they must keep a horse on the other side of an obstacle, practicing clear and consistent boundary-setting while observing the horse’s response.

Through discussion, participants connect these experiences to real-life situations, building understanding of how boundaries support healthy relationships, safety, and self-advocacy in everyday settings.

The program also includes an expressive arts activity where participants reflect on what feels safe and unsafe in their lives and use art to explore how boundaries can help separate and protect those experiences.

Objectives

- Help students understand and respect personal boundaries by practicing clear, calm, and consistent limit-setting with horses.
- Strengthen self-advocacy skills by encouraging students to communicate when something feels unsafe, uncomfortable, or outside their personal limits.
- Reduce disruptive and reactive classroom behaviors by helping students recognize appropriate physical, emotional, and social boundaries.
- Strengthen conflict-resolution skills by helping students understand how healthy boundaries support trust, safety, and positive relationships.





FOR SCHOOL AGE CHILDREN

‘LEADING WITH TRUST’ PROGRAM

Summary

This equine program focuses on building trust and teamwork through hands-on experiences with horses. Participants work in teams to guide a horse through an obstacle course, with one person blindfolded and relying on teammates for direction. This activity highlights the importance of clear communication, collaboration, and learning to trust others.

A guided discussion connects these experiences to real-life situations where trust and teamwork are essential.

The expressive arts portion invites participants to draw a horse’s blaze and transform it into a new image, encouraging creativity, risk-taking, and trust in the creative process.



Objectives

- Strengthen responsible decision-making by requiring students to think clearly, stay focused, and lead others safely through challenges.
- Develop positive leadership skills by encouraging students to guide, support, and communicate effectively with teammates during equine activities.
- Encourage students to practice respectful leadership by listening to others, giving constructive direction, and supporting group success rather than controlling outcomes.
- Strengthen active listening skills by requiring students to carefully follow and give directions during blindfolded teamwork activities.





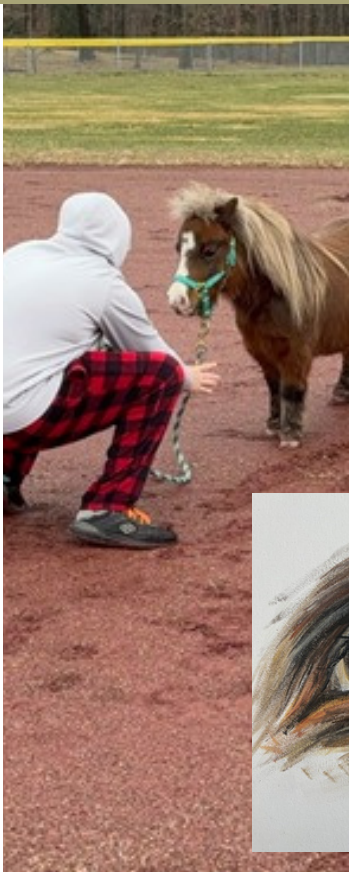
FOR SCHOOL AGE CHILDREN

‘THE ART OF COMMUNICATION’ PROGRAM

Summary

Today’s youth need more practice with face-to-face communication. With so much interaction happening through technology, many kids struggle to read body language, recognize facial expressions, make eye contact, and develop empathy for others. Communicating behind screens can disconnect children from understanding how their words and actions affect people in real life.

This program uses horses and a ‘Eyes into the Soul’ art activity to help children rebuild those important communication skills. Horses communicate through body language and energy, teaching kids how to observe, listen, and respond with awareness and intuition. By learning to understand a horse’s emotions and reactions, children also learn how to better recognize and respond to the feelings of others. These skills can then carry over into the classroom and everyday life, helping students become more empathetic, thoughtful, and emotionally aware.



Objectives

- Strengthen students’ face-to-face communication skills through activities that require eye contact, body language awareness, active listening, and clear nonverbal communication.
- Develop empathy by helping students understand how their behavior, emotions, and communication affect others, encouraging more compassionate and respectful interactions in the classroom.
- Increase self-awareness and emotional regulation by teaching students to remain calm, focused, and intentional during horse interactions and reflective art activities.
- Strengthen leadership and accountability skills by encouraging students to guide and communicate with the horse using calm, respectful body language rather than force.





FOR SCHOOL AGE CHILDREN

‘LEADING WITH CONFIDENCE’ PROGRAM

Summary

This equine program builds trust, confidence, and nonverbal communication through work with horses. Participants begin by grooming and bonding with the horse to establish connection and trust.

They then practice leadership by guiding the horse into a “circle of trust” using only body language, without lead lines, requiring clear intention and awareness to help the horse feel safe following.

The program concludes with a reflective journaling and sketching activity to process the experience and explore themes of trust and leadership.

Objectives

- Improve students’ self-regulation and emotional awareness through calm, intentional interaction with horses.
- Build confidence and positive leadership skills through respectful guidance rather than force or control.
- Increase accountability and responsibility by practicing consistent, calm behavior around the horse.
- Improve focus and attention through mindfulness-based activities requiring observation and presence.
- Promote resilience and perseverance as students adapt strategies and remain calm when communication is unsuccessful.
- Reduce disruptive classroom behaviors by practicing emotional control, self-awareness, and respectful leadership in a hands-on environment.





Meet the Team



Rachael - Owner/Facilitator.
Art teacher for 10 years for grades 7-12.
PATH EAL (Equine Assisted Learning) certified
Trained & certified in Equine Expressive Arts



Jelly Roll - Mini shetland pony.
Approximately 10 years old. Adopted
out of a life of being a 'pasture pet' to
bring people happiness with his silly
personality.

Thor - 8 year old Thoroughbred.
Didn't make it on the track so we
purchased him to enjoy a life of
endless love and to bring joy to every
one he meets with his adolescent
shenanigans and great personality.



TESTIMONIALS

"Rachael has an extensive knowledge of equine behavior and how horses can be therapeutically helpful to people. Her session was engaging, well-organized and taught me things I did not know. Rachael's calm, accepting demeanor was evident in her presentation handling of Jelly Roll and interactions with participants of her sessions."

"Jelly Roll is great! It was fun to incorporate him into team building exercises. The exercises we did truly demonstrates the importance of teamwork"

"I left feeling SO much better. It was a crazy busy week, and this experience was grounding and inspiring."



G E N U I N E E Q U I N E
E X P R E S S I V E A R T S

Rachael Kerner - Owner/Faciliator

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