Los Angeles Police Department
Mounted Platoon Basic Training

"Orientation" (Module 1)

Instructional Goal:

To provide the student with an overview of the Mounted Platoon purpose, history, functions, and objectives.

Performance Objective:

To identify the students responsibilities as a Mounted Platoon officer and what will be expected of them during the school and what will be required of them after completing the school as an active member of the Platoon.

Required Learning Activity:

This class is given by lecture, videotapes of various past Mounted Platoon functions, (crowd control, crime suppression details) and a live demonstration.

A. Creation of Mounted Platoon
   1. Primarily for crowd control
   2. Additional duties, (crime suppression, static displays)

B. Reasons for horses in crowd control
   1. People are intimidated by their size
   2. Able to move large groups with a relatively small number of horses.
   3. Reduce use of force through intimidation.

C. Crime suppression details
   1. Officer safety in field
      a. Able to establish and maintain a safe position in relation to field interview situations, etc.

D. Static Displays
   1. The horses are often used (Department wide) to establish and maintain better public relations by displaying them at various community events.

Basic Anatomy and Psychology of Horses (Module 2)

Instructional Goal:

To provide the student with basic knowledge of equine anatomy. The basic nature of horses and introduction to the Universal Training Technique, "Pressure and Release."

Performance Objective:

To introduce the students to the basic nature of horses (how they think and react) and familiarize students with terminology specific to parts of the horse.

Required Learning Activity:

This class includes lecture, handout material, live demonstration and field training exercise.

A. Equine Anatomy
   1. Terminology of various parts of horses
   2. Familiarize students with parts of horses that tend to create medical problems due to type of work we do.
      a. Back
      b. Hocks
      c. Fetlocks
      d. Pasterns
      e. Hooves
   3. Vision and hearing capabilities
      a. Actual vision is somewhat blurred but horses pickup movement very well even at long distances.
      b. Excellent hearing (sensitive to loud noises)

B. Psychology
   1. Herd animals
      a. Don't like being left alone
   2. Prey as opposed to predator mentality
   3. Natural reactions, i.e. when scared, turn and run

C. Pressure and Release
   1. Universal Training Technique to acquire conditioned responses from horses to certain cues. The cue being the pressure and the proper response earning the release.

"Western Horsemanship" (Module 3)

Instructional Goals:

To provide the student with an overview of the history of western horsemanship; with an emphasis on natural horsemanship methods and techniques of Tom and Bill Dorrance.

To provide the student with an overview of western horsemanship training principles: pressure and release.

To provide the student with an overview of the importance of position, timing, and feel

Performance Objective:

The student will demonstrate an understanding of the fundamental training principles of natural western horsemanship methods and techniques.

Required Learning Activity:

See lecture notes, handouts, and videos

A. Significance of Tom and Bill Dorrance in relation to western horsemanship
   1. Breaking vs. starting
   2. The nature of the horse: predator/prey
   3. Pressure and release utilizing traditional western tools

B. Understanding pressure and release through a discussion of police use of force policy
   1. "Using only that force necessary to overcome resistance"
   2. Horses learn, not from the application of pressure, but the release of pressure

C. Understanding how 'trainer's" position affects the horse's understanding of the trainer
   1. Position of safety
   2. Intention through body language
   3. Use of cues

"Introduction to Ground Work: Round Pen, Daily Dozen" (Module 4)

Instructional Goal:

To provide the student with the ability and confidence to handle and manipulate a horse on the ground.

Performance Objective:

To enable the students to control a large animal in a safe, effective and quiet manner utilizing their positions and demeanor to gain required responses. These skills will be used on a daily basis throughout the 5-week school.

Required Learning Activity:

Students will learn ground work through lecture, live demonstrations, practical exercise and repetition.

A. Catching
   1. Pre-positioning halter in hands
   2. Entering the stall
      a. Position of horse (facing handler)
   3. Haltering the horse
      a. Condition of stall (droppings, water/feed)
   4. Leading out of stall

B. Leading
   1. Position horse behind your right side
   2. Horse should lead, stop and stay well behind handler (5-6') and slightly to the right.
   3. Lead rope shall be carried in hand, but never looped around hand or arm (or any body part)

C. Backing
   1. Students will learn to back the horse to the end of the rope with a minimum cue (shaking the rope)

D. Turning
   1. Execute turns to the right and left on forehand and on hindquarters.

E. Flexing
   1. Flex horses head around to both sides with horse standing still and quiet and also flex horses head at the poll, dripping head towards ground.

F. Lunging
   1. Able to lunge horse in both directions (walk and trot in circle around student)

"Introduction to Western Tack" (Module 5)

Instructional Goal:

To provide the student with the understanding of traditional western tack.

Performance Objective:

To enable the student to identify parts of western tack and it's functionality while utilizing correct terminology.

Required Learning Activity:

Students will learn to identify western tack with specific focus on components that affect functionality. (Snaffle bit, leverage bit, western stock saddle)

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"Grooming and Saddling" (Module 6)

Instructional Goal:

To provide the students with knowledge and skills to properly groom, saddle and bridle a horse.

Performance Objective:

Provide the students with the ability to properly prepare a horse to be ridden in a safe, efficient manner.

Required Learning Activity:

This class is taught by live demonstrations, practical exercise by the student and repetition on a daily basis throughout the school.

1. Mane/Tail
   - a. Specific mane/tail brush
   - b. Use of detangler
2. Body
   - a. Body brush
   - b. Curry comb
   - c. Shedding blade
   - d. Softer brush for head/face
   - e. Critical areas to be cleaned (under saddle, girth)
3. Feet
   - a. How to pick up feet safely
   - b. Use of hoof pick to clean feet
   - c. Inspection of shoes
4. Saddling
   - a. Pads
     1. How to properly pad each individual horse to protect horses back and wither.
   - b. Saddles
     1. Includes class on saddles (parts and terminology)
     2. How to properly place and secure saddle to the horse
     3. Different types of saddles are discussed and different trees (i.e. quarter horse bars, semi quarter, etc) with importance on fit.

"Bits and Bridling" (Module 7)

Instructional Goal:

To provide the student with the ability to identify and discuss the differences in functionality of several common western bits.

To provide the student with a practical understanding of bridling a western horse.

Performance Objective:

The student will identify and discuss the differences in functionality of several common western bits.

The student will demonstrate correct western bridling.

Required Learning Activity:

See demonstration.

"Introduction to Basic Riding Skills: Mounting, Balanced Seat, Dismounting, Aids" (Module 8)

Instructional Goal:

To enable the student to correctly apply specific cues in order to control the movement of the horse.

Performance Objective:

In a word, "Horsemanship." The ability to get a horse to go where you want it to go at the pace you want, and to be able to keep the horse quiet and calm during the most stressful situations.

Required Learning Activity:

Students will begin to learn this through live demonstrations, various practical exercises and countless hours in the saddle.

A. Basic riding skills
   1. Mounting and dismounting
      a. Hand position
      b. "Gather" (Slight contact with horses mouth)
      c. Face forward
      d. Proper use of "Get down rope"
   2. Turning
      a. Direct/indirect rein
      b. Leg pressure
      c. Turn on forehand/hindquarter
   3. Backing
      a. Seat/leg position
      b. Pressure and release
   4. Walking/Jogging
      a. Seat, legs, and hand position. Separation of above to allow rider to maintain position and balance while giving cues to maintain pace and direction.
         1. Lean forward and squeezing with calves to increase pace.
         2. Sitting back and quieting legs to decrease pace.
         3. Sitting farther back, feet forward, pick up rein to stop and back.
   5. Transitions
      a. Transitions from stop to walk to jog to walk to stop.
   6. Leg yields
      a. Applying pressure to side of horse with leg tells the horse to move away.
         1. Squeeze with right leg to move horse to the left and vice versa. Continuing forward motion while doing this allows rider to move the horse laterally (side pass and two track)

Basic Riding Skills Cont. (Module 9)

7. Loping (Cantering)
   a. Transitions from walk and jog to the lope, loping circles in round pen and arena.
      1. Leads. A horse should be loped on the inside lead (i.e. left lead if going to the left) for balance and control.
         a. Left lead. Left front leg and left rear leg extend farther in the stride then the right and reverse for the right lead.
         b. To pick up a lope on the correct lead (left if going to the left, right if going to the right). Pick up the inside rein (slight pressure on rein) and squeeze or press with outside leg.
8. Stopping
   a. Proper position with seat, legs, and hands to get a smooth solid stop from walk, trot or lope.
      1. Require students to use their seat and leg position to cue the stop and be as subtle as possible with hands.

B. Intermediate riding skills

1. Patterns (specific courses around cones or barrels to improve rider's control of pace and direction)
   a. Students must maintain good position while negotiating at a walk, jog and lope (seat, legs, and hands)
2. Obstacle courses
   a. Various obstacles students must ride their horse over, under, or through to further increase their ability to control their mount.
   b. These courses can contain elements that visually or audibly distract or stress the horse to test the student's ability to manage the animal.
3. Rollbacks (an abrupt change of direction done at the lope)
   a. Can be done in round pen or arena
   b. Rider turns the horse into fence and makes an immediate 180 degree turn at lope and continues loping in the opposite direction.
   c. This exercise will quickly build a novice rider's ability to keep his seat and balance on a horse.
4. Get downs (dismounting a moving horse)
   a. Practice dismounting with a get down rope while walking, jogging, or loping.

"Introduction to Sensory Training (Ground)" Module 10

Instructional Goal:

To provide the student with the ability to safely introduce sensory challenging objects and situations to the horse in order to build confidence and control.

Performance Objective:

To enable the student to safely introduce sensory challenging objects and situations to the horse in order to build confidence and control.

Required Learning Activity;

Students will be introduced to accepted practices regarding introducing horses to sensory challenging objects and situations. (predator/prey)

Students will demonstrate safe and correct sensory training methods.

"Introduction to Sensory Training (Mounted)" Module 11

Instructional Goal:

To provide the student with the ability to use appropriate sensory training techniques and appropriate aids to affect a specific goal.

Performance Objective:

The student will use appropriate sensory training techniques and appropriate aids to affect a specific goal.

Required Learning Activity:

Students will observe and discuss with instructor as he/she demonstrates appropriate training techniques and principles in conjunction with aids to affect a specific goal.

Students will demonstrate and discuss with instructor specific and appropriate training techniques and principles in conjunction with aids to affect a specific goal.

"Introduction to Riding In An Urban Environment" (Module 12)

Instructional Goal:

To provide the student with the awareness of horsemanship challenges in an urban environment.

Performance Objective:

To enable the student to safely ride a trained, mounted horse in an urban environment.

Required Learning Activity:

Students will ride assigned mount in urban environment accompanied by primary instructor and predetermined support instructors.

"Basic Riding Skills: Leg-Yielding, Introduction to Spur" (Module 13)

Instructional Goal:

To provide the student with the ability to safely and correctly apply leg aid in correct position to affect a specific goal.

To provide the student with the ability to safely apply a spur to affect a specific goal. (student shall explain specific cues in respect to escalation and de-escalation of pressure)

Performance Objective:

To enable the student to safely and correctly apply leg aid in correct position to affect a specific goal.

Required Learning Activity:

Student will observe and discuss with instructor appropriate use of leg aid with spur to affect a specific goal.

A. Leg Position
   1. Forward Position (slightly in front of girth) to control shoulder
   2. Middle Position ("neutral position" girth position) to control rib cage
   3. Rear Position (behind girth) to control hind quarters

"Review and Practice: Basic Riding Skills, Introduction to Riding the Lope, Upward and Downward Transitions" (Module 14)

Instructional Goal:

To provide the student with the ability to safely and correctly initiate the lope from the walk and trot and to affect desired downward transitions.

Performance Objective:

To enable the student to safely and correctly initiate the lope from the walk and the trot, and to affect desired downward transitions.

Required Learning Activity:

Students will observe the instructor initiating the lope from the walk and the trot and performing specific downward transitions. Students will discuss with instructor specific aids applied.

Tactics (Module 15)

Instructional Goal:

Officers are selected to the Mounted Platoon from Metropolitan Division and already have years of experience in basic field tactics and officer safety issues. The goal of this class is to demonstrate how to safely perform field police work from the back of a horse, while recognizing the advantages and disadvantages of the elevated platform during a variety of tactical scenarios.

Performance Objective:

To ensure students can manage various field situations in a tactically sound manner while deployed on horseback. The tactics described in this module are presented as a guide to assist officers in safely controlling, detaining and apprehending suspects.

Police work by nature is unpredictable and the tactics utilized by officers are often determined by the actions of the suspect(s), environmental concerns, available resources, and other unforeseen factors. Nothing in this module is intended to replace an officer's training, experience and common sense. Officers are expected to use their best judgment with respect to their safety, the safety of the horses, and the safety of the public when contacting suspects.

Required Learning Activity:

Many factors contribute to sound tactics and officer safety in the field. [redacted]

A. [redacted]

1. [redacted]

2. [redacted]

3. [redacted]

B. [redacted]

1. Approach

[redacted]

[redacted]

[redacted]

[redacted]

The drawing of a firearm and/or use of deadly force is currently governed by Department policy, as well as State and Federal law, however, there are some unique concerns for officers engaged in mounted patrol duties. [redacted]

c. [redacted]

- [redacted]
- [redacted]
- [redacted]
  - [redacted]
- Bokken (approximately 40" baton): [redacted]
  a. [redacted]

Note: The bokken is a Department approved impact device and officers using it will be held to the same use of force standard as a ground officer using a baton.

5. [redacted]

D. [redacted]s

- [redacted]

  Note: [redacted]

- [redacted]

- [redacted]

- [redacted]

E. [redacted]

1. [redacted]

Los Angeles Police Department
Mounted Platoon Basic Training

Crowd Control (Module 16)

Instructional Goal:

To provide the student with a [redacted]

Performance Objective:

By graduation from basic training, students are able to be deployed along with the rest of the platoon on a major demonstration or disturbance, and perform all of our maneuvers and techniques in an efficient manner.

Required Learning Activity:

This training is given by lecture, handout material, video tapes, live demonstrations and practical exercise.

A. [redacted]

1. [redacted]
   a. [redacted]
   b. [redacted]
2. [redacted]
3. [redacted]
4. [redacted]
   a. [redacted]
   b. [redacted]

5. [redacted]
   a. [redacted]

B. [redacted]
   1. [redacted]
   2. [redacted]
      a. [redacted]
      b. [redacted]
      c. [redacted]
   3. [redacted]
      a. [redacted]
      b. [redacted]

4. [redacted]
   a. [redacted]
5. [redacted]
   a. [redacted]
   b. [redacted]

"Certification Test" (Module 17)

Instructional Goal:

To provide the platoon with a meaningful and comprehensive measure of an officer's ability to complete necessary tasks with a police horse. This test is given at the end of the basic school and is also periodically given to all officers in the platoon.

Performance Objectives:

The officers should be able to perform all of the tasks required in this test to a satisfactory level while keeping their mount quiet and under control at all times.

Required Learning Activity:

All of the elements of this test are taught, demonstrated, and practiced throughout the school.

A. Grooming and tacking
   1. Catching
   2. Tying
   3. Grooming
   4. Tacking (Saddling)

B. Trailer loading and unloading
   1. Load and tie the horse in trailer and secure
   2. Untie and unload horse

C. Daily Dozen (prepares a horse for work)
   1. First half on ground
   2. Second half in saddle

D. Equitation
   1. Officer walks, trots, lopes and stops horse
      a. Done in large circles
      b. To check officer's proper use and position of seat, legs and hands.

E. Obstacle Course (See diagram)

"Truck Driving" (Module 17)

Instructional Goal:

To provide the platoon with a meaningful, comprehensive and build confidence of an officer's ability to complete necessary tasks to complete the DMV Class A Commercial Driver's License written test, vehicle inspection and practical driving course test.

Performance Objectives:

The officers should be able to perform all of the tasks required to complete the written exam and practical application to pass the DMV tested to become a confident truck and trailer driver for the platoon when deploying to the field.

Required Learning Activity:

The officers will be given the required DMV handbook and handouts, driving demonstration and time to practiced and study.

1. Written Exam
   a. The officers will be given a DMV Commercial Driver's License handbook to study.

2. Vehicle pre-inspection
   a. Officers will be given instructions on how to conduct a pre-inspection of the truck and trailer prior to driving the vehicle. (see handouts)

3. Truck and trailer practical driving
   a. The officers will learn how to properly and safely operate the vehicle while driving to and from details on the city streets and highway. (see handouts)
   b. The officer will learn how to properly and safely back the truck and trail. The officer will have to back the vehicle up in a straight line for approximately 50 feet. (see Handouts)
   c. The officer will learn to properly and safely conduct a lane change while backing the truck and trailer. (see handouts)
   d. The officer will learn to properly and safely dock park the truck and trailer while driving in reverse. (see handouts)
   e. The officer will learn to properly and safely Parallel Park the truck and trailer. (see Handouts.

4. Test

a. When the officer feels they are ready to take the written exam, physical exam and practical driving exam an appointment will be made for them to complete the necessary test to obtain their Class A Commercial Driver's License.

1. ***California Commercial Driver Handbook, sections 2: Drivers Safety pages 23-61, section 4 Vehicle Inspection page 78, section 5 Combination Vehicle Air Brakes page 78, section 6 Combination Vehicles pages 87-97 and section 11 Pre-Trip Test pages 145-152.***