Introduction

Have you ever wanted to learn about horses and how to ride them? If so, this is the 4-H project for you!

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

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

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

Meet Equus!

Equus is a smart, safe horse that will appear throughout your manual to give you useful facts and safety tips on working with your horse.

Equus is the Latin word for horse. Equus is also the scientific name for the group of animals that includes horses, donkeys and zebras.

Table of Contents

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Skill Builder 1 Safety &amp; Stable Management</td>
<td>3</td>
</tr>
<tr>
<td>Skill Builder 2 Groundwork</td>
<td>7</td>
</tr>
<tr>
<td>Skill Builder 3 Grooming</td>
<td>11</td>
</tr>
<tr>
<td>Skill Builder 4 Psychology</td>
<td>15</td>
</tr>
<tr>
<td>Skill Builder 5 Health</td>
<td>18</td>
</tr>
<tr>
<td>Skill Builder 6 Identification &amp; Conformation</td>
<td>25</td>
</tr>
<tr>
<td>Skill Builder 7 Riding</td>
<td>29</td>
</tr>
<tr>
<td>Skills Checklists</td>
<td>34</td>
</tr>
<tr>
<td>Patterns</td>
<td>37</td>
</tr>
<tr>
<td>Showcase and Portfolio pages</td>
<td>39</td>
</tr>
</tbody>
</table>

Learning is 3D!

To help you get the most out of your learning, each project meeting has the following parts: Dream it! Plan for success Do it! Hands on learning Dig it! What did you learn?
What Skills Will You Learn?

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

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

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

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

**Welcome to the 4-H Year!**

As a young person interested in horses, you have chosen to join a 4-H club so you can learn more about them. As well as learning about your horse project, you will learn many other skills. Your 4-H club meetings are very important. As a 4-H member, you will learn how meetings are conducted, how to make a short speech or visual presentation, how to work with other members for a common goal and have fun!

Name of Club: _________________________________________________________

President: _____________________________________________________________

Vice President: _________________________________________________________

Secretary: _____________________________________________________________

Treasurer: ____________________________________________________________

Club Reporter: _________________________________________________________

4-H Club Head Leader: __________________________________________________

4-H Club Project Leader: _________________________________________________

---

MANITOBA AGRICULTURE, FOOD AND RURAL INITIATIVES GRATEFULLY ACKNOWLEDGES THE SUPPORT OF Agriculture and Agri-Food Canada, Agriculture et Agroalimentaire Canada.
**Skill Builder 1: Safety & Stable Management**

**Equus says...**

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

**Accidents are predictable and preventable!**

**SKILLS CHECKLIST**

<table>
<thead>
<tr>
<th>Level</th>
<th>Members will be able to:</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Describe 2 rules you should follow when dressing for safe riding.</td>
<td>☐ Safety On The Trail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Hauling Your Horse</td>
</tr>
<tr>
<td></td>
<td></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>
<tr>
<td>L3</td>
<td>List 3 safety rules to keep in mind on trail ride</td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Name 5 things that would make your barn or pasture unsafe</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Identify 3 loading/hauling safety rules</td>
<td></td>
</tr>
</tbody>
</table>

**Dream It!**

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

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

**Do it!**

**Equus says...**

Always remember to tie your horses on opposite sides of the trailer when one of them is more dominant, and may kick the other one to keep it away from their food. If the sun is shining on one side of the trailer, and you don’t want to tie your horse there, try to keep the less dominant horse far out of reach of the dominant one.
Safety On The Trail

Describe three safety rules to keep in mind while on a trail ride.

What are some good items to bring along with you?

Why would you want to bring these items?

Go home and make a mini “Trail Pack” containing the things you will need on a trail ride. Bring it to your next meeting and share it with the group.

Safety Fill in the Blanks

1. Safety is ________________ responsibility.
2. If horses see sudden movement without seeing the cause of it, they may ________________.
3. When approaching a horse, always walk towards the ____________________.
4. Always let a horse know you are approaching by ________________ to it.
5. Horses have ________________ blind spots.
6. When leading a horse, walk between the ________________ and the ________.
7. When leading, your hand should be __________ inches down from the snap.
8. When grooming, always keep a ________________ on the horse.
9. When riding, your footwear needs to have a ________________.
10. ________________ prevent rope burn.
11. You should keep this tool handy at all times when working with horses: __________________.
12. When releasing your horse into the pen or pasture, it should be facing the ________________.
13. ________________ is the leading cause of death in riding accidents.
14. Most riders are injured when riding for ____________________.
15. ________________ that results in a horse falling leads the injury list.
Hauling Your Horse

Your leader will have you watch a demonstration of loading a horse into a trailer. Watch for the following and be prepared to discuss it with the other members in your group:

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

![Image of a horse being loaded into a trailer]

Dig it!

General Safety

In your project group discuss:

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

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

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

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

Why or why not?

Do you feel you are making the correct decision?

Do you know anyone whose health has been affected by wearing or not wearing a helmet?
Sense and Safety

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

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

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

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

What’s Next?

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

Equus says...

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

SKILLS CHECKLIST

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
</table>
| L3    | 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). | ☐ Getting Started  
☐ Knotty  
☐ Show Me  
☐ Practice Patterns  
☐ Showmanship Multiple Choice  
☐ The Quarters  
☐ Safe Leading |
| L3    | Demonstrate how to trot out, square and pose for CONFORMATION analysis or vet inspection. |                                                |

Dream it!

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

Do it!

Getting Started

Your leader will have your group watch a video or a live demonstration of how to catch and halter your horse. Now, using your own halter show your leader how to get it ready before you catch your horse. Catch your horse and halter it. Be sure to adjust the halter properly.

Knotty (All levels)

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

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

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

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

Practice Patterns

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

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

http://www.showhorsepromotions.com/

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

Showmanship Multiple Choice (Level 3)

When asking your horse to set up:
   a. Pick up his feet to place them.
   b. You should use only the lead shank.
   c. You can pull on the halter
   d. You may point your toe at the horse’s feet to assist moving them.

2. When you are asked to turn your horse, you should always turn your horse:
   a. To the right.
   b. To the left.
   c. In a circle.
   d. Towards you.
Showmanship Multiple Choice cont'd

3. Always complete your turns:
   a. Quickly
   b. Slowly
   c. In a large circle
   d. None of the above.

4. You should enter the show ring:
   a. At a slow WALK.
   b. At the jog/trot.
   c. At the LOPE.
   d. At an alert WALK.

5. When showing your horse, you should:
   a. Look at the crowd.
   b. Look at your feet.
   c. Look ahead, eyes up.
   d. Talk to your neighbours.

6. In a showmanship class, your halter:
   a. Doesn’t matter
   b. Should be the correct size and adjusted to fit.
   c. Must be expensive.
   d. Should be a bright color.

7. As a showmanship competitor, you should:
   a. Train your horse to set up quickly.
   b. Move easily and smoothly.
   c. Move so the judge can have a clear view of your horse.
   d. All of the above.

8. When you line up, you should:
   a. Line up as close as possible to the next horse.
   b. Set your horse up quickly and look at the judge.
   c. Stand on the right side of the horse.
   d. None of the above.
Dig it!

The Quarters

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

Safe Leading

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

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

What’s Next?

In Skill Builder 3 you will learn about grooming.
Skill Builder 3: Grooming

Equus says…

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

SKILLS CHECKLIST

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</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, Picture Me Pretty, No Foot? No Horse</td>
</tr>
<tr>
<td>L3</td>
<td>Explain and demonstrate extra safety precautions you take while cleaning your horse's hind feet.</td>
<td>Grooming Match, How Pretty You Are!</td>
</tr>
<tr>
<td>L3</td>
<td>Describe three signs that your horse needs his hooves trimmed.</td>
<td>A Pedicure</td>
</tr>
<tr>
<td>L3</td>
<td>Explain how to clip a bridle path on a quiet horse.</td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>Demonstrate how to bathe your horse</td>
<td></td>
</tr>
</tbody>
</table>

Dream it!

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

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

Do it!

Bridle Path

Your leader will arrange for you to watch a demonstration of trimming a bridle path on a quiet horse. While you are watching take notes of what you 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!

Grooming your horse gives you a chance to spend time with it while it learns to be patient.

For this activity you will need to take a before and after picture of your horse and place in your book.

On a warm day, bath your horse properly. Make sure you rinse all the soap off.

Trim a bridle path. Trim the guard hairs on its muzzle so they are about 1 inch long. If the mane and tail have split ends, you can trim those too.

Clean the feet out. Remove all the bot eggs from the horse’s legs.

Describe how it behaved while you were grooming it. Did it stand still? If not, explain what you think will happen if a vet needs to come treat your horse for an injury or illness.

No Foot? No Horse! (All Levels)

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

Now it’s your turn:

Level 3 – Demonstrate how to pick up and clean all four feet of your horse (smaller members may have some assistance).

Be sure to use and explain the extra safety precautions you should use when cleaning hind feet.

While you are cleaning the feet, check for signs that your horse needs his hooves trimmed and tell your leader what you found.
Dig it!

Grooming Match

A hooked implement used to clean the HOOF.

Is made of stiff fibre and is used to remove dust from the skin.

May be used in a circular manner to stimulate circulation and remove mud from the body.

Used after washing to remove excess water.

Used to give your horse a final “polish”.

Two of these are needed – one for the eyes and muzzle and one for soiled areas.

Used to clip fetlock and bridle path.

A soft brush that increases the shine on your horse’s coat by removing dust.

Should never be used on the legs.

Should be washed off after using.

May be applied to the muzzle and eye area.

May be used to control stray hairs.

Word Bank

sponge  hoof pick  rub rag  body brush  rubber curry comb  sweat scraper
hoof gloss  electric clippers  metal curry  hair spray  baby oil  dandy brush
How Pretty You Are!

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

A Pedicure

Observe your FARRIER when he comes to trim your horse. Using the Quarter System that you learned about in the Groundwork section, hold your horse for your FARRIER if it is safe to do so. If not, describe to the person holding the horse the proper place to be as the FARRIER moves from foot to foot.

Ask questions about what the FARRIER is doing. Does your horse have a healthy foot? How often does your FARRIER need to come to keep your horse’s feet as healthy as possible? Explain how important it is to have healthy feet.

Equus says...

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

What’s Next?

In Skill Builder 4 you will learn about horse psychology.
Skill Builder 4: Psychology

Equus says...

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

SKILLS CHECKLIST

<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>☑ Picture Book&lt;br&gt;☑ The Mane Event</td>
</tr>
</tbody>
</table>

Dream it!

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

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

In your project group talk about times when you haven’t been able to rely on talking to understand what someone is telling you to do? What did you do - how were you able to communicate?

Do it!

Picture Book

Level 3 - Read a book or watch a video about horse behavior.<br>  Talk to your leader about what you learned.
The Mane Event (All Levels)

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

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

Body movements:
How it eats:
Sounds it makes:
Mood:
Response to insects:
How it grooms itself:
Anything else that you observe:
Now observe and record the behaviors you observe in a group of horses.

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

Dig it!

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

1. What did the horses say to each other through their body language?

2. What was most interesting?

3. How does a person who cannot speak communicate with a horse?

4. Where else in your life do you "read" a situation to know what is happening?

5. How can you use what you have learned about body language to better understand your horse?

What’s Next?

In Skill Builder 5 you will learn about horse health.
Skill Builder 5: Health

Equus says...

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

Be sure that you check your horse regularly.

SKILLS CHECKLIST

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

Dream it!

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

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

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

Health Trivia Game (All Levels)

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

What new thing did you learn today about your horse's health.

What's For Dinner?

Your leader will arrange for an experienced, knowledgeable horse owner to come and talk to your project group about a good plan for feeding your horse. While the person presents, listen 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?

Be prepared to discuss these answers later with your group and leader,
Keeping Records
Keeping records is an important part of a 4-H project. Good records will tell you and others about your 4-H project. Good records will tell you about your horse’s health and the costs involved in keeping your horse. Record keeping is a part of “learning to do by doing”.

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

<table>
<thead>
<tr>
<th>HEALTH RECORDS (all levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any routine practices for prevention of sickness and injury such as de-worming and vaccinations. Also include treatments for sickness or injury.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## 3-MONTH FEED RECORDS

### All Levels

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

**A. 3-Month Feed Costs** $ 

**B. Bedding Costs** $ 

**c. Hauling Costs** $ 

**D. Health and Veterinarian Costs (see Health Record)** $ 

**E. FARRIER Costs** $ 

Month__________________ to Month__________________ Total Cost for 3 Months $
Health Multiple Choice

1. This is a NOT a sign that your horse may need dental work.
   a. mounds of partially chewed food are found in the manger.
   b. a large number of unbroken oats are found in the manure.
   c. it will cock its head, spill food from its mouth; have difficulty eating.
   d. he runs away, terrified, every time you mention the word ‘DENTIST’.

2. A Doctor of Veterinary Medicine is trained to:
   a. treat only large animals with hooves
   b. treat many different kinds of animals and give expert medical advice
   c. teach animals how to perform amazing tricks
   d. give one-handed vaccination shots with both eyes closed

3. Signs that a horse might have colic are:
   a. running and playing
   b. sneezing three times in a row
   c. eating and drinking
   d. frantic rolling and sweating

4. Knowing how to check a horse for signs of dehydration is important because:
   a. the vet doesn’t know how
   b. it makes a horseman look really smart
   c. it lets everyone know how many times a horse can be pinched
   d. it provides important information about a horse’s health

5. Parasites are harmful invaders that can damage a horse’s...
   a. self-esteem
   b. internal organs
   c. leather bridle
   d. horseshoes

6. A good way to check for parasites is to take a close look at a horse’s...
   a. facial expressions
   b. eye color
   c. hoof prints
   d. manure droppings

7. One helpful way to keep a horse from getting infected with bots is to:
   a. get the horse registered in a breed association as soon as possible
   b. pasture in a small area with other horses
   c. keep leg hairs clipped and horse areas as manure-free as possible
   d. feed on the ground, close to manure droppings and unclean water

8. Biting, bloodsucking flies and mosquitoes spread:
   a. infectious diseases from animal to animal
   b. love and joy around the entire horse world
   c. gossip and tell silly horse jokes
   d. goodwill to other insects

9. What type of feed should be the main part of every horse’s diet?
   a. hay
   b. apples
   c. horse treats
   d. supplements
PARASITES!

Pick one of the EQUINE parasites listed in your Exploring Horses resource manual. Do some research at the library, online or by talking to your veterinarian or an experienced horseperson.

Make a poster that shows the signs that your horse may have that parasite and what you can do to prevent or control the parasite. You may draw, use pictures from magazines or use the computer to make your poster.

Explain what you have learned to your project group and leader. You may wish to save your poster for the Showcase Challenge at the end of your manual.

Dig it!

My Horse’s Health
Describe to your group the routine practices you use for prevention of sickness and injury for your horse.
Feeding Program

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

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

Stall Mucking

Visit a stable and have someone explain how to properly muck stalls. Take your own forks and help out for 1 hour. If there isn’t a stable near by your leader may suggest an alternate activity for you.

In your project group 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?

What’s Next?

In Skill Builder 6 you will learn about equine identification and conformation.
Skill Builder 6: Identification & Confirmation

Equus says...

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

SKILLS CHECKLIST

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

Dream it!

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

Do it!

Horse Color Scrapbook

Collect clippings from magazines of pictures of different body types of horses.

Add the pictures to the scrapbook you started in level one and two. Be sure to label the pictures with breed, colour and body type.

Discuss the kinds of equine body types that you found with your group - did the body types match the type of work or play the horses were doing?
Complete the Horse ID Form found below.

**Horse Identification Form**

Member: __________________________ Club: __________________________

Horse’s Name: __________________________ Barn Name: __________________________

☐ Gelding    ☐ Mare/Filly    Age: _______    Breed: __________________________

Height: ___________ Weight: ___________ Color: __________________________

**PLEASE DRAW ALL WHITE MARKINGS AND PUT “X” WHERE COWLICKS APPEAR**

This horse is:    ☐ owned by me    ☐ owned by my family

☐ loaned to me by __________________________

I certify that I have allowed this 4-H member the use of the above described horse for use in his/her equine project. I also certify that said youth has managed this horse for a reasonable amount of time during the course of the project year and has had access to the use of this horse during the course of the project.

Owner signature: __________________________ Date: __________________________

Member signature: __________________________ Date: __________________________
**Breed Word Search**

Find the breeds listed below the puzzle. Not all of these breeds are discussed in your book. Look them up in other books or on the Internet to see pictures of them. There is a bonus breed on the diagonal. See if you can find it!

<table>
<thead>
<tr>
<th>ANDALUSIAN</th>
<th>APPALOOSA</th>
<th>BARB</th>
<th>BRUMBY</th>
<th>CHINCOTEAGUE</th>
<th>CONNEMARA</th>
<th>DON</th>
<th>EXMORE</th>
<th>FELL</th>
<th>FJORD</th>
<th>HAFLINGER</th>
<th>LIPIZZAN</th>
<th>MORGAN</th>
<th>MUSTANG</th>
<th>OLDENBURG</th>
<th>SHETLAND</th>
<th>SHIRE</th>
<th>TARPAN</th>
<th>TRAKEHNER</th>
<th>WELSH</th>
</tr>
</thead>
</table>
Dig it!

Your Horse

What BREED is your horse? ________________________________

What body TYPE does your horse have? ________________________________

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

_________________________________

When you think of these things, think about what your horse could be good at. Some are bred to run fast, some are bred to be quick and agile, some to jump, etc. What is your horse bred to be good at? (Hint: find your breed and type in the resource manual, and combine the two.) Do you let it try these things? Why or why not?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

What’s Next?

In Skill Builder 7 you will learn about riding skills and tack.
Skill Builder 7: Riding

Equus says...

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

SKILLS CHECKLIST

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>

Dream it!

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

How do you get on? How do you make it go forward? Backward? Turn? Suddenly it is confusing and you realize that it is time to learn how to ride. Does this sound like you or someone you know?

Have you had trouble getting your horse to understand what you want?

What type of bit are you using and why?

In your project group talk about the difference between a trot and a LOPE.

What are your favourite riding memories?

What new skills would you like to learn?
**Do it!**

**Riding Class (All Levels)**

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

Your leader may ask you to help the members in Level 1.

**Riding Away**

It is a good idea to yell “whoa” at your horse when teaching it to stop.

___

GOOD HANDS maintain light, steady, soft contact.

___

Pressure from your legs can control your horse’s hindquarters as well as his movement forward.

___

Backing is actually walking in reverse.

___

You should never ask for a half-halt in a circle.

___

An upward transition means changing gait while going up a hill.

___

When leading your horse, you should walk halfway between the head and the shoulder.

___

When turning your horse loose in a corral, just slip his halter off and chase him away from you.

___

Never tie your horse to a wire fence.

___

When approaching your horse in a tie stall, you should first speak to your horse so he knows you are there.

___

When riding with two hands, your inside hand is controlling your direction while your outside hand controls the speed.

___

When saddling your horse, it is not necessary to check the CINCH before MOUNTING.

___

As soon as you DISMOUNT from your English saddle you should run up your stirrups.

___

English riders are required to do both a “sitting trot” and a “rising trot”.

___

In the western discipline, the CANTER is known as the “LOPE”.

___

If the weather is hot, it is okay to wear running shoes when riding.

___

All saddles are built on trees.
Tack Relay Race (All Levels)

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

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

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

Riding Gaits

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

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

1. Identify what gait the rider is on as s/he changes GAITS.
2. Identify which DIAGONAL the rider is POSTING on.
3. Explain what the legs look like at the canter/LOPE.
4. Identify the lead the horse is on.

Explain how the rider is asking the horse to change GAITS (WALK to LOPE, LOPE to stop, etc.
Tack Description (Level 3)

You should be able to describe your tack in case it goes missing or is lost in an accident. Complete this basic form for your tack descriptions.

### Basic Tack Descriptions

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Total Value $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: 2</td>
<td>Nylon reins</td>
<td>$70</td>
</tr>
</tbody>
</table>

Total value:

**Dig it!**

**Riding Wonders (All levels)**

Add to your riding journal that you began in level one and two.

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

Look back to your first entries - what has changed? What has improved? What are you working on now?
Patterns

Set up a simple riding pattern using cones or empty milk cartons as markers. You can get ideas from [www.showhorsepromotions.com](http://www.showhorsepromotions.com) or make up your own.

Below is a sample that you could start with. When reading a pattern, always follow the WRITTEN directions. In the following pattern, try jogging for Step 2 instead of loping until your horse is good at it and willing to stop at each marker.

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

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

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

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

What's Next?

Have you completed all the skills in Level 3? Are you ready to move on to Discovering Equine?
# Manitoba 4-H Dismounted Skills Levels 3

<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 3 safety rules to keep in mind on a trail ride</td>
</tr>
<tr>
<td>L3</td>
<td>Name 5 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, color 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>
</tbody>
</table>
Riding

L3 Demonstrate with your own hands and feet the footfall sequence of the walk, jog/trot, lope/CANTER, gallop and back.

L3 Identify all the parts of a saddle and bridle.

L3 Explain and demonstrate the proper cleaning and care of tack.

L3 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.

---

**LEVEL 3 MANITOBA 4-H MOUNTED SKILLS**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Required Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Warm-up:</strong> Explain how you know that your stirrups are correctly adjusted. At the walk or jog/trot demonstrate how you could regain your horse's attention by riding at least 3 tiny circles with an open rein 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 body position, balance, suppleness, focus and quiet hands.</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate your ability to follow markers and ride a circle and a straight line without stirrups at a walk and at a jog/trot. Demonstrate the two beat rhythm 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 circle, 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 correct diagonal. Go both ways.</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the AIDS for upward and downward transitions. 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 lope/CANTER 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 correct lead. Do 3 times in each direction.</td>
</tr>
<tr>
<td>6.</td>
<td>Explain and demonstrate: A rising trot showing correct diagonals 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 change diagonals 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>Skill</td>
<td>Required Skill Description</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 7     | **Rein effects:**  
      Explain and demonstrate one instance in which the **direct rein** 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 **rein of opposition**. Include what both hands and both legs are doing in your explanation. |
| 8     | Explain and demonstrate how to **bend** your horse at a walk and jog/trot on a circle. The evaluator will watch to see you use a **direct rein** and **support rein**, and correct **leg AIDS**. If you are having trouble, show how a rein of opposition will help. |
| 9     | Define a **leg yield**. 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. |
| 10    | Explain what a **figure 8** looks like. Explain and demonstrate what **AIDS** 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. |
| 12    | **Lope/CANTER** all the way around the arena in both directions. **Basic position, balance, suppleness, quiet hands, focus and rhythm** 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. |
| 14    | Ride at least 2 large **circles** 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. |
| 15    | Zigzag back and forth across the arena making at least 6 **turns** with an **indirect rein** (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 **neck reining** techniques (1 hand). |
| 16    | Walk your horse forward 6 steps, **stop** using the 3 AIDS in the correct order, hesitate, try to flex your horse at the poll and jaw, then **back** your horse at least 6 steps in a straight line. |
| 17    | Define a **turn on the FOREHAND**. Explain the AIDS and demonstrate at least 2 hind crossovers in each direction. The wall may be used as an aid. |
| 18    | Demonstrate how to **pass** another horse that you meet **head on**. |
| 19    | Ride in a group at all three gaits showing **control** and **safe spacing**. |
| 20    | Ride the **patterns** including a **tack check**, and a proper **mount** and **Dismount**. |
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. 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.
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

*Bringing it all together!*

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

**Dream it!**

Here are some Showcase Challenge Suggestions:

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

My Showcase Challenge Plan

My showcase idea: __________________________________________________________
________________________________________________________________________

What materials and resources do I need? _________________________________________
________________________________________________________________________

Who do I need to help me? ___________________________________________________
________________________________________________________________________

When do I need to have things done by? _________________________________________
________________________________________________________________________
**Do it!**
Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

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

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

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

**Leader Point of Praise!**

I am most impressed by…

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

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

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

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

Member Point of Pride!

What I learned…

What I need to improve on…

What I want others to notice…

Member’s Signature: _______________________________

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

I am most impressed by…

I believe that you have learned…

In the future I encourage you to…

Signature: _______________________________
4-H Achievement

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

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

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

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

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

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

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

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

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

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

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

4-H Motto

“Learn To Do by Doing”

4-H Pledge

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

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