



**Final Assessment of Certification Trade Mark Application 1760987  
lodged by Sue Spence Communications**

The Australian Competition and Consumer Commission (the ACCC), in accordance with the requirements of the *Trade Marks Act 1995*, has completed its Final Assessment of the above Certification Trade Mark (CTM) application.

The ACCC's Final Assessment is that it is satisfied that:

- (a) the approved certifiers demonstrate the attributes necessary to competently certify the goods and/or services in respect of which the CTM is to be registered;
- (b) the rules governing the use of the CTM would not be to the detriment of the public;  
and
- (c) the rules governing the use of the CTM are satisfactory having regard to the principles relating to restrictive trade practices set out in Part IV of the *Competition and Consumer Act 2010* (the Act) and the principles relating to unconscionable conduct (Part 2-2), unfair practices (Part 3-1), and safety of consumer goods and product related services (Part 3-3) in Schedule 2 (Australian Consumer Law) of the Act.

Signed.......... (Deputy Chair)

Date..........

Certified copy  
pursuant to section 175(2)(b)  
of the Trade Marks Act 1995

  
Commissioner

8/2/19  
Date

# Governing Rules for Use of the Horses Helping Humans Trade Mark

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## **PART A - INTRODUCTION**

### **1.0 Purpose**

The purpose of this document is to define management of the Horses Helping Humans trade mark.

It does this by defining the standards of quality that apply to the goods and services under this trade mark and other terms and conditions applicable to its use.

### **2.0 Background**

Registered trade marking is important to businesses “brand”, because:

1. It associates the businesses goods and services to the quality standards established under the trade mark registration, and
2. Provides customer familiarity and confidence in the goods and services obtained under the trade mark.

To ensure brand integrity, it is important that there be rules governing the quality of products and service branded with that trademark.

### **3.0 Definitions**

<b>Approved User</b>	A person or entity authorised (by the owner) to use the trade mark.
<b>Audit</b>	Systematic examination of program activities against standards of quality, resulting in a written report of compliance (more formal than an inspection).
<b>Compliance</b>	Adherence to terms and conditions established within the License Agreement, Operations Manual or other rules or instructions formally issued by the Licensor
<b>Goods and Services</b>	The delivery of Horses Helping Humans equine assisted learning activities, and any other item(s) published, manufactured or communicated in relation to Horses Helping Humans equine assisted learning.
<b>Inspection</b>	Observation and enquiry providing general assessment of consistency with program requirements (less formal than an audit).
<b>Lawful / Unlawful</b>	Adherence or not, with applicable legal requirements
<b>Misconduct</b>	Any behaviours or practices that may bring the Trademark into disrepute
<b>Owner</b>	Suzanne Spence

#### 4.0 Nature of Certified Services

The essence of the Horses Helping Humans program is to facilitate student appreciation for the impacts that human behaviour and temperament have on effective communication and subsequent relationships and/or outcomes (e.g. what is it about a behaviour that gets a particular response).

The products and services using the Horses Helping Humans certified trademark consist of educational activities and related material, delivered by program licensees to their clientele.

Educational activities include face-to-face individual or group sessions involving an authorised program facilitator, in either:

- a “classroom” environment, or
- a contact session that includes direct interaction with horses.

Educational Material used to support the program include presentation material, student/supervisor workbook and potentially other educational aids that the Licensor will develop as part of the programs continual development.

## PART B – GOVERNING RULES

The following requirements hereafter denoted as rules, shall apply to the registered trademark of “Horses Helping Humans”.

#### 4.0 General Requirements

Rule 1. Any goods and/or services certified under the Horses Helping Humans trade mark, MUST meet the requirements defined by the rules contained within this document.

Rule 2. The goods and services that may be certified under this trade mark are:

- a) Delivery of intellectual property associated with the Horses Helping Humans Youth Program, and
- b) Any items produced, or activities undertaken to support, promote, advertise or otherwise communicate content and/or association with the Horses Helping Humans Youth Program.

#### 5.0 Certification requirements (standards of quality) that apply to goods and services

Rule 3. The standards of quality that apply when using the Horses Helping Humans Youth Program trade mark are:

##### 3.1 Users (of the trade mark) shall:

- Hold a license permitting their use and delivery of the Horses Helping Humans Youth Program intellectual property,
- Hold all the necessary insurances and approvals,

- Deliver the program as a not-for-profit charity or be in the process of attaining such status,
- Conduct program delivery and related activities lawfully and ethically,
- Ensure program delivery is in accordance with program instructions and intellectual content,
- Report monthly on program activity,
- Pay associated fees in accordance with agreed terms and conditions.

**3.2 Facilities** used in the delivery of services shall:

- Be maintained in a neat, clean and safe condition, consistent with the provisions of the *Guide to management risks when new and inexperienced persons interact with horses*, published by Safe Work Australia,
- Include parking, shelter from adverse weather, first aid equipment and toilet facilities proportional to program activity and in accordance with any applicable laws.

**3.3 Goods and Services** shall be:

- Delivered in accordance with instruction provided by Sue Spence Communications (Licensor of the Horses Helping Humans Youth Program),
- Conducted with regard for the provisions of the *Guide to management risks when new and inexperienced persons interact with horses*, published by Safe Work Australia.

**3.4 Facilitators and Assistants** shall:

- Be conversant with the Horses Helping Humans Youth Program content and mode of delivery,
- Be approved in writing by the licensor, verifying suitability to deliver the program/services,
- Deliver the program in accordance with the instructions provided by Sue Spence Communications.

**6.0 Determining if goods and services meet trademark certification requirements**

**Rule 4.** Prior to certifying that a User meets the standards of quality associated with Horses Helping Humans trade mark, the Owner or a Nominated Delegate shall:

- a) Review of the proponent' credentials for suitability and capacity to deliver the program in accordance with trade mark standards of quality,

- b) Provide or instruct on necessary training requirements and ensure that such requirements are satisfied,
- c) Assess and certify facilitators and assistants intended to deliver the Horses Helping Humans Youth Program, and
- d) Inspect and assess the suitability of facilities and livestock intended for use within program delivery.

A User shall only be certified to use this trade mark if the Owner or Nominated Delegate is satisfied with the proponent's suitability and ability to meet the standards of quality.

Facilitator and Assistant certification shall only be issued to individuals with sufficient program knowledge and demonstrated program delivery competence.

**Rule 5.** Assurance that a User is abiding with trade mark requirements during the course of use shall be attained by:

- a) Routine (monthly) reporting in which;
  - i. Users report to the Owner on program activities, using current reporting templates provided by the Owner, and
  - ii. The Owner or Nominated Delegate, reviews these reports to review adequacy of program activity and/or User compliance.
- b) Review of materials produced by Users to ensure compliance with trade mark standards of quality,
- c) Inspection and audit of facilities conducted by the Owner or a Nominated Delegate at least annually,
- d) Observation and audit of program delivery undertaken by the Owner or a Nominated Delegate at least annually,
- e) Receipt and investigation where necessary of voluntary customer feedback (relating to User practices),
- f) Incidental investigation undertaken by the Owner or a Nominated Delegate based on reasonable grounds (e.g. complaint, reporting discrepancies, reasonable suspicion).

**Rule 6.** In the event that a User is known or reasonably considered to be failing trade mark quality standards; subject to the severity of the matter, the Owner may undertake investigation and issue any of the following:

- a) A *Letter of Discloser*, raising the issue with the User and seeking response within a reasonable time,
- b) A *Show Cause Notice*, providing evidence/concerns to the User and asking them to show cause as to why they should be permitted to continue using the certified trade mark,

- c) A *Notice to Cease*, providing instruction for the User to suspend or cease trade mark related activities.

**Rule 7.** In the event that the User is served with a *Letter of Disclosure, Show Cause Notice* or *Notice to Cease*, they may appeal the advice/instruction within seven (7) by providing sufficient advice or evidence that the matter can be reasonably considered and resolved by the Owner within a further seven (7) days.

In the event that matters remain unresolved, either party may initiate a dispute resolution process applicable in the relevant jurisdiction or proceed with legal action.

### **7.0 Power of Owner and Nominated Delegate(s)**

**Rule 8.** Only the Owner or person approved in writing as a Nominated Delegate may:

- a) Assess a proponent for their suitability for trade mark certification
- b) Inspect, audit, investigate or give instruction or notice in relation to trade mark compliance.

**Rule 9.** A person may only conduct the function of a Nominated Delegate, when:

- a) He/she is the holder of written approval issued by the Owner, and
- b) Under the specific instruction of the Owner to undertake related activities (i.e. Nominated Delegate cannot undertake inspection and audit activities without specific instruction to do so).

### **8.0 Nominated Delegate attributes**

**Rule 10.** For a person to be approved by the Owner as a Nominated Delegate, that person must:

- a) Be conversant with the Horses Helping Humans Youth Program requirements, including but not limited to the standards of quality, and
- b) Have at least a basic level of audit knowledge and experience.

### **9.0 Dispute Resolution**

**Rule 11.** As far as reasonably practicable, dispute arising in relation to trade mark use or quality of products and services shall be addressed through the following hierarchy:

- a) Direct discussion and negotiation between the parties,
- b) Formal mediation, using a mediation service of the applicable jurisdiction,
- c) Legal action.

## **Further Information**

Further information regarding this document is available from:

**Sue Spence**

**Founder, Horses Helping Humans**

**Email:       sue@horseshelpinghumansaustralia.com**

**Telephone:  0416 146 396**

## Appendix A. Licensee Evaluation Form



### Licensee Evaluation Form

#### Purpose

The purpose of this form is to provide quality assurance assessment against key licensing and trademark provisions that apply to the Horses Helping Humans brand.

This form is used for initial assessment of licensing proponents and throughout the licensing period.

*Note that non-compliance on some assessment criteria will not prevent licensing but shall highlight areas of potential improvement (e.g. working with youth experience will progress with program delivery).*

#### Assessment Details

Facility	
Date of Assessment	
Participants	
Assessor	

#### Licensee and Facilitator Credentials

Findings Key: C=Compliant, IMP=Improvement desirable, NC=Non-compliant.

Assessment Criteria	Finding			Assessment Report
	C	IMP	NC	
Licensee and facilitators have attended HHH Program Facilitator Training and obtained approval to deliver the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Program knowledge and delivery competence
Licensee and facilitators have minimum of level 2 horsemanship ground skill qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Identify all facilitators to work at facility
Licensee and facilitators are experienced in working with youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program delivery personnel (including assistants) possess working with children approval for applicable State or Territory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Licensee and facilitators have current basic first-aid qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Organisational Structure and Governance

Assessment Criteria	Finding			Assessment Report
	C	IMP	NC	
Incorporated association or other agreed entity in place to administer HHH activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- investigate currency with Administering Authority

Registered with ACNC as a not-for-profit charity (or in the process of attainment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- <i>investigate currency with ACNC</i>
Current Public Liability insurance in accordance with licensing agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- <i>cite certificate of currency</i>
There is a current risk assessment and control measures are effectively implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Local management plans, procedures and practices are suitably implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- <i>e.g. incident management and corrective action practices</i>
Licensee/organisation are complying with monthly reporting provisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Previous improvement and/or instructions have been sufficiently attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- <i>e.g. prior inspection, audit finding, letter of disclosure or show-cause notice</i>

#### Horses and Animal Husbandry

Assessment Criteria	Finding			Assessment Report
	C	IMP	NC	
Livestock are suitable for use within the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- <i>identify and assess specific program horses</i>
Husbandry conditions are commensurate with industry standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Facilities

Assessment Criteria	Finding			Assessment Report
	C	IMP	NC	
Facilities are maintained in a neat, clean and safe condition, free of apparent hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- <i>refer to Guide to management risks when new and inexperienced persons interact with horses, published by Safe Work Australia.</i> - <i>no barbed wire, dangerous fencing, unsafe structures,</i>
Facilities provide sufficient amenity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- <i>parking, toilet facilities, seating, shade, wet weather protection and drinking water.</i>
First-aid equipment is readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

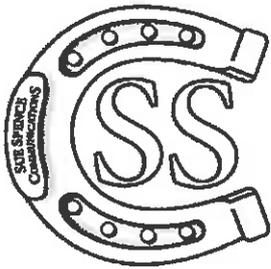
#### Goods and Service Delivery

Assessment Criteria	Finding			Assessment Report
	C	IMP	NC	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Program format and mode of delivery is consistent with licensed HHH instructions and Intellectual property content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program delivery is conducted with regard for the provisions of the <i>Guide to management risks when new and inexperienced persons interact with horses</i> (Safe Work Australia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Publications, advertising and other program paraphernalia is appropriately branded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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# HORSES HELPING HUMANS

## Become a Horses Helping Humans Youth Program Licensee!



*Sue won the Gold Coast  
Women in Business award  
for 'Creating Change' in  
2016 and 'Community  
Dedication' in 2014*

The Horses Helping Humans™ Youth Program became licensed in 2016 due to the high number of enquires from all around Australia asking if the program was available in other states. The Horses Helping Humans™ name is now synonymous with professional training as it is known as a results based program. Licensees receive full training in all aspects of the program.

In the role of a Horses Helping Humans™ instructor you are assisting youth workers, social workers, youth justice case workers and family services with some tools of awareness, Workbooks are provided so case workers can continue working with the techniques we teach. These are skills they can take on and continue to use within their future counselling sessions with youth clients. Working in partnership with youth support.

*This program is not a counselling service or equine therapy.*

It is specifically designed to teach communication skills and body language awareness using personality profiling. Each horsemanship skill we teach step by step has a psychological base which introduces students to techniques for focusing, lowering anger and anxiety and an awareness of human to human communication which they can use for the rest of their

lives. It gives them the life skills to communicate more effectively and notice when others are becoming reactive. Learning the skill of diffusing is one of the many skills taught through the program that youth workers notice as having a big impact on their students outcomes.

Our complete business set up includes all training in facilitation of the program, information or templates for insurance, budgets, pricing, invoicing, medical and indemnity forms, volunteers, university internship programs, advertising and promotional materials and help on how to form a charity. Your profile will also be added to the HHH website.

How the weekly lessons are run and how we build up to presentation show day are all included. Introduction to local youth services by Sue Spence through email, phone calls and guest speaking on licensees behalf at Interagency meetings is offered where available. We also provide an introduction to the Horses Helping Humans program powerpoint to use at local youth services and school counsellor meetings.

A strong support network is also in place so the program can continue to give thousands of young people access to this program through local communities all over Australia. Current licensees are in Northern NSW. Port Macquarie will open in Jan '17 with Raockhampton Tasmania and Melbourne to follow soon after.

Horses Helping Humans is represented by Kim Walters - IP  
Lawyer and Trade Mark Attorney at W3IP Law Pty Ltd





HWYP delivers an equine assisted life coaching program to help disadvantaged youth to develop emotional control and effective communication and body language skills. These basic skills are necessary to enable young people to turn their aggression or anxiety into calm assertiveness. Effective communication skills, self-confidence and trust in others

are three important requirements a young person must have to be able to undertake study, gain and maintain employment and be successful in human relationships. The program works with young people who have been denied role models in these areas and who come from homes where trust levels are very low. The program specifically helps young people to learn how to display calm assertiveness, to focus and to have respect as well as empathy for others. In particular, this program has proven to be effective with bullies and bullying behaviour and is producing good results with young people ranging from improved behaviour in school, reduced suspensions and better engagement in the community.

In the small group weekly lessons we teach the basics of natural horsemanship (which is trust and respect). Participants are able to show their skills in horse agility presentations, participants are then awarded certificates, ribbons and trophies.

*I have had the pleasure of watching Sue's HWYP programs as well as incorporating her individual program into the treatment plan of my extremely challenging clients. Sue's own knowledge, passion and enthusiasm combined with her charismatic horses provide a valuable medium for young people to be able to learn essential skills such as emotional regulation, self-confidence and assertiveness. I see Sue's program as being particularly useful for young people who have experienced trauma, suffer from anxiety as well as those who struggle with attention, concentration, aggression and impulse control. - Bart Traynor, Clinical Psychologist*



*The students who I have referred to the program have demonstrated significant improvement with their self-esteem, emotional control, behaviour management and subsequent engagement at school. Their attendance at school since becoming part of the program has increased and their level of confidence has significantly improved. Sue incorporates Theoretical knowledge to her teachings to demonstrate how students can learn positive ways of dealing with negative emotions in a more composed, controlled and appropriate manner. - Angle, Youth Support Coordinator, Wesley Mission*

***"Due to the success and publicity surrounding Sue's program, publishers Pan Macmillan asked Sue to share her story. 'Horses Who Heal' was published in April 2016.***



***"There should never be any intimidation or fear in communication; there should only be respect and trust"***

Sue Spence the Horse Whisperer is a public speaker, workshop facilitator, author, and educator who teaches communication skills to corporate groups and underprivileged youth using the principles of natural horsemanship.

Sue was the first person to develop and identify different body language techniques for individual personality profiles. Her business, Horses Helping Humans™, and registered charity, the Horse Whispering Youth Program, have been featured in numerous reports, events, television programs, newspapers and magazines.

Sue Spence's Horses Helping Humans™ is now a Licensed Program.

Sue specialises in personality profiling and body language analysis. Her four horses represent a modern adaptation of The Four Temperaments theoretical framework, and her unique work demonstrates how choleric, melancholy, sanguine and phlegmatic personality types have their own conditioned responses when under pressure. 'Horse whispering' meets 'people whispering' within her innovative equine-assisted life coaching program that integrates extensive knowledge-bases in interpersonal communication skills, body language, emotional intelligence and personality types. Sue says she is "simply making each personality conscious of the body language that is hindering their communication".

When in the arena, Sue and her horses facilitate immediate change in those they help, hence her great demand from youth organisations, support workers and mental health specialists. Meanwhile, global opportunities as a keynote speaker and panel member have allowed her to bring this magic into board rooms and to the masses. Sue works with multi-national companies, psychologists, psychiatrists, small businesses, schools, event organisers, community groups and celebrities. She has unlocked effective communication skills for people ranging from CEOs - to actors – to disadvantaged youth.

Sue has over 40 years' equestrian experience including show jumping and eventing, and has specialised in natural horsemanship for the past 16 years, successfully competing in many natural horsemanship shows. Her previous 30 years in the fitness industry in management, instructing and education gained her former sponsorship by Nike for her contribution to the fitness industry. Sue's HELP program, developed to teach instructors how to recognise eating disorders and exercise addiction within the industry, was approved by Fitness Australia to educate fitness professionals

Currently, Sue works with horses and clients on the Gold Coast, Australia, and travels widely with her motto; "There should never be any intimidation or fear in communication; there should only be respect and trust". She has faced many personal challenges herself, and is passionate about sharing with others how to overcome adversity. Sue is also dedicated to her horses, entrepreneurship, community, and about giving everyone access to the skills they need to thrive, no matter what their background or self-perceived limitations.

Sue has received media coverage in print radio and television both in Australia and overseas

**Television**

The Project  
Channel 10



Sunrise  
Channel 7



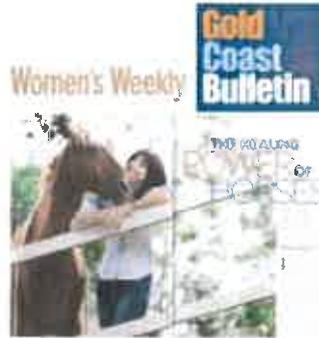
Totally Wild  
Channel 10



NZ TV1  
Breakfast Show  
TVNZ



**Magazines**



**Radio**



Various live radio interviews  
Photo: in Studio at ABC



The Sydney Morning Herald

**Horses establish good boundaries**





**HORSES  
HELPING  
HUMANS**

Sue Spence Communications – Horses Helping Humans



For licensees in your area please contact Sue Spence  
 Phone: 0416 146 396  
 Email: [suespence101@gmail.com](mailto:suespence101@gmail.com)  
 Web: [www.horseshelpinghumansaustralia.com](http://www.horseshelpinghumansaustralia.com)

# Horses Helping Humans

I would like to introduce you to my award winning outcome based Horses Helping Humans program. This program would be of great benefit to many of the individuals you assist through your organisation.

The Horses Helping Humans™ Youth Program became licensed in 2016 due to the high number of enquiries from all around Australia asking if the program was available in other states. This program is now synonymous with professional training as it is known as a results based program. It is a unique program that is providing a genuine alternative to the more traditional methods of assisting young disadvantaged people into a functional and fruitful life. I have been working together with Youth and Family Service Organisations across northern NSW and south-east QLD including Act for Kids, Wesley Mission, Department for Child Safety, Youth and Correctional services and Braveheart's among others.

I am available to present my " Which Horse Or Pony Are You " workshop at your school by powerpoint with an accompanying workbook for school counsellors or Chaplains.

These workshops have been very successful in encouraging students to become aware and talk about anxiety and depression and also to better understand themselves and others.

Communication workshops are also available for teachers and parents to help improve communication with students and families.

The presentation runs for 1 hour. The most at risk students are also given the opportunity to attend the hands on course at the HHH center at Tallebudgera.

We are working with School Chaplains on the Gold Coast introducing them to the workbook version of the program encouraging them to open discussions with children struggling with anxiety, depression and emotional regulation, they can then refer the most at risk youth through to the Horse Whispering Youth Program.

We have been working with a new Chaplains group here on the Gold Coast and the coordinator was so impressed he is organising for Sue Spence to address all the Chaplains in Northern NSW and other QLD associations.

This process creates a model where students have a wide support network where we are all working to keep the students engaged in study. Parents can also be involved and the program becomes deeply embedded into the community.

*Sue Spence - Horses Helping Humans founder, author and licensor*



## Which

Horse or	<b>"Sunny" (Choleric)</b>	<b>"Larry" (Phlegmatic)</b>	<b>"Mindy" (Melancholic)</b>	<b>"Yogi" (Sanguine)</b>
Pony are	A Leader Ambitious	Relaxed Organised	A nurturer Sensitive	A motivator Outgoing

You!?





Sue Spence Communications – Horses Helping Humans



For licensees in your area please contact Sue Spence  
Phone: 0416 146 396  
Email: [suespence101@gmail.com](mailto:suespence101@gmail.com)  
Web: [www.horseshelpinghumansaustralia.com](http://www.horseshelpinghumansaustralia.com)

This specialised horse whispering program for youth has grown out of the well-known and highly regarded work that I have been doing for many years in using horses to help humans learn effective communication and body language skills. Specifically, the program teaches clients the basics of natural horsemanship ground skills (no riding involved) which are based on mutual respect and trust between horse and handler.

Students learn how to gently back their horses away from them to create healthy safe boundaries, how to circle their horses around them on a 12ft lead, pop them over small jumps and lead them around an agility course. By working together with the horses, students learn vital skills such as self-confidence, communication, emotional control, respect and trust for others. These skills are vital elements that must be well developed in an individual in order for them to become a part of and contribute meaningfully to their local community.

Many disadvantaged and disengaged youth have been denied the role models (such as effective parenting) necessary to teach them these skills; many come from homes where trust levels are exceptionally low. The program tangibly demonstrates to clients how much more effective the use of calm assertiveness (instead of aggressive behaviour) is in getting their horse to willingly respond; showing them, perhaps for the first time, what empathy and respect for another living being looks like. As the horses respond in kind and show respect and trust for their young handlers, many former schoolyard bullies are reduced to tears by this show of affection, perhaps for the first time, from another living being. The program is also designed to assist case workers responsible for at-risk and disenfranchised youth and uses adult learning principles and audio/visual aids as well as practical demonstrations with our horses.



In particular, this program is producing good results with young people ranging from improved behaviour in school, reduced suspensions and better engagement in the community. Youth are referred to the program by psychologists and youth & family welfare services. This referral process ensures that all youth participating in the program are in need of benevolent aid due to factors such as family history of domestic violence, low socio-economic conditions; and mental health issues.

The 1 ½ to 2 hour program is run once per week for three consecutive weeks. With a minimum 3 participants, maximum 6, 4 participants per course suits many services as only one car is required for youth workers to transport the students. The final week includes a presentation show where students demonstrate their new calm assertiveness and body language skills. They receive certificates, trophies and ribbons. Youth workers attend with their students each week. Workbooks are supplied to all support workers so follow up on the topics we cover in the course can always be referred to in the student's ongoing support. Other programs are available depending on the requirements of the organisation.



An example of the effect the program can have is detailed here by - **Bart Traynor, Clinical Psychologist** who has experience with our Horse Whispering Youth Program based on the Gold Coast in Queensland.

*"I have had the pleasure of watching Sue's HWYP programs as well as incorporating her individual program into the treatment plan of my extremely challenging clients. Sue's own knowledge, passion and enthusiasm*



For licensees in your area please contact Sue Spence  
Phone: 0416 146 396  
Email: [suespence101@gmail.com](mailto:suespence101@gmail.com)  
Web: [www.horseshelpinghumansaustralia.com](http://www.horseshelpinghumansaustralia.com)

Sue Spence Communications – Horses Helping Humans

*combined with her charismatic horses provide a valuable medium for young people to be able to learn essential skills such as emotional regulation, self-confidence and assertiveness. I see Sue's program as being particularly useful for young people who have experienced trauma, suffer from anxiety as well as those who struggle with attention, concentration, aggression and impulse control."*

*Working with Sue and the HWYP has been an invaluable part of our program. Although the group were nervous and inexperienced around horses, Sue's enthusiasm, support and understanding of our young people quickly had them interested, engaged and then succeeding. Watching a young person with ADHD completely focused, calm and gentle with one of Sue's ponies was a revelation to us all. The program taught our young people to recognize how their own (and other's behaviours) impact on the horses, and as a result of this understanding, to be able to relate this recognition to their human interactions. – Annie, Training and Placement Officer, Epic Employment Get Set For Work Program*

As a coordinator of the CNAPY (Complex Needs Assessment Panel - Youth) and CNAP (Complex Needs Assessment Panel) programs within Wesley Mission Brisbane I have experienced great success with The Horse Whispering Youth Program and would strongly recommend the program for young people and adults of any age. I have seen many benefits for young people who have been involved with this program.

**- Tanya, Complex Needs Project Coordinator, Youth at Risk Alliance, Wesley Mission**

*The students who I have referred to the program have demonstrated significant improvement with their self-esteem, emotional control, behaviour management and subsequent engagement at school. Their attendance at school since becoming part of the program has increased and their level of confidence has significantly improved. Sue incorporates Theoretical knowledge to her teachings to demonstrate how students can learn positive ways of dealing with negative emotions in a more composed, controlled and appropriate manner.*

**- Angle, Youth Support Coordinator, Wesley Mission**

*When I was told we were getting a "Horse Whisperer" to do a workshop with our year 10 students I thought... "that's different" and didn't really know what to expect? An hour later I can only explain that every student and I felt enlightened and had experienced a major breakthrough about understanding our personality and to work with it. She taught us lifelong, invaluable lessons about how to effectively communicate with others but remain respectful and to think of others and to be who we want to be. Her presentation was so animated, fun and engaging but with powerful messages about effective communication. She clearly affected every student in the room with her sometimes hilarious stories about overcoming anxiety and controlling our emotions. This presentation is a MUST for all high school students, year 10 upwards to help them to choose a life or career path that suits their personality traits, but will also help enormously to combat depression, anxiety etc. I wish I'd have been exposed to this information at 15... how different my choices might have been with this knowledge at my finger tips? -Ali Birks, Teacher and Year 10 Coordinator, Elanora State High School*



*I am a Family practitioner working in early intervention and child protection. My clients are often very disadvantaged and can come to me with significant impacts of trauma. I have worked with Sue since 2011 supporting my families and Young people through Horses helping humans programs. The impact the program has on Individuals, Young people and Families is incredible, each time I participate in support of my clients I witness Families bonding, Young people who may not have been talking or leaving their rooms come out of their shell and begin looking into the future. I have seen Young people reengage in education and go on to university. Or parents begin to have confidence in themselves and see their children in a softer gentler manner which lays foundations for continuing my work around relationships, communication, respect, confidence. "It's like the ponies know how to work with each individual they give them what they need". The environment is so safe and nurturing clients become relaxed enough to see more of themselves, further they often feel safe enough to disclose their hopes, dreams and worries.*

**Thank you Sue for your patience, nurturing and humility - Lisa Hurdell ACT For Kids**

As the program founder, I am proud to have won the Gold Coast Women in Business award in both 2014 and 2016 for 'Community Dedication' and 'Creating Change' respectively.

Please don't hesitate to contact me at any time if you have any questions or would like to further discuss what we have to offer.

Warmest regards

Sue Spence 0416 146 396

**HORSES HELPING HUMANS IN AGRUAL CONFERENCE.....DECEMBER 13<sup>TH</sup> -  
15<sup>TH</sup> 2017**

**Wednesday 13<sup>th</sup> December**

8.30am – Welcome and Introductions LB

9.30am – 4.30pm – DISC training Sean Stryker

...(including breaks and 45 minutes for lunch)

4.45pm – HHH practical ‘How To’...ask your horse for  
backup/lead/circle/jump/HQ yield - Sue Spence style

5.15pm – HHH simulation....run through the exercises of the program (some of  
us will be the facilitators and some will be the clients....some will take notes on  
the sidelines). Sue Spence

6.30pm....close

**Thursday 14<sup>th</sup> December**

8.30am – 11.30am Sue Spence Corporate Leadership Training

11.30am – break with breathing

12pm – 1pm Deb and Rod....Sharing their stories and perspective D&R

1pm – 1.45pm lunch

1.45pm – 2.45pm Rockhampton Craig...Administration of a charity RC

2.45pm - 3.30pm Quality Control and Licensee obligations/safety considerations  
SS

3.30pm – 3.45pm break with breathing

3.45pm – 6pm Laura Menzies...The START Program Taranaki plus ADHD, ODD,  
Non Contact Violence intervention LM

6pm – close

Friday 15<sup>th</sup> December

8.30am breathing

8.45am – 10.15am Obtaining clients/funding SS

...with guest speaker from Mornington Shire about how to obtain funding through councils

10.15am break and breathing

10.30am Lisa and Sam share their experiences LB/SA

11am – 12.30pm – Neural Networks & Default Mechanisms: A Temperament Based Understanding on How Horses Help Humans LM

12.30pm – 1.30pm lunch

1.30pm – 2.30pm Summary of Amy Cuddie's book "Presence" LB

2.30pm – 3.15pm Looking After Therapy Horses AN

3.15pm break and breathing

3.30pm – Manifesting Sue – A Compilation Of Sueisms and 'what to do' in various scenarios SS

4.30pm breathing and break

4.45pm Practical HHH session.....run through the program with various people as facilitators to practise

6.30pm close

## TRAIN THE TRAINER

It is not your role to be a counsellor or give personal advice. Working in partnership with youth organisations simply assists the youth workers and carers with some tools of awareness they can overview and continue with in their future counselling sessions with their youth clients. Learning to read the body language and reactions of the youth 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 three Horsemanship Clinics need to be attended with supervision in between clinics. Necessary skills include: being assertive yet quiet, balancing emotions, ensuring all participants are comfortable, the knowledge that no respect = no response.

When you are loud participants take it you're bluffing as most students in our target market are used to "loud" reactions – calm, quiet and firm has depth. Learning how to read students' body language and reactions is essential.

The timing to identify and act on when youth 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 and then we discuss.

Learning how to diffuse, how to discuss, how to show students different body language positions and walks to help with self esteem and how to teach the students about their own and others personalities is all taught in the hands on training with Sue Spence over a few sessions at HHH headquarters and on your premises.

What to write in the workbooks for the youth workers is also taught at this time.

One of the simple exercise of Brush, Plait and Chat develops relationships with the students. The quiet time of simply brushing the horses and giving the students the important task of keeping their horse calm ( By reminding them to breathe out completely while brushing is actually calming them , they think its to keep their horse calm! , but it helps them immensely in hearing and focusing once the tasks start being taught. ) If students start to share issues they haven't discussed before – these are the moments you suggest maybe going over and letting them tell their youth worker or case worker what they have just told you. Making sure they 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 (over react, vs. under react) You cannot push information into an unwilling mind. Personal accountability and integrity is to be adhered to at all times.

Why this program is so successful and creating such drastic changes is because underlying each exercise is a psychological base which introduces students to techniques for focusing, lowering anger and anxiety and awareness of human to human communication which they can use for the rest of their lives. Understanding personality

differences in the different body language each different personality displays gives them life skills to teach them to be able to read people before reactions occur. It gives them a life skill of diffusing.

Why we teach the ground skills we do and don't divert from them is because we must avoid confusion for students that will repeat the program and it is not helpful for work experience students if the skills are changed. Students who have 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 student but always compliment and tell the students how amazing they are doing as most of the students have never been told they are good at anything. If you try to get students to do things perfectly they will not walk away with the sense of achievement they need to have to give them the confidence to engage in the next program Youth workers will have planned.

Sometimes it will be getting them back into study or to do work experience some where. We are laying the foundation of confidence, that they can achieve things and feel better about themselves.

To see students stand tall and learn to smile again, for them to feel like they are worth something and 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!

## **HORSES HELPING HUMANS COURSE**

Courses run once per week for 3 consecutive weeks 1.5 to 2 hours duration.

Case workers or youth workers are required to transport and attend

Min 3 students max 6 per course

Price is \$230 per student

### **Week 1**

#### **Safety and Communication on the Ground**

The goal is awareness, respect and trust. In the first lesson it is essential that students 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 helping while students are getting settled, hand out name tags. Starting with explaining the 4 personalities with demonstrations of the horses using humour and motivation is what 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 students relate to one of the personalities ( or two ! ) it is time to go through the safety education around the horses ( enclosed in business pack ) before they step into the arena. ( Handing instructions to students to read is not what we do, as a high percentage of students have poor reading skills, some are illiterate so verbalising all instructions with visual demonstrations assures no student feels inadequacy in any way.

Before coming near the horses or entering the arena students go through the Jelly Belly breathing exercise, after explaining the importance of not being near your ponies or horses with energy high or nervous. Teaching deep jelly belly breathing gives students the valuable skill on how to calm themselves before they act or speak.

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 that exhalation and focusing on completely relaxing the belly before breathing back in through the nose and that cycle is continued 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 or pony they will work with over the next 3 weeks. Introducing themselves to their horse or pony at this stage is very important to the beginning of the relationship they are about to build. Once the students understand that they need to be relaxed and calm before meeting their horse or pony, the foundation of trust and respect can begin to be built. Letting the students know it is not just their horse they are meeting, but the horses are also meeting their humans helps them to understand horses also need to be introduced to their 2 legged partners.

Task 1 - Safety, Approaching and Building Trust - Introduction to the carrot stick  
( Which starts after Brush and Chat and Relax ! )

Teaching students 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 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 head, or on the neck. Making sure that their pony or horse is completely relaxed when they run their hand over their neck or their back, that their horse or pony is fully relaxed when they pick up a stick and rub their horse or scratch their horse with that stick is imperative so that the horse or pony knows that whenever the student lifts a stick, that they are never going to hit them, they're more likely to just give them a scratch. An assistant can hold the rope for the student if they are very anxious while the student stands next to them while rubbing their horses on the back, both sides. Making it clear to the students it is only used to give direction and create energy without ever physically hitting their horse or pony at any time. Explain it is important for their horses to know that every time their human lifts their stick, they will not get hit, but maybe they will get a back rub in between exercises!

Task 2 - Back Up

Teaching back up is incredibly important as it keeps students safe by not allowing their horse or pony 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 on with safety around horses. This includes explaining why we need to keep our horses a safe distance from us. It can be a very empowering moment for introverted, anxious students. As soon as they can feel and then see the respect 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 the strong, extroverted students, teaching them to ask for back up instead of telling, introduces them to the fact that softness is a strength. For students 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 or pony to back up is the goal. We want to avoid stiff, aggressive looking arm movements; 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 them so that when the student is ready, they step towards the horse or pony to give the rub or the reward not the horse or pony stepping into their personal space. asking their horses to come forward and then using their body language to stop a safe distance from them completes exercise 2.

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

### Task 3 – Leading Respectfully

Teaching students how to lead their horse or ponies by invitation technique builds respect and partnership. With the student facing straight ahead with their horse or pony, holding the rope softly with the invitation to move forward and lifting energy slightly until the horse or pony learns that this is the signal to start walking together. Teaching how to ask for stop by breathing out when becoming still and then how to lift energy and ask for walk is the beginning of the students awareness on how their energy effects their communication. Gently taping them on the back to encourage them to take a step forward ( For small ponies or gently flicking the lead rope behind them for bigger horses ) is how they ask and not tell, softly open and relaxed arms teaches 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. Giving them a point to walk to (gate or tree or marker) and for them to imagine they have laser beams coming out of their eyes onto where they have to walk, gives them a point of focus and direction which helps 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 or pony without physically touching them. We place 2 or 3 cones/markers on the ground (around 3 to 4 metres apart) and begin to teach how we change direction. The students 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 horses 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 is also taught here. Extroverts learn how to walk slowly and softly, introverts learn how to open their body language. Hard to focus students continually use lasers! 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 they want their horse to turn to the right by turning their body and pointing their belly button towards their horse or pony's nose, etc. 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 or pony walking and turning with them calmly and respectfully (in partnership) it is time to teach them circling.

#### Task 4 – Circling (not Lunging)

Asking students to start circling their horses or ponies 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 students 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. Special attention to shy introverts having very open strong looking body language and extroverts relaxing their shoulders and softly opening their body language are the goals here. Teaching how to give direction and how to use their carrot sticks is done away from their horses! Having an assistant holding one end of the rope pretending to be the horse allows students to practice without alarming their horse!

Also how we stop our horses by disengaging the hindquarters is taught here in easy to understand language (bend to the side and look at your horses tail while you breathe out and gently point your stick low to ground towards back legs if needed). Understanding their direction comes from clear, assertive body language on giving the direction of the way they want their horse to go. It is in the circling task that we teach the students how to bring their horse or pony from trot to walk by simply using their energy, yet still staying focused and their body language staying open and soft.

The steps to teaching the horses or ponies to listen to energy is when you are moving around as your horse is circling at trot, you need to breathe out completely and relax your shoulders without dropping your leading arm. If your horse or pony does not listen to your energy dropping, a slight jiggle on the rope at the same time reinforces that you would like them to walk. Once the students can effectively ask their horse or pony to go from walk to trot and then trot to walk, simply by using their energy and breathing, they are ready to go on to Task 5.

#### Task 5 – Jumping

The jump is ready to be introduced at this stage. The jump is about teaching students to control their energy at a higher level. Starting off with circling their horses and then teaching them to move towards a low jump, creating enough energy to ask their horse or pony to jump and then after creating all that energy, asking their horse or pony to come down to a walk while staying at the end of the rope. It gives students 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 when I teach about controlling anxiety and anger. It is how they breathe and drop their adrenalin so they can use these skills as well as their new body language for the rest of their lives.

## Week 2

### “Savvy on the Ground”

Week 2 is going over all exercises they 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 through out this session so partnership is developed in their ground skills. It is also when we add Task 6.

#### Task 6 – Back Up Through an “L” Shape

This task teaches students how to focus and listen to what their horse or pony is saying. It develops patience and good communication skills in teaching how to read the people you are speaking to and to make sure that there are no reactions coming from the horse, pony or human you are asking of. Understanding when not to push for something when a reaction is occurring is a valuable communication skill. Placing 4 poles on the ground in an L shape, the student leads their horse or pony up forwards through the L Shape. Once they are at the top of that L they ask their horse or pony to stand still then by keeping their feet still, they ask their horse or pony to back up until they are at the end of the rope and with the student staying on the outside of the L Shape, quietly moves around until they are in line with their horses shoulder, and then asking their horse to move their back legs around so they are facing the student for the next part of the L shape.

Teaching students to read their horse’s reactions in this exercise is incredibly important. 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 the pawing the ground? Everything listed means something completely different from fear, curiosity, worry, resistance to acceptance; it is so very important that any reactions are not misjudged as it can ruin a partnership.

Being able to achieve the tasks in week 2 is a great achievement for students as it shows how strong their connection and partnership is.

### **Week 3**

#### **Presentation Week**

The last session comprises of a presentation horse agility show which includes ribbons certificates and trophies. An agility course is set up and after the students rehearsing for the first hour they 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 by using their breathing. They then pick up a carrot stick (which has been placed by marker) give their horse a rub all over to show trust, and then ask for back up to the end of the rope. After waiting for about 20 seconds (which has been taught in lessons, says thank you to your horse and encourages both student and horse to be relaxed ) They can then ask their horse to circle them.

3 circles at the trot and then 1 circle at the walk, shown by demonstrating their control of energy control by breathing out to ask for the walk. Disengaging hindquarters (bending to look at tail) and asking their horse to stay out at the end of the rope distance completes exercise 1.

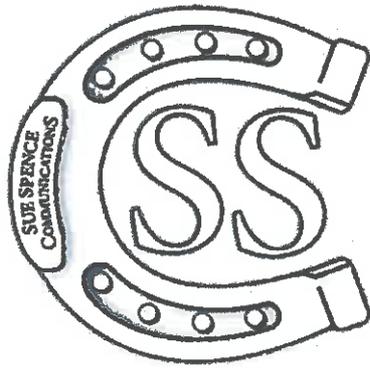
They then place their carrot stick back next to the marker (for the next student) and slowly lead their horse over to the jump. The slower the walk the better as they get scores for how relaxed they are and how relaxed they are making their horse feel!

They will then stand by another marker in line with the jump, pick up another carrot stick which has been placed there, ask their horse to back to the end of the rope. Again, waiting for 10 to 20 seconds (longer if their horse is restless and needs to become calm) they will then ask their horse to circle over the jump. Twice over the jump (usually just at trot unless student has a small pony where they may canter) and then asking their horse to drop to the walk before stopping.

They return their carrot stick back next to the marker and slowly lead their horse over to the line of cones where they will demonstrate leading and turning, at all times side by side slowly working together in partnership.

This completes the agility course. If in a round yard and the horses are advanced with liberty, ropes can be removed so students can demonstrate how their horse stays connected to them by following them at a walk around the arena.

All students receive trophies as scoring process is on how well they control their energy and keep their horse happy , not how perfect things are done . 😊



**HORSES  
HELPING  
HUMANS**



# **Effective Communication Workbook**

Body language and personality profiling  
using a modern adaption of The Four Temperaments  
Choleric, Melancholy, Sanguine and Phlegmatic

**" THERE SHOULD NEVER BE ANY INTIMIDATION  
OR FEAR IN COMMUNICATION.  
THERE SHOULD ONLY BE RESPECT AND TRUST. "**



When teams and families learn the differences in each others personalities and how to effectively communicate with one another without being reactive, the dynamic of relationships start to change and that is when true communication and connection begins.

People actually start working together, not against one another. Opinions can be given, not forced.

People can be asked, not told. People can be heard without being shut down.

**Respect and dignity is restored.**

## INTRODUCTION TO SUE & HORSES HELPING HUMANS

Sue Spence the Horse Whisperer is a public speaker, workshop facilitator, author, and educator who teaches communication skills to corporate groups and underprivileged youth using the principles of natural horsemanship.

Being the first person to develop and identify different body language techniques for individual personality profiles. Her business, Horses Helping Humans, and registered charity, The Horse Whispering Youth Program, have been featured in numerous reports, events, programs, newspapers and magazines.

Sue is the winner of the Women in Business awards 2016 for 'Creating Change' and the 2014 winner for 'Community Dedication' for the success of her Horse Whispering Youth Program charity. Sue has presented on Network Ten, featured on the cover of How to Present Magazine, has spoken regularly on ABC Radio, and been written up in the Sydney Morning Herald, the Australian Women's Weekly and international magazines. She has been patiently spreading her messages of self-acceptance, anti-bullying, effective body language skills and respect to the world.

Sue specialises in personality profiling and body language analysis. Her four horses represent a modern adaption of The Four Temperaments theoretical framework, and her unique work demonstrates how choleric, melancholy, sanguine and phlegmatic personality types have their own conditioned responses when under pressure. 'Horse whispering' meets 'people whispering' within her innovative equine-assisted life coaching program that integrates extensive knowledge-bases in interpersonal communication skills, body language, emotional intelligence and personality types. Sue says that she is "simply making each personality conscious of the body language that is hindering their communication".

Sue has over 40 year's equestrian experience including show jumping and eventing, and has specialised in natural horsemanship (horse whispering) for the past decade, successfully competing in many natural horsemanship shows. Her previous 30 years in the fitness industry in management, instructing and education gained her former sponsorship by Nike for her contribution to the fitness industry. Sue's HELP Program, developed to teach



instructors how to recognise eating disorders and exercise addiction within the industry, was approved by Fitness Australia to educate fitness professionals.

## The FOUR HORSE Personality Types

### *Which Horse or Pony are you ?*



Above are body language conditioned responses Sue form!

Sunnys can look intimidating when displaying ' What's Going On!! ' body language. They get frustrated easily and like communication " Straight To The Point ! "

Larrys can look and feel defensive " I hope your not insinuating I haven't done it correctly ! "

Mindy can look nervous and not confident " Oh no , here comes a Sunny in a bad mood ! " Anxiety can be seen through closing body down.

Yogi can look distracted with a " Whatever Attitude ! " which feels disrespectful to others.

We are a mix of all the personalities but which one comes out when you're under pressure. What is your natural impulse in times of stress?

If you are in a confrontational situation do you advance into it (speak your mind confidently) or feel intimidated and back down or avoid (retreat) Can you say " NO " easily, or is it difficult.

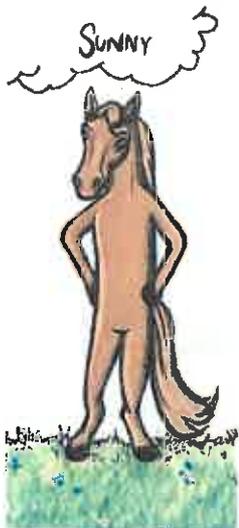
## The FOUR HORSE Personality Types

**The Four Horse Personality Types** identified by Sue Spence (in her Horses Helping Humans Program) align perfectly with the Four Temperaments and DISC personality types.

**The 4 Temperaments** Model of Human Behaviour was first introduced by Hippocrates 400 years before Christ. Around 190 BC, Galen identified four classic types: Choleric, Sanguine, Phlegmatic, and Melancholy Types to describe human behaviour and personality insights.

**The DISC** is now perhaps the most popular of all the Personality models. In 1928, William Marston changed the old Greek titles to: Dominant, Inspirational, Submissive and Compliant however these titles have changed over the years to those listed below.

**SUNNY: Choleric**      Ambitious and leader-like  
**Dominant**      Outgoing and task orientated



Cholerics have a lot of ambition, energy and passion. They like to be leaders and be in charge. Great at quick decision making in situations which need instant action and in areas which need authority, may come across as intimidating to introverted personality types. Cholerics are both direct and firm when responding to others and they do not easily empathise with the feelings of others. Their activity almost always has a purpose because they are by nature, result orientated and usually do not give in to the pressure of what others think. Many great past and present leaders were and are Choleric. When under pressure they can be dominant and demanding; when they are calm they are loyal, protective, reliable and decisive. Cholerics' role in life is to make others feel safe.

**YOGI: Sanguine**      Pleasure seeking and sociable  
**Influential**      Outgoing and people orientated



The Sanguine temperament is fairly extroverted. People of a Sanguine temperament tend to enjoy social gatherings and making new friends. It is not unusual to feel as if you have known the Sanguine person for years after only a few minutes. Sanguines are so people orientated that they easily forget about time and are often running late. Sanguines get bored easily because of their orientation to social involvement and activity. Their attention span is based on whether or not they are interested in the person event. They can change their focus or interest in an instant.



# Assertive, Aggressive or Passive?

*How do you react to challenging circumstances?*

*Do you*

- **Avoid any sort of confrontation** as the mere thought of it can fill you with dread or fear,

*Or*

- **Get so angry** you feel as if you will explode unless you can get your point across?

*Or*

- **Face circumstances calmly and confidently**, saying what you feel without being demanding and aggressive or apologising and fearful?

Learning to **control our emotions** is a huge step towards becoming **calm and assertive**. We are usually totally unaware of our emotions getting out of control until it is too late!

**Being aggressive** encourages others to be aggressive and defensive, sometimes fuelling a confrontation into violence.

**Staying passive** leads to a decrease in self respect, and a loss of control in a situation which could affect our safety.

***By learning to become assertive we can be in control, respecting others and yourself!***

## REACTIVE

- Defensive
- Aggressive
- Timid and nervous
- Frustrated
- Out of control

## RESPONSIVE

- In control
- Assertive
- Confident
- Calm
- Focused

*As you feel yourself starting to react, deep **jelly belly breathing** can help you to respond to the situation instead of reacting to it.*

# Communication Skills

*Developing new communication skills improves relationships and builds self-esteem.*

## **Are you**

- Already assertive but don't realise where you may cross the line into bullying or aggression?

## **Or**

- Feel you are becoming assertive but still get incidents where you are left feeling guilty or angry as you have been unable to fully express your feelings?



As soon as you react to a situation it gives permission for the other party to react also, leading to:



If you can stay calm and in control it can help lower the other person's aggressive energy. Subsequently, if you are usually passive in a demanding situation, but can learn to calmly express yourself, bullies will start to respect your stand.

**(These examples do not include dealing with violent or dangerous people.**

**Please seek professional advise should you be involved with any physical abuse)**

PARALYSED ←————→ ASSERTIVE ←————→ AGGRESSIVE

*Our goal today is to see if you can recognise any areas in your life which may need to be brought into balance, whether it is with your family, friends or at work.*





## **THE IMPORTANCE OF BREATHING CORRECTLY WHEN COMMUNICATING**

**“Breathing is critically important to successfully maintaining low adrenaline levels.  
Adrenaline down, communication & learning up.”**

*Monty Roberts*

It is critical to remember that your body is communicating exactly what you are really thinking and feeling whether you realise it or not. This is what is known as our body language.

### **THE STEPS TO FOLLOW TO DROP YOUR ADRENALINE**

Start by standing fully relaxed and expelling all the air out of your lungs. Then breathe in deeply through your nose to a count of 8, hold for the count of 7, exhale completely through your mouth to the count of 8; pause before breathing back in, completely relax your belly. Release all tension from your mid-rift, then repeat breathing back in through the nose, hold, completely out through the mouth, now relax your belly even more. During each circuit of slow, calm breathing relax your belly more and more. It is very important to keep your eyes very still, so focus on something in front of you or close your eyes.

### **INTUITION**

Usually our intuition will always let us know when we are starting to cross a line which is not good for us to cross!

By learning to listen to this inner warning device we can help avoid potentially uncomfortable or dangerous situations.

One of the main reasons people are not aware of their intuition nudging them is stress. Being continually busy, never having quiet time and not knowing how to relax is why this God given ability to help guide us is now almost non audible.

Anxiety or frustration dulls our intuition so jelly belly breathe until calm and centred!  
Relaxation is one of the most valuable habits we can form.

It will:

- Improve clarity of thought
- Help lead you towards emotional control
- Improve your health – the benefits of which are too many to list!



## THE THREE STEPS TO ACHIEVING SUCCESSFUL COMMUNICATON

### “Diffuse before you discuss”

#### 1. *Emotional Control*

Become neutral, drop your energy, take some deep jelly belly breaths, whatever it takes to become calm and clear headed. Do not proceed with communication in fact do not even enter the room until you are in control of your impulse emotions! (conditioned response).

Overcoming our fears and natural impulses (whether they are aggression, frustration, anxiety, panic, indecisiveness, feeling out of control or apathy).

Staying calm, assertive, focused and confident builds trust and respect (in both horses and humans)!

#### 2. *Focus*

Focus on your energy and body language, breathe out between your sentences, and keep your body soft and open. Do not allow your reactions to take over.

#### 3. *Intent*

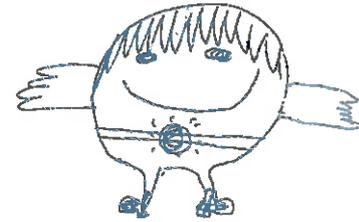
Have a positive purpose, what is it you need to express? Express it clearly and calmly without excessive words or emotion.



## BODY LANGUAGE AND BOUNDARIES

The most important thing is to keep your shoulders and arms completely relaxed through all communication. Tight shoulders and arms look defensive. Extrovert out softly, breathe out while softly taking your arms away from your sides. Remember, introverting your body language in and up closes the doors of communication.

The softly extroverted cartoon puffer fish is a great example of soft, open, confident body language!



### The three main body language things to remember are:-

(1) **To be strong on the bottom** (Power Stance), feet shoulder width apart. For women it's the Wonder Woman stance; for gentlemen it's the old fashioned Cowboy hero's stance from the old western movies.

(2) **Project confidence from the middle**. For women, imagine that you are showing a beautiful shiny belt buckle or imagine you have a belly button piercing that you are proud of! Your arms are soft and held gently away from your body. For gentlemen, imagine you're wearing a Chippies Belt, a fully equipped tool belt so your arms are of course away from your sides and your hands are open and soft, so there is no tension.

(3) **Staying soft on top** This means being conscious that your jaw, shoulders and arms stay completely relaxed throughout the communication so you at no time come across as reactive or defensive.



### ***Tips for effective boundaries:***

If you are really busy and someone asks you to do something for them, don't give an answer straight away. Take the time to think first and listen to your gut feeling. If you are uncomfortable, or stressed about it, say "No!"

Breathe out between your sentences – breathe out before entering rooms.

- When you start to realise you are in control of situations, you will start acting out of free will, which includes a willingness to help people, and not with feelings of dread or built. Down tone at the end of sentences as you breathe out.
- If your "No" is effective at the very start, people will respect that and back off! Breathe out when you say no! Red Light, Green Light, No Amber!
- Don't let people wear you down to say "Yes", when you really want to say "No". Imagine projecting a shiny belt buckle or belly piercing or tattoo around belly button.



**All through the day be conscious of your energy and when you need to drop it. (by doing the jelly belly breathing).**

***Sunny Choleric***, remember to breathe out before you enter a room and to breathe out between your sentences. Your strength is in your softness.

### **TIPS For Sunnys**

Never underestimate how much humans, as well as horses, can feel the tension you hold when you have reactive emotions running. So breathe it all out and relax that belly as soon as you start to get reactive! If you struggle with frustration and anger rises quickly, be very conscious of breathing out completely before asking your horse or human to do anything. If you don't all that energy will come across as a ' TELL " and doors of communication will quickly close. More sensitive anxious personalities (horse and human) will shut down, as they will feel intimidated. Be very conscious also that you don't have " Agenda " energy relax your whole body, even your feet (as they will stride your agenda into the room or paddock and set off reactions.) Imagine changing yourself from a Karate instructor to a Tai Chi instructor! Doors of communication open so much more when you realise that your strength lies within your ability to be soft as soft calmness is something everyone respects.

**Mindy Melancholic**, be conscious especially when you are speaking to extroverts, that you are displaying the body language of strong on the bottom, confident in the middle and soft on your top so your words will be heard. Your strength is your soft energy with strong body language.

### **TIPS For Mindys**

If you tend to get more anxious when working with your horse and humans it's important that you also remember to breathe out completely as nervous energy feels just as uncomfortable to others as frustrated energy.

Make your body wider by standing with feet shoulder width apart and not locking your arms into your sides. Closing your body language down ( as well as making you look not confident ) will also make you feel less confident. Its amazing the difference in how you feel once you have adjusted your body language.

As you will see in the photos of the young man ( Jake ) who was trying to get Sunnys attention to back up ( Sunny wasn't listening at all until I changed Jakes body language ) He got Sunnys attention and went on to use this body language in successful work presentations!



If you have a problem saying NO using this same open body language helps immensely.

You now look more decisive and it reduces the risk of a disrespectful person thinking they can wear you down to say Yes !



**Larry Phlegmatic**, focus on keeping your shoulders completely relaxed so at no time will you look defensive. Your strength is your calm, consistent energy.

### **TIPS for Larrys**

Larry represents personalities that are more laid back, are great at organising and are really helpful to other personalities. They like to do things well so may at times over think how they are practicing their horse training or completing school assignments. Especially on show days as sometimes you are trying so hard to get everything perfect your body can tense up which makes your horse uncomfortable. The best thing to do is just relax as you do your best . !!

**Yogi Sanguine**, also breathe out between your sentences and focus on standing still when you are speaking things of importance. Your strength is in your stillness.

### **TIPS for Yogi's** - when its hard to focus !

If you imagine you have laser beams coming out of your eyes like torch beams shining on to what you have to apply yourself to, or where you need to walk to, it helps to turn on the focused part of your brain as when your eyes have less movement so does your brain! You will feel calmer and teamed with your belly breathing you appear much more calm and focused . Breath slow, talk slow , move slow when you start to feel energy building up and you're having trouble concentrating on something you need to do.



Horses Helping Humans was licensed in 2016.

Trained licensees are now making a difference in their local communities Australia Wide.

HORSES WHO HEAL  
SUE SPENCE

The story of a gifted horsewoman  
and the lives transformed

# HORSES WHO HEAL

Sue's book  
is available on the  
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