

HHK VOLUNTEER AND STAFF MEETING

Volunteer Meeting

Sunday, Nov 12· 2:30 – 3:30pm

Google Meet joining info

Video call link: <https://meet.google.com/dzx-fmgr-ubq>

Part Twp: <meet.google.com/hmw-pdrb-owq>

In Person: Ginger, Danise, Jodi, XiXa, Freya

Online: Sam, Karin, Zoe, ALexis

***New information in bold or highlighted - -**

PUT ALL TACK AWAY IN ITS PROPER LOCATION! DO NOT MIX AND MATCH GROOMING KITS - - NO MORE FAVORITE TOOLS (if you must purchase 10 of that tool) - THAT SPREADS GERMS.

1) Participant Counts (October 1 - October 30 , 2023):

127 lessons (23 therapeutic = 18 %) in 3 weeks - new riders - interisland, 23 mainland, international
Plus 1 week of camp

145 of 225 camp tickets sold

Things to improve for next camp: staffing commitments early, getting word out early, reading lessons plans so all can fill in for all, because yes - we all had to fill in in other stations with a smile, staff should pack lunch - not leave, ensuring liability page completed in full, teaching the "TIE INS"..

Age	3	4	5	6	7	8	9	10	11	12	13
	?	4	7	4	3	7	11	6	4	0	1

0# rainouts- 0 full days,

NEXT CAMP PREP:

Need to collect, peel bark, and soak another 45+ Hau sticks 2-3" thick - - - this week to start soaking

Need 45' 2 liter soda bottles

Need 45+ cleaned horseshoes and soda boxes cut to be back of picture frame

Need to collect 45 straight HAU sticks 4' in length skinny enough to fit in soda bottle (week prior to camp)

How did photoshoot go? Good but slow and steady

To update annual records: looking for volunteers to bring each horse to wash rack (firm level surface) and get accurate height and weights on all horses.

Make sure the demographic section of your volunteer/employee packet is complete...the more demographic information- the better we can compete for grants.

All staff/volunteer rides/lessons are on your own personal time....not considered work.

WE ARE IN "BUBBLE WRAP" MODE - there will be NO JUMPING or Un-necessary cantering of Rowdy, Ivan, Bella until Dec. 4th. If you would like to canter or jump - pick

another equine. No lunging Lollipop & Jellybean. No carriages in front pasture. We cannot have these horses or carts break between now and the workshop.

In fact we all need to remember our mission statement, “Our mission is to enrich the lives of people of all abilities through **Equine Assisted Activities and Therapies** (EAAT), improving their physical, cognitive, social and/or emotional well-being.” We are not a competition barn. We are not a free recreation center. Our horses are sentient beings who are so responsive to our energy levels they make great therapy partners. They are not machines nor toys..

EVERY TIME YOU WORK WITH A HORSE YOU ARE TRAINING A HORSE. PLEASE DO NOT DO ANYTHING THAT WILL MAKE OUR HORSE'S UNSUITABLE FOR USE WITH ALL.

Ginger, Karin, Sam, and Andrea are the lead instructors incharge and responsible for signing off lesson plans and horse usage- -please approve all activities through them prior to conducting said activity. We need to improve communication of what each team is doing, and where to avoid accidents and making spooky/unsure/less confident horses.

Think through how your activities will affect everyone else.

I invite you all to the NOVEMBER 21st DOE workshop where we will cover the science and theory behind why equine therapy works. PLEASE COME HELPS OUT AND LEARN

My last day as Executive Director will be Dec 8th: I will finish up all but 1 open grant. Need to focus on my health for a bit - as it has been a challenging last few months and I need to quite the brain for a few months.

Need new board members:

- President of the Board
- Vice president

Looking for new counselors/therapists to billing “office” clients:

- rider financial support through the office (See Sept. Agenda for possible billing codes)

ALSO NEED A RIDER AND VOLUNTEER DRIVE. PLEASE BRING ONE OF EACH.

FOLLOW FACEBOOK & SUBSCRIBE TO OUR WEBSITE TO GET ALL MAILINGS and read prior meeting agendas on the volunteer tab (scroll to the bottom)

Ground Programs: practicing lunging on the circle & staying out but not with 5 carriage horses until January

Mounted Program: bring more riders - no jumping or cantering 5 carriage horses until Jan.

Carriage Program: Nov 29-Dec 3...Need 2 light weight able bodied students & and 2 students with disability (any type) for Dec 2 & 3.

Now we need to make sure the new arena is root and rock free with a pack dirt surface. If everyone could spend some time each week cleaning that space that would be great.

LETS ALL PICK UP ROCKS - IN THE ARENA AND IN THE FIELDS

Next CAMPS Dec 26-29 (4 days) & Jan 2-5 (4 days)

3 stations . 1hr 15 min per station. Need commitments from station leaders and aids ASAP.

- *December A: Healthy Horse & Evolution of the equine
- *December: B : Ratios/Hoof/Skull/ Gait Cues
- *Spring: Spring Cleaning
- *June A: Groom & Tack - External Landmarks (need to design this side yet)
- *June B: Gaits & Skeletal
- *July A: (not scheduled this year) Balanced Seat - Leading & Mounts
- *July B: Colors of the Horse & Emotions
- *October: Mythical horse-like creatures & International Horses (need to photoshop this side)

MAKING LESSON PLAN BINDER IN 2023- DETAILED SO NO MORE RECREATING THE WHEEL

2) Paid Staff Updates & Refresh:

UNTIL FURTHER NOTICE: THERE WILL BE NO TROTGING, CANTERING OR GALLOPING OUTSIDE OF THE ARENA. No CANTERING when riders of lower ability are in the arena. HORSES ARE TO BE KEPT AT A WALK ON THE POND TRAILS.

UNTIL FURTHER NOTICE: THERE WILL BE NO STAFF/VOLUNTEER RIDES WITHOUT GINGER or ANDREA PRESENT/UNDER THE GUISE OF A LESSONS, STAFF TRAINING, OR HORSE SCHOOLING.

PATH FACILITY ACCREDITATION N/A

Next PATH submission deadlines:

CTRI: Applications accepted through March 17, 2023 for June 3-18, 2023 testing.

Also Driving Test on 11/29- 12/3

PLEASE READ IT AGAIN

NEW EMPLOYEE MANUAL AVAILABLE ON WEBSITE > VOLUNTEER > ALL THE WAY AT BOTTOM -- ALL VOLUNTEERS & PAID STAFF SHOULD READ IT -- NEED TO SIGN LAST PAGE THIS IS DIFFERENT THAN THE VOLUNTEER MANUAL located on our website www.healinghorseskauai.org > VOLUNTEER > VOLUNTEER MANUAL and make sure that you submit a new 2023 Volunteer Application to Ginger -- updated manual with PATH policies coming January...last page must be signed and submitted to Ginger

Instructor Staff: is expected to have the horse groomed and tacked, and horse leader and sidewalker **debriefed** prior to the arrival of their student for mounted lessons. Tardiness is unprofessional and no longer acceptable.

DO NOT HAND FEED TREATS - USE BOWLS-AND DO NOT DO IT EVERY TIME--HORSES ARE STARTING TO ANTICIPATE AND GET NIBBLY
Instructors make sure helmets are being put away properly

Please read and follow the arena rules sign

Reminder to practice emergency dismounts with 1x each client this month, so they are not scared when done for real.

***Train Volunteers in every skill you ask of them- be honest about what is expected, Observe Performance, Provide Leadership, Lead by Example, Engage, Encourage, Educate and Empower, know their motivation, check in with them, show compassion, Let them know that "Yes" is great, but "No" is ok - discourage burnout by making sure they have a positive WORK - HOME/FAMILY - VOLUNTEER balance, Create a Community

3) ALL VOLUNTEER & PAID STAFF -

Safe positioning when picking feet (human hip to horse shoulder/hip, human facing toward horse rear end, bend at waist, continues contact with horse as sliding hand down leg and back up leg down back hip and other leg - - hold hoof at toe)

!!!!!! Do not share grooming tools, always visually check girth areas for dirt/sores

**** Horses should be held during grooming and tacking if not tied

+++ cell phones off, eyes up, focus on task, show on time for briefing and stay for debriefing

Sidewalking Staff: there are different holds: over the thigh, cuff, heel/ankle,

*don't push rider off center or put pressure on the knee; when no hold needed side walker still remains within arm's reach with hands out of pockets and eyes are always on rider;

Allow wait time before repeating instructions to rider; practice emergency dismount at least 1 time with each rider (Make it not scary)

As sidewalkers support the participant's performance and position in the saddle, instruct them to ask the horse leader to bring the equine to the center of the arena and halt if:

- A sidewalker needs to carefully switch sides, one at a time, with another volunteer
- A sidewalker needs to tie their shoe or step away from the equine for any reason
- A sidewalker notices the participant appears to be ill or in pain
- There is a safety concern

*Role during an Emergency: your rider (if your rider is down keep horse away from your rider - and following commands of the instructor (get medical kits, phone, open gates, etc.) once instructor assume control of rider)

Horse Leading Staff: avoid a horse that crowds space (have knuckle at the ready for horse "reprimand" self), stay in the zone- no tugging; how to hold crop, how to turn

Common Mistakes: Leader too far back, lead wrapped around leader's hand, leader holding lead in only one hand, Leader too far forward, leader holding lead too close to the horse's head and putting too much pressure on the lead, leader walking backwards.

*Role during an Emergency: your horse...get them to a stop and away from downed rider then follow commands of instructor

Checklist

- - - **instructor make sure your crew knows this before each lesson**

Individual has a clear knowledge of

___ Positions & duties of a sidewalker & a horse leader & instructor

___ Proper Helmet fit.

___ Tack check before mounting... girth & helmet check

___ Mounting procedures from mounting ramp (rider waits on ramp) vs. block (rider on ground not block until asked to step up on the block & the horse is standing quietly.)

___ Proper dismount..(both feet out of stirrups before dismount)

___ Mounting procedures from Mounting ramp

- ___ Safety procedures in the arena, spacing, & awareness
- ___ Use of cell phones during riding session
- ___ Safety stirrups, what they are for & how to put them on the saddle
- ___ Location of first aid kit for Humans & Equine
- ___ MAKE SURE TACK IS PUT AWAY PROPERLY IN THE CORRECT LOCATION

Words

Words first - then leg and arm aids : <https://fb.watch/fO-alOzviu/>

Please use the following words when working with the horses:

- “Walk on please” - any time you want them to move forward
- “Whoa” - any time you want them to stop
- “Easy, Easy” - any time you want to slow down
- “Back” - any time they are reversing
- “Come” - when pulling them into you
- “Over” - when moving all 4 feet sideways
- “Spin” - when they are moving hind legs in a circle but not the front (as in Parelli “Driving the Hind” or in mounted “Turn on the Fore”
- “Turn” - when they are moving the front legs in a circle but not the rear (as in Parelli “Driving the Fore” or in mounted “Turn on the Haunches”
- “Trot Trot”- to ask for the trot
- “Can - ter” rising up on the “ter” - when asking to canter
- “Gee” when turning to the right
- “Haw” when turning to the left
- *For driving: Name of horse + Words (above)

THIS MONTH FOCUS:

Month	Awareness Month	Skill	Pedagogy
Nov	Diabetes/Learning Disabilities	Diabetes	Learning Styles/Special needs

*****FIRST AID KIT - was it check? (Ginger, Andrea)?**

First Aid Refresher:

Diabetic Emergencies: Notes do they have implanted hardware (belly, arm, etc for real time monitoring and insulin dispensation)? Do they have an emergency plan.

If no plan and they start getting tired, confused, belligerent, headache

Early Hypoglycemia:

- Shakiness
 - Dizziness
 - Sweating
 - Hunger
 - Fast heartbeat
- Inability to concentrate
- Confusion
- Irritability or moodiness
- Anxiety or nervousness
- Headache

Late Hypoglycemia:

- Clumsiness or jerky movements
- Inability to eat or drink
- Muscle weakness
- Difficulty speaking or slurred speech
- Blurry or double vision
- Drowsiness
- Confusion
- Convulsions or seizures
- Unconsciousness
- Death, rarely

Early Hyperglycemia

- increased thirst
- the need to urinate more frequently
- headaches
- blurry vision
- fatigue

When they move into ketoacidosis (when their body is burning fats instead of sugars for fuel)

- feeling thirsty or having a **dry mouth**
- frequent urination
- fatigue
- dry or flushed skin
- nausea, vomiting, or abdominal pain
- difficulty focusing
- confusion
- difficulty breathing
- a **fruity smell on the breath**

WHAT DO WE DO FOR EITHER HYPO- or HYPER- GLYCEMIA: Diabetes must be controlled prior to lessons. Monitor for signs of metabolic imbalance. Be aware skin breakdown is associated with diabetes,

Precautions: absent or decreased sensation

Contraindication: uncontrolled, and skin integrity issues on weight bearing surfaces.

If no action plan - Remove from horse, Call 911, Monitor ABC's, Give Sugar (real juice, real sugar soda, glucose paste, honey, etc) wait for ambulance to arrive...

WHAT DO WE DO at HHK...Check with client and support staff about how they are feeling

Medical Conditions Review:

LEARNING DISABILITIES

Participants With Learning Disabilities

Individuals with learning disabilities have difficulty learning academic skills or concepts such as reading, writing or math, despite average or above average intelligence. Specific learning disabilities include dyslexia, dysgraphia and dyscalculia, among others.

Many individuals with learning disabilities are also diagnosed with other disorders such as ADHD, sensory processing disorder, anxiety or a communication disorder.

Considerations for EAA

- Increase the participant's independence as soon as it is safe to do so.
- Utilize multisensory teaching techniques. Ask questions to check for understanding of directions.
- Do not require the participant to read.
- Maximize success and emphasize the individual's strengths. Be positive and encouraging.
- Provide opportunities for leadership.
- Interact with the participant in an age appropriate way. Many individuals appreciate the use of humor.

Name	Affected Area(s)	Characteristics
Auditory Processing Disorder	Processing or interpretation of sound in the brain	<ul style="list-style-type: none">• Difficulty making sense of sounds• Problems with blocking out background noise• Trouble telling where sound is coming from
Dyscalculia	Numbers and mathematics skills	<ul style="list-style-type: none">• Difficulty learning math facts such as symbols and place value• Problems with counting• Trouble telling time
Dysgraphia	Fine motor skills and handwriting	<ul style="list-style-type: none">• Illegible handwriting• Inconsistent use of letters (e.g., lowercase and capital)• Difficulty with spatial planning on paper
Dyslexia	Reading and language processing skills	<ul style="list-style-type: none">• Reading slowly• Difficulty decoding words, especially the order of letters• Problems recalling known words
Language Processing Disorder	Language processing skills	<ul style="list-style-type: none">• Difficulty understanding meaning of spoken language• Poor reading comprehension• Problems with verbal expression
Nonverbal Learning Disabilities	Nonverbal skills such as motor, visual-spatial, and social skills	<ul style="list-style-type: none">• Difficulty interpreting body language or facial expressions• Poor motor coordination• Trouble with multistep instructions
Visual Perceptual/Visual Motor Deficit	Interpreting visual information or drawing	<ul style="list-style-type: none">• Mistakes in writing, such as reversing letters• Too-tight grip on pencil or other writing tool• Poor hand/eye coordination

Source: Learning Disabilities Association of America, 2017; <https://ldaamerica.org/types-of-learning-disabilities/>

Why Horses: :

There is a neurological pathway that goes from your body's balance and movement system to your alert system in your brain. Movement actually allows for alertness and attention," this aids for sensory processing, learning disabilities , and ADD/ADHD.

Speech and Language Pathologists use hippotherapy to stimulate the neuromuscular pathways required to form and process speech:

<https://speechinmotion.com/blog/f/hippotherapy-as-a-speech-therapy-treatment-strategy?blogcategory=Apraxia%2Fmotor+speech+>

[disorders#:~:text=The%20use%20of%20%E2%80%9Chippotherapy%E2%80%9D%20in.and%20disorders%20for%20many%20rea
sons.](#)

In order to develop new technologies and treatment strategies for individuals with sensory processing differences, researchers must have an understanding of the three main sensory processing systems involved in daily functions. **Visual input** provides the brain with information about the surrounding environment, and the brain determines which visual information is important to consider in performing a task. In addition to visual input, the brain constantly receives **proprioceptive input**, which provides information about the relative position of neighboring parts of the body and the amount of effort and attention required for certain movements. As muscles in the body are activated, the brain receives information about the amount of force necessary to produce movement as well as the location of certain body segments in relation to others during movement. The brain also receives **vestibular input**, which provides information about the position of the head in space to help with balance and posture. Both vestibular and proprioceptive input are received in the brain and processed to produce precise, coordinated movements that meet environmental demands

Some activities (using therapy balls, hippotherapy, trampolines, etc) that provide increased proprioceptive and vestibular input have been identified as effective methods to improve sensory processing by increasing attention, and they are currently used in school-based settings. . . . In response to the ball's instability and in order to remain balanced while sitting on one, the body instinctively — and continually — engages core muscle groups. Constant movement is required in order to stay seated on the ball. And that movement, however slight, helps them focus. ***this is true for student with vestibular issues. The results suggest that therapy ball chairs may be more appropriate for children who seek out vestibular– proprioceptive input rather than for children with other patterns of sensory processing. Therefore assess clients: SPM Body Awareness and Balance and Motion to ascertain which of the 3 systems need the stimulus..

Translation: for clients that need to wiggle - learning and/or rehabbing on horseback helps them focus on the lesson/therapy because the horse is doing the wiggling

For clients that need to create the neural pathways between sensory systems, core strength, trunk control and breath support to articulate clear speech, and/or process speech, hippotherapy uses the movement of the horse to engage sensory, neuromotor and cognitive system to promote a functional outcome of the complex motor task that is speech.

Pedagogy Refresher:

REVIEW: Teaching to All Learning Styles & Abilities

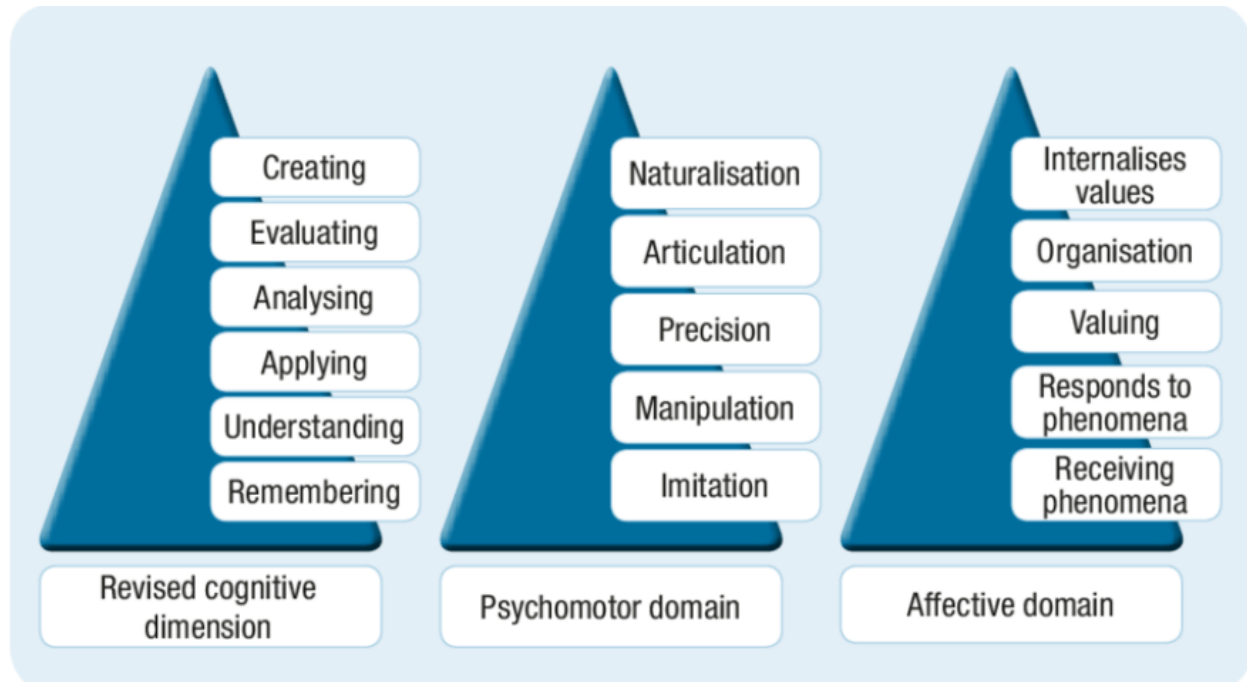
- 1- Cognition (Age) in attitude & presence keep to chronological age but use vocabulary of cognitive age
- 2- Understand each student's Motivation & Learning Styles
- 3- Understand each student's Sensory Input & processing abilities

*Copy don't mirror skills (you need to face same way) or get them riding earlier to figure it out

**Allow processing time

<u>Motivation</u>	
Extrinsic	Doing something for external reward (\$, bribery, punishment avoidance), need for power (influence, control, status, leadership)
Intrinsic	Acts for the fun/challenge/self-improvement, not external products, pressures, rewards; need to achieve
*Process/Results	Value the process of getting better more than end result itself, makes feel aroused/alive; equity theory;
*Prosocial	For the family, for friend, need for affiliation, making other feel good (attitude motivation)
<u>Method of Instruction</u>	
Direct	Teacher centered, (teacher provides information, facts, rules, action sequences)
Inquiry	Student centered - explored- learning process is inquiry-based, the result is discovery, and the learning context is a problem
<u>Learner Types</u>	
VS - Visual/Spatial	prefer using pictures, images, and spatial understanding.

LA - Linguistic/Auditory	prefer using words, both in speech and writing
TK - Tactile/Kinesthetic	prefer using your body, hands and sense of touch
MR - Musical/Rhythmic	prefer using sound and music.
LM - Logical/Math	prefer using logic, reasoning and systems, classify & organize
IA - Intrapersonal	prefer to work alone and use self-study
IE - Interpersonal	prefer to learn in groups or with other people
NL - Natural	Prefers working with/experiencing nature; figuring out how/why it works; experiments & observation
<u>Bloom: Cognitive</u>	Mental skills (KNOWLEDGE)
Knowledge	Remembering: Recall or retrieve previously learned information
Comprehension	Understanding: comprehend the meaning, translation, interpolation, interpretation of instructions, state in own words
Application	Use concept in a new situation or unprompted use of an abstraction
Analysis	Separate concepts into component part to understand organizational structure. Distinguish between facts and inferences
Synthesis	Creating/building structure or pattern from diverse elements to make new
Evaluation	Make judgements about the value or ideas or materials
<u>Bloom: Psychomotor</u>	Manual or physical skills (SKILLS)
Perception	Ability to use sensory cues to guide motor activity
Set	Readiness to act: It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).
Guided	The early stages of learning a complex skill that includes imitation and trial and error: Adequacy of performance is achieved by practicing.
Mechanism	The intermediate stage in learning a complex skill: Learned responses have become habitual and the movements can be performed with some co
Complex/Overt	The skillful performance of motor acts that involve complex movement patterns: Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation and automatic performance. For example, players will often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football because they can tell by the feel of the act what the result will produce.
Adaptation	Skills are well developed and the individual can modify movement patterns to fit special requirements.
Origination	Creating new movement patterns to fit a particular situation or specific problem: Learning outcomes emphasize creativity based upon highly devel
<u>Bloom: Affective</u>	Growth in feelings or emotional areas (ATTITUDE or self)
Receive	The lowest level; the student passively pays attention. Without this level, no learning can occur. Receiving is about the student's memory and reco
Respond	The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way.
Value	The student attaches a value to an object, phenomenon, or piece of information. The student associates a value or some values to the knowledge
Organize	The student can put together different values, information, and ideas, and can accommodate them within his/her own schema; the student is comparing, relating and elaborating on what has been learned.
Internalize/Characterize	The student at this level tries to build abstract knowledge.



Watch

“Understanding Learning Disabilities: How Difficult Can this Be?” Rick LaVoie

<https://www.youtube.com/watch?v=Q3UNdbxk3xs>

Emergency Dismount

During riding sessions, the instructor performs rider mounts and dismounts. However, in certain situations, the instructor may ask volunteers to perform an emergency dismount as follows:

- When an instructor calls for an emergency dismount, the horse leader halts and heads the horse.
- The sidewalker(s) informs the rider of the emergency dismount and makes sure the rider has removed their feet from the stirrups.
- To perform the dismount, the sidewalker places their arms around the rider's waist and gently guides the rider off by bringing the rider's hips to the sidewalker's hips while bringing the rider safely away from the horse.
- Horse leaders must keep the horse a safe distance from the rider.
- Once the rider is dismounted, the sidewalker awaits further direction from the instructor.



Emergency Dismounts

All activities incorporating equines involve risks. It is the responsibility of each instructor to take steps to reduce risks and prevent emergency situations. This may involve changing the lesson plan, ending the class early or taking other precautions when a potentially unsafe situation arises. Even with every precaution, however, emergencies can occur on occasion. PATH Intl. standards indicate that each program needs written emergency procedures. There are a variety of different types of emergencies that may occur in an equine setting, including the following:

- Environmental and weather-based emergencies; such as fire, power outage, high winds and earthquake
- Participant emergencies, such as sudden medical needs or unsafe behaviors
- Equine emergencies, such as a loose horse, sudden medical needs, startle or flight responses and intense behaviors
- Other emergencies; such as those involving volunteers, visitors or staff

In many unexpected situations, a rider can remain mounted on the equine. Sidewalkers can provide thigh holds to help stabilize the participant, and the horse leader can halt or walk the equine calmly until the situation can be resolved. In some situations, however, the participant may need to dismount. When this is the case and the equine can be halted, the participant may be able to perform their typical dismount procedure. In other scenarios, there is a need to remove the participant more quickly, or the rider may be unable to participate in their usual dismount procedure. In these cases, an emergency dismount needs to be performed by the instructor or a trained volunteer. An emergency dismount should be performed at the halt when possible; however, it can be performed while the equine is in motion if needed. This process can be completed on either side of the equine. Equines and volunteers should have opportunities to rehearse and become accustomed to the emergency dismount procedure. The following steps encompass an emergency dismount. This example explains an emergency dismount to the nearside of the equine, shown in Figures 8.21-8.25. 1. The horse leader or rider brings the equine to a halt if possible and if it is safe to do so. 2. The rider sets down the reins and removes her feet from the stirrups if there is time to do so. Sidewalkers assist if they are present and can do so safely. 3. Approach the nearside of the equine. Stand with your body facing the participant's left side. Align yourself so that you are standing directly to the side or slightly behind the rider's trunk and pelvis. 4. Wrap your arms around the rider's hips or waist. 5. Hug the rider's body toward your body so that her back is pulled against your chest. As you do so, back up until the rider is pulled free from the equine. 6. If you are able, continue to pull the rider away from the equine as an additional safety measure. Gently lower the rider to the ground if she is unable to stand, being careful to protect her head and neck. 7. The horse leader leads the equine away from the rider, being careful to steer the equine in such a way that the participant is not in danger from the equine's hooves. 8. Proceed with the center's plan to resolve the emergency.

When an instructor performs an emergency dismount to remove a large or heavy rider, the instructor may fall during this process. In this case, the instructor's goal is to remove the rider from the unsafe situation, slow the rider's descent and protect the rider's head and neck, even if the instructor is not able to significantly distance the rider from the equine in this process. The ability of the instructor to perform an emergency dismount for each rider is a consideration in setting participant weight limits for the program. An emergency plan needs to be in place that will allow the instructor to support the safety of every rider.

Fallen Rider or Medical Emergency

In the event the rider falls from a horse, becomes injured or has a medical emergency during a lesson, all activity will stop. The instructor is responsible for managing the incident, including applying any first aid needed. Designated volunteers may be asked to assist by retrieving a first aid kit, calling for emergency medical assistance (911) and/or locating the rider's emergency medical form. Where this is a fallen rider, the horse leader will move the rider's horse away from the rider and then halt and head the horse. All other horse leaders are to halt their horses and head them. The sidewalker(s) of the fallen rider remain with the rider until directed otherwise. All other sidewalkers are to apply arm-over-thigh support and stay with their riders, waiting for further direction from the instructor. No one, including parents of the riders, should enter or leave the arena without direction from the instructor.

Interesting Videos regarding importance of EVEN YOUR FORM WILL AFFECT the HORSE'S FUNCTION.

If your hips are tilted forward at the trot or canter - you will block the horse's ability to rise up.
So remember HEELS DOWN sit with a following seat
(Bracing back against the stirrups (toes down - stirrups behind the girth), pushes hip back in the saddle forcing rider to lead with the chest (lean forward) forward to rise up. Now on the forehand, with every stride they crash into back of saddle which will hurt the horse's back.
(Bracing stirrups forward

<https://www.youtube.com/watch?v=-wLj9GbFbXc> - - - how your posture affect the successful trotting (0:00-3:00)

https://www.youtube.com/watch?v=hRry_90nxHg — how your skeletal alignment affects the successful canter

In horses born with Bad Conformation Issues, if the muscles are not trained well, and feet correctly trimmed & shod and/or back/withers padded to correct for the boney differences, the conformation issues will lead to injuries over time. As the parts that get the most stress will wear down faster and develop swelling, sprains, strains, or boney changes like arthritis.

PATH Standards Review:

Must have policy for the purpose of risk management planning, is there written evidence that general health and safety concerns have been identified and that there are established written procedures to respond to possible accident and emergency situations unique to the center and its services, related to each of the following categories:

These are available in our Policy Manual on our website - VOLUNTEER TAB - in fine print here

Other Standards: must complete application with liability and sign handbook; must wear ASTM-SEI helmet while mounted, driving or vaulting & proper clothing and footwear; assessed for ability to work with particular client/equine; oriented to role and needs, offer guidance and don't assume they understands or are familiar with the methods, but validate prior knowledge, what to do at our facility with manmade, and environmental hazards; fall standards and adaptive tack, age related concerns

Training to include

1. Orientation to the facility, specialty programs and equine-assisted services in general?
2. Volunteer and personnel responsibilities?
3. Emergency procedures?
4. Confidentiality issues?

- 5. Safety rules and regulations?
- 6. Introduction to population served in program?

We do not mount individuals under the age of 4, individuals with atlantoaxial instability (certain clients with Down’s Syndrome, arthritis, etc); and spinal fusions/cervical ossification due to risk of catastrophic injury.

Driving Standards:

Know and implement 4 Golden Rules of Driving:

- 1) never remove the bridle from an equine while still hitched to the vehicle
- 2) never remove reins from the bridle of an equine still hitched to a vehicle
- 3) never leave an equine that is still hitched to a vehicle tied up by itself
- 4) always have the able-bodied whip enter the vehicle first and be the last to leave the vehicle
- *) never leave the gate open
- *) never drive without a helmet

All lessons supervised by PATH Intl certified instructor...All participants wear a helmet...All personnel who mount and dismount have documented training...There must be a means of attaching a lead line...horse must be put to prior to anyone entering the vehicle...ABW mounts first - holding reins before participant enters and after exit and has a second set of reins to take control if needed... one client at a time... all personnel must understand emergency procedures....wheelchairs must be off, secured with quick releases and appropriate for horse and hitch...ABW must have 50+ hours experience be age 18 and trained on second reins.... Vehicle must be regularly maintained.

4) Events:

Upcoming Events:

- Private Event/ Birthday Parties : 11/19
- Trainings :12/9-10 (2:30-4:30)
- Camp: 12/26-30 & Jan 2-5
- Clean Up: Weekly in New Arena - Sundays 9:30 (Community Clean up 11/5)
- Fundraiser :
- Photo Event: Xmas 12/7 (2:30-4:30)

Daily Topics: Need 10 different activities for 3 different stations (3 groups of 15). Please email hhkwebsite@gmail.com with confirmed volunteer days

CAMP BRAINSTORM

Theme: **Healthy Horse / Ratio & Gait Cues**

Focus Plants: **Hau (Noni/Kava), Taro ('Ape, Pia)**

Theme:	ART & CRAFT	MINI & GAMES	ARENA & BARN
Dec 25 - Mon Vocabulary & Marking	n/a	N/a	N/a
Dec 26- Tue Body Language, Herd Dynamics, Communication	Soda Bottle/Hau Stick Ponies	Games - Hau Cordage Rope halter Vocab: *Pin the Parts on the magnetic PUZZLE	W-H-W Tack improv Steer - Direct rein (vs neck vs open)

		Parelli-Friendly/Porcupine (back/hind/fore) Drive- WHW - change midline/center/diagonal	Rein board communicating with hands
Dec 27- Wed Gait, Leading, Tie	Horseshoe picture frame Or ORIGami	Games:horse tracks in plaster of paris Parelli - Porcupine (hind & fore) Drive: WTW - Serpentine Leaping Tying Roping Racing	Backing Bridle a kid
Dec 28 - Thur Anatomy	Xmas Ornaments	Game: Rodeo barrels & cutting on stick ponies Ground- Driving a friend - cones (timing the turn) Parelli- Drive Drive: Circles & Transitions within Gait	Transitions within gait Lunge a friend
Dec 29 - Fri Hoof/Teeth	Fabric Marker & Dye Spray Ratios/ Hoof/S kull/Gait Cues	Ground: paint animal mimics Parelli- Circle Drive: Dressage course	Trot - seated/posting Bathing
Jan 1- Mon Vocabulary & Marking	n/a	N/a	N/a
Jan 2- Tue Body Language, Herd Dynamics, Communication	Silhoutte Drawing in Chalk Or (paint the plaster of paris figurines - - but I cannot seem to locate a suitable mold)	Games - Horse Treats Vocab: *Pin the Parts on the magnetic PUZZLE Parelli-Friendly/Porcupi ne (back/hind/fore) Drive- WHW - change midline/center/diagonall	W-H-W Tack improv Steer - Direct rein (vs neck vs open) Rein board communicating with hands
Jan 3- Wed Gait, Leading, Tie	Yarn Art (mock quilling)	Games:Leg wrapping - lunging the gaits Parelli - Porcupine	Backing Bridle a kid

		(hind & fore) Drive: WTW - Serpentine Leaping Tying Roping Racing	
Jan 4 - Thur <i>Anatomy</i>	Bead Key chains	Game: Vet Lab Stations: immunizations, fecal testing, etc Ground- Driving a friend - cones (timing the turn) Parelli- Drive Drive: Circles & Transitions within Gait	Transitions within gait Lunge a friend
Jan 5 - Fri <i>Hoof/Teeth</i>	Fabric Marker & Dye Spray Healthy Horse/evolution	Ground: Vital Signs Lab stations/ Horse dental lab Parelli- Circle Drive: Dressage course	Trot - seated/posting Bathing

??Ideas for collaborations with other non-profit organizations - please share.

If you are involved in other organizations, how can we collaborate? "It takes a Village"

KORE Surf, Easter Seals, Rotary Club (West Kauai, Poipu, Kauai, Kapaa, Hanalei), Lions Club (North Shore, Koloa, Kauai, East, West), Kiwani Club, Key Club, Kauai Veterans Assoc/Ad/Council, Business Associations (Lihue, Kapaa, West), United Way/HTLA Charity Walk, Neighborhood Centers, YMCA, YWCA, Assisted Living Facilities, County Council, Hawaii Community Foundation, Kauai Area Agency on Aging - RSVP, Master Gardener, Humane Society, Kauai Path, Canoe Clubs, Hina Mauka, Habitat, Heart Assoc., Red Cross, Salvation, Children's Theatre, Historical Society, Food Bank, Scouts

5) Feeder Update / Volunteer Update

SEE NEW FEEDER AND VOLUNTEER CHECKLIST EACH TIME YOU COME

	MORNING	EVENING
SUNDAY	Jim-Jodi	Shendon
MONDAY	Candice	Laura
TUESDAY	Nadine	Mike
WEDNESDAY	Jim-Sophia	?????? Alexis
THURSDAY	Nadine	Laura-Chris/Dusty

FRIDAY	Nadine	Christina
SATURDAY	Mike	Shendon - Chris - Dusty

6) Horse Update

NO HAND FEEDING TREATS WITH CLIENTS - USE BOWLS - DISCOURAGES NIPPY BEHAVIOR

Grazing: What to get them to graze the opened front acreage. Need to run temporary hot tape and truck water to the front.... More land clearance help requested. Any volunteers to run tape?

7) Public Relations Update:

Events: First Saturday: back on - Ana; Kress- Chris

Media: how do we increase followers

Website: videos to match the words posted under VOLUNTEER on website

Facebook: need 2 posts a week (auto scheduled is fine) Wed at noon and Friday afternoon - Tara

Instagram: need 3 posts a week (M/W/F) - Tara

Twitter:

Those in picture must have a signed photo release on record

LOOKING FOR CARPENTERS/ENGINEER to reroof the horse stalls & the put a roof on the art and tack container.

8) Projects

'Stall'port Project: person stall, and carriage stall on the arena ends

2nd Wash Rack:

Front acreage pastures: Volunteers to clear hot tape & run new tape on front pasture areas

Pond trail t-post signage -

Container Project: still need a coat of GacoFlex and/or a new roof placed on top

Gravel Stall and Drive: time for a new load

Bridge across Canal - on hold for now

Compost: needs now to be spread into medicine wheel

Please dump manure only in active pile... the one without the cones

Sensory Riding Trails: looking to clear 15+ wide path around entire perimeter, lay wood chips on trail with bermuda grass seed mixed in to establish soft footing not muddy trail & then plant trees and hedges and separate from pastures with interior pastures (Hawaiian, canoe, horse safe edible, and botanically interesting: variety of colors, shapes, textures, smells) for riders to enjoy --- Jim has planted 2 Lonomea and many Loulu palms already (and had to fence them off) and several more palms

Medicine Wheel: looking for gardeners to come on regular basis, a few plants (red ground cover, white/silver ground cover), aerial photo to HTML to create a meet the plants page on website, plant labels (ideally with QRL codes that link to website plant page)-- need to spread composted manure

PATH & Other Certifications: NEED TO RECRUIT A FEW MORE INSTRUCTOR PROSPECTS

CPR & First Aid - looking to put together a small (2-4 person course), cost \$30, time 7 hrs (combination of online and in person)----videos are uploaded and ready to go...

9) Hopes and Dreams: need list/ wish list/ to do list

Volunteers: Side-walkers, Horse-leaders, Feeders, Facility Maintenance Crew (with regular hours)
Lightweight Tack-- for Chip and Rowdy

STALL PANELS & CARPORT - get them painted and installed

Tree & Rubbish Removal on all fencelines in last piece of forest--- in progress - - need a trailer to dump
convoy - - any takers

Native Hawaii Trees and Shrubs to Border Cleared Trails - in progress

Fencing - in progress

Off-Grid Solar System to Power Office --- working on grants to create a stellar system but grants are
never a sure thing--- we have a lead on KIUC wired in

Clear Span Building to Cover Arena and Stalls --- price jumped to about a million - - - we will back burner
this one for a bit

Tractor Attachments --- working on grants as we speak

Solar Powered Pond Aerators--- any teachers out there want to make this a long term school project

**10) Next Volunteer Meeting- Dec 10 LOOK FOR THE SAVE THE DATE
EMAIL / FACEBOOK NOTIFICATION**