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## Training Manual

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### Train the trainer

Note: Throughout we use horse, rather than horse or pony, but ponies are included.

It is not your role to be a counsellor or give personal advice.

Working in partnerships with youth organisations assists the youth workers and carers to have an awareness and tools they can continue with in their future counselling sessions with their youth clients.

Learning to read the body language and reactions of the youth / person you are working with is paramount if you are to develop a relationship of trust and respect.

Learning when to advance and most importantly when to retreat with young people in situations they are challenged in, will help immensely in their growing more confident and aware of their emotions and body language (especially under pressure).

All instructors of Horses Helping Humans must have a high level of Natural Horsemanship ground skills.

At least 3 Horsemanship Clinics need to be attended with supervisions between clinics.

Necessary skills include:

- Being assertive, yet quiet
- Balancing emotions
- Ensuring all participants are comfortable
- Understanding that no respect = no response

When you are loud, participants take it that you are bluffing, as most youth in our target market are used to “loud” reactions. Calm, quiet and firm provides depth.

Learning how to read participants body language and reactions is essential.

Identifying and acting when participants are disengaging involves timely diverting their attention to bring them back into being fully engaged in the program again.

We chill not drill.

We defuse then we discuss.

Learning how to defuse, how to discuss, how to show participants different body language positions and walks to help with self-esteem and how to teach participants about their own and other’s personalities is all taught via Zoom, the materials on the Trello Training Board and through our twice yearly hands on training at selected Horses Helping Humans venues. Included is the detail to provide for youth workers.

The simple exercise of Brush, Plait and Chat develops relationships with the participants.



The quiet time of simply brushing the horses and giving the participants the important task of keeping their horses calm. (By reminding them to breathe out completely whilst brushing is actually calming the participant, although they think it is to keep the horse calm! Being calm helps the participant to hear and focus once the teaching begins).

If participants start to share issues they haven't discussed before, suggest that they tell their youth or case worker what they have just shared. Ensure the participants feel acceptance at all times – you never tell, you always suggest.

Horses and humans are emotions on legs!

Create a desire, don't force (that's for the horses and your clients). Don't allow emotions to get bigger than the problem (overreact vs. under react).

You cannot push information into an unwilling mind.

Personal accountability and integrity are to be adhered to at all times.

The reason the program is so successful and creates such drastic changes is that underlying each exercise is a psychological base which introduces student to techniques for focusing, lowering anger and anxiety, and raising an awareness of human-to-human communication which they can use for the rest of their lives.

Understanding personality differences through the different body language each different personality displays teaches participants to be able to read people before reactions occur. It gives them the life skill of diffusing.

The reason we teach the ground skills we do and don't divert from them is because we must avoid confusion for participants who might repeat the program and it is not helpful for work experience students if the skills are changed. Participants with learning difficulties find the tasks easy to do so they feel confident very quickly.

The most important thing to remember is that we are not looking for perfection in any task.

Sometimes it will look a bit messy, and you will know your horse may not be trying as hard as they should for the participant but always compliment and tell the participants how amazing they are doing. Most of the participants may never have been told that they were good at anything.

If you try to get participants to do things perfectly, they will not walk away with the sense of achievement they need to give them the confidence to engage in the next program youth workers have planned. Sometimes this will be getting them back into study or to do some work experience. We are laying the foundation of confidence so that they can achieve things and feel better about themselves.

To see participants, stand tall and learn to smile again, to give them a feeling of self-worth and for them to know that someone does believe in them is much more important than a task being done perfectly.

Making things fun encourages lots of laughter and takes away any pressure.



## **Horse safety - never enter the paddock unless all the horses are tied to the fence**

Always approach your horse from the front so they can see you coming. **NEVER** run up behind a horse or move suddenly behind them, when they get a fright, they may kick out.

If your horse tries to grab your clothes and is starting to nibble at you, send him away from you by shaking your rope or if you are patting him through the fence and he starts grabbing with his mouth **MOVE AWAY!!**

Never stand in between two horses, if one horse tries to bite or kick the other horse you could get hurt.

When you are working with your horse keep him a safe distance away from you, so if he ever gets a fright, he won't jump forward onto you.

Don't stand too close to your horse in case he stands on your toes!!

A rope which attached to a horse should never be wrapped around your hand.

Remember wiggling your rope will help to stop your horse and back him up. If he is starting to walk faster than you or push in front of you **WIGGLE, WIGGLE, WIGGLE!!!!**

Be careful how you hold your carrot stick around your horse. If you wave it around, he may think you are going to hit him, so always keep it pointing down to the ground until you need to give him direction.

Always remember that your horse can feel what you are feeling. If you get mean or mad or frustrated and scared, he will get confused and won't know what you want. Take big breaths and stay **calm and in control of your feelings and you will be able to calm your horse down.**



**Case workers or youth workers are required to transport participants to and attend the sessions.**

**The course is designed to be used either as private sessions or for small groups.**

## **Week 1**

### **Safety and Communication on the ground**

The goal is awareness, respect, and trust.

In the first lesson it is essential that the participants feel comfortable and accepted.

Teaching the participants to drop their adrenalin first is paramount, as when adrenalin is up learning is down, yet when adrenalin is down learning goes up.

Introduce all the horses and people assisting while the participants are getting settled, hand out name tags.

Starting with explaining the 4 personalities with demonstrations of the horses, using humour and motivation forms the framework of the course.

Show the agility course and working at liberty while explaining what they will learn to do over the next few weeks. Once participants relate to one of the personalities (or two!) it is time to go through the safety education around horses (from the Safe Work guide) before they step into the arena.

We do not hand participants instructions to read, as a high percentage of participants may have poor reading skills and some may be illiterate. Verbalise all instructions with visual demonstrations ensures that no participant feels inadequate.

Before coming near the horse or entering the arena the participants go through the Jelly Belly breathing exercise, after explaining the importance of not being near your horse with either high energy or when feeling anxious.

Teaching deep jelly belly breathing gives participants the valuable skill of calming themselves before they act or speak.

### **Jelly Belly breathing exercise**

Deeply inhaling through the nose; holding the breath for a couple of seconds and then fully exhaling through the mouth, pausing at the end of the exhalation, and focusing on completely relaxing the belly before breathing back in through the nose. Continue the cycle for up to 2 minutes.

Once all the students have completed the full relaxation breathing technique, they are ready to enter the arena. It is time for them to meet the horse they will work with over the next 3 weeks.

Introducing themselves to their horse at this stage is very important to the beginning of the relationship they are about to build. Letting participants know it is not just their horse they are meeting but the horse is also meeting their humans helps them to understand that horses also need to be introduced to their two-legged partners.



## **Task 1 – Safety, approaching and building trust – Introduction to the carrot / stick (which begins after Brush and Chat and Relax)**

Teaching participants to be very aware that their horse can jump forwards, sideways or kick out in times of stress is very important so that they don't put themselves in any danger.

Teaching them to approach instead of running from the back, or running up at the side, that they gently ask their horse to sniff their hand before they then rub gently on the horse's head, or neck.

Making sure their horse is completely relaxed when they run their hand over their neck or their back, that their horse is fully relaxed when they pick up a stick and rub or scratch the horse with the stick is imperative so that the horse knows that whenever the participant lifts up a stick that they are never going to hit them, they are more likely to give them a scratch.

An assistant can hold the rope for the participant if they are very anxious while the participant stands next to them while rubbing their horse on the back and both sides.

Making it clear to the participant it is only used to give direction and create energy without ever physically hitting the horse at any time.

Explain that it is important for their horses to know that every time their humans lift a stick, they will not be hit but they may get a back rub in between exercises.

## **Task 2 – Back Up**

Teaching back up is incredibly important as it keeps participants safe by not allowing their horse to stand too close to them (in case something startles them, and they jump forward).

This is when we start teaching about body language, personal space and boundaries and continue with safety around horses.

This includes explaining why we need to keep our horse at a safe distance from us. It can be a very empowering moment for introverted / anxious participants. As soon as they can feel and then see the respect they get from their horse just by changing their body language, it gives them such a burst of confidence when their horse starts backing away.

Also, for strong, extroverted participants teaching them to ask for the back-up instead of telling, introduces them to the fact that softness is strength.

For participants to understand what personal space is and that you only invite people into your close personal space when you are ready and you invite them, we teach them to communicate boundaries without touch.

Focusing on how little they need to do to ask their horse to back up is the goal.

We want to avoid stiff, aggressive looking arm movement; constant wiggling (nagging) of the rope and ineffective asking.

Part of the "back up" includes how to invite your horse back in but still asking them to stop a respectful distance from you so that when the participant is ready, they step towards the horse to give the rub or the reward. Not the horse stepping into their personal space.



Asking their horse to come forward then using their body language to stop a safe distance from themselves completes Task 2.

Teaching having a 10 to 20 second break between sending out and bringing back teaches participants how to be patient by saying thank you to their horse between requests and not putting pressure on by making things too quick. This transfers teaching breathing out between sentences to control anger or anxiety in human-to-human communication.

### **Task 3 Leading respectfully**

Teaching participants how to lead their horse by invitation techniques builds respect and partnership. With the participant facing straight ahead with their horse facing the same direction, holding the rope softly with the invitation to move forward. The participant should lift their energy slightly until the horse learns that this is the signal to start walking together. Teaching how to ask for a stop by breathing out when becoming still and then how to lift energy and ask for walk is the beginning of the participant's awareness of how their energy effects their communication.

For small ponies, gently tapping the horse on the back to encourage them to take a step forward, or gently flicking the lead rope behind them for bigger horses is how the participant asks, not tells for action. Having softly open and relaxed arms teaches the participant not to drag their horse along or be dragged along, but to learn to be in harmony.

Introduce the use of "laser beams" here for students who have problems focusing.

Give them a point to walk to (gate, tree, or marker) and for them to imagine they have laser beams coming out of their eyes onto where they have to walk to. This gives them a point of focus and direction which helps to give them a sense of control over themselves.

Once they are leading successfully with energy, it is time to start showing them how to turn their horse without physically touching them.

We place 2 or 3 cones / markers on the ground approx. 3 – 4 metres apart and begin to teach how we change direction. The participants learn how to lead by using their body language allowing for big figure eights or serpentine shapes. Learning how to slow their horse down by jiggling the rope gently and then by turning their body towards their horse (belly button facing nose) and when needed hands softly held up towards their horse's face so they can turn their horse away from them.

How to gently encourage their horse to walk quicker if needed to move around cones can also be taught here.

Extroverts learn how to walk slowly and softly; introverts learn how to open their body language. Participants who find focusing a challenge learn to continually use their laser beams

By showing them how to open up their body language, to point their belly button towards the way they want to go, e.g., if turning left, lifting their left arm up and turning their body towards the way they want to go.

Showing them how to ask their horses to back up from this position also shows them how to stay in communication and how to ask their horse to be respectful at all times.



Once you can see their horse walking and turning with them calmly and respectfully (in partnership) it is time to teach them circling.

### **Task 4 Circling (not lunging)**

Asking participants to start circling their horse around them with light, soft, energy gives them an awareness of what their body language and energy is doing during movement. It is a fabulous exercise for teaching the control of energy and connection from a distance.

Before circling the participants need to back their horse to the end of the rope to keep them safe, learning how to open their body and give direction and increase motivation with their stick. The goals here are for shy introverts to have a very open strong looking body language, and for extroverts to relax their shoulders and softly open their body language, so some special attention may be needed.

Teaching how to give direction and how to use their carrot stick is done away from the horse. One option is to have an assistant hold one end of the rope, allowing the participants to practise without alarming their horse.

At this time, we also teach participants how to stop their horse by disengaging the hindquarters using easy to understand language (bend to the side and look at your horses tail whilst you breathe out and gently point your stick low to the ground towards the back legs if needed).

Participants should understand that their direction comes from clear, assertive body language showing the horse the direction in which they want it to go.

In this task we teach the participants how to bring their horse from a trot to a walk by simply using their energy whilst remaining focused and keeping their body language open and soft.

The steps to teaching the horse to listen to energy is when you are moving around as your horse is circling at a trot you need to drop your energy by breathing out completely and relax your shoulders without dropping your leading arm. If the horse does not listen to the participants energy dropping, a slight jiggle on the rope at the same time reinforces that you would like them to walk.

Once participants can effectively ask their horse to go from walk to trot and then trot to walk simply by using their energy and breathing, they are ready to move on to Task 5.

### **Task 5 Jumping**

The jump is about teaching participants to exercise a higher level of control over their energy.

Start off with the participant circling their horse and then teaching them to move towards a low jump, creating enough energy to ask their horse to jump and then after creating all that energy, asking their horse to come down to a walk whilst staying at the end of the rope.

This task gives participants a great awareness that once their energy is up, they do have the ability to control themselves and bring their energy back down to a calm, relaxed manner.

Body energy and expectation moves your horse, it also motivates humans.



This is the point to bring in the ability to control anger and anxiety through breathing and dropping their adrenalin. Participants can use these skills as well as their new understanding of body language for the rest of their lives.



## Week 2

### “Savvy on the ground”

Week 2 is going over all exercises learnt in week 1 and reinforcing how little they have to do to achieve the tasks they ask their horse to do by being conscious of breathing and body language, developing a partnership with their horse in these ground skills.

#### Task 6 Back up through an “L” shape

This task teaches participants how to focus and listen to what their horse is saying. It develops patience, good communication and observation skills as the participant checks for any reaction from the horse. This can be translated into learning how to read the people you are speaking to and checking for their reaction. Understanding when not to push for something, when a reaction is occurring is a valuable communication skill.

Place 4 poles on the ground in an “L” shape.

The participant leads their horse up forwards through the L shape. Once at the top of the L they ask their horse to stand still by keeping their feet still. Then they ask the horse to back up until they are at the end of the rope.

The participant stands outside the L shape and quietly moves around until they are in line with their horse’s shoulder. They then ask the horse to move their back legs round so they are facing the participant for the next part of the L shape.

Teaching the participants to read their horse’s reactions is incredibly important in this exercise. Reactions to look out for are:

- Does their horse have a stiff neck and are their ears flat back?
- Are their ears forward?
- Are they sideways?
- Are their feet constantly moving to the side?
- Are they licking their lips?
- Are they nodding their head?
- Are they pawing the ground?

Each of these responses means something completely different from fear, curiosity, worry, resistance to acceptance. It is vital that there is no misjudgement of a reaction as this can ruin their partnership.

Being able to achieve this task in Week 2 is a great achievement for students as it demonstrates the strength of their connection and partnership with their horse.



## Week 3

### Presentation week

Week 3 is a presentation horse agility show where the participants receive trophies and ribbons.

An agility course is set up:

1. Exercise 1 - a marker placed approx. 10m into the arena with a carrot stick by the marker.
2. Exercise 2 - a low jump with a marker in line with the jump and a carrot stick is placed by the marker.
3. Exercise 3 - a line of cones.

The participants spend the first hour practicing the course and are then asked to one at a time complete the circuit.

The first exercise is leading their horse out to a marker and demonstrating how they stop the horse using their breathing.

The participant then picks up their carrot stick, (which has been placed by the marker), give their horse a rub all over to show trust, and then ask the horse to back up to the end of the rope and stand. After an approx. 20 second break which says thank you to the horse and allows the horse and participant to be relaxed, they ask the horse to circle them.

They complete 3 circles at trot and then 1 circle at walk, demonstrating their energy control by breathing out to ask for the walk. They then ask the horse to stop and disengage their hindquarters (by bending to look at their tail) whilst remaining at the end of the rope. This completes exercise 1.

The participant places the carrot stick back by the marker and slowly leads their horse over to stand in line with the marker next to the Jump for exercise 2. The slower the walk the better as they get points for how relaxed they are and how relaxed they are making their horse feel.

The participant picks up the carrot stick and asks their horse to back up to the end of the rope. Again, they wait for 10 – 20 seconds (longer if the horse is restless and needs to become calm). They will then ask the horse to circle over the jump twice at a trot (unless it is a very small pony) and then asking the horse to drop to a walk before stopping.

The participant will return the carrot stick to the marker and slowly lead their horse to the line of cones. Again, the slower the walk the better as they get points for how relaxed they are and how relaxed they are making their horse feel.

Here they demonstrate leading and turning, at all times being side by side with the horse slowly working together in partnership.

The agility course is complete.

However, if you are in a round yard and the horses are advanced in liberty training, the ropes can be removed so that participants can demonstrate how their horse stays connected to them by following them at a walk around the arena.

All students receive trophies, the scoring process is based on how well they control their energy and keep their horse happy, not how perfectly the exercises are completed.



	<b>Yogi</b>	<b>Sunny</b>	<b>Mindy</b>	<b>Larry</b>
<b>Strengths</b>	Motivator, encouraging, enthusiastic, people person. Makes friends easily. Humorous and convincing. Loves teamwork / team spirit.	Leader, quick thinking, pragmatic, efficient, black & white, yes / no, straight to the point. Think big.	Nurturer, sensitive, kind. Notice when people are feeling down. Like glue they hold teams together. Detail orientated, analytical. Problem solvers.	Organiser, easy going, great mediator, trustworthy. Productive workers. Bring order out of chaos as they seek harmony. Stable, patient.
<b>Why you were born this way</b>	To motivate others, provide fun and laughter in the workplace.	To keep people safe, on track and to give people direction, great in an emergency. Natural leaders.	To help and care for people (other personality types may not notice when people are in need)	To create peaceful, well organised, harmonious environments where people work together well & have equal input.
<b>Intention</b>	To connect with people.	To get the job done- quickly!	To get things right.	To get along with others & to have everyone get along with each other.
<b>Weaknesses (our strengths under stress)</b>	<b>Distraction</b> Talks so much becomes distracted, forgetful about tasks and times and gets unfocused. Can butt in Gets bored easily.	<b>Anger</b> Impatient if people take too long. Becomes so task orientated people become peripheral (think Donald Trump walking in front of the Queen)	<b>Becoming anxious</b> So, want to get things right can lead to too much preparation which can lead to procrastination / perfectionism. Indecisive. Hard to say no. Pedantic.	<b>Defensive</b> May not speak up in order to get along with others. Indecisive to avoid disapproval. Appear to have lack of enthusiasm.
<b>Random fact</b>	Need passion to be their true selves.	Fine with confrontation.	Can easily pick up on other people's emotions.	Cheeky sense of humour (egg Yogi's on)
<b>In the workplace enjoys</b>	Fun, colour, chatter, ability to be creative. Teamwork. Variety. Being around people. Great sales, sports people, entertainers.	Taking control of situations. Challenges. Positions of authority – police, fire service, law, management, great board members.	Problem solving, diving deep into details. Caring for people. Quiet workspace. Research, healthcare, doctor.	Structure. Good systems and procedures. Knowing what is expected of them. Equality. Being organised. No stress.
<b>Emotional health</b>	The least likely you would expect to get depression as they always seem happy. But can get really down and it is	They see depression as being weak when normally they are strong so try to hide it which is counterproductive. Can feel	Mindy's are prone to anxiety because of internalising things, their sensitivity to others and from saying yes when they	Larrys can be prone to depression. If there are new situations they are unsure about, a lot of problems or



	<b>Yogi</b>	<b>Sunny</b>	<b>Mindy</b>	<b>Larry</b>
	hard for them to express as they are always expected to be funny, party goers, think of Robbie Williams. Have a lot of natural energy which needs to be exerted or it can build up as anxious energy. Need to have fun and lots of it!	depressed if they feel out of control, i.e., sick.	mean no to people please. Disappointments will get them down.	conflicts a Larry will try to avoid and internalise.
<b>Fears</b>	Not being liked.	Not being in control.	Making mistakes (so may put things off to avoid doing so).	Confrontation. Unfamiliar situations.
<b>Demotivators</b>	Lack of connection. Feeling stifled. A room with a computer and no people.	Lack of challenge / authority.	Pressure. Lack of guidance. Too much noise / stimulation.	Being told what to do. When they speak, they are ignored, (because they have thought hard about what to say). Lack of structure. Conflict. Lots of change.
<b>Needs (as from Alison Mooney)</b>	Appreciation, affection, approval, recognition. Liberty.	Recognition for the task they achieve. Challenges.	Sensitivity, space, silence, reassurance.	Appreciation, respect, praise, peaceful environment.
<b>When communicating with or managing this type</b>	Show interest in Yogis as a person, be enthusiastic tell stories. Positive reinforcement. Wilts under critique but often gets it. RCR.	Be brief, straight to the point. No waffling! Include results / bottom line information. Accept their abruptness.	Ask them for input. Provide detailed instruction, explain why. Drop any adrenaline. Give reassurance and feedback. Respect their need for space / silence.	Don't put pressure on them for a decision (it will take longer). Give them 2 options, not too many. Be inclusive. Don't tell them what to do, they will dig their toes in.
<b>Learn to</b>	Be still – including zipping the mouth 😊 listen more.	Be softer, more patient, respectful of others.	Keep your softness, learn to have strong body language, and say no - assertiveness	Learn to be consistently calm and speak up when you have something to say.



## Sue's Top Tips

- ✓ Ask the participant to breathe out with every brushstroke when brushing their horse this helps them to slow down and relax.
- ✓ Shy introverts tend to hold their arms close to their sides - ask the participant what food they love and suggest they imagine holding it up high whilst they are leading their horse. "You don't want your lasagne to drop on the ground, do you???"
- ✓ Suggest they think about walking to the "ice-cream" shop to encourage energy and focus.
- ✓ Practice with the carrot stick outside of the arena in the paddock. Make a target for them to aim the string at – leaf, stone, horse poop, etc. They may need more practice throughout the day.
- ✓ The carrot stick is known as the "Excuse Me" stick. If their horse doesn't move, the stick says "Excuse Me".
- ✓ If the carrot stick is neutral, explain what to do with their other hand, i.e., keep it up until the very end (even when asking the horse to come in so they're protecting their personal space).
- ✓ Be careful of the language you use, young ones may not understand "Neutral," "right and left," etc.
- ✓ "Yogify" your demo. (Yogis are enthusiastic, vivacious, impulsive, motivational and have a sense of humour).
- ✓ If you need to leave your participant with their horse for any reason, draw a line in the sand and say, "No matter how big and googly his / her eyes are, don't let him / her step over this line in the sand."
- ✓ Allow the participant to shadow you when backing up, circling, etc. Transition them to being in control by handing over the lead and the stick. Maybe give a little flick with the string as you hand over. (Some youngsters continually walk backward, encourage them to "be my shadow and walk forward.")
- ✓ Apathetic participants – your enthusiasm will help drive the apathetic ones. Some youngsters need to be helped with their enthusiasm.
- ✓ "Walk as if selling your shoes," slowly, displaying every detail of their shoes. (This helps to slow down those who are high on adrenalin.)
- ✓ Encourage focus by suggesting laser beams from their eyes and belly buttons, encourage them to use their body piercing, blingy belt buckle to aim towards an object.
- ✓ Ask them to breathe out and relax their shoulders when leading. Tight shoulders make anger look angrier. Got to look confident, not tough.
- ✓ No energy spikes – no Chip Chop.
- ✓ Tai Chi master -sloooooow.
- ✓ Dude land – walk like you are in dude land.
- ✓ "That's AWESOME" – praise.
- ✓ Suggestion – pack your anxiety away into a beautiful handbag / backpack and take it with you or treat it like your little brother or sister and you are taking hem to the movies. (It may always be with you, but it doesn't have to rule you).
- ✓ Try to always be aware not to touch the clients.
- ✓ More breathing during moments of tension.
- ✓ Talk about energy when guiding through the activities.
- ✓ Doesn't matter if you lose your horse, it matters that you get him back.
- ✓ Keep horses at a safe distance from each other.
- ✓ Never allow participants to lead horses at the trot or running along beside them (running is adrenalin after all ....)