Introduction

Welcome to Exploring Horse - Level 2.

There are seven sections called Skill Builders. Each Builder will focus on a specific topic. The Skill Builder has activities that will help you learn your mounted and dismounted skills. Once all the Skill Builders have been completed there is a Showcase Challenge that lets you exhibit the skills you have gained.

A more experienced member may challenge the checklists to move through the levels more quickly. Meet with your leader to decide the correct speed for you.

No matter what age you are, or how much experience you have working with horses, you should work through all of the checklists so you are able to move on to the Discover level!

One of the project goals is to make sure riders are safe when practicing both groundwork and riding skills.

Meet Equus!

Equus is a smart, safe horse that will appear throughout your manual to give you useful facts and safety tips on working with your horse. Equus is the Latin word for horse. Equus is also the scientific name for the group of animals that includes horses, donkeys and zebras.

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What Skills Will You Learn?

Each section or Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

To complete this project, you must:
- Complete the activities in each Builder OR a similar activity that focuses on the same skills, as you and your leader may plan other activities.
- Plan and complete the Showcase Challenge.
- Complete the Portfolio Page.
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

How to use your Checklists
- Keep your checklists up-to-date. Your instructor or leader will initial the grey area once you have completed a skill.
- Review each level with your leader to determine which skills you have already mastered and highlight the ones you are working on.
- Keep going back and reviewing the lists. You may work on more than one level at a time and each level builds upon the previous level, but remember: you must complete Level 3 in “Exploring Horses” before moving on to Discovering Equine.

Throughout the Skill Builders, you will see words in CAPITALS. These words are defined in the glossary section. At the back of the project book.

My 4-H Year

This is my ____ year as a 4-H member.

I belong to the ________________________________________ 4-H Club.

My leader is _________________________________________________.

These are the members in my project group:
________________________________________
________________________________________
________________________________________
________________________________________

4-H MOTTO

“Learn to do by doing.”
Skill Builder 1: Safety & Stable Management

Equus says…
Safety is everyone’s responsibility! Safety is the most important activity when handling horses. You must be careful around even the quietest horse. If you follow simple safety rules, you will have a much smaller chance of getting hurt.

Accidents are predictable and preventable!

SKILLS CHECKLIST

<table>
<thead>
<tr>
<th>Level</th>
<th>Members will be able to:</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>Describe 2 dress rules you should follow for safe riding.</td>
<td>☑ Safety Check List</td>
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<td></td>
<td></td>
<td>☑ Safety True/False</td>
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<td></td>
<td></td>
<td>☑ What’s Wrong With This Picture</td>
</tr>
<tr>
<td>L2</td>
<td>List 3 ways to keep your barn or pasture safe</td>
<td>☑ Hauling Your Horse</td>
</tr>
<tr>
<td>All</td>
<td>Identify 3 loading/hauling safety rules</td>
<td>☑ General Safety</td>
</tr>
</tbody>
</table>

Dream It!

Throughout this skill builder, you will learn a number of safety precautions and practices that every horseperson needs to know. There are activities for each level in Exploring Horses meant to help you get the most out of your learning. Your leader will help you decide which activities, if any, you should do this year.

Do you know of anyone who has been hurt while working with a horse? Do you think this could have been prevented? In this Skill Builder you will be taught some safety skills to help prevent future EQUINE accidents.

Do it!

Reference material for the following activities can be found in the Safety and Stable Management section of the Exploring Horses resource book.

Equus says…
Always remember to tie your horses on opposite sides of the trailer when one of them is more dominant, and may kick the other one to keep it away from their food. If the sun is shining on one side of the trailer, and you don’t want to tie your horse there, try to keep the less dominant horse far out of reach of the dominant one.
Safety Check List (Level 2)

Many cuts and bruises happen because the horse’s living area is not a safe area. Loose boards, nails sticking out of stalls, wire lying about – any of these can lead to an accident. Check off each item on the safety list after looking over your horse’s living area.

☐ All TACK is in good repair and has been carefully put away.
☐ Shovels and forks are stored in a safe place.
☐ No abandoned machinery is left sitting where a horse could be injured.
☐ Fences, gates and doors are in good repair.
☐ Enough lighting in the barn or other housing.

☐ No nails, spikes, etc. sticking out on the stalls or fences.
☐ No slippery floors or depressions in aisles or stalls. (N/A if you don’t have a barn.)
☐ Plenty of bedding in the stall or housing.
☐ A FIRST AID kit is on hand.
☐ “No smoking” signs are posted where appropriate.
☐ All gates can be securely locked to prevent animals from escaping.
☐ Emergency phone numbers are posted in the barn, TACK shed or near the phone.
☐ No holes for your horse to trip in.

Did you leave any items unchecked? Should you change anything to make your horse’s “home” safer?

Safety True or False (Level 2)

Answer these questions about safety with true or false. When you are done, your group and your leader will discuss why these are important safety rules to remember.

___ If you are hauling one horse, it should be loaded on the right side of the trailer.
___ You should tie your horse before you fasten the butt chain.
     When you unload, you should untie your horse before you unfasten the butt chain.
___ Horses working at slower GAITS are given priority on the outside track.
     When riders are working at the same gait in different directions, those riding on the right rein are given priority for using the outside track.
___ If you must stop to adjust equipment, stop your horse in a corner of the arena.
___ If you are on a trail ride and somebody has to stop, everyone should stop.
___ When you are crossing a highway, riders should be strung out.
What's Wrong With This Picture? (Level 2)

There are several things wrong with this picture. How many can you find and circle? Discuss with your group why they are dangerous.

Hauling Your Horse (All Levels)

Your leader will have you watch a demonstration of loading a horse into a trailer. Watch for the following:

♦ How has the handler checked to see that the horse is safe?
♦ Does the handler have an escape route?
♦ What did the handler check on the trailer?
♦ Has the handler loaded the horse so that the handler stays safe?
♦ What things did the handler do properly once in the trailer?
Dig it!

General Safety

In your project group discuss:

A. What do you think is the safest way to walk behind a horse that may not know you are there?

B. How should you turn a horse loose in:
   - [ ] A box stall
   - [ ] A pasture

C. Is it safe to duck under the front of a tied horse to get to the other side? Why or why not?

D. Do you wear a helmet when you ride?
   - [ ] Never
   - [ ] Sometimes
   - [ ] Always

Why or why not? Do you feel you are making the correct decision? Do you know anyone whose health has been affected by wearing or not wearing a helmet?

Sense and Safety

In this Builder, you have learned a lot about how to be safe when working with horses. Discuss any changes you have made to the way you handle your own horse after working through this safety unit.

Choose one of the following skills and demonstrate it to your group.

Demonstrate how to:
   - walk up to a horse
   - position yourself when you lead a horse
   - hold a lead shank or rope
   - lead and turn a horse

After demonstrating it to your group, explain it to a family member or friend who does not own a horse so that they understand it.

What’s Next?

In Skill Builder 2 you will learn about groundwork.
Skill Builder 2: Groundwork

Equus says...

Always approach a horse calmly, confidently, carefully and avoid sudden movements. Speak to them before approaching and never from behind as it may not see you and you may get kicked.

SKILLS CHECKLIST

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2</td>
<td>Demonstrate leading at the WALK, trot, right turn, emergency left turn, halt and more fluid BACK up.</td>
<td>☐ Knotty</td>
</tr>
<tr>
<td>L2</td>
<td>Demonstrate and explain how to properly cross-tie your horse.</td>
<td>☐ Show Me</td>
</tr>
<tr>
<td>L2</td>
<td>Demonstrate how your horse moves sideways away from pressure by cueing with your hand while you are holding him.</td>
<td>☐ Practice Patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Animal Safety Tic Tac Toe</td>
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<tr>
<td></td>
<td></td>
<td>☐ Cross Tying</td>
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<tr>
<td></td>
<td></td>
<td>☐ The Quarters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Safe Leading</td>
</tr>
</tbody>
</table>

Dream it!

Much of the activity in this skill builder will take place outside, with your horse. The Do It! activities included here will help you remember what your instructor has taught you outside.

Do it!

Getting Started (All Levels)

Your leader will have your group watch a video or a live demonstration of how to catch and halter your horse.

Now, using your own halter show your leader how to get it ready before you catch your horse.

Catch your horse and halter it. Be sure to adjust the halter properly.
**Knotty (All levels)**

Your leader will show you how to tie a quick release knot. Practice tying a quick release knot until you can do it correctly and quickly. What do you need to remember?

Describe a dangerous situation that you know of or imagine one in which it was a very good thing that a horse was tied with a quick-release knot. Describe what happened. What could have kept this from happening.

**Show Me (All levels)**

Your leader will invite a senior member or experienced show person to demonstrate showmanship preparation and patterns. Be sure to watch how they move around the horse, how they set up the horse and where they stand.

Now it’s your turn to work through a pattern. How did it go? What should you remember next time?

**Practice Patterns (All levels)**

Ask your project leader or search on the Internet for practice showmanship patterns.

This website has many practice patterns for showmanship and riding events.

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http://www.showhorsepromotions.com/
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Try working through one of the patterns with your horse. Have someone watch you or video you to look for what you do well and what you need to work on.

**Cross Tying**

Your leader will arrange a demonstration of cross tying. While you watch, think of reasons someone may want to cross tie their horse.

- Should the horse be able to move his head fully from side to side in cross ties?
- Should the lead ropes be very loose, or fairly snug?
- What types of horses are normally cross tied? (Example quiet horses, spirited horses)
Dig it!

The Quarters

Discuss with your leader and your project groups why knowing the quarter system is important even if you don’t show your horse.

Safe Leading

Your leader has an activity for your group to do that will allow you to discover whether or not you have soft hands and if you can communicate properly with your ‘horse’. When you are done the activity, answer the following questions.

- What did you discover?
- Did your handler ask gently?
- Was your handler patient and give you time to respond before asking again?
- How did it feel to do this activity

What’s Next?

In Skill Builder 3 you will learn about grooming and why it is important to keep your horse healthy.
Skill Builder 3: Grooming

Equus says...

Remember to always GROOM your horse before you ride, and pay special attention to areas that will be covered by either saddle or Girth. Something could get stuck there and rub them the wrong way. That could result in your horse misbehaving from the discomfort.

SKILLS CHECKLIST

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
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</thead>
</table>
| L2    | Demonstrate how to thoroughly GROOM your horse including cleaning at least two feet (Someone else may hold the feet). | ☐ No Foot? No Horse  
☐ Looking Your Best  
☐ How Pretty You Are! |

Dream it!

Regular grooming helps to make sure your horse is healthy and comfortable. Horses are generally groomed before being worked, and are usually groomed and cleaned up after a workout as well.

In this skill builder, you will learn more about the importance of grooming, grooming tools, and how to use them.

With your leader and the other members in your group review the names and use of the grooming tools in your tack kit.

Do it!

No Foot? No Horse!

Your leader will arrange for you to watch the 4-H HORSEMANSHIP DVD on cleaning a HOOF or for you to watch someone lift and clean their horse’s hooves. Be sure to pay close attention to how they handle the HOOF pick, the safety rules they follow and what to look for when cleaning the HOOF.

Now it's your turn:

Demonstrate how to safely clean at least two of your horse’s feet.
1. Which brush is used first – a dandy brush or a body brush? For?

2. Why should you be sure to rise well after shampooing your horse?

3. Name 2 reasons for grooming your horse.

4. Why did nature give the horse hairs on the inside of the ears?

5. When trimming a bridle path, what part of the horse’s body indicates the amount to trim?

6. Name a grooming tool that is a spring steel blade with a handle at both ends.
**Dig it!**

**How Pretty You Are!**

Think about all the reasons it is important to GROOM your horse regularly. Your leader will give you sticky notes—on each note write one reason for grooming. When everyone in your group has written as many reasons as they can remember — group the sticky notes on a wall or other flat surface. Take turns explaining why these are important reasons. Be sure to Include health concerns.

**Equus says...**

Now that you have learned to GROOM your horse or PONY properly, you might keeping some pictures of your 4-H years of it in a nice photo album!

**What’s Next?**

In Skill Builder 4 you will learn about horse psychology and how horses express their feelings.
**Skill Builder 4: Psychology**

*Equus says…*

Just as humans can understand how someone is feeling by their facial expressions, and body language, we can understand horses the same way. This Skill Builder will go over their different ways horses express their feelings.

**SKILLS CHECKLIST**

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<th>Required Skill</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>L2</td>
<td>Explain how a horse would use his body language to show that he is happy, angry, nervous and curious. Give two clues for each emotion.</td>
<td>☐ Picture Book  ☐ The Mane Event</td>
</tr>
<tr>
<td>L2</td>
<td>Explain why your horse wants to return to the group.</td>
<td></td>
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</tbody>
</table>

**Dream it!**

If you couldn’t speak, how would you communicate with a friend?

When you understand horse language, it’s like breaking a secret code. Horses communicate with each other and with humans through sounds and body language. The flick of the ear, a snort or whinny, or a movement of the mouth can mean something. You have to watch horses very carefully to “read” them and the following activities will help you get started.

As a group discuss what kinds of hand signals or body language you have seen people use.
Do it!

Picture Book

Make a list that describes horse behaviors that could be used for a game of charades. Play the game of charades with your project group. See if they can guess which mood you are demonstrating.

The Mane Event (All Levels)

Observe one horse for at least 10 minutes in its stall or tied up, and then let it out with other horses in a pasture.

Carefully observe these behaviors of the horse and record them below:

- Body movements:
- How it eats:
- Sounds it makes:
- Mood:
- Response to insects:
- How it grooms itself:
- Anything else that you observe:

________________________________________________________________________
________________________________________________________________________
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 ________________________________________________________________________
Now observe and record the behaviors you observe in a group of horses.

- Who was the boss horse and what did it do?
- How was the horse greeted by the other horses?
- Behavior in the group
- How they eat
- Which horse is at the bottom of the group?
- Other:

______________________________

______________________________

______________________________

______________________________

______________________________

**Dig it!**

After observing a horse in two locations, think about the following questions and then discuss them with your leader and project group.

1. What did the horses say to each other through their body language?
2. What was most interesting?
3. How does a person who cannot speak communicate with a horse?
4. Where else in your life do you “read” a situation to know what is happening?
5. How can you use what you have learned about body language to better understand your horse?

**What’s Next?**

In Skill Builder 5 you will learn about horse health including where your horse lives and what it eats.
Skill Builder 5: Health

Equus says...
In this skill builder, you will be learning proper NUTRITION, amounts to feed, what a horse’s body requires, and the different types of treatments for your horse’s health needs. Pay close attention to the italicized words.

Be sure that you check your horse regularly.

SKILLS CHECKLIST

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<thead>
<tr>
<th>Level</th>
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<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>L2</td>
<td>Demonstrate how to measure the height and weight of your horse.</td>
<td>❑ Height and Weight ❑ Let’s Eat right ❑ I Don’t Look Very Good ❑ Health Trivia Game ❑ Health Records ❑ 3 Month Feed Records ❑ My Horse’s Diet ❑ Feeding Program</td>
</tr>
<tr>
<td>L2</td>
<td>Describe three signs that indicate a horse is unhealthy.</td>
<td></td>
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<tr>
<td>L2</td>
<td>Explain how much and how often you feed your horse each day.</td>
<td></td>
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<tr>
<td>L2</td>
<td>Explain four feeding rules.</td>
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</tbody>
</table>

Dream it!
The horse has evolved to be a grazing animal. Left alone, a horse will graze for about 16 hours a day. If a horse lives where it can’t graze all day, we need to provide the proper NUTRITION and other care for it. List a few things that your horse needs in order to be healthy. What would make you think a horse might not be healthy? The activities and information in this unit will help you provide basic health care for your horse.

The next time you visit your EQUINE veterinarian or when your FARRIER comes out, ask for a magnet or a card with his/her name and phone number on it.

Make sure you put it in a place where you can quickly find it or ask someone else to find it in order to make an emergency call. Remember: emergencies happen when you least expect. Think of reasons why it important to have the phone number where you can easily find it.
**Do it!**

**HEIGHT AND WEIGHT**

A horse owner needs to know the height and weight of their horse:
1. For identification
2. To be sure the horse is getting enough to eat
3. To know that the horse is healthy

With the help of your leader or an older member, practise measuring the height and weight of your horse:

My horse weighs: ______________ My horse is __________ inches or ________ HANDS tall.

**Let’s Eat Right**

Make a poster that shows four or five rules to remember for feeding your horse. You may draw, use pictures from a magazine, or use the computer to make your poster.

Explain your poster to your project group or at a club meeting. Tell them how much and how often you feed your horse. You may want to save your poster for the showcase challenge at the end of your manual.

**I Don’t Look Very Good**

This is an unhealthy horse. Do you know why?

With your leader and project group, discuss at least three signs that a horse is unhealthy.
Health Trivia Game (All Levels)

Your leader has a health trivia game for you to play.

What new thing did you learn today about your horse’s health.
Keeping Records

Keeping records is an important part of a 4-H project. Good records will tell you and others about your 4-H project. Good records will tell you about your horse’s health and the costs involved in keeping your horse. Record keeping is a part of “learning to do by doing”.

Hints For Good Record Keeping

1. Make it a habit to fill out each section as soon as possible.
2. Do all calculations on scratch paper. When you are sure they are right, transfer them neatly to your record page.
3. Be as neat as possible. Records are important so they must be easily read.
4. Pasture costs may be calculated using the current rate applied at PFRA pastures. Check with your local ag. office.
5. If you need more space add extra pages.

**HEALTH RECORDS (all levels)**

List any routine practices for prevention of sickness and injury such as de-worming and vaccinations. Also include treatments for sickness or injury.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>DATE</th>
<th>PROBLEM</th>
<th>TREATMENT</th>
<th>COST</th>
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</table>
## 3-MONTH FEED RECORDS
### All Levels

<table>
<thead>
<tr>
<th>Feed</th>
<th>Quantity Per Day</th>
<th>Price Per Unit</th>
<th>Total Cost (3 months)</th>
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</thead>
<tbody>
<tr>
<td>Grains (list)</td>
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<td></td>
<td></td>
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<tr>
<td>Roughages (hay)</td>
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<td></td>
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<tr>
<td>Pasture</td>
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<td>Supplements</td>
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<td>Protein</td>
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<tr>
<td>Minerals</td>
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<td>Salt</td>
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<tr>
<td>Other…</td>
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</table>

- **A. 3-Month Feed Costs** $ 
- **B. Bedding Costs** $
- **c. Hauling Costs** $
- **D. Health and Veterinarian Costs (see Health Record)** $
- **E. FARRIER Costs** $

**Month** to **Month** Total Cost for 3 Months $
My Horse's Diet
Describe to your group what you feed your horse.

Feeding Program
Visit a feed store and examine the different bagged feeds. Note that one of the major differences is in the amount of protein. Use this information to discuss:

1. What questions do you need to answer before you decide which bag of food you might need to buy for your horse?
2. Why don’t all horses get the same ration?
3. Why is it important to think about your horse’s feeding program AND other activities each day?
4. What happens if your horse doesn’t eat a balanced diet?
5. What can you do to make sure your horse eats a balanced diet and stays active?
**Skill Builder 6: Identification & Conformation**

**Equus says...**

Just like humans are all colors, have different body types and have the natural ability to do certain things, horses are no different. This Skill builder will go over all of these different aspects to help you more easily identify your horse and others.

**SKILLS CHECKLIST**

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
</table>
| L2    | Identify at least six external parts of the horse. | ☑ All About Me  
       |                  | ☑ Pin the Parts On The Horse  
       |                  | ☑ Horse Colour Scrapbook  
       |                  | ☑ Leg Markings  
       |                  | ☑ Your Horse |
| L2    | Identify any 5 colours and 5 markings that a horse may have. |  |

**Dream it!**

Have you ever gotten 2 horses mixed up? If you wanted to buy a new horse, would you know which breed to look at? Identification uses a lot of new terms but you should be able to describe common horse markings, colors and breed characteristics.

**Do it!**

**All About Me**

Match the breeds with the breed characteristic. You can find the answers in the Identification section of your manual.

a. Can trot or pace very rapidly and are mainly used for harness racing
b. Excellent temperament and inherent cow-sense.
c. Has an unsurpassed reputation for soundness and stamina
d. Are known mainly as racehorses
e. Have striped hooves and mottled skin
f. All horses of this breed can trace back to a stallion named ‘Figure’
g. A color breed of 2 distinct patterns – overo and tobiano

___ Arabian  
___ Quarter Horse  
___ Saddlebred  
___ Thoroughbred  
___ Paint
Pin The Parts On The Horse

Have you played Pin The Tail On The Donkey? Now you are going to play Pin The Parts On The Horse. Your leader has the parts to play this game with your project group. How many parts did you get right?

Horse Color Scrapbook

It’s time to add pictures to the scrapbook you started in Exploring Horses Level 1. Collect pictures from magazine or the internet of at least two more colors of horse mentioned in the reference section. Add pictures of at least 5 kinds of markings that you could find on a horse.

You can make the scrapbook as colorful an fun as you wish, as long at you label each photo with the correct horse color or type of marking!

Label the breed of each horse in your scrapbook.
**Leg Markings**

Match the description of leg markings to the proper picture above.

- **A** Half-stocking
- **B** Coronet
- **C** Distal spots
- **D** Pastern
- **E** Heel
- **F** Stocking
- **G** Coronet Heel
Dig it!

Your Horse

What **BREED** is your horse? ________________________________________

What body **TYPE** does your horse have?______________________________

What riding events do you LIKE to do with your horse?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

When you think of these things, think about what your horse could be good at.

Some are bred to run fast, some are bred to be quick and agile, some to jump, etc.

What is your horse **bred** to be good at?

(Hint: find your horse’s **breed** and **type** in the manual, and combine the two.)

Do you let it try these things? Why or why not ?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

**What’s Next?**

Skill Builder 7 will teach you about riding your horse including how to saddle up.
Equus says…

One thing to remember before you start riding your horse, is to never kick and pull at the same time. This is a common mistake. Make sure your reins are short enough that you have good control, but that you are not pulling at it’s mouth and hurting it.

**SKILLS CHECKLIST**

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2</td>
<td>Demonstrate with your own hands and feet the footfall sequence of the WALK, jog/trot, lope/CANTER and back.</td>
<td>❑ Riding Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Riding Questions</td>
</tr>
<tr>
<td>L2</td>
<td>Saddle and Bridle your horse. (Smaller members should be able to explain correct methods even if they are not able to do it entirely and may need some help).</td>
<td>❑ Let’s Ride!</td>
</tr>
<tr>
<td>L2</td>
<td>Identify five parts of the saddle and three parts of the bridle.</td>
<td>❑ Riding GAITs</td>
</tr>
<tr>
<td>L2</td>
<td>While watching a horse being trotted, identify which DIAGONAL the rider is on.</td>
<td>❑ TACK Relay Race</td>
</tr>
<tr>
<td>L2</td>
<td>While watching a horse being ridden at a lope/CANTER, recognize which lead the horse is on.</td>
<td>❑ Riding Wonders</td>
</tr>
<tr>
<td>L2</td>
<td>Describe the cues you would give your horse to ask him to LOPE. Also describe the cues you would give to ask for the correct lead.</td>
<td>❑ Patterns</td>
</tr>
</tbody>
</table>

**Dream it!**

You have been wanting to ride a horse for as long as you can remember. Finally, someone tacks up a horse for you, you put on your helmet and boots and you are ready to ride. Now what?

How do you get on? How do you make it go forward? Backward? Turn? Suddenly it is confusing and you realize that it is time to learn how to ride.

Does this sound like you or someone you know? Have you had trouble getting your horse to understand what you want?

What type of bit are you using and why?

Explain the difference between a trot and a LOPE.
Do it!

Riding Class (All Levels)

As a group, go outside onto the lawn, or use a large room, wherever you prefer, and space yourselves out in a large circle. Your leader will stand in the middle of your circle, and act as the judge. As they call out GAITs, you will demonstrate the correct footfall beats for the gait your leader is calling out.

If you have never seen a riding class, then watch the link below! It demonstrates an English Pleasure class where you see that the judge stands in the middle, and the riders ride around in a circle at the different GAITs being called out.

http://www.youtube.com/watch?v=4QMbKmAFjSw

Riding Questions

1. When you’re helping someone to saddle a horse English-style and you’re asked to pass the numnah. What is it?
   a. A soft pad that goes under the saddle
   b. A delicious horse treat
   c. A metal bit that goes into the horse’s mouth

2. In which event would a rider use an English saddle?
   a. Jumping
   b. Racing
   c. Western Pleasure
   d. Roping

3. Which piece of tack helps the rider balance while riding?
   a. Bridle
   b. Bit
   c. Saddle
   d. Reins

4. A horse’s headgear is made up of …
   a. Saddle blankets and a saddle
   b. Horse ears, eyes, and nose
   c. Bridle, bit, reins
   d. The bit and chin strap
Let's Ride!

Use the words from the word list to complete the following paragraph.

<table>
<thead>
<tr>
<th>inch</th>
<th>CINCH</th>
<th>left</th>
</tr>
</thead>
<tbody>
<tr>
<td>left</td>
<td>right</td>
<td>horn</td>
</tr>
<tr>
<td>right</td>
<td>stirrup</td>
<td>straight</td>
</tr>
<tr>
<td>hindquarters</td>
<td>saddle</td>
<td>withers</td>
</tr>
</tbody>
</table>

Before you mount your horse, check that the ________________ is tight and the ________________ will not slip. Hold the reins in your ________________ hand and place it on your horse’s ________________. Put your ________________ foot into the stirrup. Your right hand should grasp the ________________. Bounce lightly on your ________________ foot and swing your body upwards. Swing your right leg over the ________________ and gently lower yourself into the _________________. Put your ________________ foot into the _________________. Sit up ________________ and _________________. Remove your hand from the _________________. Your left hand will hold the reins a little above and in front of the _________________. Let’s ride!

Riding Gaits

It can be difficult to understand what your horse is doing while you are learning to ride. For this activity, concentrate on watching someone else’s horse so that you can learn to identify AIDS and GAITS.

Watch another horse being ridden in a riding ring. Be prepared to discuss these questions with your leader, a senior member or your project group.

1. Identify what gait the rider is on as s(he) changes GAITS.
2. Identify which DIAGONAL the rider is POSTING on.
3. Explain what the legs look like at the canter/LOPE.
4. Identify the lead the horse is on.
5. Explain how the rider is asking the horse to change GAITS (WALK to LOPE, LOPE to stop, etc.)
Tack Relay Race (All Levels)

- Review the parts of the western and English saddles and bridles.
- Divide into two teams, an English team and a Western team.
- Post sticky notes labeled with English saddle and bridle parts in a group on a wall, and do the same for Western saddle and bridle parts.
- Place a Western saddle and bridle under the Western sticky notes, and an English saddle and bridle under the English sticky notes.

This is a relay race so get into two lines a fair distance away from the wall. The first member in each line will run to the wall, grab a random sticky note, and place it on the correct part. They then run back and tag the next person who does the same until all of the sticky notes are placed correctly on the saddles and bridles.

After you’re finished, switch teams so that each gets a chance to label both sets of equipment.

Dig it!

Riding Wonders

After reading over this section of your manual, remember to make additions to the riding journal you started in Exploring Horses –1 after each riding lesson/session.

Look back on your entries from Level 1 - what have you learned?

Answer questions such as “What went well today?” and “What do I need to work on next time I ride?”.
Patterns

Set up a simple riding pattern using cones or empty milk cartons as markers. You can get ideas from www.showhorsepromotions.com, use the ones at the end of this manual or make up your own.

Below is a sample that you could start with. When reading a pattern, always follow the WRITTEN directions. The picture is just to give you an idea of what the pattern will look like - it may not give the true distance that the letters are apart. Remember that each pattern designer may also use different symbols to describe different activities. Always check the key on the pattern.

In the following pattern, try jogging for Step 2 instead of loping until your horse is good at it and willing to stop at each marker.

Before you begin, think about what you think your horse may have trouble with. Plan ahead and decide what you can do to try to help out. It might be to move the cones further apart or to take your time and just try part of the pattern at first before riding the whole pattern.

Once you have a plan, ride your pattern. Think about what happened. Did your horse have difficulty? Ride the same pattern several times. If it is getting easier for you and your horse, your plan must be working. If it is not, you need to change your plan and try a different approach.

What did you learn from this activity? Did you enjoy helping your horse through a pattern? Did you remain patient and help your horse when it was confused?

1. Begin at A. (Marker will be on your right).
2. LOPE on the left lead to B. Stop.
3. Turn on the haunches to the right until you are facing marker C.
4. JOG to C. Stop.
5. Back up 4 steps.

What’s Next?

Have you completed all the skills in Level 2? Are you ready to move on to Exploring Horses—Level 3?
## Manitoba 4-H Dismounted Skills Levels 1-3

<table>
<thead>
<tr>
<th>Skill</th>
<th>Required Skill Description</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety &amp; Stable Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Describe 2 dress rules to follow for safe riding.</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>List three ways to keep your barn or pasture safe.</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Identify 3 loading/hauling safety rules</td>
<td></td>
</tr>
<tr>
<td><strong>Groundwork</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Demonstrate leading at the walk, trot, right turn, emergency left turn, halt, and fluid backup.</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Demonstrate and explain how to properly cross tie your horse.</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Demonstrate how your horse moves sideways away from pressure by cueing him with your hand while you are holding him.</td>
<td></td>
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<tr>
<td><strong>Grooming</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Demonstrate how to thoroughly groom your horse including cleaning at least two feet (Someone else may hold the feet).</td>
<td></td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Explain how a horse would use his body language to show that he is happy, angry, nervous and curious. Give two clues for each emotion.</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Explain why your horse wants to return to the group.</td>
<td></td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Demonstrate how to measure the height and weight of your horse.</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Describe three signs that indicate a horse is unhealthy.</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Explain how much and how often you feed your horse each day.</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Explain four feeding rules</td>
<td></td>
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<tr>
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<tr>
<td>Level</td>
<td>Activity</td>
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<td>Skill</td>
<td>Required Skill Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>Warm-up:</strong>&lt;br&gt;While standing still, flex your horse’s neck to turn his nose to 11, 10 and 9 o’clock and then 1, 2, and 3 o’clock. Do dismounted, then mount correctly and repeat the exercise.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do 3 arm and 3 leg exercises at a walk. Explain what the 2 point position is. Demonstrate at least 6 steps of walking in a 2 point position (basic position with your seat raised off the saddle and your heels down).</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Show how you would use an open rein to circle down to an emergency stop. Show how you can use the same exercise without stopping to get your horse to follow his nose and give to the bit.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Explain what a direct rein is. Use it to demonstrate 3 turns in each direction at arena markers at a walk and jog/trot. Explain what each of your hands and legs are doing.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Explain what your horse should do if you apply 2 direct reins. What are the 3 AIDS to produce the stop. Demonstrate the AIDS in the correct order 3 times.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Walk your horse forward 4 steps, stop using the correct AIDS, hesitate and back up 4 steps.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Ride</strong> the center line (A-C) and both diagonal lines of the arena at the walk and jog/trot. Try not to let you or your horse lean at either end of the diagonal lines.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ride a small (10 m) circle marked with cones at a walk, then a larger (20 m) circle marked with cones at a jog/trot. In both circles the horse’s nose should be tipped slightly to the inside (11 and 1 o’clock). Go both directions. You can use an open or direct rein aid or both.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Demonstrate a jog/trot all the way around the arena without clinging to your horse, breaking gait or bolting. Riders choosing to post should be rising on the correct diagonal and riders choosing to sit should demonstrate the 2 beat rhythm by exaggerating the motion of their hips for at least ¼ of the ring.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Explain what body parts are used to post. Explain why we post. Sit trot from marker 1 to marker 2 or 3 in a circle, then start to rise trot. Rise trot all the way around the circle. Do this 3 times in each direction. English riders should be on the correct diagonal. Western riders are encouraged to be.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What is the rhythm of the lope/CANTER? What are the AIDS to lope/CANTER? Demonstrate a lope/CANTER for at least ten strides in each direction. Correct leads are encouraged but not required.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Move from a walk to a jog/trot to a lope/CANTER, back to a jog/trot and then a walk in both directions of the arena. The rider should appear relaxed and comfortable. Do this as an individual and in a group.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Demonstrate how to safely move to another area of the arena to avoid crowding.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Show that you can control your horse by halting as the rest of the group rides on and then ride on while the rest of the group stops. Be prepared to do an emergency stop if your horse will not stand still.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Ride the attached pattern. Include a tack check, correct mount and correct DISMOUNT. A mounting block (when mounting) or helper to hold your horse (when mounting or dismounting) may be used.</td>
<td></td>
</tr>
</tbody>
</table>
1. At "A" start at a walk.
2. At "B" emergency stop,
3. Facing D walk a circle to the right around the outside of the markers.
4. At "B" jog/trot a circle to the left around the outside of the markers.
5. At "B" continue a second circle to the left, beginning rising trot at C.
6. At B jog/trot to D.
7. At D lope/canter to E
8. At E jog/ trot
9. At "F" stop and back up four steps, turn to the right and exit at a walk.

Exploring Horse
Level 2 Pattern #1

The patterns are to be worked as stated not as drawn. The drawn pattern is just to give the general idea of what the pattern will look like in the arena.
1. At "A" mount and start at a walk.
2. At "B" jog/trot
3. At "C" lope/canter
4. At "D" jog/trot
5. At "E" walk
6. At "F" stop and turn to the right, jog/trot around the arena to "F".
7. Stop, 180 turn to the left and jog/trot around the arena to "F".
8. Stop, turn left and walk
9. At "E", jog/trot
10. At "D" lope/canter
11. At "C" jog/trot
12. At "B" walk
13. At "A" stop, dismount and exit

Exploring Horse
Level 2 Pattern #2

The pattern is to be worked as stated not as drawn. The drawn pattern is just to give the general idea of what the pattern will look like in the arena.
Showcase Challenge
Bringing it all together!

Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will “showcase” it.

Dream it!
Here are some Showcase Challenge Suggestions:

- Demonstrate something you may have or learned about
- Make a poster or display
- Make a pattern of your own
- Make a computer presentation (e.g. PowerPoint)
- Give a speech
- Create a picture book
- Use your new skills to help with the Club Achievement plans
- Or come up with your own idea. It is up to you and your leader!

My Showcase Challenge Plan

My showcase idea: __________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What materials and resources do I need? _________________________________________
________________________________________________________________________
________________________________________________________________________
Who do I need to help me? __________________________________________________
________________________________________________________________________
________________________________________________________________________
When do I need to have things done by? _________________________________________
________________________________________________________________________
Do it!
Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Dig it!
Now that you have showcased your project skills;
- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)
### Exploring Horses Project Overview Chart - Dismounted Skills

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Record observations, thoughts and information learned while completing your activities. What did you like? What would you do different?)</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Groundwork</td>
<td></td>
</tr>
<tr>
<td>Grooming</td>
<td></td>
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<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Identification</td>
<td></td>
</tr>
<tr>
<td>Riding</td>
<td></td>
</tr>
</tbody>
</table>
Exploring Horses Project Overview Chart - Mounted Skills

<table>
<thead>
<tr>
<th>Member Level</th>
<th>Skill</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 2</td>
<td>3) Do 3 arm and 3 leg exercises while your horse is standing still and then while moving.</td>
<td>This skill helps me to warm up before riding, as well as helps me to gain balance.</td>
</tr>
</tbody>
</table>

Leader Point of Praise!

I am most impressed by…

I acknowledge that the member has completed the 4-H project requirements.

Leader’s Signature: _______________________________
Above and Beyond!
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.
(Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)

_________________________________       __________________________________
_________________________________       __________________________________
_________________________________       __________________________________
_________________________________       __________________________________
_________________________________       __________________________________
_________________________________       __________________________________

**Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.

Member Point of Pride!

What I learned…

What I need to improve on…

What I want others to notice…

Member's Signature: _______________________________

Point of Praise! Another’s perspective on your achievements in 4-H.
(community professionals, MAFRD staff, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by…

I believe that you have learned…

In the future I encourage you to…

Signature: _______________________________
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Development
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

This manual is for educational use only and is not intended as professional advice.

For more information about 4-H and the many 4-H opportunities available please visit
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do by Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to larger service,
My HEALTH to better living,
For my club, my community, and my country.

Manitoba 4-H project material is developed by
Manitoba Agriculture, Food and Rural Development (MAFRD)