

Horsemanship



Levels 4-7

Montana 4-H Horse Program



Montana 4-H Center
FOR YOUTH DEVELOPMENT

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MONTANA 4-H IS...

4-H is a part of the Montana State University Extension Service cooperating with the U.S. Department of Agriculture and your local county government. 4-H members are those boys and girls who participate in Extension-sponsored educational programs which are open to all youth regardless of race, creed, color, sex, handicap or national origin.

The mission of Montana 4-H is to educate youth and adults for living in a global and ever-changing world by using the resources of Land-Grant Universities and the U.S. Department of Agriculture.

Montana 4-H uses educational, learning-by-doing projects, club meetings, community service projects, events, and activities for young people and adults as they work toward attaining these five general LIFE SKILLS

- Fostering positive self-concept
- Learning decision-making and responsibility for choices
- Developing an inquiring mind
- Relating to self and others
- Acquiring a concern for communities—local and global.

The emblem of the 4-H program is a green four-leaf clover with a white “H” in each leaf. The four “H’s” stand for Head, Heart, Hands, and Health and represent ways to develop the five life skills.

HEAD: Learning to think, make decisions, understand the “whys,” gain new and valuable insights and knowledge.

HEART: Being concerned with the welfare of others, accepting the responsibilities of citizenship in our local and global communities, determining values and attitudes by which to live and learning how to work with others.

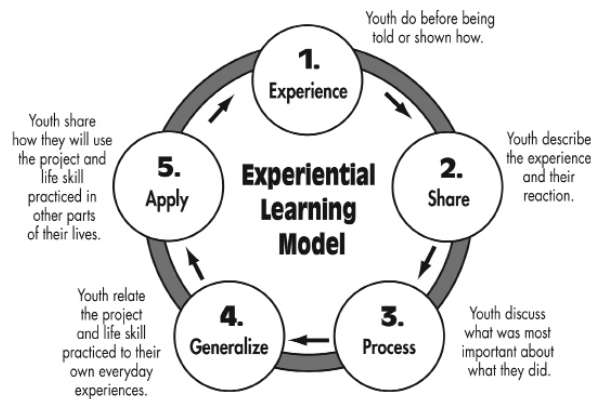
HANDS: Learning new skills, improving skills already developed, instilling pride in work and respect for work accomplished.

HEALTH: Practicing healthful living, protecting the well-being of self and others, making constructive use of leisure time.

This four-fold development is vital to every individual. All four of the “H’s” should be an important part of the goals youngsters identify as they participate in 4-H sponsored programs and educational activities. Achieving these goals will result in helping youth develop as competent, caring, confident, connected, compassionate contributors of high ethical character.

Experiential Learning Model

The 4-H Youth Development Program promotes the five steps of the experiential learning model as essential to all educational experiences. This experiential process engages learners by encouraging them to think more and work harder, as they ultimately learn more thoroughly than with traditional non-interactive teaching methods.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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Specific Life Skills & Science Standards

You will learn a lot about horses through this project, but you'll learn a lot about yourself too. Many of the things you'll learn are skills you can use in other areas of your life, like: goal setting, critical thinking, learning to learn, record keeping, and personal safety.

U.S. Educational Standards for Science:

- NS.5-8.1 Science As Inquiry — Abilities necessary to do scientific inquiry.
- NS.5-8.3 Life Science — Structure and function in living systems, reproduction and heredity, regulation and behavior.
- NS.5-8.6 Personal and Social Perspectives — Personal health, risks and benefits.

(www.educationworld.com/standards/national/science/58.shtml)

Introduction

Congratulations on advancing to the Level 4-7 4-H Horsemanship Program and becoming a member of this dedicated group of horsemen! You have built a foundation of horsemanship and can look forward to this exciting and worthwhile experience for both you and for your horse. At Level 4 and above you may explore any of the advanced 4-H Horse Projects listed below as well as promote the importance of the foundational levels to friends and fellow 4-H members. Who knows, you may become a great trainer, teacher, veterinarian, or other horse related professional!

The five main objectives of the Montana 4-H Horse Program are to:

- learn what makes a good horse and how to select one
- learn to properly care for horses
- learn to safely use your horse
- learn to train and handle horses
- enjoy a healthful outdoor recreational lifetime activity

The Montana 4-H Horse Program is made up of ten separate horse project areas. Members are eligible to participate in the Horse Projects according to their ability and skill level. These skill levels, however, do not necessarily correspond to years. It is possible to complete several levels in a year, or youth may take several years to complete one level. Assessment sheets are provided for leaders to determine when a member has completed a level and is ready to move to the next level.

Montana 4-H Horse Projects include:

Horseless Horse: If you don't own a horse, some of the activities in this project will help you decide if you want to continue your pursuit of learning about, riding, and caring for horses. A Horseless Horse project member may also enroll simultaneously in Horsemanship, Horse Judging, and Horse Careers projects.

Horsemanship: There are seven levels of horsemanship where members develop riding skills, increase their knowledge of horses, and study horse care and safety. 4-H members must at least complete Level 3 to enroll in additional horse projects, unless specified differently.

Colt to Maturity: Training a young horse from the weanling stage through the five-year-old year. Members must be 12 years old or older during the current 4-H year and have completed Horsemanship Levels 1, 2, and 3.

Green Horse: Training a green broke horse of any age. Members must be 12 years old or older during the current 4-H year and have completed Horsemanship Levels 1, 2, and 3.

Horse Judging: Learn to judge horse conformation and also performance classes. Members may enroll in this project simultaneously with any Horsemanship Level.

Driving: Learn driving skills and train your horse to drive either single, teams, or large hitches. Members may enroll in Driving Level 1 in any level of Horsemanship. To advance to Level 2 and beyond the 4-H member must have completed Horsemanship Level 3.

Packing: Learn how to pack a horse, how to organize a pack trip, and how to complete a several day pack trip in the mountains. Members must have completed Horsemanship Levels 1, 2, and 3.

Working Ranch Horse: Learn basic horse and ranch work skills including learning how to fix fence, rope, pen cattle, learn brands, give shots, and more. Members may take this project simultaneously with any level of Horsemanship or as a separate project. The State 4-H Horse Committee recommends that beginning members wishing to enroll in this project also enroll in the Horsemanship project. Some counties may require you to enroll in or have completed Levels 1-3 of the Horsemanship project. Check with your county extension agent and horse leaders to determine what rules your county may have in place.

Horse Showing: This project is for members who desire to learn about showing his/her horse at breed association or open shows. You will learn about grooming, equipment, show ring attire, show ring etiquette, show ring rules, traveling with your horse and more. As you complete each level you will also be sharing your knowledge with others. Members must have completed Horsemanship Levels 1, 2 and 3 before enrolling in this project. Please note that this project is NOT required for participation in any 4-H sponsored horse show.

Horse Careers: Learn about opportunities for members desiring a career in the horse industry. Members may enroll in this project simultaneously with any Horsemanship Level.

These are very brief descriptions of the projects. There are opportunities to learn about all different types of horses and horse-related activities. The skills you learn through your 4-H Horse Projects will be skills that you will use throughout your life, as a hobby or, perhaps, as a career.

All of the Horse Projects are progressive in nature, and most are divided into levels. It is necessary to master the skills in the first levels in order to build a foundation so you can continue safely and successfully through each project.

As you complete each of the project workbooks and your project assessment, you may go on to the next level. Once you have completed all three basic levels, you may enroll in the other project areas of the Montana 4-H Horse Program, unless specified above.

In the first three basic horsemanship levels, you will have hands-on experience in riding and caring for your horse.

You will talk with veterinarians and horse trainers, visit places where horses are raised, and read about horses. In the advanced levels, you will expand on this knowledge, learn from a variety of horsemen, and teach others the tools you have learned.

You may enroll in each level as many times as you like, and may progress according to your interest and ability. The goal is to advance through level 7. You may complete the project assessments for the first three levels on horses other than your own. It is very important to use a gentle, well-trained horse while you are mastering the basic skills. It can be a very difficult, frustrating, and potentially dangerous experience for you and your horse if both of you are inexperienced.

Before beginning each level, it is important to glance through the entire workbook. You may want to work on several parts of a level at the same time. Check with your County 4-H Extension Agent to find out which leaders may carry out the project assessments at the end of each level. Each county may handle this a little differently and it is your responsibility to learn your county's policy. You must be assessed by a registered horse leader who will go through the Skills With My Horse section with you and sign off that you can do and understand each skill. Your County Agent has the discretion to decide who can assess the 4-H member.

There are some guidelines that should be followed when you enroll in the various projects.

1. Horses being used in the Colt to Maturity or Green Horse Project may not be enrolled in the Horsemanship Project, and vice versa. However, a Colt to Maturity horse that is five can then cross enter in Horsemanship Level 7.
2. 4-H members may not use stallions as project horses.

3. 4-H members enrolling in the Colt to Maturity or Green Horse project must be 12 years old prior to the end of the project year.

Each project may have specific guidelines. It is a good idea to think about the projects in which you would like to enroll, and while you are still in the basic levels, read through the project materials to note specific requirements so that you will be prepared when the time comes.

Project Materials for the Four Advanced Levels:

Montana Horsemanship Projects Manual (#1160)

Horsemanship Levels 4-7 Workbook (#5246)

Project Objectives: Levels 4-7

- Continue to learn and practice basic horse safety skills
- Continue to learn the elements of basic and advanced horse care and nutrition
- Continue to learn about the purposes and correct usage of equipment that is needed to care for and ride your horse
- Continue to build your basic horse terminology and expand your understanding of equine vocabulary
- Become familiar with businesses and professionals that are a part of owning a horse

Project Work: Levels 4-7

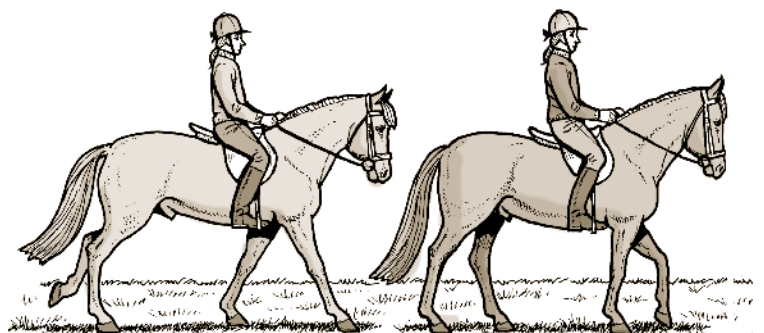
- Participate in the 4-H program
- Complete project workbook and master the riding skills for each level in progression
- Participate in the project at your county level and at the State 4-H Horse Show if available
- Share the knowledge and skills you have acquired through the horsemanship program with other 4-H members and horse enthusiasts.

Montana State University Extension: 4-H Horse Helmet Policy

A certified equestrian helmet with safety harness fastened in place is required in over fence classes and gymkhana events, activities, and practice sessions. Gymkhana refers to horseback speed events (timed or un-timed) that do not use livestock. Events that usually fall in this category include, but are not limited to: barrel racing, pole bending, keyhole races, stake races, rescue races, pony express race, etc. Events that are not intended to be included in this policy are events such as calf roping, team roping, goat tying, and team penning that may be timed but use livestock.

Participants in the 4-H Horse Project are required to attend a helmet education workshop and/or view the video *Every Ride Every Time* once as a junior 4-H member (9-13) and once as a senior 4-H member (14 and up). It is the responsibility of the parent or guardian of the 4-H member to see that the headgear worn complies with

such standards and is in good condition. The Montana 4-H Center for Youth Development encourages the use of ASTM certified/SEI approved safety helmets in all equine events. Protective headgear may be used in all classes and shall not be discriminated against. Helmet use is encouraged in all 4-H horse activities any time a 4-H member is around a horse. Counties may establish more stringent policies regarding helmet use.



Level 4

Exhibits

Going to the fair or county project day? Here are some suggestions:

- Poster or notebook documenting project experiences
- Demonstration
- Interview
- Walk/Trot/Lope class using a gentle horse
- Education Display

Project Goals

Keeping good records is an important part of your 4-H work. Accurate records will tell others about your work and progress and will help you to become a better horseman. Some of the questions will ask you to establish goals for your project. Each 4-H horse project member is encouraged to set goals which he or she plans to attain while enrolled in the project.

- I have read the introduction and understand the Montana 4-H Horse Program and I have obtained the Montana Horsemanship Projects Manual.

Date: _____

State your county's policy on project assessments and helmet usage.

Goals and 4-H

Horse Project Skill: Setting goals
Life Skill: Keeping Records, Goal Setting, Self-Motivation, Self-Responsibility, Critical Thinking
Educational Standard: NS.5-8.6 Personal and Social Perspectives
Success Indicator: Goals Identified, Holistic Approach Exhibited

The 4-H's on the 4-H emblem stand for head, heart, hands and health. Give an example of how you have used each of these in relation to your horsemanship project.

Head: _____

Heart: _____

Hands: _____

Health: _____

What are 3 goals you have for Horsemanship 4? How will you work toward achieving them?

1) _____

2) _____

3) _____

Leader Initial and Date: _____

Horse Safety

Horse Project Skill: Expressing applied horse safety practices

Life Skill: Personal Safety, Communication

Educational Standard: NS.5-8.6 Personal and Social Perspectives

Success Indicator: Horse safety, behavior, and well-being discussed, confirming mastery of horse safety practices

You have learned basic horse safety in the previous levels of horsemanship, for review give two examples of safety precautions you should use in each of the listed areas.

Tying

1)

2)

Saddling

1)

2)

Bridling

1)

2)

Trailing

1)

2)

Riding in Groups

1)

2)

Arena Riding

1)

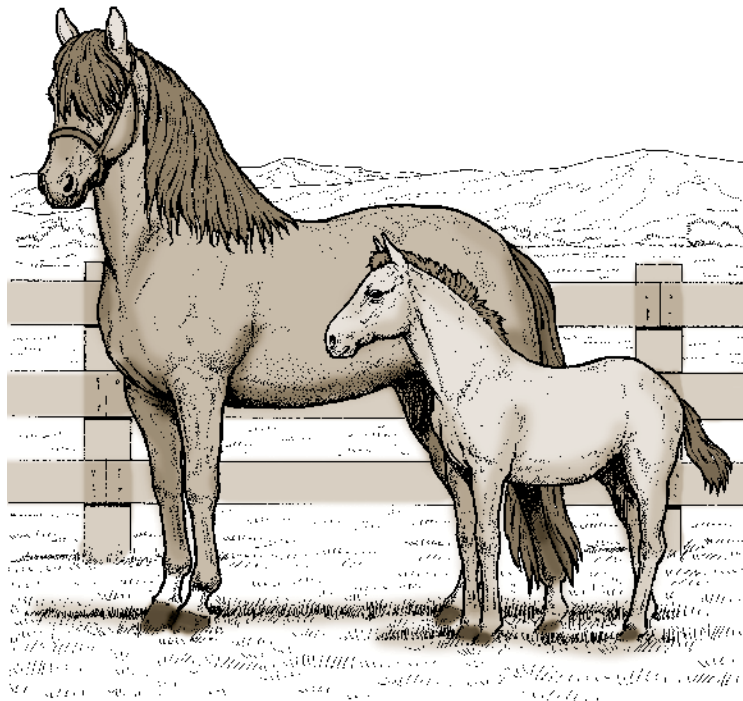
2)

Horse Housing

1)

2)

Leader Initial and Date: _____



Horse Well-being

Horse Project Skill: Understanding horse health and nutrition

Life Skill: Critical Thinking, Disease Prevention

Educational Standard: NS.5-8.3 Life Science

Success Indicator: Nutritional components identified, demonstrate an understanding of common equine medicines, avoiding common equine health issues, identifying horse behavior.

Horse feeds can be divided into 6 main types of nutrients. Name all 6 of these nutrients.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

The horse has a unique digestive system. Sometimes called the blind gut this is where the digestion of much of the roughage takes place. This structure lies between the small and large intestines, what is its name?

- 1)

Through years of research, horse health professionals have identified many diseases that horses can contract from one another or from other hosts and have developed vaccinations against these. One well known vaccination is commonly called the 4-way shot, name the four infectious diseases that it protects a horse from.

- 1)
- 2)
- 3)
- 4)

List three different clinical signs of West Nile.

- 1)
- 2)
- 3)

Dewormers are sold by many brand names but most of them have common active ingredients. It is important to know the active ingredient of a dewormer so we can rotate them and lessen the chances of having parasites become immune or build a resistance against that individual ingredient. Name one active ingredient that a dewormer may have.

- 1)

Name an internal parasite and list two of the damages they may cause your horse.

- 1)

- 2)

Through observing your horse everyday you will learn what normal behavior is for him/her. When your horse acts abnormally it often indicates that he/she does not feel well. List four behaviors that a horse may exhibit when they do not feel well.

- 1)

- 2)

- 3)

- 4)

When your horse isn't feeling well you may need to call a veterinarian. The vet may ask what signs your horse is exhibiting and also ask what his/her vitals are. Name these three vitals.

- 1)

- 2)

- 3)

The No.1 non-infectious killer of horses is _____.
Give a brief description of this common ailment.

Founder or _____ is the inflammation of the sensitive laminae under the wall of the hoof. Founder can be caused by many different situations, name three.

- 1)
- 2)
- 3)

Describe the hoof problem thrush and how you would get rid of it.

Using the word box below complete the following paragraph:

In the colder winter months horses have a higher incidence of _____ colic. This can be attributed in part to drier than normal intestinal contents caused by the horse not having access to or not _____ enough _____. The most common area of compaction colic is at the _____, the area of the large intestine where it both narrows and turns back on itself.

Word Bank

water	colic
pelvic flexure	compaction
drinking	

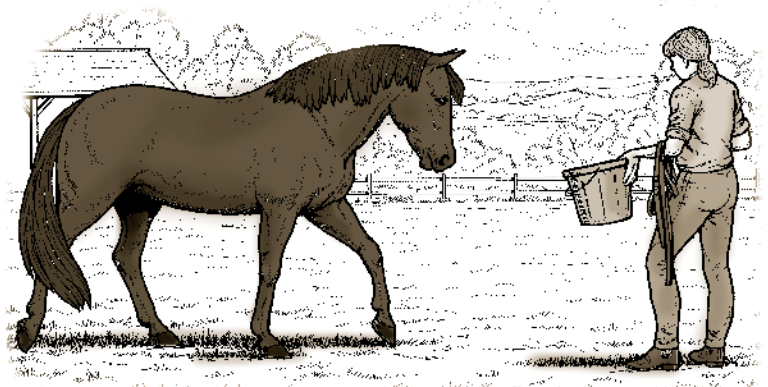
Lameness in horses is not uncommon. Being alert to lameness early can often help prevent more serious lameness or unsoundness later. When lameness is first detected, name two different stances a standing horse may use.

- 1)
- 2)

When examining a leg closely (palpation and manipulation) because the horse is lame, name two different indicators you will be looking for to identify the point of lameness.

- 1)
- 2)

Leader Initial and Date: _____



Horse Knowledge

Horse Project Skill: Learning equine anatomy

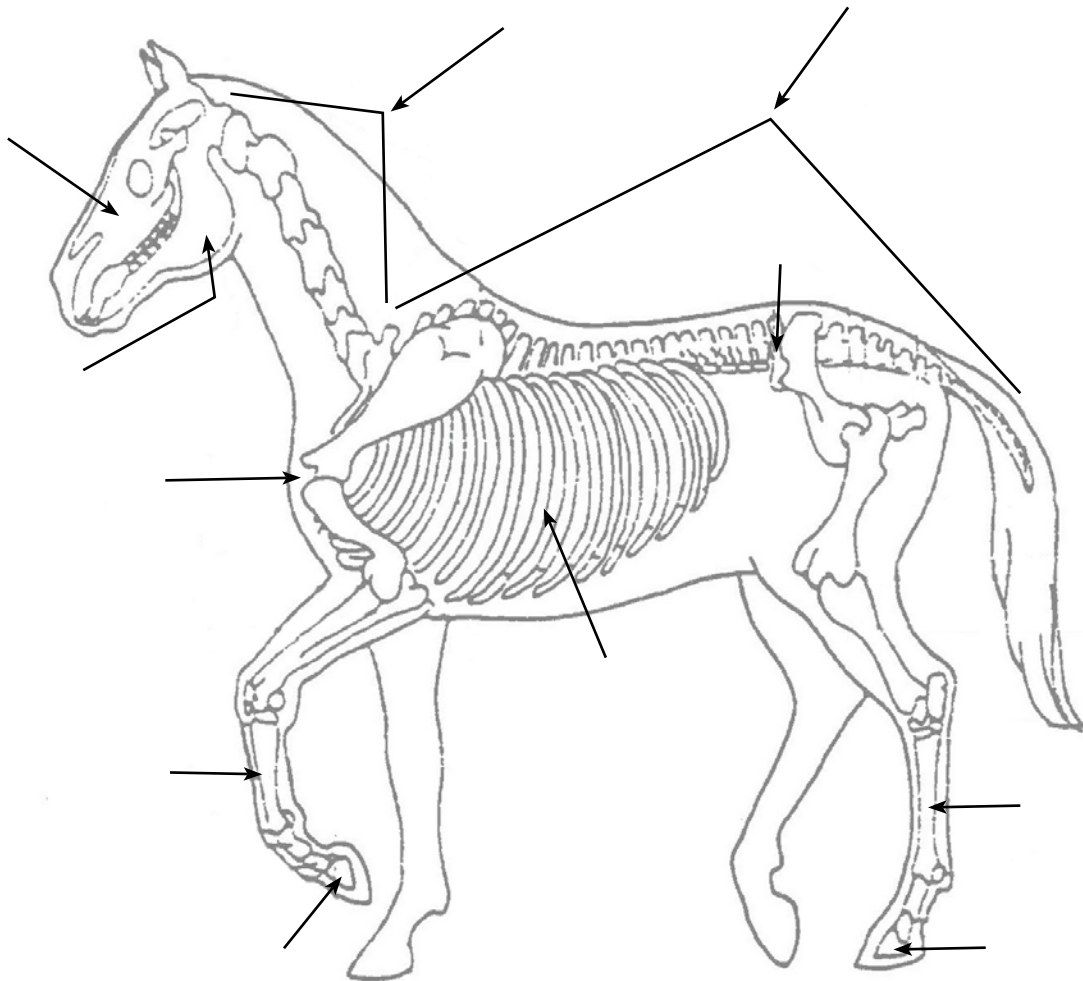
Life Skill: Critical Thinking, Learning to Learn

Educational Standard: NS.5-8.3 Life Science

Success Indicator: Horse gaits illustrated, anatomy of horse identified

Know your horse

Using the word box below, fill in the corresponding name to the part on the horse, next to the arrow.



Horse Parts

skull

mandible

shoulder joint

cannon bone
(front and back)

ribs

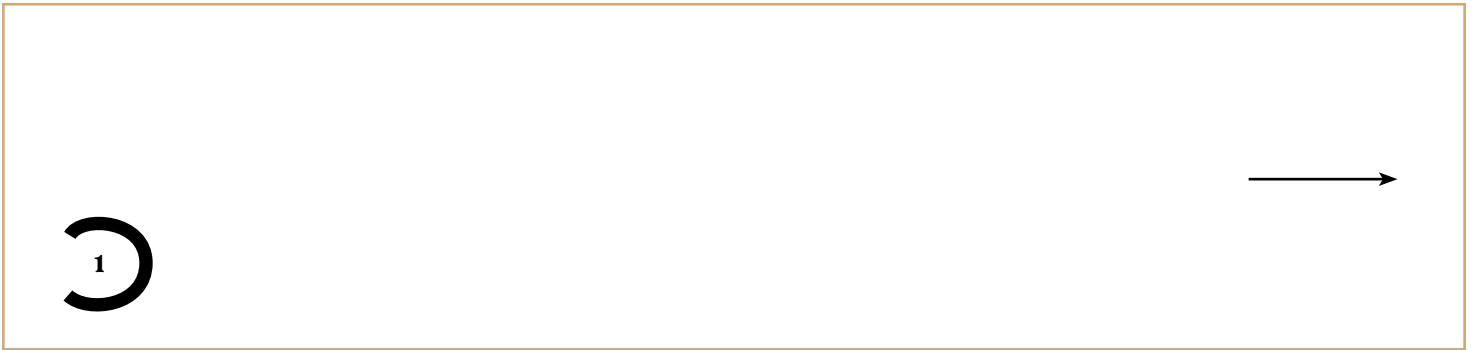
coffin bone
(front and back)

point of hip

spine

vertebrae of
the neck

What is the foot sequence of a horse at a trot?



The conformation of a horse is important because certain traits can affect the useful life span of the horse. List two basic conformation points on the body of the horse and two basic conformation points on the legs and feet you should look for when selecting a horse for general riding purposes.

Body

1)

2)

Legs and Feet

1)

2)

Using the word box below to answer the following questions:

- Name the six joints of the horse's front leg.
 - 1)
 - 2)
 - 3)
 - 4)
 - 5)
 - 6)
- The bones of the horse help to shape and support his body. Another purpose of the bones is to protect the internal organs. How many bones are in a horse's body?
 - 1)
- The digestion process starts when a horse gathers feed into its _____, the feed is then chewed and swallowed down the esophagus and into the _____, from there it passes into the _____, _____, _____ and large intestine, also known as the _____ before the waste material is expelled from the rectum.

- List the approximate size of each of the following.

Stomach: _____ gallons.

Small: _____ intestine feet.

Large: _____ intestine feet.
- The front legs carry about ____ to ____ percent more weight than the hind legs while the horse is at rest. Proof of this is that the hind feet _____ than the front.

Word Bank

cecum	shoulder
coffin	small intestine
colon	stomach
elbow	2 – 4
fetlock	9
grow faster	10
knee	24
mouth	70
pastern	205

Leader Initial and Date: _____

Helpful Tools

Horse Project Skill: Learning the proper terms to identify saddle parts and hoof tools. Identifying undesirable equine conformation
Life Skill: Critical Thinking, Decision Making
Educational Standard: NS.5-8.5 Science and Technology
Success Indicator: Saddle parts identified, described use of hoof tools, identified weaknesses in equine conformation

Trimming Your Horse

Hoof knife — curved tool that cuts away the sole of the hoof
Hoof nipper — cuts away the sole, frog, or walls of the hoof
Rough rasp — course file that files the wall or sole of the hoof off
Finishing rasp — fine file that puts a fine finish on the hoof

Identify and label following tools



Saddle Tree and Rigging

Identify the parts of the saddle tree and locations for rigging by using the word banks below.



Word Bank

horn bars
 swells cantle

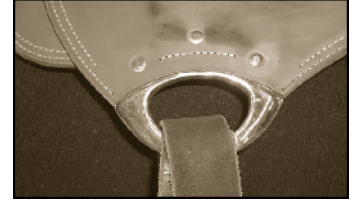
Word Bank

center fire 7/8
 full 3/4



Rigging Types of the Western Saddle

Using the word box below, match the words with the correct picture, then write a brief description of each.



Word Bank

D-ring In the Skirt Flat Plate 3-way Rigging

Types of English Saddles

Fill in the blank with the words below to finish these definitions, then draw a line to the appropriate saddle:

The _____ saddle has forward angled flaps that balance a rider correctly when the horse's center of gravity shifts forward of the centerline. A lower pommel and flatter seat gives the rider ease for quick change of positions.

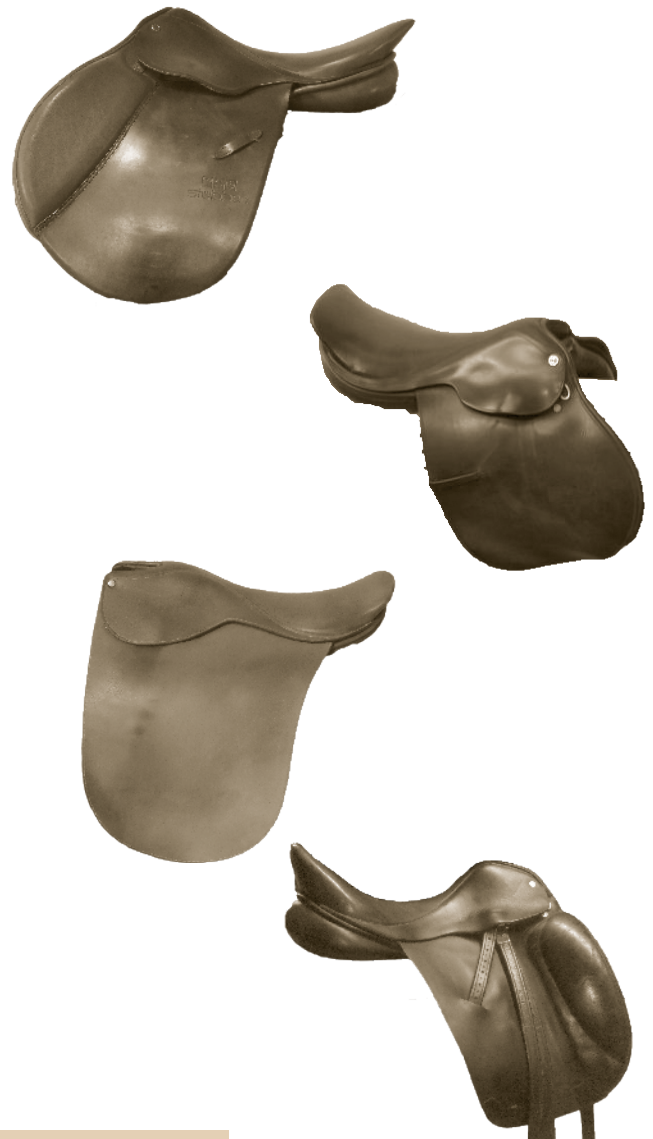
The _____ saddle sets the rider in a position behind the center of motion on the horse, providing ease of movement of the front legs. The deep cut pommel gives comfort for breeds with prominent withers.

_____ saddles have long flaps, deep seats, small knee rolls and thigh blocks, which may be concealed, giving the rider a centered position both vertically and horizontally on the horse.

The _____ saddle has slightly angled forward flaps with knee rolls, some models will also have small thigh blocks. The security of this saddle makes it a good choice for beginners and suitable for many different aspects of English riding discipline.

Word Bank

All-Purpose Dressage Jumping Cutback



Leader Initial and Date: _____

••••• Horse Terminology and Trivia •••••

The terms listed below are blemishes, unsoundnesses or conformation faults (weaknesses). Beside each term write which one(s) it is.

bowed tendons: _____

wire cut: _____

bandy legged: _____

wind puffs: _____

bog spavin: _____

bone spavin: _____

calf knees: _____

hernia: _____

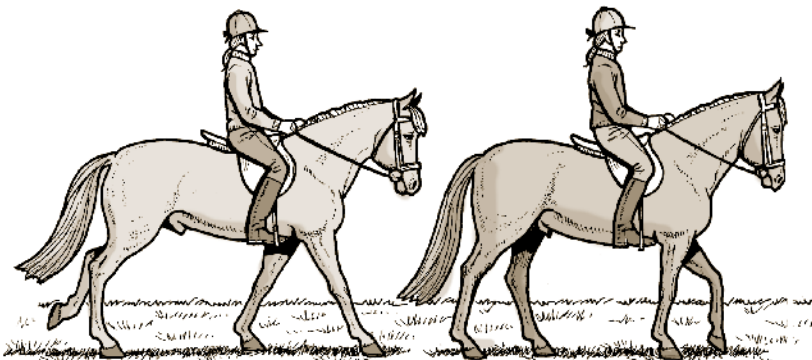
ring bone: _____

navicular disease: _____

capped hocks: _____

parrot mouth: _____

Leader Initial and Date: _____



Skills with My Horse

LEVEL 4	Date	Leader
English		
1. Demonstrate how to lunge your horse in a controlled manner in each gait.		
2. Demonstrate how to measure the seat of your English saddle.		
3. Measure your horse and tell how tall he/she is and determine the average weight.		
4. Demonstrate proper riding position in a walk, trot and canter.		
5. While mounted, back your horse in a square.		
6. Demonstrate giving at the poll.		
7. While riding a serpentine, change diagonals with emphasis on the recognition of the correct diagonal in the right place.		
8. Walk to marker A, canter a straight a line to B and halt.		
9. From a canter, demonstrate a balanced halt.		
10. Demonstrate leg yield to the left.		
11. Demonstrate leg yield to the right.		
12. Demonstrate how to extend your horse's stride at a walk.		
13. Demonstrate how to collect your horse's stride at a walk.		
14. Turn 360 degrees to the right on the hindquarter.		
15. Turn 360 degrees to the left on the hindquarter.		
16. Turn 360 degrees to the right on the forehand.		
17. Turn 360 degrees to the left on the forehand.		
18. Demonstrate and explain a free walk and its importance.		
19. Teach a younger member a new skill. What was the new skill?		
Western		
1. Demonstrate how to lunge your horse in a controlled manner in each gait.		
2. Demonstrate how to measure the seat of your Western saddle.		
3. Measure your horse and tell how tall he/she is and determine the average weight.		
4. Demonstrate giving at the poll.		
5. Demonstrate proper riding position in a walk, jog and lope.		
6. While mounted, back your horse in a square.		
7. Demonstrate how to extend your horse's stride at a walk.		
8. Demonstrate how to collect your horse's stride at a walk.		
9. Walk to marker A, lope a straight a line to B and stop.		
10. From a lope, perform a balanced stop.		
11. While riding a serpentine, change diagonals with the emphasis on recognition of the correct diagonal in the right place.		
12. Demonstrate loping a left lead, rollback to the right and lope off in the correct lead.		
13. Turn 360 degrees to the right on the hindquarter.		
14. Turn 360 degrees to the left on the hindquarter.		
15. Turn 360 degrees to the right on the forehand.		
16. Turn 360 degrees to the left on the forehand.		
17. Teach a younger member a new skill. What was the new skill?		

Level 5

Exhibits

Going to the fair or county project day? Here are some suggestions:

- Poster or notebook documenting project experiences
- Demonstration
- Interview
- Walk/Trot/Lope class using a gentle horse
- Education Display

Goals and 4-H

Horse Project Skill: Setting goals
Life Skill: Keeping Records, Goal Setting, Self-Motivation, Self-Responsibility, Critical Thinking
Educational Standard: NS.5-8.6 Personal and Social Perspectives
Success Indicator: Goals met, life skills reflected upon

You have learned the five life skills that 4-H teaches. Choose one of these skills and tell how your horsemanship project has helped you achieve that skill.

1) _____

What are 3 goals you have for Horsemanship 5? How will you work toward achieving them?

1) _____

2) _____

3) _____

Leader Initial and Date: _____

Horse Well-being

Horse Project Skill: Learn horse health and nutrition
Life Skill: Critical Thinking, Decision Making
Educational Standard: NS.5-8.3 Life Science
Success Indicator: Identified a sick horse, horse health and nutrition defined, preventative medicine practiced

Horse feeds can be divided into 6 main types of nutrients that are listed below. Every nutrient has different jobs in the horse's body, list one of these purposes for each nutrient.

- Carbohydrates: _____
- Fats: _____
- Proteins: _____
- Vitamins: _____
- Minerals: _____
- Water: _____

Explain the difference between a contagious and an infectious disease and give an example of each.

Explain how you would bring a foal or a horse with an unknown vaccination history up to date on his/her immunizations. List the names of all the diseases you would vaccinate against.

Outline a deworming program for your horse. Give the time lines, the names of the deworming active ingredients, and when you will use each one.

List three preventive measures to help keep your horse parasite free.

- 1)
- 2)
- 3)

Draw a diagram of the digestive system of a horse and explain how it functions.

List three signs a horse may exhibit when they are in the beginning stages of laminitis.

1)

2)

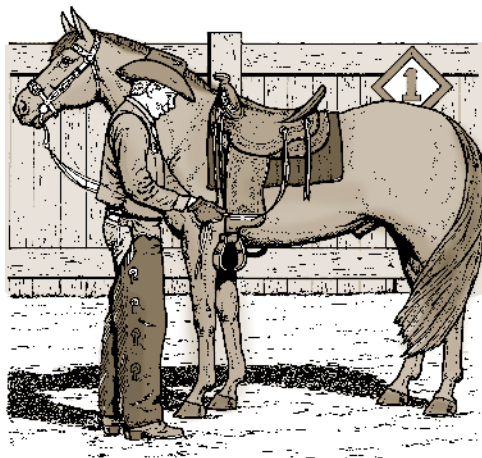
3)

List two signs that indicate that a horse has been foundered.

1)

2)

Leader Initial and Date: _____



Horse Knowledge

Horse Project Skill: Learning about the parts and gaits of a horse

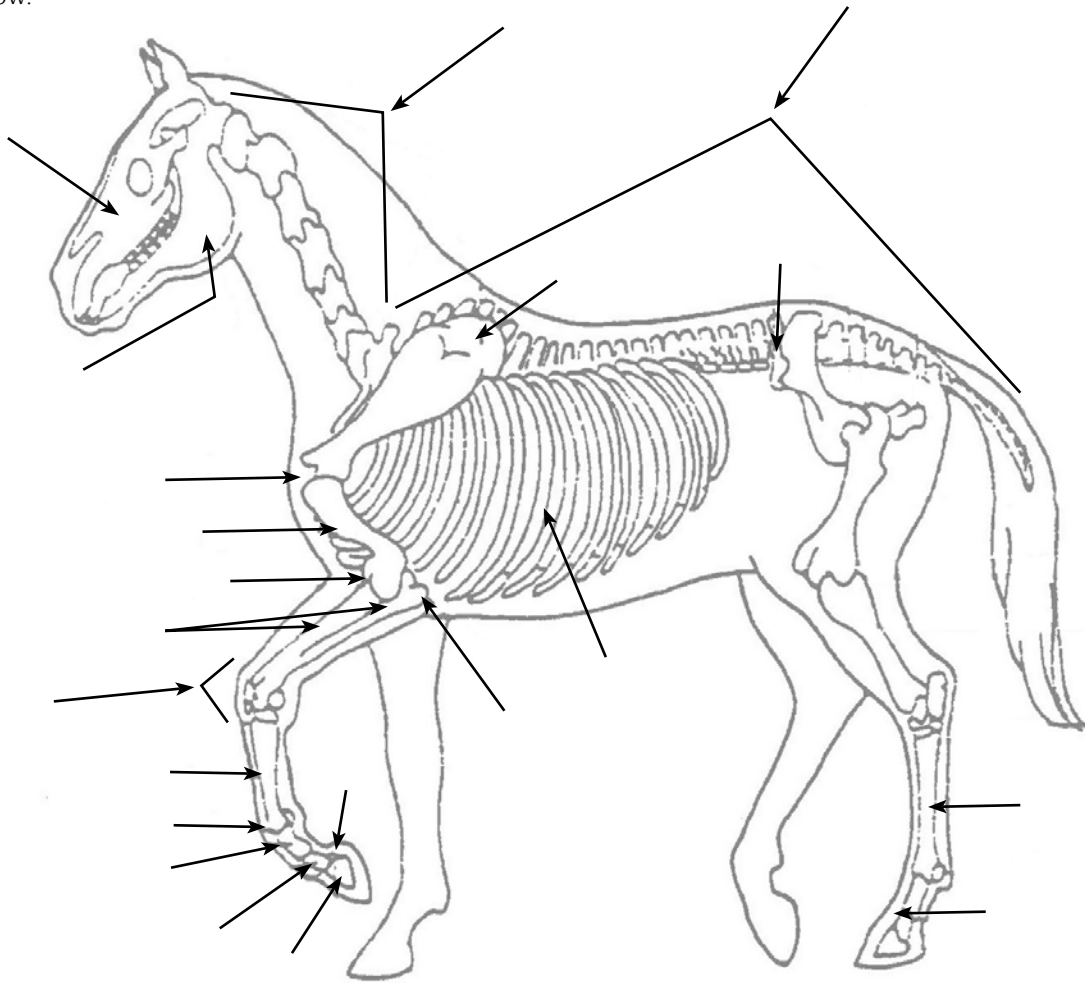
Life Skill: Critical Thinking, Learning to Learn, Problem Solving

Educational Standard: NS.5-8.3 Life Science

Success Indicator: Parts of the horse named, gaits illustrated, horse conformation described

Know Your Horse

Using your knowledge from Level 4 (pg. 10) and the new words below, fill in the corresponding name to the part on the horse next to the arrow.



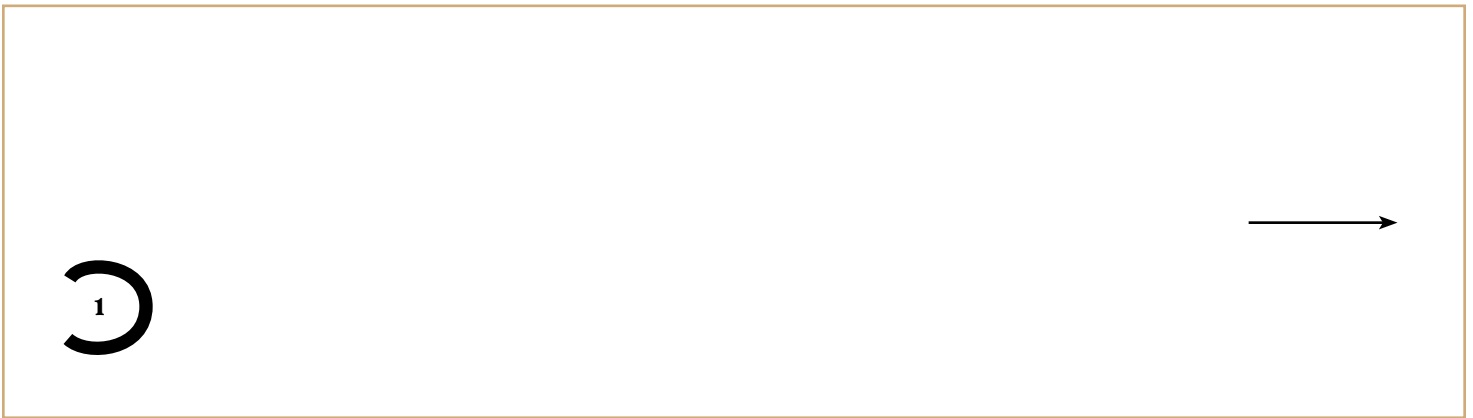
Horse Parts

humerus	fetlock joint	navicular joint
elbow joint	first phalanx	point of elbow
radius and ulna	second phalanx	scapula
carpal joint	coffin joint	

Draw the foot sequence of a horse in the left lead at a lope.



Draw the foot sequence of a horse in the left lead at a gallop.



Briefly explain the visual perpendicular lines you should look for when evaluating a horse for the correctness in conformation of his/her legs. Include front and rear legs and give descriptions of what you are looking for in both the side view and the front and rear view. (Space has been given so you may draw them out.)

Using the horse conditioning scoring system, describe what a score of 2 is and what 8 is.

Why is teeth floating/equibulation important for overall health of your horse.

Give three indications to suggest that your horse would need to have his teeth examined

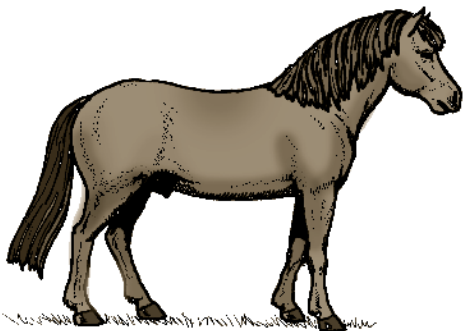
- 1) _____ 3) _____
- 2) _____

Using the word box below to answer the following questions:

- When a horse lifts his head and points his ears forward he has _____ vision.
- It is believed that _____ eye sight may affect the behavior of a horse and make him more prone to shying.
- The front feet and legs of a horse help to _____ him forward while the hind feet and legs _____ him.
- The horse can dissipate a great amount of shock while in motion because his _____ are held in position by muscular structures and not attached to the skeleton. The angle of the pastern and the _____ and _____ properties of the foot also aid in this dissipation.
- About six inches behind the elbow is the horse's _____ of _____.
- The horse or rider can change the position of the center of gravity a limited amount, however the horse's _____ of _____, which is located approximately over the 15th vertebrae is rather fixed. On the mature horse this lies about _____ inches behind the center of gravity.
- A rider's weight positioned over the horse's _____ of _____ offers the greatest athletic benefit to the horse and rider.

Word Bank

- | | | |
|-----------|-----------|------------|
| pull | elastic | push |
| binocular | motion | gravity |
| 10 | center | front legs |
| center | expansive | motion |
| poor | center | |



Leader Initial and Date: _____

Helpful Tools

Horse Project Skill: Learning the proper terms to identify horse tack
Life Skill: Critical thinking
Educational Standard: NS.5-8.1 Science as Inquiry
Success Indicator: Parts of the saddle identified, proper use of hoof tools exhibited.

Shoeing Your Horse

Identify and label following tools

Anvil — a heavy iron block with a smooth surface that is used to form horseshoes into the desired shape.
Hoof stand — aid to hold the leg while working on the hoof
Plate shoe — a flat shoe with a groove where the nails go, little to no traction
Rim shoe — a flat shoe with a groove all the way around the shoe, limited traction
Heel shoe — a shoe with extra metal on the heel that raises the height of the heels
Toe and heel shoe — a shoe with extra metal on the heel and toe; raises the height of the shoe; gives added traction
City head nail — a medium weight nail that's most popular
Regular nail — thicker nail in dimension that weighs more than other nails
Shoeing (driving) hammer — drives the nails through the shoe into the hoof
Clincher — a tool that tightens the nail that holds the shoe on
Pull offs — tool used to pull off the shoe
Clinching block — a piece of steel held under the bend of the nail, while hit by the hammer that tightens the nail



Identify the following pictures by placing the correct word with the corresponding picture: slick fork, swell fork, wood post, barrel/cutting horn, roping horn.



••••• Horse Terminology and Trivia •••••

Horse Project Skill: Defining horse terms
Life Skill: Critical thinking, learning to learn
Educational Standard: NS.5-8.1 Science as Inquiry
Success Indicator: Proper horse terms defined

The terms listed below are often used in the horse world, beside each term write a brief definition of the meaning of the word.

action: _____

coupling: _____

aids: _____

cribbing: _____

appointments: _____

disunited: _____

barn sour: _____

forging: _____

breed standard: _____

hot-blooded: _____

bridlepath: _____

transition: _____

cayuse: _____

tree: _____

cold-blooded: _____

Leader Initial and Date: _____

Skills with My Horse

LEVEL 5	Date	Leader
English		
1. Demonstrate how to properly fit your English saddle to your horse.		
2. Demonstrate a drop to trot lead change in a straight line.		
3. Drop irons and ride as instructed on the rail.		
4. Counter canter a left circle.		
5. Counter canter a right circle.		
6. Demonstrate how to extend your horse's stride at a working trot.		
7. Demonstrate how to collect your horse's stride at a working trot.		
8. Demonstrate haunches in.		
9. Demonstrate and explain a half halt.		
10. With dropped irons, demonstrate a sitting trot with a basic balanced position.		
11. From marker A demonstrate a lead departure on a straight line from a halt.		
12. Demonstrate a two track at a walk across the arena.		
13. Name five moving parts of the horse and demonstrate how to move each part.		
14. Teach a younger member a new skill. What was the new skill?		
Western		
1. Demonstrate how to properly fit your Western saddle to your horse.		
2. Demonstrate a drop to jog lead change in a straight line.		
3. Drop stirrups and ride as instructed on the rail.		
4. While walking a circle, demonstrate hip in going both directions.		
5. While walking a circle, demonstrate hip out going both directions.		
6. Demonstrate two consecutive 360 degree spins to the left.		
7. Demonstrate two consecutive 360 degree spins to the right.		
8. Demonstrate how to extend your horse's stride at a jog.		
9. Demonstrate how to collect your horse's stride at a jog.		
10. Counter canter a left circle.		
11. Counter canter a right circle.		
12. From marker A demonstrate a lead departure on a straight line from a stop.		
13. Name five moving parts of the horse and demonstrate how to move each part.		
14. Teach a younger member a new skill. What was the new skill?		



🏆 Level 6 🏆

Exhibits

Going to the fair or county project day? Here are some suggestions:

- Poster or notebook documenting project experiences
- Demonstration
- Interview
- Walk/Trot/Lope class using a gentle horse
- Education Display

Goals and 4-H

Horse Project Skill: Setting goals, horse safety, horse health
Life Skill: Keeping Records, Goal Setting, Personal Safety, Critical Thinking
Educational Standard: NS.5-8.6 Personal and Social Perspectives
Success Indicator: Described use of experiential learning model, meeting goals, horse safety tips identified, prepared for an emergency

Horsemanship level 5 had you choose one of the five life skills that 4-H teaches and tell about how your horsemanship project had helped you achieve that skill. Select another one of the life skills and tell how your horsemanship project has helped you achieve that skill. _____

What are 5 goals you have for Horsemanship 6? How will you work toward achieving them?

1) _____

2) _____

3) _____

4) _____

5) _____

Leader Initial and Date: _____

Horse Safety

List 20 horse safety tips you have learned.

- | | |
|-----|-----|
| 1) | 11) |
| 2) | 12) |
| 3) | 13) |
| 4) | 14) |
| 5) | 15) |
| 6) | 16) |
| 7) | 17) |
| 8) | 18) |
| 9) | 19) |
| 10) | 20) |

List a minimum of 8 medicines and/or veterinary materials that you should have on hand for emergency situations and the use of each.

- | | |
|----|----|
| 1) | 5) |
| 2) | 6) |
| 3) | 7) |
| 4) | 8) |

Leader Initial and Date: _____

Horse Well-being

Horse Project Skill: Learn horse health and common health issues
Life Skill: Critical Thinking, Decision Making, Disease Prevention
Educational Standard: NS.5-8.3 Life Science
Success Indicator: Identified common horse health issues

What is the average temperature, pulse rate and respiration rate of a normal mature horse at rest?

- Temperature:
- Pulse:
- Respiration Rate:

Name three pulse points on a horse

- 1)
- 2)
- 3)

Explain how you count the respiration rate of a horse.

Record the temperature, pulse and respiration rate of your horse.

- Temperature:
- Pulse:
- Respiration Rate:

Describe the life cycles of two different internal parasites of the horse.

- 1) _____

- 2) _____

Navicular disease is chronic _____ of one or more of the structures of the _____. Navicular apparatus includes navicular _____, navicular _____, and deep _____ tendon. One cause of this disease is an unbalanced foot forces _____ stress on the _____ and _____ structures of the foot. Over time the incorrectly shod horse will develop lameness problems. Increased and uneven loading on an _____ foot predisposes it to _____ or it worsens an already existing condition.

Word Bank

- navicular
- uneven
- disease
- apparatus
- joints
- bone
- bursa
- internal
- inflammation
- unbalanced
- navicular
- digital flexor

Explain how to take capillary refill time and why it is useful to know this.

Abdominal discomfort, often called colic is the most common ailment in horses and also the leading cause of death in horses. If you find your horse colicking explain what steps you would take until the vet arrives.

List at least four possible causes of laminitis.


- 1)
- 2)
- 3)
- 4)

Senior horses need extra care as they get older. Give three examples of things that we need to pay particular attention to to keep them healthy.

- 1)
- 2)
- 3)

In the pictures below identify which coffin bone is rotated and briefly explain why this may happen when a horse gets laminitis.

a)  _____

b)  _____

Leader Initial and Date: _____

Horse Knowledge

Horse Project Skill: Learning about the parts of a horse and horse health

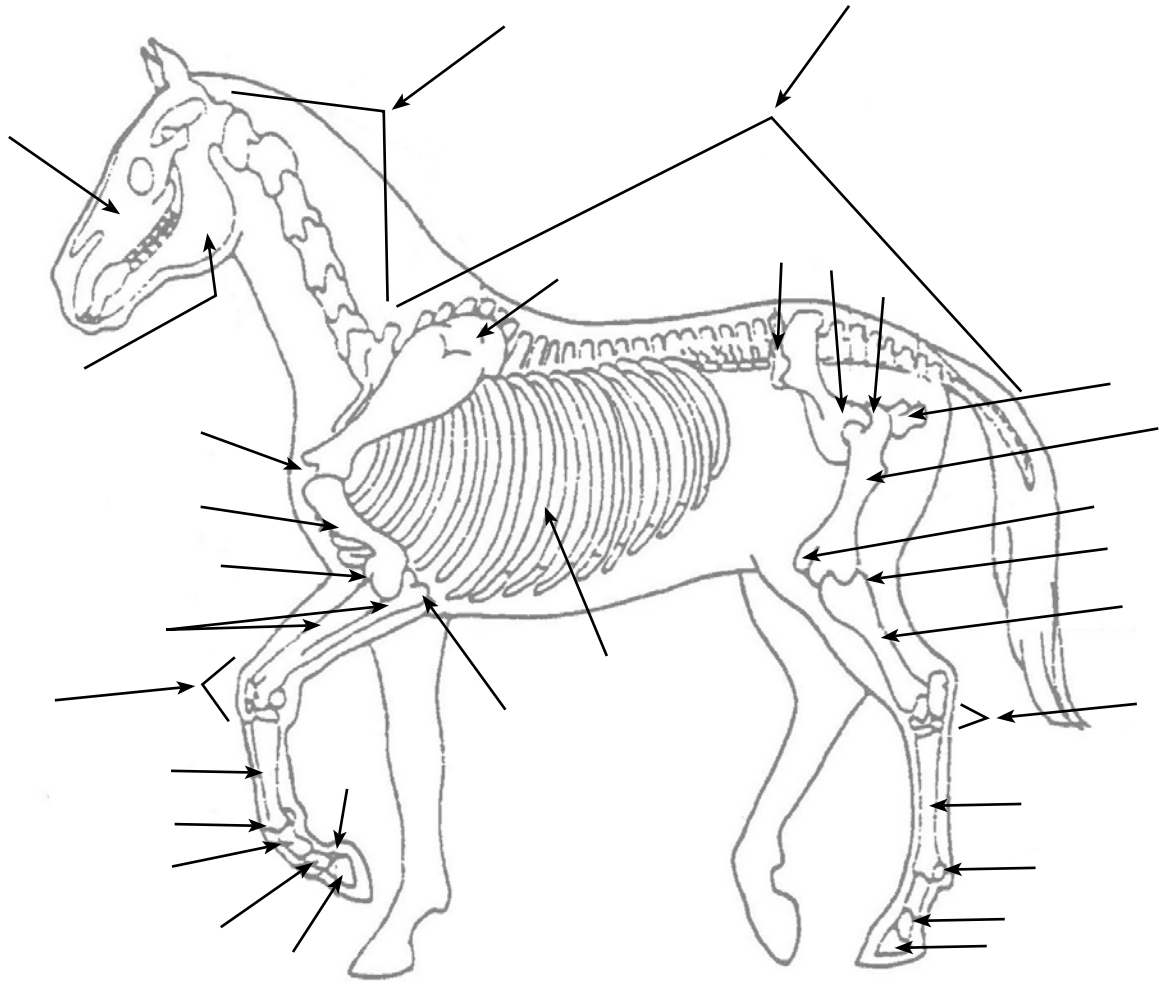
Life Skill: Critical Thinking, Learning to Learn, Disease Prevention, Self-Motivation

Educational Standard: NS.5-8.3 Life Science

Success Indicator: Parts of the horse named, horse conformation fault identified, horse health knowledge exhibited

Know Your Horse

Using your knowledge from Level 4 and 5 (pg. 10,20) and the new words below, fill in the corresponding name to the part on the horse next to the arrow.



Horse Parts

- | | | |
|------------------------|------------------|------------------|
| pastern joint | tibia and fibula | point of buttock |
| proximal sesamoid bone | stifle joint | hip joint |
| tarsal joint | patella | pelvis |
| | femur | |

Name eight conformation faults (weaknesses) horses may have in their legs.

- | | |
|----|----|
| 1) | 5) |
| 2) | 6) |
| 3) | 7) |
| 4) | 8) |

Write the corresponding age with the correct set of teeth: 2, 7, 15.







Use the word box on the next page to answer the following questions:

- The average horse's heart weighs about _____ pounds and is like the human heart in that it has two upper chambers called the _____ and two lower chambers called the _____. Each beat of the horse's heart pushes blood from the _____ to the lung. Returning in the pulmonary vein the oxygenated blood passes through the _____ into the left ventricle and through out the body. The deoxygenated blood is pushed back through the veins, enters the _____ passes to the right ventricle to repeat the cycle.
- The horse has a great reserve of red blood cells in the spleen. This is called the _____ and gives the horse great athletic endurance.
- What percentage of the horse's body is blood?
_____ - _____ %
- As the horse inhales oxygen the bones and _____ in the horse's chest act as a bellow _____ the lungs as he draws in air and _____ the lungs as he exhales the deoxygenated air.
- As the horse breathes air into its body through their nostrils, the air is _____ in the nasal membranes and _____ by mucus covered membranes before it passes down through the _____, commonly called the windpipe. The windpipe lies on the _____ side of the horse's neck. The _____ splits into two tubes called _____ and from there to the _____ tree in the lung.
- Name two respiratory viruses.
 - 1)
 - 2)

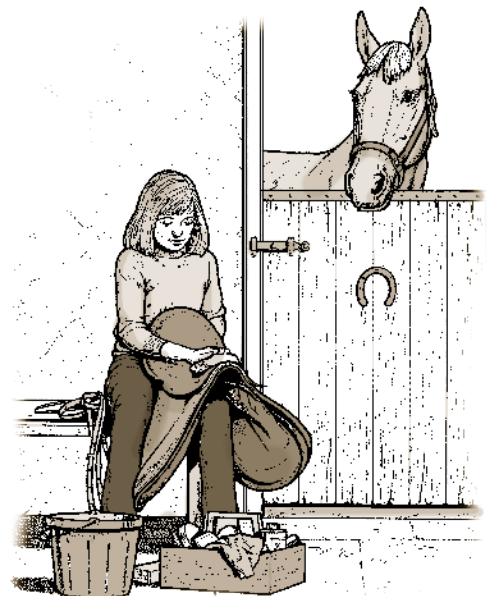
- If a horse has the influenza virus what is the main indirect means of spreading this disease to other horses? _____.
- Strangles, also known as equine distemper is a viral infection. Name three symptoms that a horse may develop when they contract this infection.
 - 1)
 - 2)
 - 3)
- Horses can become allergic to alfalfa hay or to an overwhelming concentration of dust allergens in the environment, particularly molds and mold spores. This can develop a respiratory syndrome that is similar to asthma or emphysema in humans. What is the name of this disorder? _____, _____, also commonly known as _____.

The most noticeable difference between this and influenza virus is the enlargement of the _____ under the jaw.

Leader Initial and Date: _____

Word Bank

bronchi	expanding	coughing
atria	compressing	right atrium
right ventricle	warmed	left
left atrium	trachea	cough
chronic	COPD	fever
obstructive	trachea	splenic
pulmonary	9	reserve
disease	bronchial	ventricles
lymph nodes	equine herpes	nasal
muscles	rhino virus	discharge
cleaned		9-10



Helpful Tools

Horse Project Skill: Learning the proper terms to identify horse tack and proper bit use

Life Skill: Critical Thinking, Decision Making

Educational Standard: NS.5-8.1 Science as Inquiry

Success Indicator: Hoof tools identified, bit use explained

Shoeing Your Horse

Identify and label following tools

Hoof tester — prongs that put pressure on the bottom of the hoof to locate any sore spots

Hoof gauge — a tool that measures the angle of the hoof

Slide plate — a shoe that has more flat surface area for less traction to stop

Bar shoe — a shoe that is connected all the way around with a bar

Pad — a plastic layer in between the shoe and the hoof wall that protects the foot

Snow pad — tube type rim pad which fits between the shoe and hoof wall, leaving the sole open. This pad flexes and prevents build up of snow on bottom of hoof.

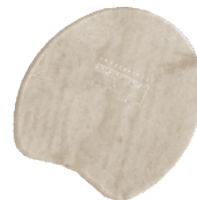












Referencing to the Montana State Bit Guide choose two different bits that you believe may work well on your horse, give the name of the bit and tell why you think that your horse would work well in each bit.

Referencing to the Montana State Bit Guide choose one bit that you believe would not work well on your horse, give the name of the bit and tell why you think that your horse would not work well in that bit.

••••• Horse Terminology and Trivia •••••

Horse Project Skill: Learning about and defining horse terms
Life Skill: Critical Thinking, Learning to Learn
Educational Standard: NS.5-8.1 Science as Inquiry
Success Indicator: Proper horse terms defined

The terms listed below are often used in the horse world, beside each term write a brief definition of the word.

cadence: _____

padding: _____

cavesson: _____

pointing: _____

collected: _____

stringhalt: _____

coon footed: _____

thrush: _____

crow hop: _____

tucked up: _____

glass eye: _____

war bridle: _____

haw: _____

winging: _____

on the bit: _____

impaction: _____

Leader Initial and Date: _____

Skills with My Horse

LEVEL 6	Date	Leader
English		
1. Explain and show the different types teeth of your horse; molars, incisors, canines and wolf teeth if present or approximate location.		
2. While mounted, back a balanced 10 ft. circle.		
3. Demonstrate how to extend your horse's stride at a canter.		
4. Demonstrate how to collect your horse's stride at a canter.		
5. With irons dropped, demonstrate a rising trot in a right circle.		
6. With irons dropped, demonstrate a rising trot in a left circle.		
7. With irons dropped, canter a left round circle.		
8. With irons dropped, canter a right round circle.		
9. Demonstrate and explain a two point position at a trot.		
10. Demonstrate a hand gallop and explain the difference between it and a canter.		
11. Ride your horse in a figure eight executing a flying lead change to the left.		
12. Ride your horse in a figure eight executing a flying lead change to the right.		
13. Teach a younger member a new skill. What was the new skill?		
Western		
1. Explain and show the different types teeth of your horse; molars, incisors, canines and wolf teeth if present or approximate location.		
2. While mounted, back a balanced 10 ft. circle.		
3. Demonstrate how to extend your horse's stride at a lope.		
4. Demonstrate how to collect your horse's stride at a lope.		
5. Demonstrate four consecutive spins with correctness to the left.		
6. Demonstrate four consecutive spins with correctness to the right.		
7. With stirrups dropped, lope a left circle demonstrating a balanced position.		
8. With stirrups dropped, lope a right circle demonstrating a balanced position.		
9. Demonstrate a gallop and explain the difference between it and a lope.		
10. Ride a figure eight executing a flying lead change to the left.		
11. Ride a figure eight executing a flying lead change to the right.		
12. Teach a younger member a new skill. What was the new skill?		

Level 7

Horse Project Skill: Setting goals, demonstrating horse knowledge, teaching horse skills

Life Skill: Goal Setting, Self-Discipline, Self-Motivation, Problem Solving, Learning to Learn, Communication, Concern for Others

Educational Standard: NS.5-8.1 Science as Inquiry

Success Indicator: Goals identified, patterns developed, teaching experience conducted

Level 7 of Horsemanship is unlike any of the previous levels. In this level, you will be able to design, implement, evaluate, and teach an advanced project of your own choosing along with designing and performing a pattern. Work at this level requires a measure of self-discipline, self-motivation and self-initiative.

This level will have three areas:

- A. One area is demonstrating riding ability with pattern making. Below are requirements needed to be included in a pattern that you design. Other additional maneuvers may be added. This pattern may consist of costumes for you and your horse, may be choreographed to music and use props. Set up time, performance of pattern, and tear down time not to exceed 5 minutes, unless prior arrangements have been made. The intent is to show the knowledge and horsemanship abilities that you have gained by completing all 6 levels. English patterns should follow a dressage-style test. Western patterns should follow a horsemanship-style pattern.
- Lead departure from a stop
- B. The second area is designing a project that reflects on one of your interests in the equine industry. The following page lists some examples, you may select one from the ideas given or you may want to choose your own. In the planning stage, your project must be approved by your leader or County Extension agent.
- C. The third area is teaching information from your special project or what you have learned from your Horsemanship project throughout the six levels about horse skills or horse knowledge. This can be done by doing a workshop on riding skills, general horse knowledge, or your special project. Your audience can be anyone.

English pattern requirements:

- Flying lead change performed in both directions
- Demonstrate how to extend your horses stride in the trot and canter
- Backing
- Counter canter both directions
- Leg yield
- Demonstrate knowledge of the correct diagonal
- Hand gallop

Western pattern requirements:

- Flying lead change performed in both directions
- 4 consecutive spins to the right and left
- Counter canter both directions
- Rollback each direction
- Backing
- Demonstrate how to extend your horses stride in the jog and lope



1. **Scientific Research - Conduct a research experiment.**
 Ration Comparisons
 Artificial Insemination
 Feed Analysis
 Exercise and Conditioning
 Relationship of Conformation to Soundness
2. **Applied Demonstration - Conduct a field demonstration.**
 Pasture Management
 Group Housing
 Forage Tests
 Hoof Care
 Stable Management
 Soil Tests and Fertilization
 Comparison of Different Kinds of Tack
 Waste Management
 Economic Analysis
3. **Apprenticeship - Work and study under the direction of a professional in the selected field.**
 Training
 Stable Management
 Horse Shoeing
 Tack Shop (retail)
 Feed Store (retail)
 Veterinary Technician
 Horse Show Management
 Farm Management
 Riding School Instructor
 Showing
4. **Community Service - Conduct a community service program.**
 Riding for the Handicapped
 Riding for the Disadvantaged
 County Horsemen's Directory
 Trail Clean up
5. **Literature Research - Review literature in a specific area.**
 Digestion
 Blood Chemistry
 Reproductive Problems
 Mineral/Supplements Nutrition
 Performance Records
 Coat color Inheritance
 Unsoundness
 History of a Particular Breed
 Evolution of the Horse
 A Specific Disease
6. **Activities - Organize and conduct an activity.**
 Horse Show
 Endurance Ride
 Parade
 Drill Team Performance
 Tack Sale
 Horse Sale
 Camp
 Packing Trip
 Clinic
 Riding Lessons
7. **Public Affairs - Conduct a public affairs program.**
 TV Program Series
 Radio Program Series
 Field Day
 Newspaper or Magazine Articles
8. **Advanced Riding Techniques - Individual work.**
 Dressage
 Endurance Riding
 Polo
 Cutting
 Jumping
 Roping
 Reining

The guidelines for this project are broad and meant for those with initiative and self-motivation. Guidelines should be developed between the member and project leader to help you develop the project. The following pages are a guideline to help you design and plan your project. You may add additional pages. This project should be designed to be able to be given as a demonstration and show the project material. This project can be demonstrated as an informative, instructional, report, power point, bulletin board, etc. Your project can be a building block project for consecutive years.

• • • • • Project Development • • • • •

Title: _____

Project Goals (Explain the overall program to be conducted):

Reference Materials:

Materials Used (Detail kind of equipment, animals, etc., used):

Methods Used (List methods, tests, techniques, etc):

Project Procedures (List or detail how the project was conducted):

Results (List the results or accomplishments including learning experiences):

Evaluation (Evaluate the results, accomplishments, etc., and summarize the benefits, applications, failures, etc.):

Complete and attach any pictures or other material.

• • • • • Teaching Workshop • • • • •

Target audience:

Education taught:

Reflect on your workshop: (i.e.: did you meet your goal, did the audience learn the skill, what would you have done differently, any feedback from the audience, etc.)

