

Skills for Work:
Rural Skills
Intermediate 1

Animal Handling:
An Introduction (Horses)



Support Material

July 2006



Scottish Further Education Unit

Acknowledgements

SFEU is grateful to the subject specialists in Scotland's Colleges and other agencies and industry bodies who have been involved in the writing of this and other support materials in the Skills for Work series.

SFEU is also grateful for the contribution of the Scottish Qualifications Authority in the compilation of these materials, specifically for its permission to reproduce extracts from Course and Unit Specifications and the Skills for Work Rationale, and to LANTRA for help and advice.

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Rural Skills: Animal Handling: An Introduction (Horses), Intermediate 1

DX0Y 10

Introduction

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Reference Section

What are Skills for Work Courses all about?

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience
- reviewing and adapting as necessary
- reflecting after the activity has been completed
- evaluating, self-assessing and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

Opportunities to develop aspects of Core Skills are highlighted in *Guidance on Teaching and Learning Approaches*.

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience
- **specific vocational skills/knowledge**
 - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

The Course in Rural Skills (Intermediate 1)

Course Rationale

The land-based sector is very diverse and includes a wide number of disciplines that share a common element of being active, practical and mainly based outdoors. The major disciplines that are recognised as land-based by the sector skills council for the area include the following: agricultural crops; fencing industries; land-based engineering industries; production horticulture industries; tree and timber related industries; environmental conservation industries; landscaping industries; agricultural livestock; animal care industries; aquaculture; equine industries; farriery; fisheries management; game and wildlife management and veterinary industries.

There is a very wide range of land-based businesses in Scotland with a great variety of job roles. Changes in rural land use, including the decline and change of traditional agriculture, have created a knowledge gap. Research has indicated that fewer people are likely to contribute to the rural economy and its development unless more individuals are introduced to the possible opportunities in land-based industries in the UK.

This Rural Skills Course has been designed to provide a broad basis for progression into further education and training in the land-based sector. It allows candidates to begin to develop some of the basic practical skills necessary to work in most of these disciplines as well as an opportunity to explore the very diverse employment prospects that exist.

The primary target group for the course is school candidates in S3 and S4. It is anticipated that, for this group of candidates, the course will rely on and build on existing partnerships between schools and further education colleges delivering specialisms in land-based industries. It may also be delivered in conjunction with training providers or employers specialising in the land-based industries. These partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

The course has been designed with a common core that allows candidates to develop an insight into the numerous opportunities for the land-based industries and to develop the basic common skills of the sector. It also allows candidates to choose a route that is related to either animals or plants where they can develop specific basic practical skills in that general category.

The general aims of the course are to:

- widen participation in vocationally-related learning for 14–16 year olds
- allow candidates to experience vocationally-related learning
- provide candidates with a broad introduction to the land-based sector

- encourage candidates to develop a good work ethic including reliability, flexibility and a positive attitude to work
- provide opportunities to develop Core Skills in a realistic context
- encourage candidates to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate candidates to achieve their full potential
- facilitate progression to further education and/or training

The specific aims of this course are to:

- introduce candidates to the various disciplines of the land-based sector
- allow candidates to develop a basic knowledge of a selection of land-based industries and related job roles
- allow candidates to experience an outdoor working environment
- allow candidates to develop an understanding of the very flexible requirements of the individual who works with plants and/or animals
- allow candidates to develop an awareness of health and safety issues that are integral to a career in a land-based industry
- allow candidates to develop the technical knowledge, skills and understanding of some of the commonly used practical skills associated with land-based industries at this level
- introduce candidates to the technical knowledge, skills and understanding of some specific practical skills associated with a selection of land-based industries at this level
- prepare candidates for more focused further learning opportunities, study and training for employment in land-based industries

Unit Outcomes, PCs and Evidence Requirements

National Unit Specification: statement of standards

Unit: Animal Handling: An Introduction (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Outcome 1

Assist with the movement and control of animals.

Performance Criteria

- a) Contribute to a method of movement that ensures stress is minimised for the animals at all times.
- b) Demonstrate an understanding of the behaviour of animals when being moved.
- c) Demonstrate safe working practices.

Outcome 2

Assist with the restraint of animals for the purpose of examination.

Performance Criteria

- a) Assist in catching an identified animal that is loose in an enclosure.
- b) Effectively assist in using one type of restraint appropriate for the animal.
- c) Assist in the presentation of an animal for examination.
- d) Demonstrate safe working practices.

Evidence Requirements For This Unit

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

Evidence must be gathered in an appropriate context where live animals are kept in work settings or simulated work settings.

For each Outcome, evidence is required in relation to **one or more** categories of animal. The animal(s) can be selected from the following:

- horses
- sheep
- cattle
- pigs
- game birds
- small 'cage' companion mammals
- domestic dogs
- domestic cats

Candidates should be involved in the movement of at least two animals for a given purpose which has been explained to the candidate.

The assessor observation checklist confirms that the candidate:

- has contributed to a stress-free movement of animals
- demonstrated an understanding of behaviour of animals being moved
- has assisted in catching the identified animal
- has assisted in presenting the animal for examination
- demonstrated safe working practices throughout

The assessor may choose to carry out the different assessment activities on separate occasions.

The item for this Unit contains assessor observation checklists. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

NB Centres must refer to the full Unit Specification for detailed information related to this Unit.

Employability Skills Profile

Employability Skills Profile: Rural Skills (Intermediate 1)

- Land Based Industries: An Introduction = A
- Estate Maintenance: An Introduction = B
- Employability Skills for land based industries = C
- Animal Husbandry: An Introduction = D
- Animal Handling: An Introduction = E
- Crop Production: An Introduction = F
- Soft Landscaping: An Introduction = G

| In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed below: | |
|---|---------------------|
| Employability skill/attitude | Evidence |
| • acceptable time keeping and attendance | C |
| • understanding roles and responsibilities in the workplace | A |
| • planning and preparing for work | A, C |
| • working co-operatively with others | A, C, D, E, F, G |
| • awareness of efficient resource use | C |
| • ability to follow instructions | A, B, C, D, E, F, G |
| • health and safety awareness | B, C, D, E, F, G |
| • self review and evaluation | A, C |
| • positive attitude to learning | C |

Assessment evidence:

- A = Portfolio containing candidate planning and review sheets and assessor checklists
- B = Assessor checklists of practical tasks undertaken
- C = Candidate/assessor review sheets, risk examination log
- D = Assessor checklists and candidate log sheets of practical tasks undertaken
- E = Assessor checklists and candidate log sheets of practical tasks undertaken
- F = Assessor checklists and candidate log sheets of practical tasks undertaken
- G = Assessor checklists and candidate log sheets of practical tasks undertaken

Tutor Support Section

How to use this pack

This pack comes in two sections.

In the first section advice is given to tutors on the following:

- general Guidance on delivery specifically in the context of horses
- signposting of Employability Skills as they occur within the Unit
- guidance on integrating the *Employability Skills for Land-based Industries* Unit as well as generic employability skills, qualities and attitudes throughout the Unit
- advice on where it would be appropriate to collect evidence for the assessment of employability skills
- resource requirements in terms of physical resources and recommended texts or supplementary resources
- a suggested learning programme
- guidance on Learning and Teaching with under 16s

In the second section, student support notes are provided which include the following:


- a general introduction to the content and format of the Unit
- materials relating to the knowledge, understanding and practical skills of the Unit.
- some interactive student activities accompanied by exemplar answers for student referral or tutor use following activity
- some self evaluation/reflection tasks following activities as appropriate
- some worksheets that may support practical activities
- guidance on likely practical activities that the student will be assessed on
- a self-assessment area for students to test their own knowledge and understanding (for use when student is familiar with both all of the practical and knowledge aspects of the Unit)
- revision activities
- a glossary of topic specific terminology for student referral

Tutors should note that this is not designed as a complete teaching pack. The student notes are intended to support the teaching process, give guidance as to the level of knowledge and understanding that is expected and give the student opportunity to reinforce and self-review what they have learnt. They are not designed to be a substitute for practical activity but are a useful adjunct to it. Use of the materials and activities is not mandatory but they will provide centres with a flexible set of materials which can be selected, adapted and used in an order that best suits their situation. Tutors are encouraged to use the materials creatively in ways which will engage the younger student.

You may wish to place the student notes on your own Intranet by downloading this pack from the *Skills for Work* section of the SFEU website www.sfeu.ac.uk. On the web-based version, the hyperlinks are live and there is a link between emboldened terms to the Glossary of terms, which may be useful for the learner.

If printing out the student notes, please note that the photographs should be in colour (e.g. to help with breed identification).

The use of textbooks is only appropriate as an introduction to working with horses.

Activities are identified with the  symbol.

Guidance on Delivery of Animal Handling: An Introduction (Horses)

It is important that the majority of learning activity takes place involving live horses in either a work setting or simulated work setting. Partnerships with land-based colleges, training providers or employers are likely to provide the most appropriate settings. Students should experience the proximity of cattle, the outdoor working conditions and the associated effects on their senses (smells, dirt, and ambient temperatures).

Students must be under direct supervision at all times when carrying out the practical activities of this Unit.

It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment by the Centre, particularly identifying any protective clothing and equipment (PPE) that the student may require and any regulations applying to work with horses. Students must be supplied with correctly fitting PPE prior to the undertaking of any of the practical activity.

Centres delivering this learning programme in the context of horses should pay particular attention to the risk assessment of sizes of student groups in relation to the number of supervisors available. A maximum group size of 8 students per supervisor is recommended.

Horse handling routines that are undertaken or referred to should all fall within the *Equine Compendium Industry Welfare Guidelines for Horses, Ponies and Donkeys (DEFRA, 2002)*.

This document can be downloaded from the DEFRA website:

<http://www.adas.co.uk/equinewelfare/compendium.pdf>

Sequence of Delivery

In the context of the horse, it is likely to make more sense to deliver **Outcome 2** of this Unit **prior** to delivering Outcome 1, as horses require to be 'restrained' before being moved. (In this sense, restraint refers to a method of control).

- In Outcome 2, it is important that students can identify different horses by basic colours but should not be expected to discuss complex markings, freeze branding, identi-chipping etc at this level.
- It is likely that students may have little or no experience around horses and classroom simulated models may be useful to practise on before using live animals (e.g. practise putting a head on a 'dummy' horse).
- The student could be asked to catch an identified horse that is in a normal sized stable or enclosure (sole occupant). They should be able to put a head collar or bridle on to the horse with assistance and be able to help to restrain the horse for examination e.g. by the farrier, vet, owner, potential purchaser etc. Quiet and reliable horses should be used for the purpose of this activity.

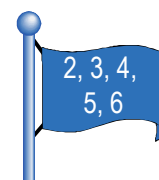
- The students should not be asked to use any type of complicated restraint techniques such as twitching, holding up the horse's leg or the use of hobbles. It would be expected that the level of assistance for the student would depend on whether a bridle or headcollar is being fitted.

In Outcome 1, the student could be asked to lead a quiet horse out in company with one or more other quiet horses.

- Suitable purposes include moving them out to the field for exercise or moving from stable to arena etc.
- They should be able to do this with constant supervision, i.e. a more qualified/experienced person should be available at all times to intervene if a problem occurs.
- The student should be particularly paying attention to safe distances between horses and the avoidance of moving them too far away from the others.

At this level students should not be expected to restrain or move animals that are known or are assessed to be particularly dangerous. For example stallions, young stock or rarely handled animals would not be appropriate.

Employability Skills



Signposting of Employability Skills in the *Animal Handling: An Introduction (Horses)* Unit

Throughout the unit students will have the opportunity to develop the following employability skills. Where opportunities to integrate and embed these through the activities suggested in this pack, they are highlighted with a numbered flag as shown above. The numbers corresponding to each employability skill are:

| | | | | | |
|---|---|---|-------------------------------------|---|-------------------------------|
| 1 | Timekeeping and attendance | 4 | Working cooperatively with others | 7 | Health and safety awareness* |
| 2 | Understanding roles and responsibilities in the workplace | 5 | Awareness of efficient resource use | 8 | Review and self evaluation |
| 3 | Planning and preparing for work | 6 | Following Instructions* | 9 | Positive attitude to learning |

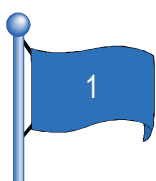
Achievement in employability skills marked with an asterisk* will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills identified, particularly if learning activity encompasses the following recommendations.

Integrating the Content of the *Employability Skills* Unit and other generic employability skills

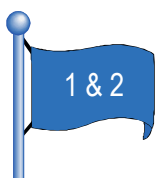
It is important to adopt a delivery approach of emphasising not only the vocational skills development but also the development of employability skills and attitudes in this Unit. This could be done by:

- setting particular start times for practical activities
- monitoring the students' ability to follow instructions
- setting incremental targets for students in terms of mock deadlines for given practical activities (once they have developed reasonable competence)
- monitoring the preparation and planning of the students for practical activities
- setting students a task as a group and allowing them to be responsible for the allocation of subsets of tasks to encourage team working
- encouraging students to reflect on their own and group performance regularly
- monitoring the safety awareness of the learners when carrying out tasks

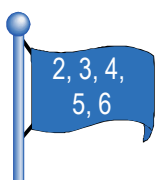
In relation to *Animal Handling: An Introduction (Horses)*, the following examples of learning activity may be appropriate. (Note that some of these activities require the student to have developed some familiarity with the vocational task and the work setting):



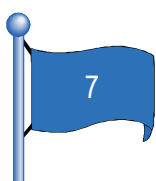
- Set a specific time limit on a task that they have practised such as fitting a horse with a headcollar



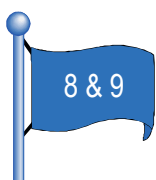
- Set a specific time when students are prepared for a given work task, wearing the appropriate PPE and armed with the appropriate tools or aids.



- Instruct a group of students on a planned movement of horses from a stable to a field and allow them to plan the route and the required allocation of tasks (this could relate to real movements or mock ones)

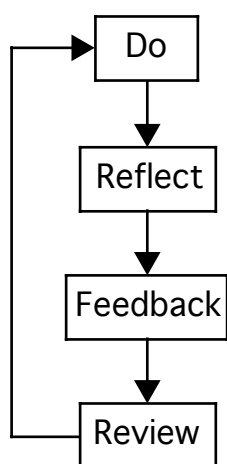


- Students could discuss the hazards for the tasks that they are about to undertake and how they can be minimised.



- Students could be encouraged to participate in self and peer review and evaluation of tasks undertaken.

As much of the activity in this course is practical, group- related and hands-on, it fits well with this simple review model.



Review mode

Generating Evidence and Assessment Opportunities for Employability Skills

In addition to developing the student's employability skills throughout the delivery of the Unit, there are specific opportunities to generate evidence for assessment of employability skills. You should refer to the employability skills profile in the reference section at the front of this pack to familiarise yourself with these skills. You should also familiarise yourself with the National Assessment Bank (NAB) material for the Employability Unit.

Tutors may choose to carry out assessment through various Units of the *Rural Skills Intermediate 1* course, or to complete some parts of the review sheets for Outcome 1 and 2 of the *Employability for Land-based Industries* Unit through a single activity.

Whilst it would be possible to complete most of the self-review activities from Outcomes 1 and 2 of the *Employability for Land-based Industries* Unit, it is unlikely that the 'awareness of efficient uses of resources' can be demonstrated through the normal practical activities of this Unit.

Almost all of the practical activities give the student the opportunity to complete the assessment of Outcome 3 of the *Employability for Land-based Industries* Unit. Carrying out simple risk assessment prior to activities undertaken is an excellent way to raise student awareness of tasks that they are about to undertake as suggested above and could become a regular feature of the delivery of all practical activity in this Unit. This would make the formal assessment activity familiar to the student.

Resources

Resource Requirements for Animal Handling: An Introduction (Horses)

Physical Resources:

- access to a group of well-handled horses and ponies (not stallions or young stock), kept in a realistic work setting
- as suitable and safe horse handling area (this may be a quiet area where horses can be led out or held with little distraction)
- suitable and safe horse restraint aids (this may include headcollars, ropes and bridles)
- classroom or workroom facilities to deliver theory aspects of the course: should include presentation facility, whiteboard or flipcharts

Personal Protective Clothing and Equipment (PPE):

Centres should provide PPE for all students as deemed necessary in accordance with risk assessment of tasks to be undertaken. This is likely to include the following items:

- strong Wellingtons or other washable footwear
- overalls or warm, washable clothing
- waterproof jacket (of a standard that will not deteriorate on contact with disinfectants)

The Centre should also require that the candidates have:

- riding hat: of the current BS standard, correctly fitted
- gloves

Recommended Supplementary Learning Resources

- There are three PowerPoint presentations for tutor use available on the *Skills for Work* pages of the SFEU website: www.sfeu.ac.uk. These may be downloaded and adapted by the tutor. They have relevance to both this Unit and *Animal Handling: an Introduction* in the context of horses.
- There are some Practical Activities Worksheets towards the end of the Student Support Section of this pack that may be of use to tutors to help consolidate practical learning carried out.
- There are additional quizzes to be found on the SFEU website www.sfeu.ac.uk. You may wish to download these and place them on your own Intranet for easy access.

This is a useful weblink to the **British Horse Society**:

<http://www.bhs.org.uk/Content/Default.asp>

The BHS also have an online bookshop with several good resources on stable management.

The following **textbooks** also give some good basic information:

The *British Horse Society Training Manual for Stage 1* British Horse Society: Stoneleigh

The *Manual of Horsemanship* The Pony Club: Stoneleigh

Suggested Learning Programme for *Animal Handling: An Introduction (Horses)* Unit

Chunks of learning activity are suggested for this Unit. The order, grouping and timing of these sessions are at the discretion of individual centres and will depend on factors such as timetabling, class size etc. The emphasis is on practical experiential learning and time should be dedicated to practical demonstration of correct practice with the students' involvement in assisting with horse handling procedures. It may be appropriate to mix some of these activities with those found in the *Animal Husbandry: An Introduction* Unit if delivery of that Unit is also in the context of horses.



All practical activities should be preceded by an inspection of students to ensure the correct fitting of PPE.

It would be useful to familiarise yourself with the content of the student support material. Most of the written exercises and notes can be used to enhance classroom-based introductory sessions including the re-enforcement of working safely. The self-assessment and revision sections are for use only once the student has a full understanding of the entire content of the course.

The following chunks may be appropriate:

| <p>Class Based Activity – 8 hours max <i>The classroom sessions are designed to be short and interactive and they may be grouped together</i></p> | <p>Practical Activity – 14 hours minimum <i>Practical worksheets to support tasks are included in the Student Support section</i></p> |
|---|--|
| <ul style="list-style-type: none"> • an introduction to the content of the unit and animal handling • being employed to work with horses • an introduction to the behaviour of horses (classroom activity) • a health and safety induction to working with horses (a classroom activity) • identifying horses correctly (a classroom activity) | <ul style="list-style-type: none"> • an introduction to fitting the headcollar and bridle (possible dummy horse activity) • introduction to tying quick-release knots (without horse attached) • practical session demonstrating correct techniques for fitting the headcollar • group discussion on hazards associated with fitting headcollars and bridles to horses and how to minimise the risk of these • set practical sessions for students to practise fitting headcollars with assistance to quiet, stabled horses. • group/peer review of performance at fitting headcollars (review model and see Practical Worksheet 1) • practical session demonstrating correct leading technique for the horse • set practical sessions for moving one quiet horse in the company of another with assistance • group/peer review of performance at moving horses (review model and see Practical Worksheet 2) • repeat above practical sessions to ensure competence • summative assessment session for each Outcome when student ready for assessment |

Learning and Teaching with Under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

Ten ways to improve the learning process for Under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

Tips - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the lecturer knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

Tips – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

Tip – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

Tips – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can be done individually or in groups; ask students to demonstrate what they have learned; use a range of question and answer techniques that allow participation and dialogue, eg. provide hints and cues so that they can arrive at answers themselves.

5. **Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

Tips – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

6. **Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners, some words may be familiar but do not have the same meaning when used vocationally.

Tips - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

7. **Giving instructions in the learning environment.** This is one of the most difficult tasks a lecturer has to do whatever the curriculum area. With young learners this may have to be repeated several times.

Tips – Ask a student to repeat back what you have asked them to do before beginning a task; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

8. **Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment – provide details of the learner's strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well. Essentially, learners are helped by being given a **specific** explanation of how work can be improved. You can also use summarise assessment formatively, ie. as an opportunity to identify strengths, development needs and how to improve.

Tips – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the lecturer can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the task and ensure the students are clear about them; allow learners to set criteria for success and then measure their achievements against these.

9. Managing the learning behaviour. Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking Skills for Work courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect lecturers to provide structure and routine and will perform best in a calm orderly learning environment. Young students will respond to firm, fair and consistent management. Such routines have to be established quickly and constantly reinforced.

Tips – Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, i.e. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

10. Care and welfare issues. School/college partnerships mean increasing numbers of young learners in college. Lecturers have to be aware of their professional responsibilities and mindful of young people's rights. However lecturers have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that lecturers have a working knowledge of the Child Protection policies (local authority and college documentation) and to follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see below).

Tips – Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. 'Skills for Work' is a unique educational initiative that young people can be motivated to buy into - you as the lecturer are key to the success of these programmes.

Skills for Work Workshops

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for lecturers delivering Skills for Work Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Child Protection Workshops

These are run on a regular basis by staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at www.sfeu.ac.uk or contact the team at SFEU on 01786 892000.

Student Support Materials

Welcome to *Animal Handling (Horses)*

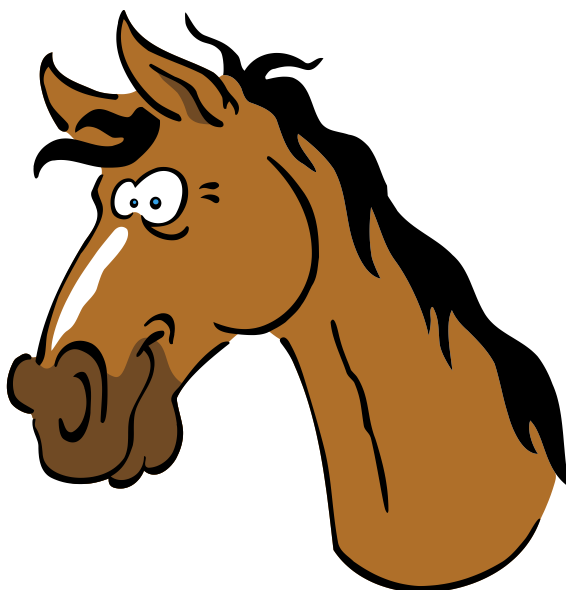
The notes that you'll be given as you progress through the course help you with the background knowledge for the skills that you'll learn whilst on this course. You'll find that there are several activities and self-assessment tasks, often followed by some answers. In some parts, you'll be asked to think about things that you maybe don't know very much about yet but don't worry! These activities are just to make you think about everything you do instead of just rushing in there! They're not tests and the answers you're given here go into a lot more detail than you would be expected to come up with by yourselves.

This is a practical course where you'll be assessed mainly on your practical and employability skills. These notes and exercises are here to help you to understand the important aspects of handling cattle and to support your practical studies. Some words or phrases in the notes are in **bold** and underlined. This is because they are words or phrases which are explained in the 'Glossary' (a list of words and their meanings) which your tutor will give you.

If you find yourself becoming very interested in horses and horse handling, you'll find several web links and book references that you can look at. You can also go to the following web link, which may help you to find out how to take your interest further:

<http://www.afuturein.com/>

However, your tutors are there to support and help you. If you want to find out more - just ask!



What is Horse Handling all about?



Have a go at answering the following questions:

1. What do you think we mean by 'animal handling' when we are talking about horses?
2. Why do you think horses may need to be moved and handled? Put down as many reasons as you can think of.
3. Why is health and safety so important when handling horses?
4. Besides the skills that you need for moving and restraining horses safely, what sort of things do you think an employer would expect of you if you were working with horses – in other words, what kind of person would he or she be looking for?

Answers

1. Handling animals in relation to horses at this level of study is about fitting them with suitable restraint equipment such as a [bridle](#) or a [headcollar](#) and moving them.
2. Horses will be moved and handled for various reasons:
 - they are normally kept as companion animals for sport and leisure activities (unlike cattle and sheep)
 - they are more trained than cattle and sheep and so are more likely to be [restrained](#) by holding them directly
 - they are moved from stable to field for exercise and to eat grass
 - they are moved from stable to arena for exercise
 - they can be transported to competitions in horseboxes
 - they are handled frequently for grooming, clipping, veterinary inspection, [farriery](#) treatment, to give medications etc.
3. Health and Safety is important because:



- Horses are very large animals and can be dangerous.
- The average horse weighs about 550kg, (probably at least 8 times as much as you do!)
- They're classified as companion animals and the horses that you will work with have been trained to a routine of handling. However, you must never take their trust for granted and you should always treat them with respect.

You are being given the chance to work with horses on this course: it is vital that you always follow instructions carefully.

4. An employer is likely to expect you to be:

- hard-working
- caring about the health and well-being of the horses
- willing to learn
- reliable: turn up when you should
- honest and trustworthy
- able to follow instructions
- aware of safety issues
- aware of your role and your responsibilities
- able to get along with everyone else and do your share
- careful that you are not wasteful of things that cost money

Perhaps you thought of some more?

When you are participating in the activities of this Unit, you'll be given the opportunity to find out how to safely handle horses and move them around. Use this opportunity to find out if you want to work with horses in the future.

Understanding Horses

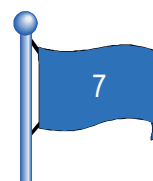


Horses can seem quite large and rather frightening when you know nothing about them but once we have a better understanding of how they're likely to behave, it means that we can work safely around them.

Activity

What do you know about the nature of the horse?

Have a go at answering the following questions.



1. Is the horse a herd or a lone animal?
2. Is the horse a hunter or a prey animal?
3. What do you think a horse's natural instinct is when it is taken away from other horses?
4. What is a frightened horse likely to do?

Answer

1. Horses have a very strong [herd instinct](#) within which there is a definite [pecking order](#).
2. The horse is naturally a grass-eating, [prey animal](#).
3. Horses prefer other horses to people!
 - for this reason, they should not be kept without other equine company
 - however, with domestication, horses have come to trust people as long as they treat them with respect and establish their confidence
 - they are creatures of habit and appreciate things being done in a routine manner
 - if removed from the company of other horses, a horse will always try to get back to them
 - they may become very noisy if they cannot get back
4. If a horse becomes frightened he will try and escape but if he feels cornered, he will bite or kick in order to escape first.

Other Important Information

- horses have extremely sensitive senses and can hear noises that we can't
- their eyes are situated on the side of their head which means that they have a small **blind spot** just in front of their nose and also one just behind them
- they cannot reason like you or I but can learn very quickly who to trust and who not to trust
- they have excellent memories



Figure 1: Horses come in all shapes and sizes

 **Activity**

Now that you know what kind of animal the horse is try and answer the following questions:



1. Why is it important to handle horses quietly but firmly?
2. Why do you think horses jump when they hear a plastic crisp packet rustling at their feet?
3. Why do you think a horse might rush forward if you do not open the stable door far enough round to allow the horse to walk through easily?
4. Why do you think a horse may throw his head up if you stand directly in front of him and raise your hand quickly?

Answer

1. Because horses have a strong pecking order, it's important that you establish your position above the horse in that order.
 - however, you must treat them kindly and quietly or they may easily become frightened of you and try to escape
 - the horses that you'll be expected to handle in this course are well trained and naturally quiet
 - however, this does not mean that they will behave like robots and **it is vital that you follow the instructions given to you by the tutor**
 - you need to understand the way a horse is likely to react: you must be thinking ahead all of the time (see below for tips on understanding what the horse is thinking)
2. Horses often are scared of plastic bags because they see them as threatening (we said they don't have the ability to reason that we do!).
 - you must make sure that you do not drop litter or have anything rustling when you are working with the horses.
3. They may rush out of a narrow doorway because they may have a sense of being trapped:
 - you must make sure that there are no obstructions on the route that you are going with the horse and
 - make sure that you open doorways fully and secure them so that they don't swing back.
4. They may throw their heads up because they smell something in their blind spot which frightens them
 - you must always approach the horse quietly from the side, towards their shoulder where they can see you so that you don't alarm them.

The diagram on the next page (*Figure 2*) shows where you need to be careful when working around horses:

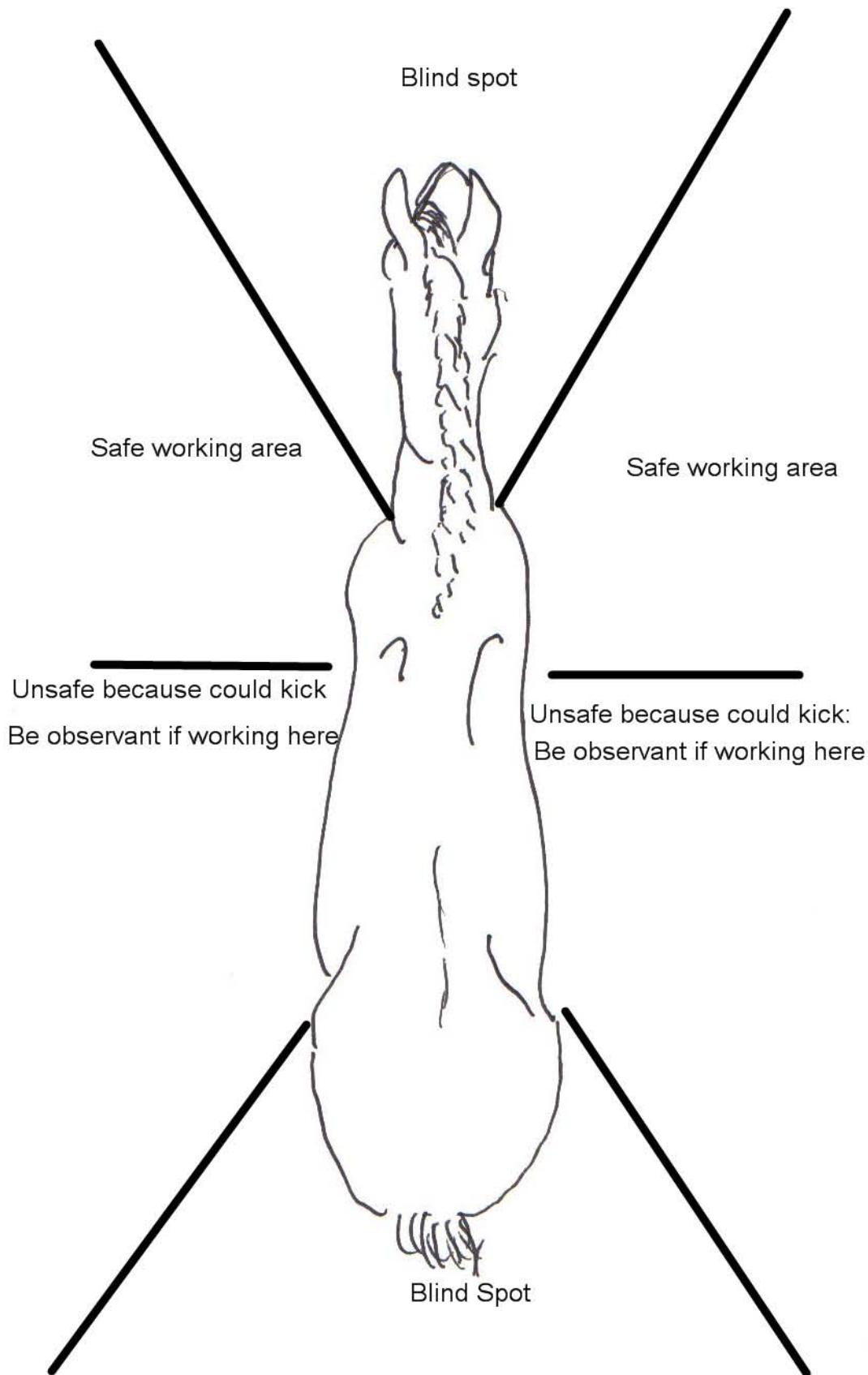


Figure 2: A horse's field of vision

What is the Horse Saying to me?



Of course, we all know that horses don't talk, but often we can tell what they're thinking about and therefore predict what they might do next by looking at their **body language**.

Things to look at include:

Ear position:

- **pricked** ears mean that they're alert and interested in something. They may be thinking about whether to run away so you should be ready.
- ears that are lying **slightly to the side** mean that they are submitting or may be dosing. If the bottom lip is drooping, they're probably dosing, so make sure that they hear you approaching.
- ears that are **back and flickering** may mean that they're interested in something behind them or are afraid. Be ready in case they whirl around.
- ears that are **flat back** mean that they're annoyed or scared. Be careful because they may bite or attack.

Tail Position:

- a tail that is held **high** indicates a state of excitement
- a tail that is held **up a little** means that the horse is alert
- a tail that is **flat down** may mean that the horse is relaxed or sleepy
- a tail that is **tucked under** and/or swishing may mean that the horse is afraid, unhappy and may be about to kick

a Activity



What do you think the following horses are saying to us?



a)

Answer a)-----



b)

Answer b)-----



c)

Answer c)-----

Answer

- a) The horse in the first picture has her ears pricked forward and is clearly very alert and interested in something.
- b) The horse in the second picture has his ears clearly down and looks submissive or dozy.
- c) The horse in the third picture has one ear forward and one back suggesting that they are flicking backwards and forwards. Her tail is slightly raised. She is listening to the rider on her back.

Being Safe around Horses



Golden Rule Number One

Always follow your tutor's instructions fully, wear the safety equipment that you are told to and do not approach the horses unless you are with your allocated supervisor.

Golden Rule Number Two

Always wear the correct clothing.

You will probably be expected to wear the following items of clothing when handling horses. You're likely to be supplied with the hat and gloves at the centre.



Activity



Identify reasons for wearing these items:

| | |
|---|--|
| Hard riding hat | |
| Gloves | |
| Warm, washable trousers that do not have wide legged flairs | |
| Waterproof, warm jacket | |
| Warm top | |
| Strong boots that are easily cleaned | |

It is likely that you will **not** be allowed to work with horses while wearing jewellery or certain types of footwear.

Identify reasons why it would be unsafe to allow you to work with horses if:

| | |
|--|--|
| you are wearing jewellery | |
| you are wearing trainers, sandals or high-heeled shoes | |



Answers

| | |
|---|---|
| Hard riding hat | a hard hat is worn when leading horses out of the stable in case you should fall, or be knocked over to prevent any head injuries |
| Gloves | the gloves are important when you are holding the rope to help you to grip and to prevent you from getting a rope burn should the horse pull hard |
| Warm, washable trousers that do not have wide legged flairs | wide trousers are a trip risk |
| Waterproof, warm jacket Warm top | it's often cold, damp and dirty at stables and so warm, waterproof and washable clothing is important |
| Strong boots that are easily cleaned | strong boots are necessary because it's often muddy. |

| | |
|---|--|
| You are wearing jewellery | jewellery can get caught on things and risk tearing off your own flesh. |
| You are wearing trainers, sandals or high-heeled shoes. | if a horse stands on your toe because you are wearing inappropriate footwear, it can break your foot quite easily! |

Identifying Horses



There are several ways to identify horses, some of them more complex than others (involving DNA testing and blood testing). However, we'll start by the simplest methods: their colours, gender (sex) and name. You'll learn about how to distinguish gender in the husbandry section of the horse notes.

Here are the most common colours of horse that you are likely to come across:

Chestnut

This is a brown colour than can range between auburn brown right through to quite a dark brown (which is called a liver chestnut). Chestnuts have a mane and tail of the same colour as their body. They may have white on their nose and legs.

Brown

Brown can be very dark brown or almost black like the horse described below - what makes it brown is the fact that it is lighter around the mouth and flank.

Black

A black horse will look very similar to the brown horse but will not have the light coloured bits described above.

Grey

Grey horses may be dark steel grey (like gunmetal) all the way through to almost white all over.

Bay

Bay horses are brown (of various shades) but the difference is that they have a black mane and tail and black lower legs (unless they have white socks).

 **Activity**

From the descriptions above, can you identify the colour of the four horses below?



Answers

They are:

- a) chestnut
- b) bay
- c) brown
- d) grey

Moving and Restraining Horses



Using the [Headcollar and lead rope](#)

The horses that you'll be handling will be trained to wear a headcollar and lead rope which are very simple restraint devices worn by horses for leading them out and tying them up. The headcollar is quite easy to work once you've become familiar with it.

Horses should always be secured in the stable when they are being worked with.

- never tie horses up directly to a metal fitting: they are so strong that if they pull away, they could bring the wall or the gate that the metal fitting is attached to down on top of you
- the rope should be tied to a string loop which will break easily in an emergency should the horse pull back suddenly; the rope should be tied using a **quick release knot**



Figure 3: *A horse correctly tied up in the stable*

Your tutor will allow you to practise tying a quick release knot without the horse attached before you attempt it on a horse. There's no substitute here for practice but the diagram below shows one method.

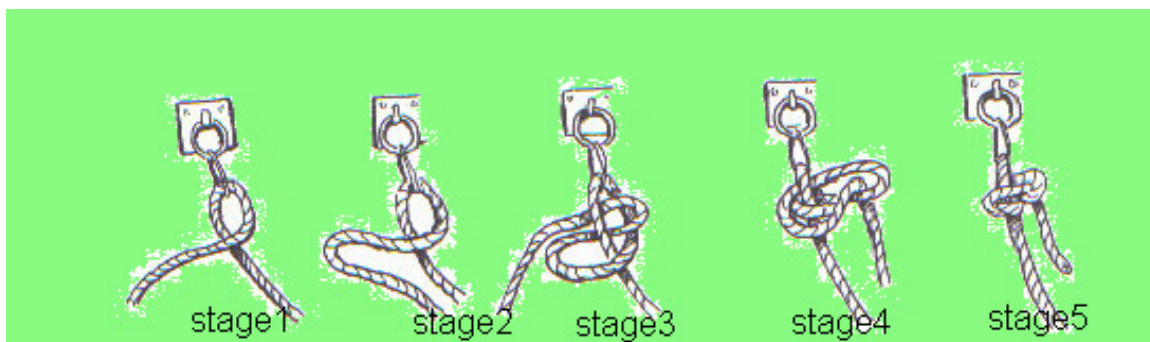


Figure 4: *The stages of tying a quick-release knot*



Figure 5: *A close-up view of a quick-release knot tied to string*

Once you're familiar with the equipment, your tutor will show you the correct way to put the headcollar onto the horse and allow you to assist in its fitting.

Here are some of the basic principles:

- let the horse know that you're there and approach **him** quietly from the side towards **his** left shoulder, speaking gently. Never approach the horse from behind: **he** is likely to kick you.
- have the headcollar prepared with the rope thrown over your shoulder so that you don't trip on it.
- put the headcollar on in the way that you practised and were shown by your tutor

- remember the safe working areas around the horse: avoid standing directly behind and directly in front of the horse and take extra care behind the shoulder area.

Using the [Bridle](#)

The bridle allows a handler to have a little more control over the horse because the horse will have a [bit](#) in its mouth. When you help to lead out a horse it may be wearing a bridle. Your tutor may show you how the bridle is put on but you won't be expected to do this by yourself until you've become more familiar with the horses.

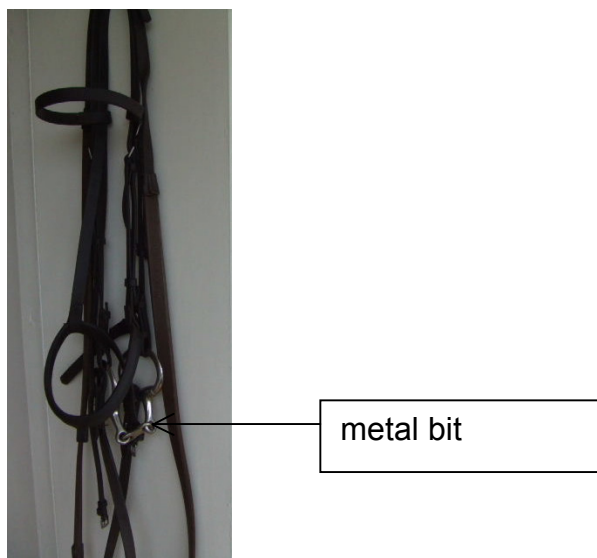


Figure 6: The bridle, showing the metal bit

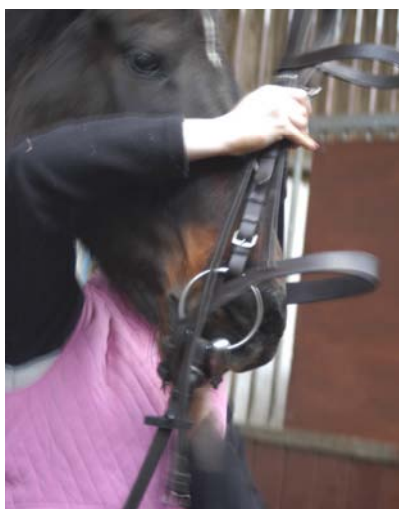


Figure 7: Correct fitting of the bridle

Leading the horse in hand



In this Unit, you'll be expected to help to move horses. It's likely that this will be done by leading them.

- horses tend to be more comfortable when they are moved with other horses. You must not forget about the pecking order element of their behaviour: it's important that they are all given their own personal space.
- horses are best led one behind the other ([in file](#)) with enough space between each horse to prevent the horse in front kicking out at the horse behind or the horse behind biting the bottom of the horse in front!

You may be asked to lead the horse out wearing a headcollar and lead rope or, more likely, a bridle.

This is something that your tutor will demonstrate to you and allow you to practise, but here are some important things to remember when leading the horse:



Top Tips

- always follow the tutor's instructions and wear the appropriate hard hat and gloves
- lead the horse from its left shoulder: have your left hand near the end of the rope or reins and the right hand about 30 cm from the horse's head, trying not to hold this with tension (i.e don't pull tightly on it) as this may frighten the horse
- never wrap the rope or reins around your hand
- never stick your fingers through the metal parts (bit or headcollar fitting)
- never try to go ahead of the horse and pull him along: walk at its shoulder
- don't fool around: pay attention and keep thinking ahead: what is the horse likely to be thinking, seeing, and doing next?

 **Activity**



- a) Why do we stand to the side of a horse when leading it?
- b) What do you think could happen if you wrapped the rein or rope around your hand?

Answer

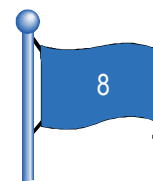
- The horse is much more comfortable with the leader standing at his/her shoulder where he/she can see the leader (see blind spot diagram – *Figure 2*).
- If you wrap the rope or rein around your hand and the horse pulls back, then the horse is likely to injure you.

Remember: you will never be able to force a horse physically into any action.

They only do what you want them to because of your demonstration of confidence and leadership in the pecking order.

 **Self-assessment**

Now that you've had a chance to practise the various skills and found out more about horse handling, you can have a go at answering the following questions:



| | |
|--|--|
| 1. Horses are: | |
| a) hunters | |
| b) lone animals | |
| c) easier to drive than lead | |
| d) animals that respond well to shouting | |

| | |
|--|--|
| 2. When working with horses, the following pieces of clothing should not be worn: | |
| a) gloves | |
| b) hat | |
| c) earrings | |
| d) trousers without 'flaps' | |

| | |
|---|--|
| 3. Which of the following is a recognised colour of horses? | |
| a) mahogany | |
| b) chestnut | |
| c) beech | |
| d) yellow | |

| | |
|---|--|
| 4. A suitable technique to move four horses from the stables to a field would be: | |
| a) to herd them down in the tractor | |
| b) to move them in file wearing bridles | |
| c) to open the stable door and let them wander down | |
| d) to tie them together and lead the front horse | |

| | |
|--|--|
| 5. When working with horses' feet, which of the following is a potential hazard? | |
| a) being kicked | |
| b) being bitten | |
| c) being stood on | |
| d) all of the above | |

| | |
|--|--|
| 6. Which of the following statements is true about horses? | |
| a) they like it when you make a lot of noise | |
| b) they are born trusting humans | |
| c) they are happier if they can see where you are | |
| d) they prefer human company to that of other horses | |

| | |
|---|--|
| 7. When frightened, a horse is likely to: | |
| a) try and run away | |
| b) bite | |
| c) kick | |
| d) any of the above | |

| | |
|---|--|
| 8. Why do we use a quick release knot when tying up horses? | |
| a) it's an easy knot to tie | |
| b) it's harder for the horse to pull-out because it is a complex knot | |
| c) it allows you to release the horse quickly in an emergency | |
| d) it stops the horse from escaping | |

| | |
|---|--|
| 9. Which of the following could be very dangerous when leading out a horse? | |
| a) leading it from the horse's left shoulder | |
| b) using your voice to speak to the horse | |
| c) wrapping the rope around your hand for security | |
| d) wearing a safety hat | |

| | |
|--|--|
| 10. When should you ask for help? | |
| a) when you are unsure of an instruction | |
| b) when you feel very nervous | |
| c) when the horse seems excitable | |
| d) all of the above | |

How did it go?

Check your answers against the grid on the next page.

Answers

| Question | Correct answer |
|----------|---|
| 1 | c) easier to lead than drive |
| 2 | c) earrings |
| 3 | b) chestnut |
| 4 | b) to move them in file wearing bridles |
| 5 | d) all of the above |
| 6 | c) they are happier if they can see where you are |
| 7 | d) any of the above |
| 8 | c) it allows you to release the horse quickly in an emergency |
| 9 | c) wrapping the rope around your hand for security |
| 10 | d) all of the above |

Activity

You may also want to have a go at the PowerPoint quiz about handling horses, located on the *Skills for Work* section of the SFEU website <http://www.sfeu.ac.uk/>.



Practical Activities Worksheets

This section contains practical worksheets that may be useful in getting students to reflect on what they've learned in practical activities.

Practical Worksheet 1

Name: Date:

Answer the following questions about the task that you carried out today: helping to catch a horse in the stable, fitting a headcollar and tying the horse up.

| Question | Answer |
|---|--------|
| 1. Briefly describe what the task was today. | |
| 2. Why do horses sometimes need to be tied up in the stable? | |
| 3. How did you get the attention of the horse before entering the stable? | |
| 4. How quickly did you manage to fit the headcollar? | |
| 5. Were there any problems? If the answer is yes, explain briefly what happened. | |
| 6. What hazards did you discuss with your tutor before you carried out this task? | |

| | |
|--|--|
| <p>7. List two safety rules that you had to follow in order to carry out this task.</p> | <p>1.</p> <p>2.</p> |
| <p>8. Is there anything that you would do the next time you do this job that might make it easier?</p> | |

Practical Worksheet 2

Name: Date:

Answer the following questions about the task that you carried out today in order to move some horses.

| Question | Answer |
|---|--------|
| 1. Why were the horses being moved? | |
| 2. What sort of things did you discuss when planning to move the horses? | |
| 3. Briefly, explain what your role was in helping to move the horses. | |
| 4. Were there any problems? If the answer is yes, explain briefly what happened. | |
| 5. Is there anything that you would do the next time you do this that might make it easier? | |

| | |
|--|--|
| 6. List any personal protective clothing and equipment that you had to use to carry out this task. | |
|--|--|

Practical Assessment Checklist

This checklist will help you to understand what your tutor will be looking for when you're doing the practical assessments in this Unit. Use this checklist to think about whether you are doing all these things when you are practising for the assessment tasks and to work out what you need to improve on.

| Can I: | Yes / No | Things I need to work on or get help with |
|---|-----------------|--|
| <ul style="list-style-type: none">• help to catch a horse in the stable and put either a headcollar or bridle on | | |
| <ul style="list-style-type: none">• help to hold the horse correctly e.g. for inspection by the vet | | |
| <ul style="list-style-type: none">• help to move a horse along with other horses, by leading it | | |
| <ul style="list-style-type: none">• show the tutor that I understand how a horse is likely to behave when handled and moved | | |
| <ul style="list-style-type: none">• carry out all of these tasks safely | | |

Further Revision

Complete the blanks:

Correct dress when working with horses

It is very important from a safety point of view that you are always correctly dressed when working with horses.

A hard hat is worn when leading horses out of the stable in case you should fall, or be knocked over to prevent any (1)_____ injuries. The gloves are important when you are holding the rope to help you to grip and to prevent you from getting a rope (2)_____ should the horse pull hard.

It is often cold, damp and dirty at stables and so warm, waterproof and washable clothing is important. Wide trousers are a (3)_____ risk. Strong boots are necessary because it is often muddy.

Jewellery can get caught on things and risk tearing off your own flesh. If a horse stands on your toe because you are wearing inappropriate footwear, it can (4)_____ your foot quite easily!

Choose from these words: **break** **burn** **head** **trip**

Tying horses up

Horses should always be secured in the stable when they are being worked with using a correctly fitted (1)_____ and rope. They should (2)_____ be tied up directly to a metal fitting: they are so strong that if they pull away, they could bring the wall or the gate that the metal fitting is attached to down on top of you. The rope should be tied to a (3)_____ loop which will break easily in an emergency should the horse pull back suddenly. The rope should be tied using a (4)_____ knot.

Choose from these words: **headcollar never quick release string**

Answers

Correct dress when working with horses

It is very important from a safety point of view that you are always correctly dressed when working with horses.

A hard hat is worn when leading horses out of the stable in case you should fall, or be knocked over to prevent any **head** injuries. The gloves are important when you are holding the rope to help you to grip and to prevent you from getting a rope **burn** should the horse pull hard.

It is often cold, damp and dirty at stables and so warm, waterproof and washable clothing is important. Wide trousers are a **trip** risk. Strong boots are necessary because it is often muddy.

Jewellery can get caught on things and risk tearing off your own flesh. If a horse stands on your toe because you are wearing inappropriate footwear, it can **break** your foot quite easily!

Tying horses up

Horses should always be secured in the stable when they are being worked with using a correctly fitted **headcollar** and rope. They should **never** be tied up directly to a metal fitting: they are so strong that if they pull away, they could bring the wall or the gate that the metal fitting is attached to down on top of you. The rope should be tied to a **string** loop which will break easily in an emergency should the horse pull back suddenly. The rope should be tied using a **quick release** knot.

Glossary of Terms

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| Bit | This is a metal attachment from the bridle that fits in the horse's mouth over its tongue. There are numerous types of bit but the most common one is called a snaffle. |
| Blind Spot | Rea where the horse cannot see anything because of where its eyes are situated. One in front and one behind the horse. |
| Bridle | A head restraint device, usually made of leather. The reins attach to the bridle and can be used to lead the horse, or are held by the rider. |
| Farriery | Farriery is the art of making and fitting shoes on horses. They are not the same as blacksmiths (a blacksmith forges hot metal). |
| Headcollar | The headcollar can be made of nylon or leather. It is used as a less controlling head restraint method. It's usually attached to a lead rope via a metal ring under the horse's chin. |
| Herd Instinct In file | the instinct of animals to move around together as a large group to follow each other one after the other |
| Lead rope | a rope with a hook which attaches to the headcollar |
| Pecking Order | In a pecking order, there is a top animal and every animal in the group assumes a position below that. They are not all equal. Pecking orders are decided through strength and fighting in the animal kingdom. Animals, unlike us, are generally much happier once they know where they stand in the pecking order (even if it is near the bottom!). |
| Prey animals | animals that are likely to be eaten by other carnivorous animals |
| Restrain | to restrain means to hold still or prevent movement. It does not mean that the animal is being pinned down in this sense of the word. |