Welcome 4-H Leaders!

Welcome to the “Exploring Horses” project! This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified. In short, all the information and tools necessary to make this project a rewarding one for you and your members. You may teach a lesson to a multiple-level group, and then have the members complete the activities appropriate for their level. Some activities cross Levels.

The Leader Guide is written with the expectation that the project leader will have a working knowledge about horses and horsemanship. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections. Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder. This also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable. There is a glossary at the back of the members manual and this leaders resource containing the important words that members should know.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!”’, “Do it!” and “Dig it!” Below is a description of each.

Dream it! Plan for Success - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member’s thinking through each step of the learning process.

Do it! Hands on learning - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

Dig it! What did you learn? - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

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- Revised 2014 -
**What Skills Will The Member 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!

Specific skill building outcomes for members in this project are in the Skills Checklist at the end of the member manual and leader guide.

In addition to this leaders guide you will require a copy of the Exploring Horses 1-3 Resource Guide, a copy of the member's manual and a copy of the pamphlet “Where to Locate Information Required for the Dismounted Level Assessment Skills”.

To complete this project, members must:

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

**Levels and Skills Assessment**

To help ensure safety and basic horsemanship skills of 4-H equine project members in Manitoba, Exploring Horses 1-3 have been established as mandatory projects. The manuals in the Equine3 project series have assessment tools (skill lists) which provide an opportunity for members to develop basic riding and handling skills. These help to ensure the members acquire basic safety techniques and learn about the responsibility involved in caring for their horse. Members can ride either Western or English, but must complete the project skill assessments for the all three levels of Exploring Horses before moving on to Discovering Equine. If a more experienced member joins the horse project, (s)he can challenge the skill assessments and be placed appropriately rather than start at the beginning of Level 1. Members may be working on several levels at once. For example, they may have completed Safety for Levels 1-3, but only Level 2 Mounted.

The mounted and dismounted skills checklists are located at the back of the member project books and at the back of this leader’s guide for your reference. There is a space in the skill checklist for instructor initials to indicate the member has completed that skill. This does not have to be the unit leader. It can be anyone suitable who can evaluate the member, including a riding instructor, a clinician, or another unit leader.

The 4-H Horsemanship DVD developed in by Alberta 4-H covers all of the Mounted Skills in Level 1-6 and many of the dismounted skills as well. Each equine club in the province has received a copy or you may borrow a copy from your nearest MAFRD GO office. You may use this as a guide for your riding lessons or as an introduction or review for your members. The riding patterns use dressage letters or numbers which can be made out of any suitable item such as milk cartons, cones or cardboard taped to empty buckets.

It is intended that the manual contain enough activities to engage the learners for the season, but if you wish to quickly create more activities such as crossword puzzles and mazes, the website www.puzzlemaker.com hosts an excellent, free resource for creating a variety of puzzles. You may also create a Bingo activity suitable for group meetings at print-bingo.com.

**AGE CONSIDERATIONS**

All Skill Builders are designed for members ages 6 and up.
4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

**Explore** - each project series has one manual outlining the basics. All members will be expected to complete the Explore level before moving into the Discover level. It introduces the basic skills and terms needed by members for other projects in that series.

**Discover** - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice specific techniques and gain related skills.

**Master** - project options encourage members to specialize. The Leader’s role is to look for opportunities for their members to have more in depth experiences.

Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There is information to help them decide how they will best “showcase” their learning to family and friends.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is used to keep track of members’ 4-H experiences. As each member learns skills this is recorded on the portfolio page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will occur throughout the project as you observe the progress and learning of each member. Record what you see and hear. Your feedback should be positive and specific (not just “well done”). Share feedback with members often so they can act on your suggestions. How you choose to observe and record is up to you. Remember that members may improve over the project year and that records should be updated to reflect when they showed their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, these learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.
4-H LEADER TIPS FOR SUCCESS!

♦ Page 2 in each leaders guide summarizes what the member must do to complete the project.

♦ Depending on time available, group size and member abilities, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. We do not endorse any website or any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and adapt activities to safely match your members’ abilities. Ensure members have a good understanding of safe practices when using tools, that they use the right safety equipment when necessary, and that good supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of teaching and learning methods. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills, but the 4-H member is always more important than the subject matter. Stress cooperation in the activities to develop teamwork and cooperation skills. These are valuable life skills. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning tasks based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) in the group also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go on to the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the final results. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the highlight of their 4-H year.

Have fun and thanks for your belief in young people!
All About 4-H

Background for Leaders
♦ 4-H has been in Manitoba since 1913 and has grown into a large organization.
♦ To become 4-H members, young people must be at least six years and up to 25 years of age by January 1st.
♦ Club members must take a project and meet their 4-H club requirements.
♦ 4-H members learn how to run their own meetings and how to make decisions for the whole club.
♦ At least two families and one adult volunteer are needed to form a 4-H club.
♦ As 4-H members, we belong to an organization which has members all across Canada, the United States and in nearly 80 other countries of the world.
♦ The colours of 4-H are green and white, which represent growth and purity.
♦ The four “H’s” are Head, Heart, Health, and Hands.

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.

4-H Motto: Learn to do by doing

Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Activating Strategies

Activate members’ prior knowledge of 4-H by asking them to think about what they know about 4-H.

Welcome to the 4-H Year - Time Required: 10 minutes
Equipment/Supplies: Pen or pencil

Instructions
1. Review the 4-H pledge and motto
2. Have the members complete the chart on page 2 of their manuals. You may have to help them with names or spellings. If you wish ask them if they know what each of the executive officers does in the club.
Skill Builder 1: Safety & Stable Management

Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Members will be able to:</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>List 3 safety rules to keep in mind on trail ride</td>
<td>☐ Safety On The Trail</td>
</tr>
<tr>
<td>L3</td>
<td>Name five things that would make your barn or pasture unsafe.</td>
<td>☐ Hauling Your Horse</td>
</tr>
<tr>
<td>All</td>
<td>Identify 3 loading/hauling safety rules</td>
<td>☐ Safety Fill in the Blanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ General Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Sense and Safety</td>
</tr>
</tbody>
</table>

Tips for Members and Leaders

Equus is a smart, safe horse that will appear throughout the members’ project manual to give them useful facts and safety tips on working with their 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.

You may wish to use the “Equus says” as part of your activating strategy for the skill builder or as reminders/review.

This symbol will appear throughout the member manual. Encourage members to check out the website ideas wherever they see it. You may also want to investigate these links that will lead you to online content to help with this 4-H horse project.

Dream it!

References

- Every Time, Every Ride DVD
- 4-H Horsemanship DVD

Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion. Encourage the members to read through the resource section in the skill builder.

Preparing For Success

Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Important words

All glossary words will be in italics in the members manual. Help members define the words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.
Activating Strategies

Use the “Equus Says” at the beginning of the skill builder to start a discussion with your members. Ask them if they agree or disagree and why. Encourage members to think of situations that they have witnessed or heard of involving equine-related injuries. Work the discussion around to possible prevention. Ask how many of them wear helmets and why or why not? Do they wear a bike helmet? Why or why not?

Do it!

Safety On The Trail (All Levels) (Approximate time: 20 mins) (Exploring Horse 3 p. 4)

Instructions:

Part 1-Discuss with the group the rules for safety they should keep in mind on a trail ride. (see page 8 of the member manual for a list of suggestions).

Part 2– Ask the group some good items to bring on a trail ride. Here are some examples of items they should include:
- a hoof pick in case a painful object gets stuck in the horse’s hoof,
- a bottle of water,
- bug spray,
- a whistle in case of emergency situations.
- a lasso or 22 ft rope to use in case of emergency situations. (for example a horse getting stuck in a boggy area and needing to be pulled out).

They may have many other items that they think would be helpful (cell phone, map, jacket etc).

Ask members to go home and assemble a trail pack to bring to the next meeting to share.

Safety Fill in the Blanks (Level 3) (Approx. time: 15 min.) (Exploring Horse 3 p. 4)

Have members read through and answer the questions. You may have the members work on their own to attempt to answer the questions followed by checking the resource section to complete the assignment. Discuss the answers the member have filled in.

An alternative is to answer the questions as a group and discuss the answers. The resource section of the member manual will be a good reference if members disagree or for more information about a particular situation.

1. Safety is ___everyone’s___ responsibility.
2. If horses see sudden movement without seeing the cause of it, they may ___kick, strike, or bolt___.
3. When approaching a horse, always walk towards the ___shoulder___.
4. Always let a horse know you are approaching by talking to it.
5. Horses have ___3___ blind spots.
6. When leading a horse, walk between the ___head___ and the ___shoulder___.
7. When leading, your hand should be ___6___ inches down from the snap.
8. When grooming, always keep a ___hand___ on the horse.
9. When riding, your footwear needs to have a ___heel___.
10. Gloves prevent rope burn.
Safety Fill in the Blanks (Level 3) cont’d.
11. You should keep this tool handy at all times when working with horses: \textit{knife}.
12. When releasing your horse into the pen or pasture, it should be facing the \textit{gate}.
13. \textit{Head injury} is the leading cause of death in riding accidents.
14. Most riders are injured when riding for \textit{recreation}.
15. \textit{Horse Behavior} that results in a horse falling leads the injury list.

Hauling Your Horse (All Levels) (Approx time: 30 min) (Exploring Horse 3 p. 5)

\textbf{Equipment/supplies:}
\begin{itemize}
  \item Horse
  \item Trailer
  \item Halter & lead rope
\end{itemize}

\textbf{Instructions:}
Demonstrate loading a horse into a trailer for your group members.

Be sure the demonstration clearly shows these steps the members have been asked to watch for:
\begin{itemize}
  \item Check to see that the horse is safe
  \item Have an escape route
  \item Check the hitch is correctly attached
  \item Load the horse so that you yourself are clearly safe
  \item Fasten the butt chain before tying the horse
  \item Make sure you tie the horse with short enough rope so it cannot turn around
\end{itemize}

After the demonstration discuss with the members what they observed. The 4-H Horsemanship DVD has a section on loading and unloading that could be used as a good review or a lead in to the live demonstration.

\textbf{Dig it!}

\textbf{General Safety (Approx time: 15 min) (Exploring Horse 3 p. 5)}
Lead the members through these discussion questions to review the safety considerations that they have learned in this skill builder. Encourage them to give reasons for their decisions.

\textbf{Sense and Safety (Approx time: 10 min) (Exploring Horse 3 p. 5)}
This is a final activity meant to encourage the members to reflect upon what they learned in this unit. They will practice their presentation skills by demonstrating and explaining one of the skills listed.
\begin{itemize}
  \item walk up to a horse
  \item position yourself when you lead a horse
  \item hold a lead shank or rope
  \item lead and turn a horse
\end{itemize}

\textbf{What’s Next?}
In the next Skill Builder, members will learn about the basic elements of groundwork including safe leading, showmanship and tying a quick release knot.
Skill Builder 2: Groundwork

Skills Checklist

<table>
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<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>Demonstrate where to stand when holding your horse when someone else is working with it (de-worming, hoof trim). Explain why this is important for the safety for yourself AND the other person (farrier, vet).</td>
<td>☐ Getting Started&lt;br&gt;☐ Knotty&lt;br&gt;☐ Show Me&lt;br&gt;☐ Practice Patterns&lt;br&gt;☐ Showmanship Multiple Choice&lt;br&gt;☐ The Quarters&lt;br&gt;☐ Safe Leading</td>
</tr>
<tr>
<td>L3</td>
<td>Demonstrate how to trot out, square and pose for conformation analysis or vet inspection.</td>
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Background for Leaders

This is an extremely important unit. Any horseperson must be able to safely handle horses as well as maneuver around them. Invite an experienced horseperson, or senior member or two along to assist in teaching this section. Teaching will allow the senior member to think about what they have learned and to learn to put it in terms a less skilled person can understand. It also allows them to 'serve their club'.

Not all members are going to have a quiet, retired show horse. Some may have a skittish horse that needs some confidence building. Some members may have a well trained horse but are not yet experienced enough to control or communicate with it. This can be a problem for a new member with non-horsey parents. If one of your members has a horse that is not at the same level of training as the member or there is a personality conflict (timid member, dominant horse) you can strongly suggest to the member and the parents that the member should enroll in some one on one lessons to help them to build a better relationship with their horse and to increase their horse skills. These lessons would be outside of 4-H.

It is not an expectation that the project leader would be responsible for these lessons as part of the 4-H project. However, it is the leader’s responsibility, or any horseperson in a teaching role, to suggest to horse owners/riders who have lesser horsemanship skills and experience, that they should investigate one on one lessons to increase their horsemanship knowledge & skills. Safety should always be first and as a leader you should put the safety of yourself, the members, your horses and the members’ horses first, as one inexperienced member who doesn’t have the skills to manage their horse or have horse sense around other horses, can put everyone in a dangerous situation and an unsafe learning environment. Parents and members can check the MB Equine directory where a list of coaches, instructors and facilities is posted.


Unfortunately travel may be involved to reach the nearest instructor. As a horseperson you may also be aware of qualified coaches and instructors in your area that you feel comfortable recommending for students that need assistance.

Natural Horsemanship is a philosophy which may be of interest to those members, leaders or parents who want to increase their horsemanship skills, build onto their current skills and create a better connection with their horse. A key part of Natural Horsemanship is safety. Natural
Horsemanship uses techniques and tools which allow both the horse and rider to be safe and learn new things while having fun at the same. Natural Horsemanship is the method of communicating and relating to a horse using the horse's own language. It involves using the horse's own thinking ability and natural herd instincts instead of the use of coercion, intimidation and fear to communicate with the horse. Using this philosophy to communicate with our horses allows us to develop relationships between human and horse which are much the same as the horse's relationships with its herdmates.

Here is some basic information on Natural Horsemanship that was exerted from an article on Wikipedia (http://en.wikipedia.org/wiki/Natural_horsemanship#Basic_ideas).

Basic Ideas:
There are countless "schools" or theories of natural horsemanship but the following ideas are common to most of them:

♦ Horses are social herd animals, evolved for social interaction and the ability to escape predators. The horse has a highly developed communication system practiced primarily through body language. It is possible for humans to learn to use body language to communicate with the horse. Horses use ear position, head position, speed of movement, threatening gestures, showing of teeth and swinging of hips, and many other gestures to communicate. They are quick to escalate a behavior if early warnings are not heeded. Similarly, in natural horsemanship, the handler or trainer uses body language along with other forms of gentle pressure with increasing escalation to get the horse to respond. Horses are quick to form a relationship of respect with humans who treat them in this fashion; "firm but fair" is a motto.

♦ Most natural horsemanship practitioners agree that teaching through pain and fear do not result in the type of relationship that benefits both horse and handler. The object is for the horse to be calm and feel safe throughout the training process. A horse that feels calm and safe with his handler is quick to bond with that person, and the results can be remarkable.

♦ The human must be knowledgeable of the horse's natural instincts and communication system, and use this knowledge in their work with the horse.

♦ Like many other forms of horse training, operant conditioning through pressure and release are core concepts. The basic technique is to apply an aversive pressure of some kind to the horse as a "cue" for an action and then release the pressure as soon as the horse responds, either by doing what was asked for, or by doing something that could be understood as a step towards the requested action, a "try". Timing is everything, as the horse learns not from the pressure itself, but rather from the release of that pressure. These techniques are based on the principle of negative reinforcement, rather than punishment by physical force, which most natural horsemanship practitioners avoid using whenever possible.

♦ Most natural horsemanship approaches emphasize the use of groundwork to establish boundaries and set up communication with the horse. This can include leading exercises, long reining and liberty work.

♦ As with all successful animal training methods, there is an emphasis on timing, feel and consistency from the handler.

Natural horsemanship has become very popular in the past two decades and there are many books, videos, tapes, and websites available to interested equestrians. This philosophy has capitalized on the use of behavioral negative reinforcement to replace inhumane practices used in some methods of training, the ultimate goal of which is a calmer, happier and more willing partner in the horse.

Natural horsemanship avoids punishment based training methods. While natural and gentle methods of training have been around for millennia, dating to the advocacy of gentle methods by Xenophon in
Ancient Greece, there have also been any number of techniques over the years that attempted to train a horse by breaking the horse's spirit, often forcing it to fight back and then be dominated or defeated. Natural horsemanship advocates point out that by removing fear an individual gains trust from the horse. By not scaring and hurting the horse, the horse learns to work with people in a partnership versus as an adversary.

Here is a list of various well known Natural Horsemanship clinicians and links to their websites. There are many more as this is just a sampling of some of the more popular ones:

http://www.tomdorrance.com/
http://www.parellinaturalhorsetraining.com/natural-horsemanship/
http://www.jonathanfield.net/  http://www.chrisirwin.com/

You and your members could also search natural horsemanship in your area on the internet to see what is offered near by. This philosophy is growing and becoming more popular each day.

Many members will ask about the difference between a nylon web halter and a rope halter. A rope halter will apply more pressure if the horse pulls, therefore making the horse less likely to pull again. Teach them the proper way to tie the rope halter. There is a description in their manual as well as a web link. A nylon web halter is fine if the horse is very halter broke. It will NOT break if it is left on and the horse catches it on a tree. A leather halter will break. Encourage your members to never leave a halter on their horse.

**Outdoor Lesson Possibilities**

- Establish a ‘no horse area’ where parents can sit and watch and members are NOT allowed to park their horses.
- Ask them to get their horse to drop its head and see how long the horse will keep it down.
- Have a helper assist you in determining who can safely halter and unhalter their horse.
- Have your members (it can be all the ages in the Explore Level) lead their horses around. Watch for things such as safe horse length between horses, turning to the right (correct) and not left (dangerous), and the ability to back their horse.
- The 4-H Horsemanship DVD has a very good groundwork section. You can use it as a model for your lesson or show it to your members for an introduction or review of a skill.
- Use the skills checklist as a guide to set up your outdoor lessons. Watching someone else do the task, hearing how to do it while watching and doing the task is a good way to reinforce a new skill.


**Do it!**

**Getting Started (All Levels) (Approx time: 45 min)** Exploring Horse 3 p. 7)

**Equipment/supplies:**
Each member will need their horse and a halter. 4-H horsemanship DVD

**Instructions:**
Show the members the sections on catching and haltering a horse from the 4-H Horsemanship DVD. There is also a U-tube video suggested in the member manual. You may also chose to have a live demonstration instead or in addition to the video.

Have members show how to prepare the halter before catching their horse. Follow up with having them catch and halter their horse. Check that they have adjusted the halter properly. For safety you may wish to have members do this one at a time or to have extra supervisor during this activity.
Knotty (All levels) (Approx. time: 10 minutes) Exploring Horse 3 p. 7

Equipment/supplies:
Lead rope

Instructions:
Show the members how to tie a quick release knot. Be sure to break down the process into steps so that they can clearly see each one. The 4-H Horsemanship DVD has a section on tying. Have members practice tying their knot. While practicing discuss the questions in the member manual. You may have to give them an example of your own to get them started. Many people in the equine world have scary stories of horses pulling on their ropes or getting stuck in a stall or trailer. Focus on what could have prevented the accidents or what went wrong.

Show Me (All Levels) (Approx time: 1 hour) Exploring Horse 3 p. 8

Instructions:
Invite someone who has experience and patience to show the younger members how to properly lead and work through a simple showmanship pattern. If a member decides to go in a horse show, Showmanship is usually where they would start.

Discuss the quarter system with members and why it is used when someone is inspecting your animal. The handler must always be standing in the quarter next to the inspector so that if the horse decides to act up, the handler can steer the horse away from the inspector. The 4-H Horsemanship DVD has an excellent section on Safe Handler Position that explains the quarter system.

Senior members with skills in this area are a good resource for demonstrating and assisting with this section. It allows them to practice communication skills and teaching will reinforce the knowledge that they have learned.

Practice Patterns (All levels) (Approx time: 1 hour) Exploring Horse 3 p. 8

Instructions:
This is a follow up to the Show Me activity. Use the same pattern for the entire lesson, or for several tries. There should be an improvement in the performance as the practice progresses and the member and horse become accustomed to the activity. If the members are finding it difficult, move the markers further apart. If possible ask a parent to video record the members and give each member their video so they can critique themselves. An alternative would be to have members work in pairs—one observes and then gives feedback to the other. If possible, show them a video of an experienced exhibitor performing a showmanship pattern or use the 4-H Horsemanship DVD.

Showmanship Multiple Choice (Level 3) (Approx time: 20 min) (Exploring Horse 3 p. 8)

Complete this activity as a review after Show Me and/or Practice Patterns.

1B; 2A; 3B; 4D; 5C; 6B; 7D; 8D
Dig it!

The Quarters (Level 2) (Approx. 5 min) (Exploring Horse 3 p. 10)

It is important that a handler knows where to stand in order to keep a second person safe while working with the horse. If the person is working at the front end, the handler needs to be able to pull the front end off of the second person (opposite sides). If the second person is at the rear, the handler needs to be able to pull the front end so that the rear end moves away from the handler (same sides).

If your group is still unsure of positions, have them practice with chairs or a table in groups of 2. There is a good game in the optional section that will help members understand the quarters system.

Safe Leading (All Levels) (Exploring Horse 3 p. 10)

In this exercise the members will work in pairs. The “horse” is blindfolded and holds his/her hands together just above waist level, elbows bent at waist level. The “horse” will hold the snap end of the lead rope between their hands pressed flat against each other. (If the handler pulls too hard the snap should just slip right out from between their hands.) The other end will be held by the handler, who is in charge of leading the horse asking it to move off, making it stop and stand, and working through a course of 3 pylons by using the lead rope for signals.

The handler should be on the left side of their horse with the lead rope neatly folded up in their left hand. Make sure there aren’t any sagging loops that hang as low as their knees. Their right hand should be about 6-8” from their horse’s imaginary halter (their partner’s hands). Explain to the members when they lead their real horse they would always stay between its head and shoulder, keeping the horse’s eye in front of them. With their partner they should be right beside them (assuming their hands out in front of them are the head/halter).

Encourage members to “ask” as softly as they can to communicate to their “horse”. Change positions. Ask the horses to tell their partners how they did. What did they discover? Did they ask gently? Were they patient and did they give you time to respond before asking again? How did it feel to do this activity?

Extra Activities:
There are extra optional activities you may wish to photocopy on the following pages.

What’s Next?

In the next Skill Builder, members will learn about the basic elements of grooming including bathing, clipping, and what should be found in a standard grooming kit.
Picture Words (Level 1)
String the images in each statement below together to form a phrase or word. Try saying them out loud if you have difficulty.
Where Should I Stand? (All Levels)

This activity will help younger members visualize and practice where they need to stand while their horse is being inspected by a judge, vet or farrier. If they haven’t had any showmanship experience, you will have to give some general guidelines before they can play the game. Explain how the area around the horse is divided into quarters. Discuss the safety aspect and the importance of always being on the same side as the person inspecting the hind quarters of their horse. Being in this position they can control the hind quarters by pulling the nose toward them which would cause the horse to swing the hind end away from the person inspecting. When the person inspecting their horse is in front of their shoulder, the handler should be in the quarter next to the inspector, with their toes pointing at their horse’s shoulder. The safety consideration behind that would be that the handler has the power to pull the head away from the person inspecting if necessary.

This is a game they can play with an older member. Their partner should be comfortable and aware of the quarters system, so they can offer guidance during the game. The younger member is the handler and the older member is the inspector. The handler can only move to box A or B. The inspector places their game piece in any box and the handler must respond by moving, or staying where they are with their game piece.

Preparation

Copy enough game cards so that each pair will have one. They will also need two game pieces. Meet with the older members prior to the start and explain the game. Also explain their role as the coach, teacher, and mentor. They may want to play a few games themselves to get comfortable with the process.
## Skill Builder 3: Grooming

### Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>Demonstrate how to pick up and clean all four feet of your horse (smaller members may have some assistance).</td>
<td>☑ Bridle Path</td>
</tr>
<tr>
<td>L3</td>
<td>Explain and demonstrate extra safety precautions you take while cleaning your horse’s hind feet.</td>
<td>☑</td>
</tr>
<tr>
<td>L3</td>
<td>Describe three signs that your horse needs his hooves trimmed.</td>
<td>☑</td>
</tr>
<tr>
<td>L3</td>
<td>Explain how to clip a bridle path on a quiet horse.</td>
<td>☑</td>
</tr>
</tbody>
</table>

### Background for Leaders

Grooming is a unit where all members should be able to quickly feel success. It teaches good ground manners and patience to the horse and allows the member to spend quality time with their horse and build a relationship. It is important that members are aware of the basic safety and groundwork skills when grooming in order to keep safe.

Go over the proper use of each of the tools. In the spring the rubber curry is very important in increasing circulation to help get rid of the dandruff. The shedding blade also comes in handy in the spring. In the fall, show them how to use a bot knife and a disposable razor to remove bot eggs from their knees.

Young members will struggle with the feet. They need to learn to stand properly, with their legs bent or they will get a sore back very quickly. Also, if their horse is not cooperative with this, they need help from an experienced person. Safety always comes first! If the debris is packed tight into the sole, they will likely need help with this, as well. Teach them the proper technique so that as they grow stronger, they can manage on their own, even if they can’t do it alone now. Don’t let them drop the foot…always place it down or soon their horse won’t pick it up for them.

As they move around their horse, they may tend to stay far away. Teach them that the closer they are, the safer they are as the horse cannot get room to ‘kick’. It can only ‘push’.

The spring is an excellent time to meet outdoors and review proper grooming. Horses that have lived outdoors for the winter will be hairy and likely have dandruff. Discuss the health reasons regarding the importance of grooming. If horses live where there might be standing water, remind your members to check their feet for scratches (greasy heel). If a horse develops it, the sooner it is found and treated the better.

Remind them that bathing, while cleansing and refreshing, is not the answer for a healthy horse coat. Not rinsing properly can increase the problems, as well. This is a time to use cross-tying if the horse is used to it. Remind them that a horse not used to cross-tying can panic if startled and cause injuries.

Clipping the bridle path is something that all horses should have done. It makes wearing a halter or bridle much more comfortable. The other areas of clipping are at the discretion of the handler. Most are for showing purposes and can differ depending on the type of show. For example, reining horses do not get their rear fetlocks trimmed off.
Regardless of whether the member is planning on showing this year, someday they might and should have access to this information. If the horse sustains an injury that needs stitching, it will have to stand for clipping around the wound area. If the member clips the nose hairs, teach them that they should leave them $\frac{1}{2}''$ to 1'' long unless they are heading to a show right away.

Horses use the nose hairs to judge distance to a close object. Also, ear hair should not be clipped entirely away as it keeps insects out of the horse’s ears. If they need to do that, they should be rubbing the inside of the ear with Vaseline to help catch insects.

There are many Web sites and videos on the Internet relating to all aspects of grooming. Some have been included in the member manual and many more can be found.

**Dream it!**

**References**
- 4-H Horsemanship DVD

**Thinking Ahead**

What will you discuss with members? Gather observations and think of examples that will help support your discussion. Make sure to read through the reference section before, and during the completion of the activities. This will help stimulate their minds.

**Preparing For Success**

Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

**Important words**

All glossary words will be in italics in the members manual. Help members define the words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

**Activating Strategies**

Horsepeople agree that grooming is an important part of horse care. Most recommend grooming a horse daily, although this is not always possible. 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.

Have members refer to the Horsence bubble at the beginning of the skill builder to get them thinking about proper grooming habits.
Do it!

**Bridle Path (Level 3) (Approx time: 20 min) (Exploring Horse 3 p. 11)**

Clipping the bridle path is something that all horses should have done. It makes wearing a halter or bridle much more comfortable. It is not necessary, but done most often for showing.

**Instructions:**
Arrange for your group to watch a demonstration of trimming a bridle path on a quiet horse. Members should take notes of what they need to remember. In your project group discuss these questions:

- What should you do to stay safe while trimming the bridle path?
- Describe the steps that you would follow as you trim a bridle path?
- Why do we trim a bridle path?

**Picture Me Pretty (Approx time: 1-2 hours) (Exploring Horse 3 p. 12)**

Ask members to complete this assignment at home. For safety reasons remind them to have someone (preferably a horse savvy adult) present when they are bathing their horses. Have them take a photo of their horse...before and after photos before and after the bath and mount it in their project book. When all the members have competed the assignment have them share their experiences with the group.

**No Foot? No Horse! (All Levels) (Approx time: 45 min) (Exploring Horse 3 p. 12)**

**Equipment/supplies:**
- 4-H Horsemanship DVD
- Hoof Pick
- Horse

**Instructions:**
Have members watch the section of the 4-H Horsemanship DVD that relates to cleaning the hoof or, plan a demonstration on cleaning a hoof. Afterwards, review the notes that the members have taken while they watched the demo/video, then have them try their hand at demonstrating the following to you:

- Level 1’s – How to use a hoof pick correctly while cleaning a horse’s foot.
- Level 2’s – How to safely clean at least two feet.
- Level 3’s – How to pick up and clean all four of feet of a horse (smaller members may have some assistance). They must explain the extra safety precautions one should use when cleaning hind feet. While they clean the feet, see that they check for signs that the horse needs it’s hooves trimmed and explain them to you.

Remind them to use the new skills they have learned when cleaning their horse’s hooves at home. Revisit this assignment throughout the year until members have mastered these skills.
**Dig it!**

**Grooming Match (Approx time: 20 min) (Exploring Horse 3 p. 13)**

To reinforce the skills that members have learned in this skill builder have them work alone or in a group to match the right grooming item in the word list to the correct description.

<table>
<thead>
<tr>
<th>Hoof pick</th>
<th>A hooked implement used to clean the hoof.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dandy brush</td>
<td>Is made of stiff fibre and is used to remove dust from the skin.</td>
</tr>
<tr>
<td>Rubber curry comb</td>
<td>May be used in a circular manner to stimulate circulation and remove mud from the body.</td>
</tr>
<tr>
<td>Sweat scraper</td>
<td>Used after washing to remove excess water.</td>
</tr>
<tr>
<td>Rub rag</td>
<td>Used to give your horse a final “polish”.</td>
</tr>
<tr>
<td>Sponge</td>
<td>Two of these are needed – one for the eyes and muzzle and one for soiled areas.</td>
</tr>
<tr>
<td>Electric clippers</td>
<td>Used to clip fetlock and bridle path.</td>
</tr>
<tr>
<td>Body brush</td>
<td>A soft brush that increases the shine on your horse’s coat by removing dust.</td>
</tr>
<tr>
<td>Metal/rubber Curry</td>
<td>Should never be used on the legs.</td>
</tr>
<tr>
<td>Hoof gloss</td>
<td>Used to add shine to the feet before a showmanship class.</td>
</tr>
<tr>
<td>Baby oil</td>
<td>May be applied to the muzzle and eye area.</td>
</tr>
<tr>
<td>Hair spray</td>
<td>May be used to control stray hairs.</td>
</tr>
</tbody>
</table>

**How Pretty You Are! (Approx time: 20 min) (Exploring Horse 3 p. 14)**

Have the members think about all the reasons it is important to groom a horse regularly. Give them each a supply of sticky notes—have them write one reason for grooming on each note. When everyone in the group has written as many reasons as they can remember — group the sticky notes on a wall or other flat surface. Have the members take turns explaining why these are important reasons. Be sure they include health concerns. Check the resource section on page 36 for reasons.

**A Pedicure (Approx time: 45 min) (Exploring Horse 3 p. 14)**

Members will complete this project at home. If this is not possible, you may wish to invite a farrier to come and demonstrate to your entire group, allowing them to ask questions at that time. The answers to the questions in the member manual will vary depending upon the horse. Remind them about using the quartering system while the farrier works on the horse’s feet.

**What’s Next?**

In the next Skill Builder, members will learn about psychology and their horse.
**Skill Builder 4: Psychology**

### Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>Explain how horses work out the pecking order and how you can tell which one is the boss in the group.</td>
<td>☐ Mood Match ☐ Picture Book ☐ The Mane Event ☐ What’s Wrong?</td>
</tr>
</tbody>
</table>

#### Background for leaders

This unit may be more difficult for the younger members to fully grasp, but they can still learn the basics. One way of presenting this information would be by watching a ‘natural horsemanship’ demonstration or video. Natural horsemanship is a method in which the trainer uses the body language of the horse and himself to communicate. There are many videos available as well as trainers throughout Manitoba that use these methods. The Horse 3 competition held annually in Brandon includes a Colt Starting Competition which features natural horsemanship at work. There are also many videos on YouTube featuring these techniques.

#### Vision

We have all seen a horse lift its head up and perk its ears forward. Explain that when horses lift their heads up high, they are looking farther away. This will allow them to see more things that may ‘spook’ them. When their heads are down low, they are not looking very far away and therefore are less likely to see something they perceive as threatening. This is one reason to train a horse to be ‘soft’...so you can easily position its head and be more likely to stop a runaway from happening.

#### The Runaway

Many beginning riders instinctively pull back on both reins and yell ‘whoa’ when the inevitable spook or runaway happens. Unfortunately, a horse’s neck is much stronger than a rider’s arms, especially when it is scared. It is extremely important that you teach all of your beginning riders the one-rein stop and make them practice it every lesson until it becomes easy for them and the horse. It also makes the horse softer, an added bonus. You can start this by having them flex the horse’s head while they are on the ground. While mounted, the member reaches down the rein with one hand, grabs tight, and pulls it to their hip. The horse will either stop or start turning small circles. The rider must not let go until the horse stops. Once the horse stops (it may take many, many circles...that’s ok), the rider releases the rein and simply sits quietly for several moments. Before moving off again, gently flex the head the other direction to ‘get the kinks out’. Have your riders ride around and around, practicing this with both reins (one at time). Do this every lesson...it needs to become a habit for it to work in an actual emergency.
Remind members that not only does the horse communicate with the rider by body language but the rider also communicates to the horse—possibly without realizing it. They also need to be conscious of the type of mood they are in when working with their horses as the horse will pick up on this very easily as well… happy, angry, sad, etc. Here are some internet links that may be helpful:
http://www.ridemagazine.com/horse/article/clinton-anderson-communicating-your-body-language

Dream it!

Reference
♦ 4-H Horsemanship DVD

Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion. Encourage the members to read through the reference section. What materials will you need to gather or prepare for meetings for this skill builder?

Preparing For Success

Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Important words

All glossary words will be in italics in the members manual. Help members define the words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

Activating Strategies

Read (or have one of them read out loud) the members the “Equus says” at the top of page 45 in their manual. Ask them to give you an example of facial expressions or body language that humans use. (smiles, frowns, sign language or signals etc) Ask them to describe an animal example of body language they may have seen (snort, cat hissing, pawing the ground, growling, tail wagging etc).

Use this charades activity to let them experience non-verbal communication:

Place members in pairs. Without speaking, one must try to get the other to perform a task such as getting a glass of milk, etc. It will be comical and educational watching the teams trying to get tasks done without speaking. After one member of the team has completed the task have them switch roles with a new task. Possible tasks: getting a glass of milk, getting an apple from a bowl, tying a shoe, combing their hair, putting a jacket on, bouncing a ball etc.
Do it!

Picture Book (Approx time: 1 hour) (Exploring Horse 3 p. 15)

Instructions:

This assignment will be completed at home since it may be time consuming. The activities will offer an opportunity for the members to learn more about horse psychology or to reinforce what they already know. Members must pick one of the following activities to complete:

Level 3  Read a book or watch a video about horse behavior. The member should bring the video or book to a project meeting and arrange to talk with you briefly about one or two things they learned.

If your members are asking for suggestions of books or videos for this assignment, you may wish to refer them to the websites suggested on page 15 in the Groundwork Skill builder re Natural Horsemanship. They can also do a search at their local library or on the internet. Here is a list of other suggestions. Keep in mind that these are just examples and suggestions. The reader/viewer has to decide what information to use and not use from these references.

Videos/DVD's— Understanding Horses – Robert M Miller

On line videos
http://www.youtube.com/watch?v=9liUc9CEcPI  (extension video – University of Nebraska by Kathy Anderson)
http://www.parellinaturalhorsetraining.com/LP/Horse-Behavior.html?utm_source=Google%2B&utm_medium=ppc&utm_content=Horse-Behavior&utm_campaign=Canada-Search&_kk=understanding%20horse%20behavior&_kt=0f4054e1-3534-482d-ad4e-5ad39ffe0858&gclid=CIWwwLHEn6sCFUeFQAod9SyQhg

On line reading:
http://www.extension.org/pages/11125/horse-body-language
http://www.aces.edu/pubs/docs/A/ANR-1305/

Books:
Understanding Horse Behaviour – Understanding the Ancient Secrets of the Horse's Mind – Robert M. Miller
Understanding Your Horse's Behaviour – Sue McDonnell
“What is My Horse Thinking?” – The Essential Guide to Understanding Your Horse – Lesley Bayley
Understanding Horses – An Illustrated Guide to A Horse's Behaviour – Don Harper
How to Think Like A Horse – Cherry Hill
What Your Horse Wants You to Know – What “Bad” Behaviour Means and How to Correct It – Gincy Self Bucklin
Animals in Translation – Temple Grandin and Catherine Johnson
Dig it!

The Mane Event (Approx time: 1 hour) (Exploring Horse 3 p. 16)

This activity may be completed as a group or on their own. The activity has two parts. Members are asked to 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.

Members are asked to carefully observe and record these behaviors of the horse:
- Body movements
- How it eats
- Sounds it makes
- Mood
- Response to insects
- How it grooms itself
- Anything else that they observe

Next they are asked to observe and record the behaviors of a group of horses.
- Who was the boss horse and what did it do?
- Behavior in the group
- How was the horse greeted by the other horses?
- How they eat
- Which horse is at the bottom of the group?
- Other

Remind them that their observations may vary from the other members of the group.

After members have made the two sets of observations discuss these questions with the 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 the next Skill Builder, members will learn about the basic elements of equine health.
Skill Builder 5: Health

Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>Explain what you do to prevent and control parasites in your horse.</td>
<td>☑ Health Trivia Game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ What’s for Dinner?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Health Record</td>
</tr>
<tr>
<td>L3</td>
<td>Describe three signs of a wormy horse.</td>
<td>☑ 3 Month Feed Records</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Health Multiple Choice</td>
</tr>
<tr>
<td>L3</td>
<td>Name three things that determine what your horse needs to eat (feed by need).</td>
<td>☑ Parasites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ My Horse’s Health</td>
</tr>
<tr>
<td>L3</td>
<td>Describe three feeding problems that could make your horse sick.</td>
<td>☑ Feeding Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Stall Mucking</td>
</tr>
<tr>
<td>L3</td>
<td>If a pasture-kept horse must be stalled, name three things you could do to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>make it comfortable and safe.</td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Describe and demonstrate how to clean (muck) a stall.</td>
<td></td>
</tr>
</tbody>
</table>

Background for leaders

This is a large unit with many activities. The major focus of this unit at the Explore level is to understand basic health care and proper feeding.

Ask members to discuss health issues that they have heard of or dealt with, such as colic, scratches, cuts, lameness, girth galls, heaves and other respiratory issues. Talking about these will spread information around.

For feeding, they should understand what horses require. More information on how much feed is required will be taught at the Discover level. However, feel free to discuss this with your group if you wish. Here they should understand roughage, concentrates, succulents, salt and water requirements.

This skill builder also provides the opportunity to talk about the Premises Identification Program in Manitoba. Visit this website for more details of the program:
http://www.gov.mb.ca/agriculture/livestock/premisesid/pid01s02.html

Winter Care

Note that in the winter, horses require extra feed. The colder it is, the more energy it takes to keep them warm and energy comes from food; even more so if they are being ridden.

Also, if they are being ridden and then placed outdoors, discuss the need for proper cooling and dryness before putting the horse outside again.

Note that although simple fleece blankets will help wick the moisture off the horse while it is cooling down, you would not place the horse outside in these blankets, though. They would not stand up to the wear. Emphasize the importance of proper wind shelter.

Bedding

If a horse is kept in a barn, it required bedding. There are many types of bedding. Ask what your members use in their horse trailers and/or stalls. You can do an experiment to see what type of
bedding absorbs water the best and which is dustiest. Compare the costs of bedding and availability in your area.

**Colic**
This could be a sensitive subject if any of your members has lost a horse to colic. Most importantly, members should be made aware of the symptoms and proper response to symptoms.

**Blankets**
This website has a video with a description of how to measure a horse for a blanket.

**Horse Cookies:** A fun project would be to make Horse Cookies as a group. There are many different recipes, try doing an internet search or ask members to bring a recipe they may have.

**Dream it!**

**Resources:**
- Feeding Horses: http://extension.missouri.edu/explorepdf/agguides/ansci/g02807.pdf
- Controlling Internal Parasites: http://extension.missouri.edu/explorepdf/agguides/ansci/g02854.pdf
- www.gov.mb.ca/agriculture/crops/forages/bjb04s00.html : has links to several articles related to horse nutrition including feed considerations and choosing hay

**Thinking Ahead**
What will you discuss with members? Gather observations and think of examples that will help support your discussion.

**Preparing For Success**
Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

**Important words**
All glossary words will be in italics in the members manual. Help members define the words and listen for them using these words in their discussions. To increase the members' understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

**Activating Strategies**
Discuss typical horse behavior in a pasture and in a stall in terms of their eating habits. This discussion should also include parasite development and how it is more progressive where the herd population is higher. The list of healthy things should include nutritional elements, activity levels, and regular health requirements.
Do it!

Health Trivia Game (All Levels) (Approx time: 20-30 min) (Exploring Horse 3 p. 19)

Instructions:
In a group, ask the members these trivia questions. Encourage them to raise their hand to indicate they know the answer instead of shouting it out—this way everyone can have a turn to answer a question. Afterwards, discuss why each answer is right, having them refer to the health reference section of their manual if they are unsure.

1. A horse that is not feeling well will: *stand separate from the herd*

2. If a large number of unbroken oats are found in the horse’s manure, what is the possible cause? *poor teeth*

3. How often should a horse be vaccinated against disease? *Annually*

4. At fairs and shows, how should you water your horse? *from a pail filled at the tap*

5. Which of the following is not a type of hay? *Oleander*

6. Which is *not* a healthy treat? *Sugar cube*

7. Which of the following is ‘roughage’? *Timothy hay*

8. How many gallons of water can a horse drink a day? *6-20 gallons*

9. Which is the healthiest feeding schedule for a horse? *Several small meals a day, One large meal a day, 3 square meals a day*

10. Why must you feed clean, good quality, dusty free *hay*? *Moldy or dusty hay can cause health problems such as coughing, running noses or heaves.*

11. Horses need what five basic kinds of *nutrition*? *Energy nutrients (carbohydrates and fats), Proteins, Vitamins, Minerals, Water*

12. What are some examples of *succulents* and why do you need to make sure to feed them in the winter? *carrots, parsnips, turnips, apples and pears to compensate for the lack of fresh grass.*
What’s For Dinner? (Level 3) (Approx time: 30 min) (Exploring Horse 3 p. 19)

**Instructions:**
Arrange for an experienced, knowledgeable horse owner to come and talk to your project group about a good plan for feeding their horse. While the person presents, the members should listen and take notes for the answers to these questions:

- What should you keep in mind when determining how much and what to feed your horse?
- What types of feeding problems could make your horse sick?
- What kinds of things does a person feed their horse and why?

Health Record (All Levels) (Approx time: will vary) (Exploring Horse 3 p. 20)
This is a simplified health record that should be suitable for members 8-10 years old. There is space to keep separate records for each of the three years of the project. They should keep track of their deworming, farrier visits, and other health bills on this chart for the entire time they are in the Explore level.

The purpose of the activity is to introduce members to the importance of record keeping in general as well as the concept of keeping track of their horse problems and the associated costs. Good health records can be a good reference in the future—what problems has the horse had in previous years and what treatment worked on it, dates of treatment to ensure proper follow up or timing of the next treatment etc.

3-Month Feed Records (All Levels) (Approx time: 45-60 min) (Exploring Horse 3 p. 21)
The Explore book contains a simplified feed record to help get the member aged 8-10 off to a good start in dealing with the finances of horse-keeping. Each page deals with 3 months of cost. Three pages are included, one for each level.

**Instructions:**
Have members ask their parents how much their bales weigh, approximately. Also, how many horses does a bale feed. Example:
2 bales @ 50 lbs each for 10 horses —> 100 lbs for 10 horses —> 10 lbs for 1 horse (twice a day)
Grain - They may have to weigh so you can show them how at a meeting. Find out the current cost of feeds (Price per Unit) and then their total.
Supplements - Have them discover how long a salt block lasts at home, how many horses that share it, and calculate the cost of their salt. They can do the same with minerals.

These records provide a good reference to help horse owners spot changes in their horse’s eating habits. It is also good for members to be aware of the costs associated with keeping an animal.
Health Multiple Choice (Level 3) (Approx time: 20 min) (Exploring Horse 3 p. 22)

Have the members complete the questions then review their answers. This could also be completed as a group activity.

1. This is a NOT a sign that your horse may need dental work. *He runs away, terrified, every time you mention the word ‘DENTIST’.*

2. A Doctor of Veterinary Medicine is trained to:
   *treat many different kinds of animals and give expert medical advice*

3. Signs that a horse might have colic are: *frantic rolling and sweating*

4. Knowing how to check a horse for signs of dehydration is important because: *it provides important information about a horse’s health*

5. Parasites are harmful invaders that can damage a horse’s… *internal organs*

6. A good way to check for parasites is to take a close look at a horse’s… *manure droppings*

7. One helpful way to keep a horse from getting infected with bots is to: *keep leg hairs clipped and horse areas as manure-free as possible*

8. Biting, bloodsucking flies and mosquitoes spread: *infectious diseases from animal to animal*

9. What type of feed should be the main part of every horse’s diet? *Hay*

Here are some additional questions that can be used for group discussion or you may wish to use them for review later in the year

10. Horses need these two main ingredients in their diet each day: *water and roughage*

11. Poor feeding can cause a horse to develop vices (bad habits) like … *chewing wood or cribbing*

12. Horses are herbivores (plant eaters) so they naturally like to eat … *fruits, vegetables, and grains*

13. How many gallons of water does a full-grown horse need each day? *10-15 gallons*

14. A horse’s water supply should be checked … *every day*

Parasites (level 3) (will vary with number of members) (Exploring Horse 3 p. 23)

Discuss the activity with your level 3 members. Members are to select one equine parasite to research and then prepare a poster that includes symptoms, prevention and treatment. Assign a time frame for them to complete the poster—encourage them to pick different parasites to research.

Provide time on the due date to have members present their findings. Remind them that the poster would make a good addition to their Showcase Challenge. They might also want to consider using this project as a basis for a visual presentation at the club communication day.
**Dig it!**

**My Horse’s Home (Approx. time: 10 min)** *(Exploring Horse 3 p. 11)*

Start the discussion by describing where your own horses are housed. Have members discuss their horse’s home. Do they keep them in an open shelter, do they bring them into a barn, do they have a windbreak?

**Feeding Program (Approx. time: 1 hour)** *(Exploring Horse 3 p. 11)*

Arrange for the members to visit a feed store or ask them to complete the visit with a parent. Before the visit review the things that the members should look for. Answers to the questions will vary slightly. Some are given below.

1. What questions do you need to answer before you decide which bag of food you might need to buy for your horse? *Age, activity level, horse type*
2. Why don’t all horses get the same ration? *Same as #1*
3. Why is it important to think about your horse’s feeding program AND other activities each day? *Activity affects the amount of food intake required.*
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?

**Stall Mucking (Approx. time: 1 hour for the activity plus discussion time at the project meeting)** *(Exploring Horse 3 p. 11)*

Ask members to arrange to visit a stable and learn about the proper way to “muck out”. This is followed up with actually practicing the skill. As an alternate you could arrange a visit by the group to a local equestrian facility. After the visit discuss these questions:

1. Why don’t you remove all of the bedding from the stalls every day?
2. How often is it all removed?
3. What do you do with a wet hole in a dirt floor once all the bedding is removed?
4. How much bedding do you put back in?
5. What type of bedding can be used and why?

If a visit is not possible—visiting websites related to stable management may be another option:  
http://esc.rutgers.edu/FAQs/management_faq.htm

**What’s Next?**

In the next Skill Builder, members will learn about the basic elements of equine identification and conformation.
Skill Builder 6: Identification & Conformation

Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>Identify the breed, color and markings of three different horses in your group.</td>
<td>☐ Horse Colour Scrapbook&lt;br&gt;☐ Horse ID Form&lt;br&gt;☐ Pin the Parts on the Horse&lt;br&gt;☐ Breed Word Search&lt;br&gt;☐ Your Horse</td>
</tr>
<tr>
<td>L3</td>
<td>Identify all the parts of the horse’s body and feet.</td>
<td></td>
</tr>
</tbody>
</table>

Background for leaders

This section contains a lot of terms. Use opportunities while you are working with the members around horses to question them about colours and markings. There may be places in the manual where they can colour a horse. Ask them to identify the colours they have chosen.

If possible, contact AQHA and APHA to obtain colour posters for your members. These organizations often give them out at their shows. There is a downloadable colour chart from AQHA at www.aqha.com.

One common question is ‘What is the difference between a Paint and a pinto?’ All Paint horses are pintos, but not all pintos are Paints. A Paint is a breed of horse. A pinto means a spotted horse of any breed except Appaloosa.

The parts of the horse have been kept fairly simple for the Explore level. Explain that it is important that members be able to describe markings as a way to point out a particular horse in a herd and as a means of identification.

Body types might be a new concept for your members. Introduce them and discuss the most common uses for each body type. Ask them to list a variety of horse sports such as vaulting, jumping, the Lipizzaner, the RCMP Musical Ride and what body types would be best suited here. They don’t have to memorize all of the breeds but they should be able to name a few of the major breeds such as Belgian, Shetland, Quarter Horse, etc.

Dream it!

Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion. You may wish to gather coloured pictures of various horses to illustrate the information in this skill builder.

Preparing For Success

Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
Important words

All glossary words will be in italics in the members manual. Help members define the words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

Activating Strategies

Identification uses a lot of new terms but members should be able to describe common horse markings, colors and breed characteristics. Ask members if they know what some of these terms mean: star, blaze, stocking, snip, foal, mare, muzzle. If they are not familiar with the terms remind them to watch for them as they work through the activities.

Do it!

Horse Color Scrapbook (All Levels) (Approx time: will vary) (Exploring Horse 3 p. 25)

Equipment/supplies:
- Scissors
- Glue
- Blank scrapbook or blank paper to bind into a booklet

Instructions:
Members are adding information to the scrapbook they started in Exploring Horses Level 1 and Level 2.

Have the members collect clippings from magazines of pictures of different body types of horses. The internet—particularly breed association websites is another source of pictures. Members should label the added pictures with breed, colour and body type.

Discuss with the members what kinds of body types they found and whether the body types match the type of work or play the horse were shown doing.

Remind members that they may wish to use the scrapbook as part of their Showcase Challenge later in the project.

Horse ID Form (Approx time: 20 min) (Exploring Horse 3 p. 26)

Equipment/supplies:
- Member’s manual page
- Pen

Instructions:
Have the members complete the Horse ID Form (found on the next page). If a new form is necessary, download it from the MAFRD 4-H website. Explain why these forms are important…transportation, vet checks, some horse shows, registration of a pure bred horse, etc.
Pin The Parts On The Horse (All Levels) (Approx time: 30 min) (Exploring Horse 3 p. 27)

**Equipment/supplies:**
- Sticky notes
- Pen
- Large picture of a horse (please see the next two pages of this guide)

**Instructions:**
This activity is similar to the game pin the tail on the donkey, but without the blindfold. Take all the parts of the horse, and write them on individual sticky notes. Give one or more (depending on the number of members) to each member, and have them take turns sticking their sticky note to the correct part on the horse.

A medium sized diagram has been included on two pages at the end of this skill builder. You will need to tape the two halves together being sure to overlap the pages where the body shape matches. You may chose to photocopy the pages before you tape. You could also find an appropriate horse poster to use or picture to enlarge.

Page 43 of the member resource manual has a labeled diagram of the parts of the horse for the Exploring Horses levels. As well, the CD Rom—"Let's Learn Anatomy may be useful. A copy was provided to each club with equine members in the province or you may contact your local MAFRD office to borrow a copy.

Breed Word Search (Level 3) (Approx time: 15 min) (Exploring Horse 3 p. 27)

This is a good review activity for level 3 members. They can work individually or in pairs.

**Bonus word:** Arabian

The word find can be used to start a discussion on some of the traits of the various breeds that are listed.
**Dig it!**

**Your Horse (Level 3) (Approx time: 25 min) (Exploring Horse 3 p. 28)**

Have members answer the questions about their horse. They may need to refer to the resource section in their project books for the questions on what their horse is bred to be good at.

Answers will vary.

You can use this activity as a communication exercise by having members present their answers to the group after they have finished describing their horse. You can also have them write their answers on sticky notes, post them up and see how many are the same.

**What’s Next?**

In the next Skill Builder, members will learn about the basic elements of riding including tack, saddling and unsaddling, and riding basic patterns,
Skill Builder 7: Riding

Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>Demonstrate with your own hands and feet the footfall sequence of the walk, jog/trot, lope/canter, gallop and back.</td>
<td>Riding Class, Riding Away, Tack Relay Race, Riding Gaits, Tack Description, Riding Wonders, Patterns</td>
</tr>
<tr>
<td>L3</td>
<td>Identify all the parts of a saddle and bridle.</td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Explain and demonstrate the proper cleaning and care of tack.</td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Describe a snaffle bit and how it works and when to use it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe a leverage bit, how it works and when to use it.</td>
<td></td>
</tr>
</tbody>
</table>

Background for leaders

Much of this unit will be covered while the members are outside. The 4-H Horsemanship DVDs are an EXCELLENT resource for conducting riding lessons with your members. Included with this leaders guide is a breakdown of where to find particular lessons within the videos. The member checklists are an excellent guide for lesson material for this unit, as well.

Please keep in mind that there are two sets of skills to be considered for this skill builder—the dismounted skills listed above, plus the mounted skills that are listed in the checklists after the glossary.

Tipping Exercise

To demonstrate the importance of proper foot position, have your members tip their toes forward in the stirrup. Have them hold firmly onto a rein that you also have hold of. Try to pull the member forward. With their toe tipped forward, they should easily be pulled forward. Repeat with their heel pushed down. It should be much more difficult to tip them forward.

Bridling Exercise

To make bridling easier, you may wish to demonstrate to the members this technique for teaching their horse to drop its head. The method is similar to the one learned in the Groundwork skill builder where they got their horse to move away from them by using steady pressure.

To get your horse to drop their head for bridling, you use the same technique. Grasp the horses poll with your thumb and index finger and apply steady pressure — start off lightly and increase the pressure until the horse drops its head. Remember to reward the smallest effort and do this by releasing the pressure and rubbing in the spot where the pressure was applied. In the beginning when teaching this you may find you have to increase the pressure to almost a pinch to get a reaction. But each time you do this, you should be able to do this lighter and lighter until eventually you only have to touch the spot and your horse drops its head. Here are some helpful links with more detailed information on this technique:

http://www.diamondjequestrian.com/dropping_his_head.htm
http://www.youtube.com/watch?v=QqYBaWUSRi0
Dream it!

References
♦ Selecting a Saddle: http://extension.missouri.edu/explorepdf/agguides/ansci/g02887.pdf

Thinking Ahead
What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing For Success
Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Important words
All glossary words will be in italics in the members manual. Help members define the words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

Activating Strategies
Members must realize that there is more to ‘riding’ than just getting on and going. Ask them what they need to remember from the safety and groundwork skill builders to help them with their riding. How many of them have saddled or bridled their horse? How long have they been riding? Does their horse always do what it is asked to do? What would they like to learn or improve in the riding skill builder. Can they name the gaits and explain the difference between a trot and a lope?

Do it!

Riding Class (All Levels) (Exploring Horse 3 p. 11)

Instructions:
As a group, go outside onto the lawn, or use a large room, and space members out in a large circle. You will stand in the middle of the circle, and act as the judge. As you call out gaits, members must demonstrate the correct footfall beats for the gait you are calling out. For new riders it will be necessary to name the gaits and demonstrate the footfalls before you start the game. Having an older member model the behaviours will also be of assistance.

As the members get more proficient with demonstrating the gaits, this activity can also be played with variations: like the game Simon Says — members are eliminated if they perform the gaits that were not started with “Simon says”; or you can show the members the hand signals that are used in the show ring and play a “silent” version. Keep in mind the gaits that each level is required to demonstrate in the skills checklist.
If they have never seen a riding class, then watch the link below with the group. It demonstrates an English Pleasure class where you can 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 Away (Level 3) (Approx time: 10 min) (Exploring Horses Level 3 p. 30)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>It is a good idea to yell “whoa” at your horse when teaching it to stop.</td>
</tr>
<tr>
<td>T</td>
<td>Good hands maintain light, steady, soft contact.</td>
</tr>
<tr>
<td>T</td>
<td>Pressure from your legs can control your horse’s hindquarters as well as his movement forward.</td>
</tr>
<tr>
<td>F</td>
<td>Backing is actually walking in reverse.</td>
</tr>
<tr>
<td>F</td>
<td>You should never ask for a half-halt in a circle.</td>
</tr>
<tr>
<td>F</td>
<td>An upward transition means changing gait while going up a hill.</td>
</tr>
<tr>
<td>T</td>
<td>When leading your horse, you should walk halfway between the head and the shoulder.</td>
</tr>
<tr>
<td>F</td>
<td>When turning your horse loose in a corral, just slip his halter off and chase him away from you.</td>
</tr>
<tr>
<td>T</td>
<td>Never tie your horse to a wire fence.</td>
</tr>
<tr>
<td>T</td>
<td>When approaching your horse in a tie stall, you should first speak to your horse so he knows you are there.</td>
</tr>
<tr>
<td>T</td>
<td>When riding with two hands, your inside hand is controlling your direction while your outside hand controls the speed.</td>
</tr>
<tr>
<td>F</td>
<td>When saddling your horse, it is not necessary to check the cinch before mounting.</td>
</tr>
<tr>
<td>T</td>
<td>As soon as you dismount from your English saddle you should run up your stirrups.</td>
</tr>
<tr>
<td>T</td>
<td>English riders are required to do both a “sitting trot” and a “rising trot”.</td>
</tr>
<tr>
<td>T</td>
<td>In the western discipline, the canter is known as the “lope”.</td>
</tr>
<tr>
<td>F</td>
<td>If the weather is hot, it is okay to wear running shoes when riding.</td>
</tr>
<tr>
<td>T</td>
<td>All saddles are built on trees.</td>
</tr>
</tbody>
</table>

Tack Relay Race (All Levels) (Exploring Horses Level 3 p. 31)

**Equipment/supplies:**
- English & western saddle
- English & western bridle
- Sticky notes

**Instructions:**
This activity will 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 organize members 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 on the saddles and bridles. Once each group has finished, switch teams so that each gets a chance to label both sets of equipment.

**Riding Gaits (Approx time: 20 min) (Exploring Horse 3 p. 31)**

This activity will likely be difficult at first, so keep it simple. You should have already reviewed the material in the book that discusses gaits and footfall patterns. Once outside, start by having the members simply recognize the different gaits of a more experienced rider (helper or senior member). Move it up to recognizing the leads (correct or incorrect). Point out the aids the rider could be using and then ask the members to see if they notice the aids. This is an activity that can be repeated throughout the riding year as the members become more experienced with identifying the gaits and leads.

**Tack Description (Level 3) (Approx time: 30 min) (Exploring Horse 3 p. 11)**

Ask the members to record the correct information in the table for all of the tack they currently own (or use, since it may belong to a parent).

This exercise has two purposes—

1. to help them understand the importance of good record keeping while they come to appreciate the cost of the materials used for riding.
2. to establish a list of their belongings for insurance purposes should any of their tack be stolen or lost through a fire or other accident.

Ask the members why they might want a list of their tack. Discuss their answers. Can they think of any other times it would be good to have a list of equipment or belongings? (ex luggage is lost, car is stolen, a fire or flood). You may also want to talk about labeling or marking their equipment for identification purposes—engraving, permanent marker etc.

<table>
<thead>
<tr>
<th>Basic Tack Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Name:</td>
</tr>
<tr>
<td>My Club:</td>
</tr>
<tr>
<td>Quantity</td>
</tr>
<tr>
<td>Ex:</td>
</tr>
<tr>
<td>Total value:</td>
</tr>
</tbody>
</table>


Dig it!

Riding Wonders (All levels) (Approx time: varies) (Exploring Horse 3 p. 32)

Instructions:
The purpose of the section is to allow the member to think about what they have learned and how they can apply it to their riding experiences with their horse. It will also help them to recognize the advances they have made with their horse throughout their 4-H years.

The members can start their journal today by starting with the date, then describing what they worked on with their horse, how “things went” and what they will work on next time. They may wish to include why they want to work on that skill.

Patterns (Approx time: 1 hour) (Exploring Horse 3 p. 33)

This activity encourages members to work with and communicate with their horses on simple riding patterns. It also helps them work on their own memory skills— as they try to remember the next steps in the pattern.

This is also an excellent opportunity to explain to members the “key” for the symbols that judges use to write down the patterns that are used at horse shows. Remind them that patterns are usually to be ridden as described in the written directions—the diagram is there to give a general idea of what the pattern should look like in the show ring or arena.

Set up a simple riding pattern using cones or empty milk cartons as markers. You can get ideas for patterns from the Manitoba 4-H Horse Show Guide, this website www.showhorsepromotions.com or make up your own.
Below is a sample that you could start with. In the following pattern, try jogging for Step 2 instead of loping until the horse is good at it and willing to stop at each marker. Ask the members to walk through the pattern without their horse, thinking about each change of gait or motion, to familiarize themselves with how the pattern will look and feel. It may help to practice each skill separately before putting the pattern together.

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.

Point out likely areas of difficulty. Ask them what they think may happen. Point out different things they can do to start learning the pattern such as walking the entire pattern, jogging instead of loping, spreading the markers out, etc. Point out the practicing these elements every time they ride using weeds and fence posts as markers will help them develop better communication with their horse.

It can be difficult for a young rider to master patterns without a lot of practice. If the members are struggling, move away from the pattern and break it down in simpler elements such as calling 3 -2 –1 – Stop! If the horse won’t stop here, it likely won’t stop in a pattern, either.

Get the members to take an active part of planning how to practice the patterns. This will help them prepare for practicing the patterns at home without an instructor. Encourage them to be patient with their horse. Frustration can get high.
4-H Horsemanship DVD Table of Contents

Each 4-H club in the province will receive a copy for their use. A copy can also be borrowed from your local MAFRD GO office. There are 4 DVDs in the set. The first deals with groundwork while the remaining three are devoted to the mounted skills for levels 1 through 6 (Exploring 1-3, Discovering 1 and 2, Mastering 1).

Disc One
Ground Work:
- Catching
- Haltering
- Holding the shank
- Leaving the stall/paddock
- Leading
- Turning
- Emergency left turn or regaining attention
- Leading at the jog/trot
- Standing still
- Backing
- Safe halter position
- Using a chain shank correctly
- Tying your horse
- Grooming
- Saddling-Western
- Bridling
- Unsaddling
- Saddling– English
- Lunging
- Ground Driving
- Trailer loading/unloading
- Blanketing

Disc 2:
Etiquette
- Mounting
- Safe passing
- Emergency stop of spiral down
- Passing head on
Rider 1
- Warm up flexion dismounted
- Mounting
- Holding the reins
- Basic position
- Rhythm and suppleness
- Basics on the lead line
- Bit Contact
- Open Rein
- Emergency Stop
- Riding a circle
- Jog or sitting trot
- Posting or rising trot
- Stopping

Disc 2
Rider 1 cont’d
- Backing up or rein back
- Dismounting: Sliding down
Rider 2
- Non-mounted flexion
- Mounted flexion
- Rider warm up
- Emergency stop or spiral down
- Down progression
- Direct rein
- Diagonal line
- Log or sit trot progression
- Circle progression
- Rising trot or posting progression
- Rider 2 expectations
- Lope or canter
- Lope/canter leads
- Transitions
- Dismounting: Stepping down

Disc 3
Rider 3
- Warm Up
- Circles and Straight lines
- Changing diagonals in a straight line
- Stride and size variations
- 2 beat gait in a circle-transitions
- Spiral down to introduce bend and collection
- Introduction to bend
- Support Rein
- Rein of opposition
- Introduction to leg yield
- Figure 8
- Indirect rein
- Introduction to neck reining
- Using romal reins
- Back up or rein back progression
- Introduction to turn on the forehand
- Putting the pieces together
Rider 4

Disc 4
Rider 5
Rider 6
Glossary

-A-
ACTION - How a horse moves its feet and legs at a walk, trot, etc.
ABNORMAL -
ABRASION - A scrape (type of wound).
AIDS - Artificial: spurs, whips, martingales.
AIDS - Natural: the legs, hands, weight, and voice, as used in controlling a horse.
APPOINTMENTS - The tack and clothing a rider uses.
AURICLE- The outer part of the ear.

-B-
BACK - To step a horse backwards.
BALD-FACED - Face marked by wide white stripe from forehead to nose.
BALANCE - The ability to change your center of gravity to suit the movement of the horse.
BIGHT OF THE REINS - The part of the reins passing between thumb and fingers and out the top of the hand.
BELL BOOTS - A circular boot made of rubber or other fabric that fits the horse from the pastern down over the hoof.
BEET PULP - A dried by-product of processed sugar beets.
BLACK POINTS - Mane, tail, and legs black or darker than rest of horse.
pastern over the hoof.
BRAN - The ground-up hulls (or the covering) of wheat.

-C-
CANNON - The lower leg bone below knee and below hock.
CANTER - A three beat pace, slower than a GALLOP.
CANTLE - The back of a saddle.
CAVESSEON - A noseband on a bridle. A stiff noseband on a halter used with long strap in training.
CHESTNUTS - The horny growths on inside of a horse’s leg, also called night eyes.
CINCH - A wide cord GIRTH used on western saddles.
COFFIN BONE - A little bone shaped like the hoof found at the front of the foot.
COLD-BLOODED - A horse with ancestry from the draft breeds.
COLD-HOSING - Running a cool stream of water over a wound or swelling.
CONDITION - How healthy or unhealthy a horse looks.
CONFORMATION - Refers to the structure and form of a horse.
CONTRACTED HEELS - Close at the heels.
CRACKED HEELS - a painful scabby skin condition found at the back of the pastern.
CROP - A riding whip with a short straight stock and a loop.
CROUP - Part of the back just in front of base of tail.
CUE - A signal given by the rider to the horse.
-D-
DAM - The female parent of a horse.
DIAGONAL - The pair of legs that move forward at one time at a trot. Movement of a front leg and opposite hind leg. Important when POSTING at a trot.
DISMOUNT - To move from a saddled horse to the ground, or from the horse’s back to the ground.
DORSAL STRIPE - A dark line along the spine.

-E-
ENCEPHALOMYELITIS - A serious disease, spread by mosquitoes, causing fever and death, also known as “sleeping sickness”.
EQUINE - of or pertaining to the horse.
EXHIBITOR – Name for person showing a horse.

-F-
FARRIER - A person trained to shoes horses, and trim hooves.
FAR-SIDE - The right side of a horse (also known as the off-side).
FILLY - Female horse less than four years of age.
FIRST AID - The first help given to an injured animal.
FIVE-GAITED - A saddle horse trained to perform in five GAITS: the walk, trot, CANTER, slow gait and rack.
FOAL - A young horse of either sex up to one year of age.
FOREHAND - The front quarters of a horse: the head, forelegs, shoulder, and chest.

-G-
GAITS - The manner of going. The straight GAITS are walk, trot, CANTER and GALLOP. FIVE-GAITED horses walk, trot, CANTER, rack and do one of the slow GAITS, running walk, fox trot, or stepping pace.
GALLOP - A three-beat gait resembling the CANTER but faster, 12 mi/hr (19 km/hr). The extended gallop may be a four-beat and is about 16 mi/hr (25 km/hr).
GASKIN - The muscular part of the hind leg above the hock.
GIRTH - The measure of the circumference of a horse’s body back of the withers. A leather, canvas, or corded piece around body of horse to hold saddle on.
GRAIN - Seeds from crops (such as oats, corn & barley) that are used as energy sources in concentrate feeds.
GREGARIOUS - A word used to describe animals that like to be in a group, ie. horses.
GREEN HORSE - One with little training.
GELDING - A male horse of any age that has been castrated.
GROOM - To remove dust and dirt from the horse using brushes and a cloth. Groom also refers to person who does this.
GOOD HANDS - The rider’s hands are in contact with the bit, but will still have some yield.
HANDS - A measurement of the height of a horse. One hand equals 4 inches. For any measurements less than a hand use a decimal, then the number of inches (1 to 3) and any fraction of an inch written as a action.

HEAD SHY - Applied to a horse that is sensitive about the head, jerks away when touched.

HEAD STALL - The leather bridle straps exclusive of bit and reins.

HERD BOUND - A horse who refuses to leave the group of horses.

HOOF - The foot as a whole in horses. The curved covering of horn over the foot.

HORSE LENGTH - Eight feet, distance between horses in a column.

HORSEMANSHIP - Art of riding the horse and understanding his needs.

INSTINCT - A natural reaction to any situation.

INCISED WOUND - A clean cut wound caused by a sharp object.

JOCKEY - The leather flaps on the side of a saddle.

JOG - Slow collected trot required for Western classes.

LAMENESS - A defect detected when the animal favors the affected foot when standing. The load on the ailing foot in ACTION is eased and a characteristic bobbing of the head occurs as the affected foot strikes the ground.

LACERATION - A wound caused by tearing of the skin.

LEGUMES - A type of forage in pasture or hay that has stems, oblong leaves and flowers, ie. alfalfa, clover.

LOCKJAW - A common name for TETANUS.

LOPE - A three-beat gait.

MARE - A mature female horse, over four years of age.

MOUNTING - To get on the back of the horse with or without a saddle.

NAVICULAR BONE - A small bone inside the foot.

NEAR SIDE - The left side of a horse.

NUTRITION - Proper feeding program for a horse. Food, nourishment.
OFF-SIDE - The right side of a horse.
“OUT OF” - Means the same as “the DAM of”. Female parent of a FOAL.
OVER-REACH - A painful wound on the heel or back of the fetlock on the front leg
caused by the toe of the hind foot striking the front leg.

PARE - A two-beat gait in which the legs on the same side move at the same time,
 ie. left front and left hind; a natural gait of the Standardbred.
PERIOPLE - The shiny outer covering of the hoof wall.
PIGEON-TOED - Front toes are turned inwards while the heels are turned out.
PLANTAR CUSHION - Fatty cushion at the back of the foot.
PONY - Generally 14.2 hands or less in height.
POSTING - At a trot the rider moves forward and up in time to the outside front leg of the
horse.
PUuncture - A deep narrow type of wound.
PUREBRED - A horse with known ancestry from a definite breed and having no mixed heritage
from other breeds.

QUARTER CRACK - A vertical crack on the side of the hoof.
QUILTS - Large quilted cotton sheets wrapped around the horses leg and held in place by leg wraps;
used as protection when traveling or for injury.

RABIES - An infectious disease that destroys parts of the brain’s nerve cells.
ROMAL - A long flexible quirt or whip attached to closed reins.
ROMAL REINS - A “Y” shaped set of reins with a single strap held by the rider.

SIRE - The male parent of a horse.
SNAFFLE - A bit with a ring type of cheek piece and solid or jointed mouthpiece.
SKID BOOTS - Boots worn to protect the fetlocks of the rear legs.
SPLINT BOOTS - A flat boot worn on the front legs to protect the CANNON bone.
SPay FOOT - Front toes turned out; heels turned in.
SOLE - Hard protective covering on the bottom of the hoof.
SNIP - A white streak on the nose between the nostrils.
SOUND - The horse has no defects, illnesses or blemishes that will reduce their usefulness.
STALLION - A male horse that has not been castrated (gelded).
**T-**
TACK - Riding equipment or gear for the horse, such as saddles, bridles, etc.
TETANUS - A serious disease caused by toxin-producing bacteria that invade an open wound; also known as LOCKJAW.
THREE-GAITED - A saddle horse trained to perform at the walk, trot and CANTER.
THRUSH - A fungus infection in the frog of the foot. Causes a strong smelling discharge.
TREE - The wooden or metal frame of a saddle
TROT - A two-beat diagonal gait.

**-W-**
WALK - A slow, natural four-beat gait.
WINDPUFF - A puffy enlargement in the fetlock.

**Skills Checklists and Riding Patterns**

On the following pages you will find:

1. Dismounted skills checklists—these are broken down by skill builder (topic) and level. As your members complete the requirements for each of the skills it is important to initial this list in their individual project manual.

2. Mounted skills checklists— these are broken down by level. You may chose to initial the skills as they are completed for the first time or you may chose to have a riding “skills day” where the skills are demonstrated and initialled.

3. Riding Patterns—the final skill in each of the three Mounted Skills checklists is “Ride the attached patterns including a tack check, proper mount and correct dismount.” Two patterns have been included for each of the three levels in Exploring Horses.

To avoid making the patterns too complicated for beginning riders, you will find that the patterns do not include all of the riding skills that are listed. You may chose to make your own simple patterns for those skills or to watch the members during riding practises to observe their mastery of the various skills.

To simplify the record keeping, you may wish to make photocopies of the riding skills for each of your members and store them on a clipboard to have with you in the ring.

Remember—the skills checklists do not have to be initialled only by the project leader. You may designate an assistant to initial or if the club holds a riding clinic it could be initialled by the clinician.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Required Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety &amp; Stable Management</strong></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Describe 2 dress rules to follow for safe riding.</td>
</tr>
<tr>
<td>L3</td>
<td>List three safety rules to keep in mind on a trail ride</td>
</tr>
<tr>
<td>L3</td>
<td>Name five things that would make your barn or pasture unsafe.</td>
</tr>
<tr>
<td>All</td>
<td>Identify 3 loading/hauling safety rules</td>
</tr>
<tr>
<td><strong>Groundwork</strong></td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Demonstrate where to stand when holding your horse when someone else is working with it (de worming, hoof trim etc) Explain why this is important for the safety of yourself as well as the other person.</td>
</tr>
<tr>
<td>L3</td>
<td>Demonstrate how to trot out, square and pose for CONFORMATION analysis or vet inspection.</td>
</tr>
<tr>
<td><strong>Grooming</strong></td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Demonstrate how to pick up and clean all four feet of your horse (smaller members may have some assistance).</td>
</tr>
<tr>
<td>L3</td>
<td>Explain and demonstrate extra safety precautions you take while cleaning your horse's hind feet.</td>
</tr>
<tr>
<td>L3</td>
<td>Describe three signs that your horse needs his hooves trimmed.</td>
</tr>
<tr>
<td>L3</td>
<td>Explain how to clip a bridle path on a quiet horse.</td>
</tr>
<tr>
<td>L3</td>
<td>Demonstrate how to bathe your horse</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Explain how horses work out the pecking order and how you can tell which one is the boss in the group.</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Explain what you do to prevent and control parasites in your horse.</td>
</tr>
<tr>
<td>L3</td>
<td>Describe three signs of a wormy horse.</td>
</tr>
<tr>
<td>L3</td>
<td>Name three things that determine what your horse needs to eat (feed by need).</td>
</tr>
<tr>
<td>L3</td>
<td>Describe three feeding problems that could make your horse sick.</td>
</tr>
<tr>
<td>L3</td>
<td>If a pasture-kept horse must be stalled, name three things you could do to make it comfortable and safe.</td>
</tr>
<tr>
<td>L3</td>
<td>Describe and demonstrate how to clean (muck) a stall.</td>
</tr>
<tr>
<td><strong>Identification</strong></td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Identify the breed, colour and markings of three different horses in your group.</td>
</tr>
<tr>
<td>L3</td>
<td>Identify all the parts of the horse's body and feet.</td>
</tr>
<tr>
<td><strong>Riding</strong></td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Demonstrate with your own hands and feet the footfall sequence of the walk, jog/trot, lope/CANTER, gallop and back.</td>
</tr>
<tr>
<td>L3</td>
<td>Identify all the parts of a saddle and bridle.</td>
</tr>
<tr>
<td>L3</td>
<td>Explain and demonstrate the proper cleaning and care of tack.</td>
</tr>
<tr>
<td>L3</td>
<td>Describe a SNAFFLE bit and how it works and when to use it. Describe a leverage bit, how it works and when to use it.</td>
</tr>
<tr>
<td>Skill</td>
<td>Required Skill Description</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>1</td>
<td><strong>Warm-up:</strong>&lt;br&gt;Explain how you know that your stirrups are correctly adjusted. At the walk or jog/trot demonstrate how you could <strong>regain</strong> your horse’s attention by riding at least 3 tiny circles with an <strong>open rein</strong> and stopping your horse with his head at both 3 and 9 o’clock. Explain how you know when you’ve got his attention back. Remember to use correct <strong>body position, balance, suppleness, focus and quiet hands.</strong></td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate your ability to follow markers and <strong>ride a circle</strong> and a straight <strong>line</strong> without stirrups at a walk and at a jog/trot. Demonstrate the two beat <strong>rhythm</strong> of the jog/trot with your hand or hips.</td>
</tr>
<tr>
<td>3</td>
<td>Using one end of the arena, jog/sit trot a slower smaller <strong>circle</strong>, then rise trot a larger longer strided circle. Both circles start and end at the same spot (A or C). The rider should be on the <strong>correct diagonal</strong>. Go both ways.</td>
</tr>
<tr>
<td>4</td>
<td>Explain the aids for upward and downward <strong>transitions</strong>. By using specific markers on the rail, move from a walk to a jog/trot, then to a lope/canter, back to a trot/jog, and then a walk. Go both ways.</td>
</tr>
<tr>
<td>5</td>
<td>Review the <strong>lope/canter</strong> aids. At a specific marker on the rail or on the circle, pick up a lope/canter from the jog/sit trot. As soon as possible, tell the evaluator whether you are on the <strong>correct lead</strong>. Do 3 times in each direction.</td>
</tr>
<tr>
<td>6</td>
<td>Explain and demonstrate:&lt;br&gt;<strong>A rising trot</strong> showing <strong>correct diagonals</strong> in each direction. Jog/sit trot to a specific marker on the rail or circle and pick up and hold the diagonal for at least 3 strides. If incorrect, sit for at least 10 strides before trying again. Do 3 times in each direction. How to <strong>change diagonals</strong> 3 times to the left and 3 times to the right. Emphasis should be on feeling the diagonal (accuracy), not speed in changing.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Rein effects:</strong>&lt;br&gt;Explain and demonstrate one instance in which the <strong>direct rein</strong> cannot be effective unless we use a support rein. Explain and demonstrate how we can move or block our horse’s shoulders by using a <strong>rein of opposition</strong>. Include what both hands and both legs are doing in your explanation.</td>
</tr>
<tr>
<td>8</td>
<td>Explain and demonstrate how to <strong>bend</strong> your horse at a walk and jog/trot on a circle. The evaluator will watch to see you use a <strong>direct rein</strong> and <strong>support rein</strong>, and correct leg aids. If you are having trouble, show how a rein of opposition will help.</td>
</tr>
<tr>
<td>9</td>
<td>Define a <strong>leg yield</strong>. Explain the aids and demonstrate how to do a leg yield of at least 3 strides in each direction. The wall may be used as an aid. Include what both hands and both legs are doing in your explanation.</td>
</tr>
<tr>
<td>10</td>
<td>Explain what a <strong>figure 8</strong> looks like. Explain and demonstrate what <strong>aids</strong> you will use to ride a figure 8 at a walk and a jog/trot. You may use at least 8 markers to help you ride the correct shape.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Lope/canter</strong> all the way around the arena in both directions. <strong>Basic position, balance, suppleness, quiet hands, focus and rhythm</strong> are necessary. If you are on the wrong lead, show the evaluator that you know by breaking back to a jog/trot and trying again.</td>
</tr>
<tr>
<td>14</td>
<td>Ride at least 2 large <strong>circles</strong> demonstrating control and accuracy in keeping the circle round. Include all 3 gaits using only 2 markers (12 and 6 o’clock). Go both ways.</td>
</tr>
<tr>
<td>15</td>
<td>Zigzag back and forth across the arena making at least 6 <strong>turns</strong> with an <strong>indirect rein</strong> (reins in 2 hands). What is the job of the hand not holding the indirect rein? Tell the evaluator if your horse’s nose is correctly tipped toward each turn. Western riders will repeat using correct <strong>neck reining</strong> techniques (1 hand).</td>
</tr>
<tr>
<td>16</td>
<td>Walk your horse forward 6 steps, <strong>stop</strong> using the 3 aids in the correct order, hesitate, try to flex your horse at the poll and jaw, then <strong>back</strong> your horse at least 6 steps in a straight line.</td>
</tr>
<tr>
<td>17</td>
<td>Define a <strong>turn on the forehand</strong>. Explain the aids and demonstrate at least 2 hind crossovers in each direction. The wall may be used as an aid.</td>
</tr>
<tr>
<td>18</td>
<td>Demonstrate how to <strong>pass</strong> another horse that you meet <strong>head on</strong>.</td>
</tr>
<tr>
<td>19</td>
<td>Ride in a group at all three gaits showing <strong>control</strong> and <strong>safe spacing</strong>.</td>
</tr>
<tr>
<td>20</td>
<td>Ride the <strong>pattern</strong> including a <strong>tack check</strong>, and a proper <strong>mount and dismount</strong>.</td>
</tr>
</tbody>
</table>
1. Pass A at an extended jog (trot), slow down to a jog before reaching B.
2. At B begin a large circle to the left around the outside of the markers, then lope/canter, jog/trot and drop to a walk by B.
3. At B stop.
4. 180 degree turn on the forehand.
5. Begin walking a circle to the right then jog/trot, lope/canter then jog trot.
6. At A slow to a walk
7. At D 90 degree turn on the forehand to the left.
8. Walk, jog trot and then lope/canter around the arena returning to D
9. At D 180 degree turn to the right and walk, jog/trot then lope/canter around the arena, slowing to a walk at D.
10. At D stop, dismount and walk your horse out of the arena.

Exploring Horse
Level 3 Pattern # 1

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.
1. At "A" start at a Walk.
2. At "B" Stop, then Walk a figure 8 around the outside of the markers.
3. At "B" jog/trot a figure 8 around the outside of the markers.
4. At "C" walk.
5. At "D" Stop, hesitate, try to flex your horse at the poll and jaw, then back your horse at least 6 steps in a straight line, and back up two steps.
6. Dismount and lead your horse to the exit.

**Exploring Horse Level 3 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

Have members use their Member Manual to help them in organizing what they have learned. The form of the presentation can vary according to the wishes of the leader and the member’s ability. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.

NOTE: a showcase challenge should be completed each year the member is in the Exploring Horses project.

Showcase Challenge

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?

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In the Member Manual

**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?)
Portfolio Pages

Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning by completing the My 4-H Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done. Members need to complete a portfolio page set in each year of the project.

### My 4-H Portfolio Pages

<table>
<thead>
<tr>
<th>Name: ____________________</th>
<th>Date: ___________</th>
<th>Year in 4-H: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Club: ____________________</td>
<td>Hours Spent on 4-H: ______</td>
<td>Project and Other 4-H Activities: ______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Exploring Horses Project Overview Chart - Dismounted Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Builder</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Safety</td>
</tr>
<tr>
<td>Groundwork</td>
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<tr>
<td>Grooming</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Identification</td>
</tr>
<tr>
<td>Riding</td>
</tr>
</tbody>
</table>

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### 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>

### 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 workshops, conferences, judging, camps, trips, awards, representation to area or provincial councils, etc.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**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: ____________________________

### Leader Point of Praise!

I am most impressed by...

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

Leader's Signature: ____________________________

### Point of Praise! Another's perspective on your achievements in 4-H.

(community professionals, 4-H club 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 requirements, so you will be ready for your club’s Achievement celebration!

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

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

http://www.gov.mb.ca/agriculture/4-h/
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)