Welcome 4-H Leaders!

Welcome to the “Discovering Equine - Horsemanship 4” project. There is lots of information, fun facts, and hands on activities that cover grooming and riding techniques while giving members a sense of direction and purpose. 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. An excellent resource with alternative activities is the 4-H Fun Pack available from MAFRI offices/centres.

The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about leadership. 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.

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.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?

Each section, 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, members must:

- Complete the activities in each Builder OR a similar activity that focuses on the same skills as you and your members may plan other activities
- Complete the checklists located at the back of the member manual.
- 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).

Levels and Skills Assessment

Safety First! To help ensure safety and basic horsemanship skills of 4-H equine project members in Manitoba, Exploring Horses has been established as a mandatory project. The manuals in the Equine 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. It is recommended that members complete Discovering Equine—Horsemanship 4 before moving on to the other levels.

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 5 and many of the dismounted skills as well. Each equine club in the province will receive a copy or you may borrow a copy from your nearest MAFRI 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 this 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, www.puzzlemaker.com hosts an excellent, free resource for creating a variety of puzzles.

4-H Introduction

Members are asked to write down what they have learned in 4-H. Answers may vary from member to member. Some of the things members might include are: how to saddle a horse, teamwork, or communication skills.
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 project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level projects. It introduces the basic skills and terms needed by members for subsequent 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 topic specific techniques and gain theme related skills through specialized builders.

Master - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.

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 are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the 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 happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated 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, the following general 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!

♦ To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of 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 manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate 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 writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, 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 onto 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 quality of their designs. 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 high-light of their 4-H year.

Have fun and thanks for your belief in young people!
Skill Builder 1: Ground work and Psychology

Skills Checklist

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<td>□ Hands On</td>
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Background for Leaders

This is an extremely important unit. All members must be able to safely maneuver around horses. If you are a leader who is not comfortable teaching this outside with the horses, invite a senior member or two along to teach it. 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. This can be a problem for a new member with non-horsey parents. If this is a concern, perhaps 1 or 2 riding lessons should involve an instructor who is skilled with ground work who can work with the students in such a manner. Perhaps a change in horse would be better or have members watch the Alberta DVD and the 4-H Horsemanship DVDs to observe how the rider interacts with his or her horse.

Outdoor Lesson Possibilities

Have members practice safe lunging with their horse at a walk, jog/trot, halt and reverse (go both directions). Watch for things such as safe lunging techniques and proper horse handling. Establish a ‘no horse area’ where parents can sit and watch and members are NOT allowed to park their horses. For the members who are waiting for their turn to lunge their horse, have them take note of signs when the horse was going to disobediently stop, turn in or bolt.

Practice, at the halter, a turn on the haunch, in both directions. Set up a simple trail pattern and have them lead their horses through it (In Hand Trail). Add challenges such as backing between obstacles, walking over tarps and old car mats, etc. If you are planning to ride, they can do all of this with the saddle on and the bridle hanging elsewhere. The Alberta riding video has a very good ground work section. If you do not have the ability to show it to your members, watch it and use it as a model for your lesson.
Indoor Lesson Possibilities

Discuss the reason why it is important that everyone learns where blind spots on horses are located. Some reasons members may come up with are so that you don’t startle the horse or to help prevent someone from getting hurt or kicked.

Dream it!

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.

Instructions: (Approx. time: 5 minutes)

Encourage members to answer honestly when completing the checklist. A member should be able to complete the skills in the list before advancing on to more advanced skills.

Do it!

Safe Lunging (Approx. time: 15 - 20 minutes)

Have members discuss with other project members five different safety rules they should remember while lunging. If members cannot come to an agreement on a couple of rules they have come up with, have them give examples to why they think the rule is safe or not.

Here are some examples of some of the answers members might give.
- Lunge in an enclosed area with good footing (not an open space or where it is muddy or uneven)
- Use proper equipment and make sure it fits
- Hold the lunge line in folds, never in loops
- Never wrap the lunge line around your hand
- If lunging in a saddle, make sure to secure the stirrups

Why do you lunge? (Approx. time: 15 - 20 minutes)

Have members answer the following questions about lunging.

1. Why do you think a person lunges a horse?
   - take the “edge” off of a horse before riding.
   - provides exercise when a horse cannot be ridden.
   - used for teaching a young horse to accept a bit and saddle before being mounted.
   - teach a young horse to listen for voice commands and pay attention to the handler’s body language.
   - It improves the horse’s balance and impulsion.
   - A rider’s seat and hands can be improved by lunging on a trained horse.
   - It helps the handler to determine the horse’s mood that day. Horses fell different from day to day—lazy, energetic, content, worried etc.


2. Where do you think a horse should be lunged?
   • Lung only in an enclosed area with good footing.

By having a senior member explain the purpose of lunging and where you should ideally lunge a horse, it will allow them 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’.

**Good Hands Game** (Approx. time: 30 minutes)

Lunge lines and a whip are required for this game. Members should bring their own. Members play this game in pairs. One person is the “horse” and the other is the “luger”. The horse is blindfolded, and has the lunge line in one of their hands. The lunger stays about 20 feet from the horse, and uses the lunge line, not their voice, to ask the horse to stop and turn. The lunger can cluck to the horse to initially ask for forward motion and “whoa” the horse to stop. The horse is encourage to say what they are feeling - whether an action is too subtle or unnecessarily strong or sudden.

Tell the members there are several ways we use our bodies to communicate with our horses.

Explain the game as follows:

Good hands are soft hands. Soft hands “ask” instead of hard hands that “demand”.

• Partner up and decide who will start off being the horse and who will be the lunger.
• Lungers - try to use as little pressure as you can to communicate to your horse. Try not to use your voice except to ask them to move forward. You may use a whip, but be gentle with it.
• Horses - you will feel what your horses feel (but in your hands). Keep your hands by your side so you can tell whether or not the lunger has tightened up the lunge line or not.

Blindfold the horses and they will wear their own lunge lines. After a couple of lunge circles have the lunger turn their horse to go in the opposite direction. After the horse has been lunged in different directions at different speeds, ask the horses to tell their lunger’s how they did. Have members switch positions.

Have members discuss the following questions:

• What was difficult about this activity?
• As the horse, did you find it hard or easy to understand what the lunger wanted you to do?

**I Spy** (Approx. time:30 minutes)

Have members go outside to where their horses are. Have them pick one horse out of the herd to observe it’s behavior in among the rest of the horses. Tell members to fill in the chart provided to them in the members manual.

Ask members to discuss what they observed, and why knowing about a pecking order is important.

**Hands On** (Approx. time: 45 minutes)

Show members the youtube link provided for a demonstration on a turn on the haunches. [http://www.youtube.com/watch?v=Ll9whXd4U3M](http://www.youtube.com/watch?v=Ll9whXd4U3M)

Discuss with members the meaning ‘turn on the haunch’. The turn of the haunches is a movement other than going straight performed at the halt and walk, used in horse training. It requires the horse, while **bent in the direction of the turn**, to move his forehand around his hindquarters so that he makes a very small circle with the inside foreleg. The horse should **not** pivot around a hindleg.

Have members practice, at the halter, a turn on the haunch with their horse in both directions. When members have become confident that they can instruct their horse to perform this act, have them demonstrate their new skill to their parents.
**Peek-a-Boo!** (Approx. time: 10 minutes)

Stress the importance of being aware of a horse's blind spots. Have members also identify where a horse sees the best.

![Diagram of a horse's blind spots]

**Lunging True or False** (Approx. time: 15 minutes)

1. False
   Reasons to lunge with the traditional method include:
   - It can take the “edge” off of a horse before riding.
   - It provides exercise when a horse cannot be ridden.
   - It can be used for teaching a young horse to accept a bit and saddle before being mounted.
   - It can teach a young horse to listen for voice commands and pay attention to the handler’s body language.
   - It improves the horse's balance and impulsion.
   - A rider’s seat and hands can be improved by lunging on a trained horse.

2. True
3. False - A cavesson is a special headstall made for use with a lung line. It has a padded noseband with rings attached.
4. True
5. False - Lunging can help exercise your horse when you are unable to ride often or it is sheltered in a stable.
6. True
7. False - consistent training sessions should be used.
8. False - when lunging do not use fast gaits and try to change gaits frequently.
9. False - because you don’t want them to favor the one side
10. True
Dig it!

Peek-a-Boo Two (Approx. time: 15 minutes)

Discuss with members the importance of knowing where blind spots on a horse and how it can help you become a better horse person. Have members discuss with their project group what might happen if you walk up to a horse in it’s blind spot while it was tied up and didn’t hear you. Discuss the different scenarios listed in the members manual, and have members share their different answers to each case.

Senses (Approx. time: 15 minutes)

Divide the members into groups of two or three and have them answer the following questions.
- Horses have poor vision for doing some tasks they are given. When a horse lowers his head trying to see something, what is he doing? Where is the object?
  He lowers his head to focus on an object nearby.
- When a horse raises his head trying to see something, what is he doing and where is the object?
  He is trying to focus on a far away object.
- By watching the horse’s head, how can you tell if a jumper is sizing the fence or paying attention?
  His ears will indicate his interest as he raises his head to focus on the rails.

Lunging (Approx. time: 20 minutes)

Now that members have had a chance to watch another person lunge their horse and have practiced lunging their own horse, help them reflect what they have learned by discussing the following questions with them.
- Why would you lunge your horse?
- What are some signs to watch for that your horse may be going to be disobedient while lunging?
- What safety tips do you need to keep in mind while lunging your horse?

What’s Next?

In Skill Builder 2, members will need the following supplies: elastic bands, baby oil or Vaseline, a hoof pick and a hair comb.

Leader’s Notes
In the Member's Manual

Skill Builder 1: Ground work and Psychology

Equis says...
Ground work can be challenging and rewarding. What type of ground work do you do with your horse?

Skills Checklist

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Dream it!

By doing ground work, you can learn a great deal about your horse’s personality and behaviors. Did you know that you send signals to your horse every time you handle him, making him better or worse, depending upon your body language? Each horse is an individual and learns differently, just like you and your friends. Ground work will help you get to know how your horse learns best. If you do it properly, your horse will come to respect you as a trainer, and make your job easier, too.

To help you plan for this unit, check off the items on the list that your horse is already good at. If you left any off, should you be working on them?

- Lead properly, without pushing or pulling
- Let’s you handle his face, ears and mouth
- Lowers its head when asked
- Moves away from hand pressure
- Is not afraid of whips, sticks, etc.
- Pick up its feet
- Lunges with respect (doesn’t pull or try to run away)

Do it!

Safe Lunging

In your project group, members discuss five different safety rules you should remember while lunging. If there are disagreements, ask your leader to help you come up with a solution.

Why do you lungel?

Why do you think a person lunges a horse? Where do you think a horse should be lunged? Ask a senior member what the purpose of lunging is and where you would lunge a horse.

Good Hands Game

In this game, you will be pairing up with a partner. One person is the “horse” and the other person is the “lunger.” The horse is blindfolded. The lunger can use gestures and sounds to help the horse understand what he or she wants it to do. The horse can say what it is feeling whether it is confused, happy, undersats, etc. Ask your leader for further instruction.
In the Member’s Manual

I Spy

As you have learned, horses communicate with other horses and humans through sounds (whinnies, snorts, etc.) and body language (swishing tails, ears, tossing heads, etc.). Even the expressions on their mouths tell us what they are feeling. You need to watch horses very closely to “read” them. Try this activity as you practice your observation skills by watching a particular horse for several minutes.

Behavior of horse named ___________________________ Date:_________________________

The body language I observed was:

The sounds I heard were:

This horse responded to insects by:

Describe who this horse ate with and any behaviors you observed.

Describe how you think this horse was feeling based on what you observed above.

Did you learn anything about this horse that you didn’t already know?

Hands On

What does ‘turn on the haunch’ mean? Practice at the halter, a turn on the haunch in both directions using a quiet horse. After practicing a couple of times, demonstrate your new skill to your parents.

Peek-a-Boo

A horse is a timid animal. He is usually ready to run away if he feels that he is in danger. It is important that you understand where a horse can easily see so that you can understand why a horse might be startled or why it moves a certain way. Take into consideration the horses blind spots when you are teaching them how to lunges.

Use this diagram to show where the blind spots are and where the horse sees the best.

Lunge True or False

Your leader will arrange for you to watch the lunge section of the 4-H Horsemanship video and then to participate in a lungeing clinic. Then it will be your turn to practice the lungeing skills you have learned with your horse. You should be able to safely demonstrate how to lunge your horse at a walk, jog/trot, halt, and reverse. Repeat in the other direction.

1. ___________ The only reason to lunge a horse is to make it tired and safe to ride.
2. ___________ Side reins are used by an experienced horseperson who has a knowledge of side reins and trained horses to develop balance and collection.
3. ___________ A cavesson is a foot protector.
4. ___________ A surcingle is a band with rings attached to it that is buckled around a horse’s girth.
5. ___________ Once a horse is ‘trained’, there is no reason to lunge it.
6. ___________ Working in a circle puts more stress and strain on your horse than regular riding.
7. ___________ If your horse is in shape, it is okay to hold lengthy lunge sessions.
8. ___________ When lunging, it is a good idea to change gait frequently.
9. ___________ It is a good idea to lunge one direction only in a session, and then lunge the other direction in the next session.
10. ___________ Lunging to “link-up” uses a shorter lunge line.
In the Member’s Manual

Dig it!

Peek-a-Boo! Two

How will knowing where the blind spots are help you be a better horse person?
 Explain what might happen if you walk up to a horse in its blind spot while it was tied up, and it didn’t hear you. What if someone was brushing it or picking up its feet when it was startled? What should the handler do in this case?

Senses

Get into groups of 2 or 3 and answer the following questions and explain the reason for your answers.
1. Horses have poor vision for doing some tasks they are given. When a horse lowers his head trying to see something, what is he doing? Where is the object?
2. When a horse raises his head trying to see something, what is he doing and where is the object?
3. By watching his head, how can you tell if a jumper is sizing the fence or paying little attention?

Lunging

You have had the opportunity to observe another person lunge their horse and to practice lunging your horse. Think about these questions and then discuss them with your leader and other members in your project group:
• Why would you lunge your horse?
• What are some signs to watch for that your horse may be going to be disobedient while lunging?
• What safety tips do you need to keep in mind while lunging your horse?

What’s Next?

In Skill Builder 2, you will learn the importance of proper grooming and horse care.
Skills Checklist

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☐ Hoof Matches  
☐ Farrier Day  
☐ Mane Matching  
☐ Foot Blanks  
☐ Identification  
☐ Salon Day |
| 4-10D | Explain why some horses have their mane’s braided. | |
| 4-11D | Demonstrate how to band or braid properly, depending upon your main discipline. | |
| 4-12D | Name the visible portions of the hoof and foot. Describe the purpose of at least 3 of these parts. | |
| 4-13D | Explain why a horse would need shoes and how you would recognize that it is time for a reset. | |
| 4-14D | Identify different hairstyles for horses and describe what event or breed is associated with the hairstyle | |
| 4-15D | Explain why the appearance of a horse is important | |

Background for Leaders

Grooming is a unit that all members should be able to quickly feel success with. 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 ground work skills when grooming in order to keep safe.

Outdoor Lesson Possibilities

The spring is an excellent time to meet outdoors and discuss 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.

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.

Many local fairs and shows take place in spring, summer, and fall. The appearance of a horse is taken into consideration in some classes such as showmanship. There are different ways people groom their horses mane, such as braiding and banding. Teach the members the difference between banding and braiding. Banding is a popular “mane style” if members plan to show their horse in western classes. It can help to make a straggly mane look better. If members plan to show their horse in English classes, it is important to know how to braid correctly. Braiding is a popular “main style” that is also useful in training the mane to lie correctly.
Indoor Lesson Possibilities

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.

Find a large horse poster or a toy horse and use it to demonstrate proper grooming technique indoors.

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.

Dream it!

Horsemen 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.

Grooming (Approx. time: 15 minutes)

Instruct members to think of any grooming they have done to their horse. Have members identify grooming tools they have used before, such as a hoof pick, sweat brush, etc. Have members share the last time they had a farrier come and trim their horses hooves, as well as if their horse has horse shoes on.

Do it!

Hoof Care (Approx. time: 15 minutes)

Discuss with members what types of hoof care they provide to their horses. This could be anything from shoeing and trimming to cleaning.

Foot refers to the hoof and everything inside, including bones and sensitive structures. Hoof is only the hard outside covering of the foot including the wall, the sole and the frog.

Hoof Match (Approx. time: 10 minutes)

Encourage members to use their Resource Manual to help them match the description of the different parts of the hoof with the correct name. Once members have matched all of the description with the correct name, have them discuss the purpose of at least four different parts with each other.
The hoof wall is not an even thickness around the hoof. It is thickest at the toe and thins towards the heels. Because the wall is under pressure, it may be thicker near the ground surface, as it spreads.

The white line is located between the hoof wall and the sole. It is only as deep as the inner layer of the sole. The sole forms the bottom surface of the foot. The sole is not intended to carry weight. It should be concave from front to back and from side to side. The sole of the hind foot should be more concave than the sole of the forelegs. When the sole is flat, the horse has a greater chance of bruising the sole and becoming lame.

The frog is an elastic, wedge-shaped tissue that divides the sole into two equal halves. It distributes pressure as the horse moves.

**Plantar or Digital Cushion:** The frog works with this fatty cushion at the back of the foot as a shock absorber.

Cannon bone is the lower leg bone below knee and below hock. The navicular bone (the smallest bone in the hoof). The outer layer (periople) begins 3 cm below the coronet and covers the heels. This layer is covered with thin horn-like scales that reduce the evaporation of moisture from the hoof.

The coffin bone is the little bone shaped like the hoof found at the front of the foot.

The coronet band - the wall originates from the coronet band.

**Farrier Day** (Approx. time: 1 hour)

Arrange for a local farrier to come and do a demonstration of trimming and possibly shoeing a horse’s hooves. Ask members if there are any tools that a farrier uses that they have seen before and know the purpose of it. If there are any tools the members have not seen or do not know the purpose of, have them ask the farrier to explain what they are and their use.

Laminitis, commonly called founder, is an acutely painful inflammation of the foot. It occurs most often in the front feet although it can after the hind feet as well. The most common cause is overeating.

Signs of laminitis are the horse may be slightly stiff in the forelegs, will typically put more weight on it’s hind legs, heavy breathing, glazed eyes, the feet feel hot, and the digital artery will have a pounding pulse. Always check with your veterinarian if your horse is stiff, as it is better to be safe than sorry.

Ask the farrier if they can tell members what they can do as a horse owner to make their job easier.
**Mane Matching** (Approx. time: 5 minutes)

Discuss with members different types of hairstyles for horses.

**Arabian Hairstyle**
- full mane & tail
- Bridle path trimmed

**Morgan Hairstyle**
- full mane & tail
- neatly trimmed bridle path, face & legs

**Five Gaited Saddle Horse Hairstyle**
- full mane & tail
- braided foretop
- braid in first section of mane after the bridle path

**Paint, Quarter Horse and Appaloosa Hairstyle**
- mane shortened & banded
- bridle path
- full tail
- if the mane is roached, the forelock and the hair over the withers should be left natural

**Hunter Hairstyle**
- mane pulled & shortened – braided in small neat braids
- foretop braided
- tail may be braided at the top
- full tail

Have members match the hairstyle with the proper name.

---

**Foot Blanks** (Approx. time: 10 minutes)

Members should be able to complete this activity once a farrier has done a demonstration. If members are having troubles remembering, encourage them to use their Reference Manual to help fill in the blanks.

1. The V-shaped part of the foot which acts as the horse’s shock absorber is called the ____frog____.
2. The hard outer layer of the hoof is the ____wall____.
3. The farrier trims away the dead insensitive sole tissue with a ____white____ ____line____.
4. The ____sole____ is made up of dead insensitive tissue, but the soft sensitive laminae beneath it may be bruised by riding on rough ground.
5. The ____coronary____ ____band____ is located at the top of the hoof.
**Identification** (Approx. time: 30 minutes)

Take members outside and have them catch their horses (or a horse). Have the members look at the horses hooves, checking for cracks and length. Then have each member identify different parts of the hoof. Once all the members have identified the parts, ask them to describe the purpose of at least three of the parts that are visible.

**Salon Day** (Approx. time: 1 1/2 hours)

Banding is a popular “mane style” if you plan to show your horse in western classes. It can help to make a straggly mane look better. Ask members if they have banded their horse’s mane and why they think other people band their horse’s mane. A banding or braiding demonstration be done before members complete this activity.

If the member’s plan to show their horse in English classes, it is important for them to know how to braid correctly. Braiding is also useful in training the mane to lie correctly. Ask members if they have braided their horse’s mane before and why they think other people braid their horse’s mane.

Have the members write down their answers in the space provided for them in their manuals.

Once members have answered the above questions, have them bath their horse.

Remind members when bathing their horse, always move slowly and calmly around the horse. If they are using a hose, to start with a trickle of water, using it on the feet first and gradually moving upward. As the horse becomes accustomed to water, then they can increase the flow. Always leave the horse’s head until last.

Have members choose which hairstyle they would like their horse to have done, braided or banded, and have them perform that action (there is instruction on how to do both in the Reference Manual). Help the members trim their horses properly (fetlocks, ears, nose hairs, etc.). Have members gently rub baby oil or Vaseline around the eyes and muzzle. After having seem a farrier come and clean and trim a horses hooves, have the members practice safe hoof cleaning. Members may ask a non-horsey friend to help them groom their horse. After members are done grooming, have them reflect what they enjoyed the most about grooming their horse.

**Dig it!**

**Show Off** (Approx. time: 5 minutes)

Ask members to think of why a horse’s appearance is important when they are trying to sell it or show it. Have them share their reasons with their project group.

**Finishing Touches** (Approx. time: 10 minutes)

Have members think of what problems sanding their horse’s hooves gently could cause if it was done repeatedly. This may include over sanding or removing the periople that seals the hoof. By applying hoof polish repeatedly, this could clog the hoof.

**Adventure Out** (Approx. time: 2 hours)

Find an equine event or show that your members can attend and admire the different grooming styles and techniques. Have members identify properly groomed and different styled horse breeds.
In the Member's Manual

Skill Builder 2: Grooming

Equeuse says...
This grooming unit will explain the common hairstyles that you may see at different shows. What breed of horse do you own? What events (pleasure, barrel, jumping, etc.) are you interested in?

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Dream it!

You already know how to properly groom your horse in order to look after its health. Now you might be thinking about taking the next step—showing your horse. If you do, you will want it to look its best!

Grooming

Have you ever groomed your horse? What types of tools have you used before? When was the last time you had a farrier come and trim your horses hooves? Does your horse have horse shoes on?

Do it!

Hoof Care

There’s an old saying among horse people: “No foot, no horse.” A horse’s entire weight, often more than 1000 lbs., is supported by four, relatively small feet. Without healthy feet, a horse is in trouble. Foot and hoof are affected by genetics, environment, nutrition, shoeing use and overall health. Many hoof problems are preventable through good hoof care. What hoof care do you provide right now? Are a foot and hoof the same thing? Discuss these questions with your group.

Hoof Match

Use your manual in order to match the term to the correct explanation. Then discuss the purpose of at least four different parts with other members.

A. Wall
B. Coffin Bone
C. Cannon Bone
D. Coronet
E. frog

1. The long bone just above the fetlock and below the knee.
2. Small bone in the foot.
3. Fatty tissue found in the heel of the foot.
4. Shiny outer covering of the wall.
5. Connecting line between the sole and the wall.
7. Horned covering of the outside of the hoof.
8. The hard protective covering on the bottom of the hoof.
9. Where the hoof meets the pattern.
10. A bone shaped like the hoof and found at the front of the hoof.

Farrier Day

Invite a farrier to do a demonstration of trimming (and possibly shoeing) a horse’s hoof. Ask him to explain the various tools he uses. Ask him to explain how to tell if a horse has laminitis and what to do about it. Find out what you can do as a horse owner to make his/her job easier.
In the Member's Manual

Mane Matching

Can you match the following images to the proper hairstyle label? You can see more of those by finding the document at www.equine4h.webs.com.

- Continental Braid (net)
- Roached Mane
- Hunter Braid
- Banded Mane
- Supermodel Style
- Long Mane

Salon Day

Have you ever banded your horse's mane before? Why do you think people band the mane? Have you ever braided your horse's mane before? Why do you think people braid the mane? Which would you rather have done to your horse's mane, banded or braided? List reasons why.

Bath your horse. Band or braid your horse's mane. Trim your horse properly (feathers, ears, nose hairs, etc.). Gently rub baby oil or Vaseline around the eyes and the muzzle. Clean the hooves. Invite a non-horse friend over to help you and learn about horse care in a safe environment. When you are done, think about what you enjoyed during this activity.

Foot Blanks

After the Farrier Day activity you should be able to answer these questions. Otherwise, use your manual to find the information below.

1. The V-shaped part of the foot which acts as the horse's shock absorber is called the _________.
2. The hard outer layer of the hoof is the _________.
3. The farrier trims away the dead insensitive sole tissue with a _________.
4. The ________ is made up of dead insensitive tissue, but the soft sensitive laminae beneath it may be bruised by riding on rough ground.
5. The ________ is located at the top of the hoof.

Identification

Go outside and catch your horse. Look at it's hooves. Identify the different parts of the hoof. Describe the purpose of three of the parts that are visible.

Dig it!

Show Off

How would your horse's appearance be significant when you are trying to sell it or to show it? List some ideas that you could do to enhance its appearance.

Finishing Touches

Part of polishing the appearance may be to sand the hooves gently and put hoof blackener or polish on the hooves. What problems might this cause if done repeatedly?
In the Member’s Manual

Adventure Out

To be able to watch a properly groomed and different styled horse breeds, your group may be interested in attending various horse shows within the province, such as local fairs, shows and clinics. Your leader may arrange or suggest some equestrian events that you can attend to observe grooming techniques and styles.

The Horse Show coming to Brandon every April features a large variety of breeds and disciplines for the public to view, learn about, and enjoy. A large show coming to Brandon in August is the Royal Red Arabian horse show. In October the Manitoba Sale and Futurity in held in Brandon.

There are a variety of Reining shows held in the Winnipeg and Brandon areas as well as Dressage shows. The Royal Manitoba Winter Fair features English jumper and hunter horses. There are many other events such as Paint Horse shows, Appaloosa Horse shows, etc. throughout Manitoba. By attending a variety of events you can increase your knowledge in a variety of areas ranging from grooming and showing to horse identification. If you attend a Paint or Appaloosa horse show for example, you may use the opportunity to practice identifying different coat patterns. Be creative to make the most of each learning experience!

What’s Next?

In the next Builder, you will learn to identify desirable conformation traits. As well as the importance of basic conformation.
Skill Builder 3: Identification and Conformation

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Background for leaders

This section contains a lot of terms. The parts of the horse have been advanced since the Explore level. In this Discover Level, the goal is for members to be able to recognize and identify conformation faults. If members are able to understand conformation faults, etc. it will help them to understand why a horse may develop a particular problem.

Meeting Ideas

Have members look through horse magazines and identify different conformation features on the horses they see.

Dream it!

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.
Basic Conformation (Approx. time: 5 minutes)

Here members will be thinking why having basic conformation knowledge is important. The reason why basic conformation knowledge is important because the horse’s conformation will affect it’s ability to perform and do the things the handler wants it to do.

Do it!

Parts Review (Approx. time: 30 minutes)

Have members go outside and catch their horses. Get them to physically point out and show at least 10 different body parts. Challenge them by asking them if they can point out 15 different parts. For members who know the body parts better than others, you may want to ask them where specific parts are instead of giving them the option of showing the ones they know.

Horse for Sale (Approx. time: 20 minutes)

Remind members to be courteous of others. Comments that might offend one another should not be used.

Have members sit or stand in a circle facing centre. Two people are in the centre. One is the “seller” and one is the “horse”. The “seller” takes the “horse” to a member in the circle and offers to sell the “horse”. The object is to make the “buyer” laugh while discussing the merits of the “horse for sale”.

The “seller” uses whatever sales talk he/she can think of, and the “horse” assists by appropriate action and sounds. If the “buyer” smiles or laughs, then the “buyer” becomes the “horse”, the “horse” graduates to the “seller” and the “seller” takes a place in the circle. If the group is large, have two or more selling teams to keep interest and action going.

After everyone has had a turn, have the members discuss what some desired and undesired qualities of a real horse.

Match the Description (Approx. time: 10 minutes)

Help members determine the correct term for the written description.

1. Low flat withers that do not hold a saddle well ____ Mutton Withers ____________.

2. Have an angle greater than 50° _______ Steep Shoulders ________________.

3. The front legs are placed too close together decreasing the space for lungs and heart ______ Narrow Chest ____________.

4. There is a greater width at the hips than through the stifle area __Rafter Hip__________.

5. The neck shows a definite depression just before the withers ____ Ewe Neck ________.

6. The bridge of the nose has a rounded appearance ______ Roman Nose ____________.

7. Should be large enough to support the horse and be in proportion to his size ___ Hoof ___.

8. Viewed from the side, the horse’s back has a rounded appearance ___Roach Back ____.
Leg Conformation (Approx. time: 10 minutes)

Have members match the conformation name with the correct picture.

A. Calf-kneed  D. Ideal  G. Buck-kneed
B. Pigeon-toed  E. Camped out  H. Sickle-hocked
C. Knock-kneed  F. Cow-hocked

Once members have identified each of conformation with the correct name, ask members if there was any conformation features they didn’t know.
**Head Conformation** (Approx. time: 10 minutes)

Have members match the conformation name with the correct picture.

1. D  2. C

3. E  4. A

5. B  6. F


A. Pig-eyed  B. Dish Face  C. Undershot  D. Parrot Mouth

E. Ideal Head  F. Roman Nose  G. Cresty Neck  H. Swan Neck

I. Ideal Neck  J. Upside-down Neck  K. Ewe Neck

Once members have identified each of conformation with the correct name, ask members if there was any conformation features they didn’t know.
**Body Muscle** (Approx. time: 20 minutes)

Have members label the parts where they should look for muscling on a horse. Once members have completed the diagram, have them go outside and see if they can identify the key muscle areas on a horse.

![Diagram of horse muscle areas](image)

**Triple Crown** (Approx. time: 15 minutes)

The Triple Crown of Thoroughbred Racing (sometimes shortened to Triple Crown) consists of three races for three-year-old Thoroughbred horses. No horse has won the U.S. Triple Crown since Affirmed in 1978.

In the United States, the three races that compose the Triple Crown are:
1. Kentucky Derby - run over 1-1/4 miles (2.01 km)
2. Preakness Stakes - run over 1-3/16 miles (1.91 km)
3. Belmont Stakes - run over 1-1/2 miles (2.41 km)

The **Canadian Triple Crown** is a series of three Thoroughbred horse races run annually in Canada which is open to three-year-old horses foaled in Canada. Established in 1959, the series is unique in that it shares the same distances as its American counterpart, but is contested on three different race surfaces.

Jockeys must be light to ride at the weights which are assigned to their mounts. There is no limit on how tall a jockey can be, but due to weight restrictions, most are under 5'6".
Buying a Horse (Approx. time: 1 hour)

Have members think of important factors they should take into consideration before purchasing a horse. Here are some of the things members might come up with.

- Conformation, (leg and head conformation, balance of the horse - hooves, back, shoulders)
- Temperament
- Healthy, not malnourished
- Suitability - age, fits needs

Once members have identified key factors, arrange for them to attend a horse show and walk through the horse barn. Have members explain why or why not the horse they selected at random would be good to buy.

Dig it!

Balance

Have members take a picture of their horse. Have members use their Reference Manual to help them draw 4 lines of balance using a ruler on their picture. Have members also draw a line for the centre of gravity on their horse. Remind members, that if their horse does not have perfect balance, that does not mean it is not a ‘good’ horse. It is very difficult to find a ‘perfect’ horse.

![A correctly balanced foot](image)

Have members list two desirable and one undesirable conformation features their horse has. Remind members to reflect on the Do it! section and their Reference Manual for tips on identifying desirable and undesirable conformation features.

Ask members if they think that their posture while riding their horse affects their horse’s balance.

If members know where their horse’s centre of gravity is, they can make the most of their body position and weight to stay in balance with your horse. By developing a good seat you will make it easier for your horse to perform more and more advanced maneuvers in the future.

When you are riding, your centre of gravity is located about 10 centimetres below the navel. In order to maintain your horse’s balance, you must align your centre of gravity with that of your horse.
What's Next?

In Skill Builder 4, you will need the following supplies to complete the activity *Clean Bedding*: straw, wood shavings, pellets, shredded paper, 4 containers or pails, a 4 cup measuring cup.

You may want to ask members to bring in their own containers to use.
**Skill Builder 3: Identification and Conformation**

**Skills Checklist**

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**Dream it!**

No matter what kind of job the horse will do, there are certain qualities all horses should have. The horse should have large eyes so it can see well. A long neck will give it balance. A short back is strong and a strong hindquarter provides power during movement. All horses should have straight legs so they are not injured during riding.

Horses doing different jobs also have conformation differences. A horse that is ridden saddle seat has a neck that goes up high out of its shoulder. A horse that is ridden Western style should have a neck that comes out of the shoulder at a low point.

In Discovering Horses your goal should be to simply recognize and identify conformational faults. For example, how does a horse stand if it is pigeon-toed? As you become more experienced, you will find the additional information will help you understand why a horse may develop particular problems. For example, since a pigeon-toed horse has more weight and concussion on the outside of its hoof and pastern — you will learn that it is susceptible to ringbone. When you begin to learn about different types of lameness later in this manual, the connection to conformation will become clearer.

**Basic Conformation**

Brainstorm with a partner why it is important to understand basic conformation. Why might knowing this information become useful?

---

**Do it!**

Parts Review

Go outside to your horse and put on a mini demonstration. Physically point out and show at least 10 different body parts. Challenge yourself to see if you can name 15 different parts.

Horse for Sale

Sit in a circle facing the centre. Choose two people to go into the centre. One is the “seller” and one is the “horse.” The “seller” takes the “horse” to a player in the circle and offers to sell the “horse.” The object is to make the “buyer” laugh while discussing the good qualities of the “horse for sale.” Your leader will give you further instructions.

After everyone has had a turn, discuss with each other some of the desired qualities and undesired qualities.

**Match the Description**

Select a term from the list below that matches the written description:

- Roach Back
- Sway Back
- Narrow Chest
- Wavy Withers
- Flat Neck
- Roman Nose
- Cannon
- Hoof
- Stall Shoulder
- Rafter Hip
- Swan Neck

1. Low flat withers that do not hold a saddle well
2. Have an angle greater than 50°
3. The front legs are placed too close together decreasing the space for lungs and heart
4. There is a greater width at the hips than through the stifles area
5. The neck shows a definite depression just before the withers
6. The bridge of the nose has a rounded appearance
7. Should be large enough to support the horse and be in proportion to this size
8. Viewed from the side, the horse’s back has a rounded appearance
In the Member’s Manual

Leg Conformation
Fit the description to the proper illustration.

1. __________
2. __________
3. __________
4. __________

A. Calf-kneed
B. Pigeon-neck
C. Knock-kneed
D. Ideal
E. Camped out
F. Cow-hocked
G. Buck-kneed
H. Sickle-hocked

Head Conformation
Match the pictures to the conformation problem.

1. __________
2. __________
3. __________
4. __________

5. __________
6. __________

7. __________
8. __________

A. Pig-eyed
B. Dish Face
C. Undershot
D. Parrot Mouth
E. Ideal Head
F. Roman Nose
G. Cresty Neck
H. Swan Neck
I. Ideal Neck
J. Upside-down Neck
K. Ewe Neck

It can be difficult to take a good conformation photo of a horse. Here is an excellent article describing how to do this: [http://www.equisearch.com/horses_care_health/anatomy/conformation_clinic_photo_120898/](http://www.equisearch.com/horses_care_health/anatomy/conformation_clinic_photo_120898/) This article will also be posted at www.equire4th-webz.com.
Body Muscle

This diagram shows the parts of the horse where you should look for muscling. Label each of these parts.

[Diagram of a horse with labeled parts 1 to 5]

Dig it!

Balance

Take a side view picture of your horse and paste it into the space provided. Using a ruler, draw 4 lines of balance on your image. Draw a line for the centre of gravity. Using words, describe the balance of your horse indicating good points and bad points. Remember that if it does not have perfect balance, that does not mean it is not a 'good' horse. It is very difficult to find a 'perfect horse and this information to help you understand why a horse is good at some events and not others. There are many factors that all work together to determine how a horse moves and functions.

List 2 desirable conformation features that your horse has:

List 1 undesirable conformation feature that your horse has:

Think about your posture when you are riding. Do you think this will affect the balance of your horse? This will be discussed further in the Riding section.

What's Next?

Continue onto the next Builder to learn about trailer safety, how to bandage, and many more interesting activities.
Skill Builder 4: Safety and Stable Management

Skills Checklist

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<thead>
<tr>
<th>Level</th>
<th>Skill</th>
<th>Activities</th>
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</tr>
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<td>4-28D</td>
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</tr>
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</tr>
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<td>Recognize the importance of fire safety. Identify practices that will make your stable safer.</td>
<td>□ Clean Bedding</td>
</tr>
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<td>4-33D</td>
<td>Explain the shelter you have for your horse.</td>
<td>□ Ideal Barns</td>
</tr>
<tr>
<td>4-34D</td>
<td>Recognize the difference between the types of beddings that can be used.</td>
<td>□ Welcome to the Pack True or False</td>
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</tbody>
</table>

Background for Leaders

Every horse needs a good home. Providing the best possible home is one of your most important duties. Wherever you keep your horse, it must be safe and it must give cover in bad weather. It should also be as convenient as possible for you. Like your own home, your animal’s home should keep them healthy and safe.

Dream it!

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.

Have members think of different types of shelters they have seen used for horses. Some of the answers members might give are: pastures, pens and fences (barbed wire, electric fence, chain link fence, railing fence, solid wall), barns or stables (box stall, tie stall)
Do it!

**Bandage Time** (Approx. time: 30 minutes)

Discuss with the members different types of bandaging for your horse; they are:

- **Stable bandaging** - used when a horse is being kept in a stall overnight or for *first aid*. It often prevents “stocking up”. A long stable wrap should only be used with a quilted pad underneath.

- **Hauling bandaging** - used for support and protection while the horse is being hauled in a trailer. A thick quilted pad that covers from below the knee/hock to below the coronet band on the front and hind legs is under the long wrap which is at least 12 feet in length.

- **Leg bandaging** - Made from knitted material or fleece and wrapped around the leg over a quilted leg wrap. These come in varying lengths and may be called polo wraps, standing bandages, stable bandages, etc. They are used in trailering and treating injuries.

Have members explain each type of bandaging and then demonstrate one of the bandaging techniques listed above on another member or a chair leg. For step by step pictures, members can refer to pages 53-55 in their Reference Manual.

**Fire Safety Checklist** (Approx. time: 15 minutes)

Talk to members about the important of fire safety. Fire prevention is extremely important. Have them complete the fire safety checklist. Ask members what type of things they do to make sure they are prepared for a fire.

Remind members that if a fire should ever occur at their stable, have an adult or older sibling move all horses to a safe and secure distance. Then have a parent or older sibling close the doors to prevent the horses from running back into the barn. Do all of this only if it does not threaten your or your family's safety. Then phone the fire department immediately. Don’t try to fight the fire yourself. Wait for professional help to arrive.

**My Horse’s Home** (Approx. time: 10 minutes)

Have members fill in the blanks about their horse’s home. Once members are done filling it out, have them share with others what their shelter is like.

**Clean Bedding** (Approx. time: 20 minutes)

In this activity, members are going to do a mini experiment testing which bedding absorbs the most horse waste and promotes the fastest decay back into the soil. Members are allowed to choose 2 out of the 4 options (shredded paper, straw, wood shavings, and/or pellets).

**Straw:**
- Provides a clean and dust free bed.
- A lot of waste produced
- Not absorbent
- Decomposes quickly in compost pile.

**Shredded paper:**
- Very absorbent.
- Disposing the paper can be problematic and the most effective method is to burn it.

**Pellets:**
- Absorb moisture rapidly
- Slow to decompose in the compost pile.
How much waste does one horse produce in a single day?
- 50 pounds of manure a day as well as 9 pounds of urine and 8-15 pounds of soiled bedding,

Name a type of bedding that one of the local equestrian facilities or a neighbour’s indoor barn uses.
- Rubber matting, straw, wood shavings, shredded paper, wood pellets

**Ideal Barns** (Approx. time: 30 minutes)

Have members think of what a good barn that holds two horses might look like.

A good stall will have all of the following attributes:
1. Good light
2. Good ventilation
3. Suitable feeding area
4. Clean water
5. Good drainage
6. Adequate size

A good barn should have proper:
- Lighting, ventilation, insulation, flooring

Some things a stable shouldn’t have are:
- Broken boards with nails sticking out
- Lose wire laying on the ground
- Only one exit
- Doors with latches sticking out.

Have members draw in the space provided in their manuals their idea of an ideal barn. Be sure members include measurements, doors, and windows.

**Welcome to the Pack True or False** (Approx. time: 5 minutes)

Have the members answer true or false for the following statements. Have members discuss the statements that are false and have them make them correct.

1. _T_ When horses are housed in pairs or groups, they develop a pecking order.
2. _F_ You should feed a group of horses in one area.
3. _F_ It is okay to turn an new horse out in an established group of horses, even if it an old friend of the herd.
4. _T_ Put the new horse into a small paddock or corral in sight of the group.
5. _T_ You should gradually move the new horse closer to the rest of the herd.
6. _F_ Permit the horse to sniff and nuzzle members of the herd with a fence barrier (any kind) between them.
7. _T_ Once preliminary kicks and squeals are done with then it is okay to put the horse into the group situation.

**Making things right**

1. It is important to provide feed in two or three places so that all members of the herd have an equal opportunity to eat.

2. Never turn a new horse out with an established group of horses, even if it is an old friend of the herd that has been separated for some time. The settled horses may gang up on the newcomer and injuries are possible.

3. Permit the new horse to sniff and nuzzle members of the herd with the fence barrier (not barbed wire!) between them.
Trailer Safety Checklist (Approx. time: 25 minutes)

Help members inspect their horse trailer and have them complete the checklist given in the members manual. Unless members are able to check each item off from the list, there will be room for improvement in their trailer prevention program.

Discuss with members why a horse might not want to go into a trailer. Here are some answers members might suggest:
- The horse is frightened.
- The space is small and confined.
- The horse is unsure of strange surroundings
- The handler is nervous or unsure about loading their horse and the horse picks up on this energy

Dig it!

Clean Bedding (Approx. time: 20 minutes)

Have members reflect on the experiment they did on the different types of beddings and answer the questions given in the members manuals. Answers may vary due to the fact that not all members may pick the same bedding type to use.

4. What kind of health problems can occur if bedding is not properly maintained?
- Stable flies breed in moist horse manure. An important factor in keeping the fly population down is manure management.
- Parasites are a significant threat to the health of horses and can cause irreparable internal damage.
- Prolonged standing in manure and wet bedding can be damaging to your horse’s hooves. The moisture causes a softening or breakdown of the hoof structure and along with the proliferation of bacteria can cause serious damage.

5. What would happen to the environment if horse wastes were not disposed of safely?
- Pollution
- Water contamination

Our Barn (Approx. time: 20 minutes)

Have members review their design the made of their barn. Then have them complete the questions given to them in the members manual.

List 3 things your box stalls should have
- Give a horse freedom of movement and encourage it to lie down and rest.
- The size of a box stall should suit the size of the horse or pony. A safe stall is at least 12’ x 12’ (3.6 m x 3.6 m).
- The doors should be at least four feet wide since narrow doorways are dangerous. The door should open outwards so you can enter the stall without interference from bedding. It would also be important if the horse should become cast near the door.
- The door should be equipped with “non-projecting” type latches. There should be no nails or screws projecting that could injure the horse or tear blankets.
- If possible, windows should be equipped with protective bars.
List 2 things your tie stall should have.

- The advantage of tie stalls in a barn is the provision of housing for a larger number of animals. Tie stalls also require less work and less bedding than box stalls.
- The disadvantage of a tie stall is that a horse is not able to move about as freely as in a box stall.
- A tie stall should be at least 11-12 feet (3.3-3.6 meters) long including the manger, water supply and hay rack. There should also be enough room for you to work comfortably around the horse.

**Hauling** (Approx. time: 30 minutes)

Prepare to show your members a couple video clips about loading, unloading, and trailering their horse's.

http://www.youtube.com/watch?v=NW86B_cjbjs

You may also want to refer to the section on hauling in the 4-H Horsemanship DVD.

Help members answer the questions in their manuals.

1. Does every horse need to learn how to get into a trailer? __yes__________________________

2. What kinds of problems can happen when hauling a horse? __could get injured, slip, tangled__________________________

3. What kinds of safety equipment can we put on our horses when hauling?
   - Shipping boot, leg wraps, tail wraps

4. What should you do with the trailer and truck before hauling your horse? __Check floor boards, door and hinges, hitch welds, wiring (lights and brakes), make sure trailer has enough height for horse, all tires have air in them__________________________

5. How do you properly load a horse into a 2-horse and a slant load? __you lead your horse from the left side while you stand on the right side of the divider, or vice versa; teach your horse to self load which allows you to load the horse without going into the trailer__________________________

6. What are some reasons a horse might not want to go into a trailer? __scared, unsure, dark__________________________
What’s Next?

In Skill Builder 5, you will need the following supplies: a basic first aid kit.
In the Member’s Manual

Skill Builder 4: Safety and Stable Management

Equus says...
Your horse facility needs to suit your horse’s needs, be suitable for where you live, and be affordable. Nearly all horses will go for at least one trailer ride during their lifetime. No matter what type of riding you do, you need to know the

Skills Checklist

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Dream it!

You already know that a proper shelter is important for your horse. What are some different types of shelters that you have seen used for horses?

Do it!

Bandage Time

Discuss the different types of bandaging with a leader or senior member. Explain one of them. Demonstrate this technique to your leader or senior member.

Fire Safety Checklist

Fire is always a danger, especially in wooden buildings. Fire prevention is always extremely important. As a horse owner, you should be very aware of fire prevention. Here is a fire safety checklist. Unless you can answer yes to each of the following questions, there is room for improvement in your stable and fire prevention program.

- Is the barn and yard free of debris, oil rags, loose wood and hay? (Loose hay burns more quickly than baled hay.)
- Is most of your hay and bedding stored away from the stable, with only a week’s amount kept close at hand?
- Are there fire extinguishers in your barn? Do you know how to use them?
- Are “NO SMOKING” signs posted throughout the barn and are they enforced?
- Is all wiring protected so that rodents cannot chew it?
- Are all barn lights encased in wire mesh or unbreakable cages?
- Have you practiced the quickest way to clear animals from the building?
- Have you made a prepared inventory of animals and a map of the barn for emergency personnel?
- Is grass near the barn kept short during the dry season to prevent grass fires?
- Are all combustible fluids (insecticides, gasoline, etc.) stored in tight containers and kept to a minimum in the barn?
- Are there at least 2 exit doors in the barn?
- Is there a bucket at each water faucet or a hose reaching the length of the barn for quick dousing of small fires?
- Is there a water and fire hose placed close to each stall?

Should a fire ever occur in your stable, move all horses to a safe, secure distance. Then close the doors to the barn to help contain the flames. Closing the doors will also prevent the horses from running back into the barn. Do this ONLY if it does not threaten your safety! Then phone the fire department immediately. Don’t try to fight the fire yourself. Wait for professional help to arrive.

My Horse’s Home

a. I keep my horse (a) at home  
   (b) boarded  
   (c) Other: ______________________

b. Type of stall  
   [ ] Tie stall  [ ] Box Stall  [ ] No Barn

Size of stall Width _______________ Width _______________  
Length _______________ Length _______________

c. If your horse/pony has an outside shelter, describe it  

_________
In the Member's Manual

Clean Bedding

What you choose for bedding material is an important part of horse-barn management. Bedding dust can cause respiratory problems in horses and handlers. Some types of bedding can make your horse appear dirty.

If you keep your horse outdoors, you have less to worry about it. You still need to keep in mind that if you attend horse shows or fairs, chances are your horse will be in a stall and needing horse-barn management. If your horse lives inside, you need to dispose of soiled bedding safely. If you handle it properly, it can be recycled and add nutrients to the soil. This activity will help you find out which bedding absorbs the most horse waste and promotes the fastest decay back into the soil.

1. Collect 2 different 1-pound samples of bedding such as shredded paper, straw, wood shavings and/or pellets. Some places even use peat moss.
2. Divide each sample in half and place 1/4 pound of each into separate containers.
3. Pour 4 cups of water into each container and let set for 30 minutes.
4. Strain each bucket by covering with a board or similar item and measure the water you pour off. Record your findings. Write the type of bedding on the top line and measurements on the second line.

<table>
<thead>
<tr>
<th>Bedding 1</th>
<th>Bedding 2</th>
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</thead>
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</tbody>
</table>

5. Place all 4 samples (2 dry and 2 wet) outside in piles where they won't get disturbed. After 2 weeks, observe which materials have started to decay. Record your findings.

   Amount of Decay of Wet Bedding
   
   Amount of Decay of Dry Bedding

Answer the following questions.

- How much waste does one horse produce in a single day?
- Name a type of bedding that one of the local equestrian facilities or a neighbor's indoor barn uses.

Horse says...

Bedding should always be banked (built up) along the sides and walls of the stall. This is done to prevent drafts and reduce the risk of the horse becoming cast.

Ideal Barns

Runs, box stalls, tie stalls or no stalls – what would you like? A good facility is an important part of keeping a horse healthy. Safety is the number one priority when designing a barn because many things become a hazard, such as unprotected electrical cords and light bulbs, doors with sharp edges, and slick flooring. Brainstorm ideas of what you think a good barn for 2 horses in Manitoba should have. Also discuss 4 things a stable should not have. Draw your design in the space provided.

Be sure to include measurements, doors and windows.
**Welcome to the Pack: True or False**

Answer the following true and false questions about how to properly introduce a new horse into a herd of horses. Discuss with other members and correct any of the false statements.

1. ___ When horses are housed in pairs or groups, they develop a pecking order.
2. ___ You should feed a group of horses in one area.
3. ___ It is okay to turn a new horse out in an established group of horses, even if it is an old friend of the herd.
4. ___ Put the new horse into a small paddock or corral in sight of the group.
5. ___ You should gradually move the new horse closer to the rest of the herd.
6. ___ Permit the horse to sniff and nuzzle members of the herd with a fence barrier (any kind) between them.
7. ___ Once preliminary kicks and squeals are done with then it is okay to put the horse into the group situation.

**Trailer Safety Checklist**

As a horse owner, you should be very aware of trailer safety and booby traps associated with trailers. Here is a trailer safety checklist. Unless you can answer yes to each of the following questions, there is room for improvement in your trailer and prevention program. Discuss why a horse might not want to go into a trailer. Brainstorm at least two ideas.

- [ ] There are no sharp edges from trailer fenders, license plates, frame, light supports, latches, and escape hatch.
- [ ] Hay nets are tied up high with the bottom tied up so it will not drop down to leg level as the horse eats the hay out of the net.
- [ ] Hay nets are not overfilled.
- [ ] Do not pull on the halter or shank or try to hold onto a horse that spooks. Let the horse back up, as this may lead the horse to hit its head on the roof.
- [ ] Place a log under the trailer bumper to fill the gap from the edge to the ground. This will help prevent leg cuts, broken legs from falling under the back bumper of the trailer.
- [ ] Use a ramp or butt bar. Check that latches are properly closed before you start traveling.
- [ ] Close doors when horses are tied to outside of the trailer.
- [ ] Check floorboards regularly for damage.
- [ ] Relocate the license plate so it lays against a flat surface so it lays against a flat surface with no space above or below.
- [ ] Tie the horse so it cannot put its head out the window when traveling. If windows are wide or large, use heavy metal screening or metal bars over the window so it can be opened.

**Dig It!**

**Clean Bedding**

Discuss with your fellow members the following questions after completing the Clean Bedding activity in the Do It! section. Your answers may vary depending on what samples you chose to use for your experiment.

1. What surprised you the most in your experiment?
2. What did you learn about conducting an experiment?
3. What changes would you make the next time you conduct an experiment?
4. What kind of health problems can occur if bedding is not properly maintained?
5. What would happen to the environment if horse wastes were not disposed of safely?

**Our Barn**

Answer the following questions about your design of a barn after completing the Our Barn activity in the Do It! section.

- What safety features did you include?
- Did you make a place for the waste? Did you label it on your drawing?
- What other important decisions did you make?

- List 3 things your box stalls should have.
  1. 
  2. 
  3. 

- List 2 things your tie stalls should have.
  1. 
  2. 

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In the Member's Manual

**Hauling**

As a group, your leader will have you watch some short videos on loading and hauling your horse safely. Discuss the following issues and jot a few key points down:

1. Does every horse need to learn how to get into a trailer?
2. What kinds of problems can happen when hauling a horse?
3. What kinds of safety equipment can we put on our horses when hauling?
4. What should you do with the trailer and truck before hauling your horse?
5. How do you properly load a horse into a 2-horse and a slant load?

**What's Next?**

In Skill Builder 5, you will learn about different diseases horses may get, as well as preventative measures.
Skill Builder 5: Health

Skills Checklist

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<td>4-35D</td>
<td>Name and describe the use of all the items in a basic equine first</td>
<td>□ Foot Multiple</td>
</tr>
<tr>
<td></td>
<td>aid kit</td>
<td>Choice</td>
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<tr>
<td>4-36D</td>
<td>Explain your spring immunization program and what diseases it guards</td>
<td>□ Foot Disease</td>
</tr>
<tr>
<td></td>
<td>against.</td>
<td>□ Disease</td>
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<tr>
<td>4-37D</td>
<td>Identify the five basic nutrients required by horse and how they get</td>
<td>□ Safety First</td>
</tr>
<tr>
<td></td>
<td>them.</td>
<td>□ Deworm This!</td>
</tr>
<tr>
<td>4-38D</td>
<td>Explain at least two forms that dewormers come in and how to give</td>
<td>□ Feed Q &amp; A</td>
</tr>
<tr>
<td></td>
<td>them.</td>
<td>□ CTR</td>
</tr>
<tr>
<td>4-39D</td>
<td>Identify common foot and hoof problems.</td>
<td></td>
</tr>
<tr>
<td>4-40D</td>
<td>Identify 2 different foot diseases.</td>
<td></td>
</tr>
<tr>
<td>4-41D</td>
<td>Identify nutrients needed by horses and explain why they need to be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>properly fed.</td>
<td></td>
</tr>
<tr>
<td>4-42D</td>
<td>Identify medical checks performed by CTR and explain why these checks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>take place.</td>
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</tr>
</tbody>
</table>

Background for Leaders

No matter how careful we are with our horses, accidents do sometimes happen! Sometimes the result of the accident is small and the owner can take care of the horse themself. Other times the horse requires the care of a veterinarian.

Being able to give first aid to an injured horse is being a responsible horse owner. Knowing what to do until the vet arrives is very important. First aid also means preventing the horse from injuring himself even more. Try to keep the horse calm and quiet. If the horse begins to go into shock by shaking and quivering after any injury, put a blanket on the horse and call a veterinarian.

The province of Manitoba has developed a Premises Identification Program to be used as a tool for the planning and management of animal health and food safety emergencies. A premises is a parcel of land where livestock or poultry are grown, kept, assembled or disposed of and includes farms, stables, pastures, feedlots, assembly yards etcetera. The Animal Premises Identification Regulation requires the owner or operator of a premises to provide specific land and contact information. For more information contact your local MAFRI GO Office or e-mail traceability@gov.mb.ca.

Dream it!

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**

Remind them to use these safety rules to keep them and their horse safe as they work on the task in the Groundwork skill builder. Use the “Equus says” in the member manual as reinforcement.

Much of the practice of this unit will take place outside, with the member’s horse. The Do It! activities included here will help members remember what you have taught the member’s outside. The member’s can also look this information up in their reference section.

Have members think of their spring vaccinations they give their horses. Giving your horse dewormer is very important to their health.

Common yearly vaccinations (normally done in the spring) include:

1. **Tetanus** (Used to prevent a serious disease caused by toxin-producing bacteria that invade an open wound; also known as lockjaw.)
2. **Encephalomyelitis (sleeping sickness)** Eastern and Western (Used to prevent a serious disease, spread by mosquitoes, causing fever and death, also known as “sleeping sickness”.)
3. **Influenza** (last for four (4) months) - (helps prevent flu-like conditions)
4. **Rhinopneumonitis** (Used to prevent disease of the respiratory and the reproductive tract.)
5. **West Nile** (Used to prevent the West Nile Virus)
Do it!

Foot Multiple Choice (Approx. time: 15 minutes)

Help members choose the correct answer in the following questions dealing with common foot and hoof problems.

1. The outer layer of the hoof is the
   a) sole  b) wall  c) cannon

2. The wall of the hoof is made up of 3 layers. Beginning with the outer layer and going inwards, the order would be:
   a) Laminae Corium Periople  
   b) Periople Laminae Corium  
   c) Periople Corium Laminae

3. The cause of most lameness is in the:
   a) back  b) foot  c) shoulder

4. A corn is
   a) A fever in the feet caused by eating too much grain.  
   b) An injury to the sole between the bar and the heel often caused by poor shoeing.  
   c) A fungus infection.

5. Thrush is
   a) Known for its offensive smell.  
   b) Caused by riding on hard ground.  
   c) Found only in the back feet.

6. The white line is located
   a) Between the hoof wall and the sole.  
   b) Between the hoof wall and the laminae.  
   c) Between the periople and the coronet.

7. Lameness is more common in the
   a) hind legs  b) back  c) forelegs

8. A vertical crack in the hoof wall running downwards from the coronet is called a
   a) sand crack  b) quarter crack  c) seedy toe

9. Horses with hooves that are smaller at the ground than at the coronet may have
   a) laminitis  b) contracted heels  d) seedy toe

10. The common name for laminitis is
    a) navicular  b) thrush  c) founder
**Foot Disease** (Approx. time: 15 minutes)

Have members use their Reference Manual to match the proper foot disease to the description.

B - 1. Arthritis  
   a. An injury to the sole of the foot causing it to be tender.

H - 2. Navicular  
   b. Inflammation in a joint.

D - 3. Corn  
   c. Old windpuffs.

G - 4. Seedy Toe  
   d. An injury to the sole between the bar and the wall.

I - 5. Thrush  
   e. A bony enlargement on the inside between the cannon bone and the splint bone.

C - 6. Bone Spavin  
   f. Calcification of ligaments on either side of the bone above the hoof.

F - 7. Ringbone  
   g. An infection that forms in the pockets between the inner and outer layers of the wall of the hoof.

E - 8. Splint  
   h. A degenerating disease that affects the navicular bone, the deep flexor tendon and its surrounding soft tissues.

A - 9. Bruise  
   i. A fungus infection of the sole and frog.

J - 10. Windpuffs  
   j. Swollen joint capsules that don’t often cause lameness.

**Disease Crossword** (Approx. time: 15 minutes)

Have members use their Reference Manual to complete the crossword full of diseases.

```
  1.  ... ... ...
    F
   O
   U
   N
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   E
   T
   8.  ... ... ...
       S
       T
       R

  2.  W
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  4.  H
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   V
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  5.  L
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   I
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   I
   S

  6.  R
   H
   I
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   O
   N

  7.  S
   L
   E
   E
   P
   I
   N
```
**Safety First** (Approx. time: 30 minutes)

Remind members that *whenever there is a serious wound, call a veterinarian.* First aid is the treatment given as soon as an injury or illness is observed. This is done to relieve the distress of the animal and prevent further injury while waiting for the vet.

The contents of a basic first aid kit are:
- Bandages - various: knit, elastic and self-sticking
- Cool - cast bandages (for swellings - eg. bowed tendons)
- Liniment
- Adhesive tape and duct tape
- Cotton balls
- Scissors
- 10, 20 & 60 cc syringes and 18 & 20 gauge needles
- Mineral oil
- Clippers
- Cotton gauze
- Antiseptic wound dressing (spray & powder)
- Polysporin ointment
- Epsom salts
- Vaseline
- Sponge
- Koppertox or bleach
- Rubbing alcohol & peroxide
- Germicidal soap
- Thermometer
- Disinfectant (sterile solution)
- Syringe to rinse out deep wounds
- Boric acid
- Clean bucket
- Clean cloths

Show the members an equine first aid kit and have them tell you what the items might be used for. Ask the members to go home and prepare or upgrade their own equine first aid kit. Have them bring their kit to the next project meeting and share it with the other members in their project group.

**Deworm This!** (Approx. time: 15 minutes)

Arrange for the members to make a visit to a local veterinarian. Have the members ask the following questions to the veterinarian.

a) *How many different forms does dewormer come in?*
   - five forms

b) *What are the different forms?*
   - paste, gel, powder, granules, or liquid

c) *How do you properly give a horse dewormer?*
   - Consult your veterinarian as to what is appropriate for your horse and your location.

**Feed Q & A** (Approx. time: 45 minutes)

The horse is a natural grazer and its digestive tract is best suited for a eating forage. Remind members that sometimes concentrates and supplements are added to meet the horse’s nutrient requirements.

1. *List the five main types of essential nutrients required by a horse.*
   a. Energy nutrients (carbohydrates and fats)
   b. Proteins
   c. Vitamins
   d. Minerals
   e. Water
2. List 4 reasons why horses need to be fed properly. (Hint: Think about the energy required for horses that are in different stages of development or use.)
   - Maintenance Ration – This ration is used to keep the horse just as it is – not gaining or losing weight. Ordinary health and fitness is to be maintained.
   - Conditioning Ration – This ration is for developing fitness. As a horse’s work increases, it needs more concentrates (grain) for extra energy.
   - Day Off Ration – When a horse has a day off it should receive less grain. This helps to prevent Azoturia or tying up syndrome (muscle damage). Feed approximately 3 pounds of extra hay for every pound of grain cut from the regular ration.
   - Laying Off – As a horse is worked less, its grain should be decreased and roughage increased until it reaches a maintenance level. Allow a horse to adjust to this change gradually.
   - Feeding the Ill Horse – A sick horse needs food that is nutritious and easy to digest. Since it is idle, it will need a more laxative diet. Bran mashes are ideal for this situation. To one-third of a bucket of bran add as much boiling water as the bran will absorb. Add ½ oz. of salt. Stir well. Cover to keep in steam and allow mash to steam until cool enough to feed. Correctly made, the mash should be crumble-dry, not stiff and not thin and watery. The mash is more appetizing if a handful of oats is added.
   - Winter Feeding - Moldy or dusty hay should not be given a horse as it will cause heaving or coughing (may lead to lung problems). A mineral block and ration should be given to supply nutrients unable to attain in the winter months.

3. What are the characteristics of good quality hay?
   a. Free of Mold – moldy hay can cause respiratory (breathing) problems in horses.
   b. Leaf-stem Ratio – leaves provide the majority of nutrients.
   c. Texture – stems should be soft instead of hard and stick-like.
   d. Free of Weeds – weeds are unpalatable and low in nutrients.
   e. Colour and Odor – hay should be green and sweet smelling, not musty.

4. Why should vitamins be provided in small amounts?
   - With some vitamin supplements, such as Vitamin A, excessive use over extended periods may cause a condition similar to that of a vitamin deficiency.

5. List two reasons why a horse would drink more water than usual.
   - The amount of water a horse needs may increase with high protein feeds, fast growing foals, lactating mares, heavily worked horses or during warm weather.

6. What is added to sweet feed to make it less dusty and more tasty?
   - Sweet Feed is made up of mixed grains with molasses added. Molasses makes the feed less dusty and tastier. Be careful when storing and feeding sweet feed in hot humid conditions, as it can spoil. Sweet feed also attracts flies, so keep tubs clean.

7. Do you feel like you are feeding your horse properly? Explain your answer.
   - Answers may vary.

8. How do horses get their essential nutrients?
   - Members need to provide them.
Dig it!

Discuss the following questions with the members. Have them share their answers with each other.

1. Were there any supplies in your first aid kit that you did not know how or what it is used for? What were they?
   - Answers may vary

2. How do you know your horse is getting the proper feed and nutrients it needs to be healthy? What steps do you take to ensure they are healthy?
   
The horse does not get sick, the ribs and back bone are very noticeable.

   To ensure your horse is healthy have a regular feeding routine, proper rations, and yearly vaccinations.

3. Reflect on what you learned about lameness. How would you be able to tell if a horse was lame?
   
   Learning to find the sore leg takes time and practice to read the signs and make the right conclusion.

   **Observe the horse at rest:** Watch the horse carefully for any of the following signs of discomfort.
   - “Pointing” of a front foot indicates pain in that leg, usually in the heel area.
   - “Pushing back” with the weight on the heels indicates pain in the toe area.
   - Hind legs camped under the body if both front legs are affected.
   - Shifts weight from one leg to another if both front and hind feet are affected.

   **Observe the horse in motion:**

   Note carefully the gait and how the horse carries its head. Have someone walk and trot the horse directly toward you and away from you. Observe from the side as well. Some signs that will help you decide on where the lameness lies are listed below.

What's Next?

In Skill Builder 6, here is a list of supplies that will be needed: a hackamore bridle, video camera, and a saddle.

**Leader's Notes**
In the Member’s Manual

Skill Builder 5: Health

**Discover**

*Equus says...*

FEED is ENERGY and ENERGY is FUEL. In order for you to feed your horse properly, you need to understand how nutrition and activity affect your horse. Feeding too much or too little can cause problems. This unit will also introduce you to common health problems and lameness.

**Skills Checklist**

<table>
<thead>
<tr>
<th>Level</th>
<th>Skill</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-35D</td>
<td>Name and describe the use of all the items in a basic equine first aid kit.</td>
<td>Foot Multiple Choice</td>
</tr>
<tr>
<td>4-36D</td>
<td>Explain spring immunization program and what diseases it guards against.</td>
<td>Foot Disease</td>
</tr>
<tr>
<td>4-37D</td>
<td>Identify the five basic nutrients required by horse and how they get them.</td>
<td>Disease CROSSWORD</td>
</tr>
<tr>
<td>4-38D</td>
<td>Explain at least two forms that dewormers come in and how to give them.</td>
<td>Safety First</td>
</tr>
<tr>
<td>4-39D</td>
<td>Identify common foot and hoof problems.</td>
<td>Deworm This!</td>
</tr>
<tr>
<td>4-40D</td>
<td>Identify 2 different foot diseases.</td>
<td>Feed IQ &amp; A</td>
</tr>
<tr>
<td>4-41D</td>
<td>Identify nutrients needed by horses and explain why they need to be properly fed.</td>
<td>CTR</td>
</tr>
<tr>
<td>4-42D</td>
<td>Identify medical checks performed by CTR and explain why these checks take place.</td>
<td></td>
</tr>
</tbody>
</table>

**Dream it!**

In Exploring Horses you learned how important it is for you to take good care of your horse’s health.

Does your horse get one or more needles in the spring? What are these for? Who gives these needles?

If your horse starts limping, what are you going to do about it?

---

Do it!

**Foot Multiple Choice**

The following questions deal with common foot and hoof problems.

1. The outer layer of the hoof is the
   a) sole  b) wall  c) coronet

2. The wall of the hoof is made up of 3 layers. Beginning with the outer layer and going inwards, the order would be:
   a) Laminae  b) Periople  c) Corium

3. The cause of most lameness is in the:
   a) back  b) foot  c) shoulder

4. A corn is
   a) A fever in the foot caused by eating too much grain.
   b) An injury to the sole between the bar and the heel often caused by poor shoeing.
   c) A fungus infection.

5. Thrush is
   a) Known for its offensive smell.
   b) Caused by riding on hard ground.
   c) Found only in the back feet.

6. The white line is located
   a) Between the hoof wall and the sole.
   b) Between the hoof wall and the laminae.
   c) Between the periople and the coronet.

7. Lameness is more common in the
   a) hind legs  b) back  c) forelegs

8. A vertical crack in the hoof wall running downwards from the coronet is called a
   a) sand crack  b) quarter crack  c) seedy toe

9. Horses with hooves that are smaller at the ground than at the coronet may have
   a) laminitis  b) contracted heels  c) seedy toe

10. The common name for laminitis is
    a) navicular  b) thrush  c) founder

---

The province of Manitoba has developed a Premises Identification Program to be used as a tool for the planning and management of animal health and food safety emergencies. A premises is a parcel of land where livestock or poultry are grown, kept, assembled or disposed of and includes farms, stables, pastures, feedlots, assembly yards etcetera. The Animal Premises Identification Regulation requires the owner or operator of a premises to provide specific land and contact information. For more information contact your local MAFRI GO Office or e-mail traceability@gov.mb.ca.
In the Member’s Manual

Foot Disease

Match the proper term to the description.

1. Arthritis a. An injury to the sole of the foot causing it to be tender.
4. Seedy Toe d. An injury to the sole between the bar and the wall.
5. Thrush e. A bony enlargement on the inside between the cannon bone and the splint.
7. Ringbone g. An infection that forms in the pockets between the inner and outer layers of the wall of the hoof.
8. Splint h. A degenerating disease that affects the navicular bone, the deep flexor tendon and its surrounding soft tissues.
10. Windpuffs j. Swollen joint capsules that don’t often cause lameness.

Disease Crossword

Across
4. A chronic coughing and breathing difficulty that may be caused by dusty hay or allergies.
5. This is a painful inflammation of the laminae of the foot caused by diet.
6. This resembles a cold and is very contagious.
7. This sickness is often caused by mosquitoes.
8. This is a contagious bacterial infection, usually only contracted once and usually in young horses.

Down
1. Another name for laminitis.
2. This new virus is carried by birds and mosquitoes.
3. This is a fatal infection caused from wounds.

Safety First

Discuss the contents of a basic first aid kit. Go through each item individually, saying what each item can be used for. Have you used anything from your first aid kit before? If yes, then what?

Deworm This!

Your leader will arrange a field trip or a visit from a local veterinarian for your project group. Ask the following questions to find out the answers.

a) How many different forms does dewormer come in?

b) What are the different forms?

c) How do you properly give a horse dewormer?

Feed Q & A

The horse is a natural grazer and its digestive tract is best suited for eating forage. Sometimes concentrates are added to meet the horse’s nutrient requirements.

1. List the five main types of essential nutrients required by a horse.

a) 

b) 

c) 

d) 

e) 

2. List 4 reasons why horses need to be fed properly. (Hint: Think about the energy required for horses that are in different stages of development or use.)

a) 

b) 

c) 

d)
In the Member’s Manual

3. What are the characteristics of good quality hay?

4. Why should vitamins be provided in small amounts?

5. List two reasons why a horse would drink more water than usual.

6. What is added to sweet feed to make it less dusty and more tasty?

7. Do you feel like you are feeding your horse properly? Explain your answer.

8. How do horses get their essential nutrients?

CTB

Work in groups of two or more and research Competitive Trail Riding. Here is a start for you. Manitoba Competitive Trail Riding http://www.mctrailingclub.ca/about_mctc.html. Why are medical checks performed? Why are these medical checks necessary? What did you learn while researching this topic?

Equus says...

A horse is a social animal with a herd instinct. Poor health can change this. It is common for a sick animal to leave the group completely or maintain a distance from the herd.

Dig it!

Discuss the following questions with your group:

1. Were there any supplies in your first aid kit that you did not know how or what it is used for? What were they?

2. How do you know your horse is getting the proper feed and nutrients it needs to be healthy? What steps do you take to ensure this?

3. Reflect on what you learned about lameness. How would you be able to tell if a horse was lame?

What’s Next?

It is important to know the equipment you are using with your horse. The next Skill Builder will help you with your riding techniques.
Skill Builder 6: Riding

Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Skills</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>4-43D</td>
<td>Briefly describe a good spring riding program for you and your horse after taking the winter off.</td>
<td>□ The Hackamore</td>
</tr>
<tr>
<td>4-44D</td>
<td>Watch a ridden horse doing a shoulder in from a rear point of view - explain when the horse's legs are in the correct positions.</td>
<td>□ Get in Shape</td>
</tr>
<tr>
<td>4-45D</td>
<td>Identify 3 parts of the bridle that should be checked to assure proper fit.</td>
<td>□ Equipment T/F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Riding &amp; Tack</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Crisscross</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Giddy Up!</td>
</tr>
<tr>
<td>4-46D</td>
<td>Identify 3 parts of the saddle that should be checked to assure proper fit.</td>
<td></td>
</tr>
<tr>
<td>4-47D</td>
<td>Explain how and when you would advance your horse from a snaffle to a leverage bit.</td>
<td></td>
</tr>
<tr>
<td>4-48D</td>
<td>Identify the different parts of a hackamore and recognize pressure points from it.</td>
<td></td>
</tr>
<tr>
<td>4-49D</td>
<td>Recognize proper fitting of a bosal.</td>
<td></td>
</tr>
<tr>
<td>4-50D</td>
<td>Identify 4 different riding and tack equipment.</td>
<td></td>
</tr>
<tr>
<td>4-51M</td>
<td>Mounted Skills</td>
<td></td>
</tr>
</tbody>
</table>

Background for leaders

Much of this unit will be covered while the members are outside. The Alberta 4-H Horsemanship Videos are an EXCELLENT resource for conducting riding lessons with your members.

Dream it!

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.

Have members think of some of the horsemanship goals they want to accomplish this 4-H year. Ask members what steps they will take to accomplish their goals.
Do it!

The Hackamore (Approx. time: 20 minutes)

Have members label the parts of the hackamore. If members are unsure, have them refer to their Reference Manual. Have a hackamore at the meeting to put on display for the members.

1. Browband
2. Headstall
3. Bosal
4. Fiador
5. Mecate

2. What points of the head have the most pressure from the hackamore?
   - The points that have the greatest pressure are: nose and chin grove.
   - The point that has a small amount of pressure: poll

3. A bosal must be carefully fitted to be certain it is neither too long nor too short for a horse’s nose. Label the drawings to show which is too long, too short or correct.

Get in Shape (Approx. time: 10 minutes)

Have members think of things they can do with their horse to get it fit to ride after winter. Some members may have indoor riding arenas that they are able to use, and some members may just lunch their horse.

Have members share the activities they have done to keep their horse in shape. Some of the answers members may include are lunging, indoor riding, and indoor horse competitions.
Making things right
2. The mechanical hackamore is not accepted in any show class and is used in gymkhana classes.
4. A skid boot is used to protect the fetlocks of rear legs.
7. Pressure on the palate moves the head down. Pressure on the poll moves the head down.
8. Pressure on the bars and tongue moves the head down.

Equipment True or False (Approx. time: 15 minutes)

Have the members answer true or false for the following statements. Challenge members by having them discuss the statements that are false and have them make them correct.

T 1. Bell boots are worn for protection in case the hind feet step on the heels of the front feet.
F 2. It is acceptable to use a mechanical hackamore in show classes and gymkhana events.
T 3. Using one hand on the reins is a major mistake when using a hackamore.
F 4. A skid boot is used to protect the front legs.
T 5. When bandages are used, both front and hind legs should be wrapped to prevent strain on the “opposite” leg.
T 6. Bandages should be applied counter clockwise on the left legs and clockwise on the right legs.
F 7. Pressure on the palate moves the head down.
F 8. Pressure on the bars and tongue raises the head.
T 9. There should be room for at least two fingers between the chin groove and properly adjusted chin strap.
T 10. There are two types of snaffle bits.

Making things right
2. The mechanical hackamore is not accepted in any show class and is used in gymkhana classes.
4. A skid boot is used to protect the fetlocks of rear legs.
7. Pressure on the palate moves the head down. Pressure on the poll moves the head down.
8. Pressure on the bars and tongue moves the head down.

Riding & Tack Crisscross (Approx. time: 30 minutes)

Have members use the information given in their Reference Manual to complete the crisscross.
**Giddy up!** (Approx. time: 1 1/2 hours)

First have members check off anything of the points that they think apply to them. Then have members mount on their horses. Members may observe the others as they demonstrate the tasks in the checklist given. Either video tape them riding so you can show members the difference in how they are sitting, to how they think they are sitting or take notes so you can share with them later on.

**Dig it!**

**Saddle Fitting** (Approx. time: 30 minutes)

Demonstrate to members how to fit a saddle to a horse.

We often ignore the signs of a sore horse, believing instead that the horse has developed an attitude, when in fact this change is caused by pain. Shortened strides, switching tail, pinned ears, nervousness and an otherwise mentally preoccupied horse may be signs of poor fitting equipment.

Whether English or Western, a well fitted saddle
- is neither too wide, nor too narrow for the horse’s shoulders or back.
- does not touch any part of the horse’s backbone.
- rests evenly along the horse’s back, with no concentrated areas of pressure.
- seems comfortable to the horse.

Test saddles on your horse. Set the saddle without any pads on your horse’s back and check it from the front and the rear. Test that the gullet completely clears the horse’s backbone by inserting a long whip through the gullet from the withers toward the croup. The whip should slip easily through this channel between the bearing surfaces. Check the saddle’s length. Look for the seat to sit level from back to front. The deepest part should remain in the saddle’s centre and the pommel and cantle should measure the same height. The pommel must never sit higher than the cantle, as this will shift your weight too far back. Using appropriate padding can help a saddle fit a horse properly. If the saddle is too high in the pommel/horn area, put padding under the back of the saddle, being careful that the front of the saddle does not come down and rub the horse in the wither area. If the saddle is low in the front and is rubbing the horse on the withers, use a wither pad under the front of the saddle.

Once members understand how to measure and properly fit a saddle, have them see if their saddle fits their horse properly and whether the member fits his or her saddle. Ask members to share what they are discovering about their saddles.

Have members discuss why it is important to have equipment that properly fits their horse.
- *To ensure that your horse doesn’t get sores from improper equipment.*

**Riding Lessons**

Help members practice their mounted skills from their checklist. Have members keep a journal of when they went riding and what skills they performed each day. By keeping a journal, members will be able to keep track of their improvements. Tell members that once they feel they can master a skill off of the checklist, they must demonstrate it to you. Once they have mastered a skill, then you are able to initialize the skill.
Let's Tour!

Arrange for a tour at a local tack store for the members. Talk to the owner to see if they would be willing to discuss the different types of bits and saddles available. Have the owner demonstrate to the members how to adjust, use and clean various types of equipment.

Have the members use their knowledge on the saddle fitting activity. Get members to find a saddle they think fits them properly. Tell members to note the different between a properly fitting saddle compared to one that doesn’t fit.

What’s Next?

In Skill Builder 6, here is a list of supplies that will be needed: a hackamore bridle, video camera, and a saddle.

Leader’s Notes
In the Member’s Manual

Skill Builder 6: Riding

**Equus says...**
Equitation means having the ability to control your seat and properly ride a horse, making riding an art form.

### Skills Checklist

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□ Riding & Tack  
□ Crisscross  
□ Giddy Up! |
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| A-46D | Identify 3 parts of the saddle that should be checked to assure proper fit. |  |
| A-47D | Explain how and when you would advance your horse from a snaffle to a leverage bit. |  |
| A-48D | Identify the different parts of a hackamore and recognize pressure points from it. |  |
| A-49D | Recognize proper fitting of a bosal. |  |
| A-50D | Identify 4 different riding and tack equipment. |  |
| A-51M | Mounted Skills |  |

**Dream it!**
What membership goals do you want to accomplish this year? How will you go about it? Most of your activities for this unit will take place outside with your horse.

**Equus says...**

When fitting tack to your horse, remember that each horse is an individual and requires individual adjustments. Pay careful attention to make sure your equipment is adjusted properly. It will work better, make your horse more content, and will be safer.

---

Do it!

**The Hackamore**

1. Label the parts of the hackamore

2. What points of the head have the most pressure from the hackamore?

3. A bosal must be carefully fitted to be certain it is neither too long nor too short for a horse’s nose. Label the drawings to show which is too long, too short or correct.

**Get in Shape**

What should you do with your horse to get it fit to ride after the winter? Have you done anything over the course of winter to keep your horse in shape?
In the Member’s Manual

**Equipment True or False**
Test your knowledge about equipment by answering the following **T** (True) or **F** (False) questions.

1. Bell boots are worn for protection in case the hind feet step on the heels of the front feet.
2. It is acceptable to use a mechanical hackamore in show classes and gymkhana events.
3. Using one hand on the reins is a major mistake when using a hackamore.
4. A split boot is used to protect the front legs.
5. When bandages are used, both front and hind legs should be wrapped to prevent strain on the "opposite" leg.
6. Bandages should be applied counter clockwise on the left legs and clockwise on the right legs.
7. Pressure on the palate moves the head down.
8. Pressure on the bars and tongue raises the head.
9. There should be room for at least two fingers between the chin groove and properly adjusted chin strap.
10. There are two types of snaffle bits.

**Riding & Tack Crossword**
Work with a partner to complete the crossword.

Across
1. Before your spring riding starts, check your horse for _____.
2. The space on the horse's jaw where there are no teeth that the bit fits on.
3. This control gets the horse's back round and encourages the hocks to drive forward.
4. A horse that _____ the bit is relaxed and comfortable.
5. This weight is used to affect the speed and rhythm of the horse.
6. This type of rein gives support.
7. The type of saddle rigging your horse needs depends upon the conformation of its _____.
8. A horse that _____ the bit may toss its head or open its mouth.
9. At this gait, the horse carries more of its weight on the back end.
10. This weight can be used to help steer your horse.
11. The roof of the mouth where jointed and port bits apply pressure.
12. This is an example of lateral work.
13. Results when a bit is too severe.
14. This "leading" rein leads the horse into a turn.

Down
1. This bit has a lever or shank.
2. This is a combination of the alarmness of the horse and its action.
3. The higher the port, the more _____ the bit.
4. The nosepiece of the hackamore.
5. Always use the _____ bit you can.
6. This aids controls the forehead of the horse.
7. These circular boots protect the front feet from the rear feet.
8. This type of flex is bending nose to tail.
9. This bit is a combination of a snaffle and curb.
10. This is commonly used for front and maneuvers without moving out from the hip.
11. These boots protect the splint bone.
12. The simplest kind of bit.
13. This headstall is used in early training to avoid mouth injury.
14. This is an example of a vertical movement.
15. This is one of the horse joints that absorbs motion when rising.
16. These boots protect the rear fetlocks.
17. The seat of an English saddle is measured from the front of the pommel to the _____.
In the Member’s Manual

Giddy up!
Check off the statements below that you think apply to you. Have someone watch or video tape you while you are riding and see if you really do sit the way you think.
- Sit tall in the saddle in a balanced, relaxed manner.
- Keep your back straight with your shoulders directly over your hip
- Your heels are directly below your hip
- Your elbows should be relaxed, bent and comfortably resting at your sides.
- Your hands are nice and steady, never bumping on the bit
- Your body moves very little when asking your horse to change direction or gait.
- You praise your horse for trying
- You can explain what kind of bit you are using and why.

Dig it!

Saddle Fitting
Read the section on Fitting a Saddle to a Horse. Check to ensure that your saddle(s) fit your horse properly. Check your fit in the saddle. What did you discover? What is it important for equipment to properly fit your horse?

Riding Lessons
Practice the Mounted Skills from your skills checklist. Keep a journal to help you keep track of your improvements. Ask people to watch you for specific things that you want to work on, such as posture. Get your checklists initialized once you have mastered a skill.

Be sure to use different patterns to practice your mounted skills to keep things interesting for yourself and the your horse. Your resource manual has some suggested books and websites that have practice patterns you may wish to try.

Let’s Tour!
Your leader will organize a trip to a local tack store for your horse group. The owner may be willing to discuss the different type of bits and saddles available. Find out how to adjust, use and clean various types of equipment. You may also wish to use this opportunity to sit in different saddles. Note how a saddle feels when the seat is too big or too small. A bit presentation may be a good Showcase Challenge project.

What’s Next!
The dismounted and mounted skills checklists are next. Followed by the Showcase Challenge. It is time to show what you have learned throughout your project.
### Manitoba 4-H Discovering Equine Level 4 Dismounted Skills

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<tr>
<td>4-1D</td>
<td>Explain three safety rules to remember while lunging</td>
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<td>□ Peek a Boo</td>
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<tr>
<td>4-2D</td>
<td>Describe a horse that is paying attention to you</td>
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<td>□ Senses</td>
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<td>4-3D</td>
<td>Describe the signs you might see while lunging if your horse was going to disobediently stop, turn in or bolt</td>
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<tr>
<td>4-4D</td>
<td>Explain and demonstrate how to safely lunge your horse at the walk, jog/trot, halt and reverse (go both directions)</td>
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<td>□ Groundwork Terms</td>
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<tr>
<td>4-5D</td>
<td>Explain the purpose of lunging and where you would do it</td>
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<td>□ I Spy</td>
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<tr>
<td>4-6D</td>
<td>Demonstrate, at the halter, a turn on the haunch in both directions</td>
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<tr>
<td>4-7D</td>
<td>Identify blind spots on a horse, along with where the horse can see the best.</td>
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<tr>
<td>4-8D</td>
<td>Identify and explain 3 horse habits</td>
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<td><strong>GROOMING</strong></td>
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<tr>
<td>4-9D</td>
<td>Explain why people would band a horse’s mane.</td>
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<td>□ Hoof Match</td>
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<tr>
<td>4-10D</td>
<td>Explain why some horses have their mane’s braided.</td>
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<td>□ Farrier Day</td>
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<tr>
<td>4-11D</td>
<td>Demonstrate how to band or braid properly, depending upon your main discipline.</td>
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<td>□ Foot Blanks</td>
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<tr>
<td>4-12D</td>
<td>Name the visible portions of the hoof and foot. Describe the purpose of at least 3 of these parts.</td>
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<td>□ Salon Day</td>
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<tr>
<td>4-13D</td>
<td>Explain why a horse would need shoes and how you would recognize that it is time for a reset.</td>
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<td>□ Checkerboard Hips</td>
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<tr>
<td>4-14D</td>
<td>Identify different hairstyles for horses and describe what event or breed is associated with the hairstyle</td>
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<tr>
<td>4-15D</td>
<td>Explain why the appearance of a horse is important</td>
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<td><strong>IDENTIFICATION AND CONFORMATION</strong></td>
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<tr>
<td>4-16D</td>
<td>Explain why it is important to understand the basics of conformation.</td>
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<td>□ Parts Review</td>
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<tr>
<td>4-17D</td>
<td>Point out the center of gravity on a horse.</td>
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<td>□ Leg Faults</td>
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<tr>
<td>4-18D</td>
<td>Using a stick, whip, or other item, demonstrate 4 methods of determining balance on your horse.</td>
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<td>□ Head Faults</td>
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<tr>
<td>4-19D</td>
<td>Identify three desirable conformation features of your horse.</td>
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<td>□ Body Muscle</td>
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<tr>
<td>4-20D</td>
<td>Name five important factors to take into account when purchasing a horse.</td>
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<tr>
<td>4-21D</td>
<td>List 5 undesirable conformation features.</td>
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<tr>
<td>4-22D</td>
<td>Identify at least 10 different parts of a horse</td>
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<tr>
<td>4-23D</td>
<td>Identify key muscle areas on a horse</td>
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### SAFETY AND STABLE MANAGEMENT

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<td>List 3 things any good stall should have.</td>
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<td>4-25D</td>
<td>Explain 3 types of leg protection and their purpose.</td>
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<td>□ Time</td>
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<td>4-26D</td>
<td>Explain 3 safety rules you will apply when bandaging your horse’s leg.</td>
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<td>□ Fire Safety Checklist</td>
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<tr>
<td>4-27D</td>
<td>Explain why bandaging could be important.</td>
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<td>□ My Horse’s Home</td>
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<td>4-28D</td>
<td>Describe 3 stable booby traps.</td>
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<td>□ Clean</td>
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<tr>
<td>4-29D</td>
<td>Describe how to properly introduce a new horse to a herd.</td>
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<td>□ Our Barn</td>
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<tr>
<td>4-30D</td>
<td>Give 2 reasons why a horse might not want to go into a trailer.</td>
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<tr>
<td>4-31D</td>
<td>List 3 things that you would check on your horse trailer to see that it meets safety standards.</td>
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<tr>
<td>4-32D</td>
<td>Recognize the importance of fire safety. Identify practices that will make your stable safer.</td>
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<tr>
<td>4-33D</td>
<td>Explain the shelter you have for your horse.</td>
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<tr>
<td>4-34D</td>
<td>Recognize the difference between the types of beddings that can be used.</td>
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### HEALTH

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<tr>
<td>4-35D</td>
<td>Name and describe the use of all the items in a basic equine first aid kit.</td>
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<td>□ Foot Multiple Choice</td>
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<tr>
<td>4-36D</td>
<td>Explain your spring immunization program and what diseases it guards against.</td>
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<td>□ Foot Disease</td>
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<tr>
<td>4-37D</td>
<td>Identify the five basic nutrients required by horse and how they get them.</td>
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<td>□ Disease Crossword</td>
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<tr>
<td>4-38D</td>
<td>Explain at least two forms that dewormers come in and how to give them.</td>
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<td>□ Feed Q&amp;A</td>
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<tr>
<td>4-39D</td>
<td>Identify common foot and hoof problems.</td>
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<td>□ CTR</td>
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<tr>
<td>4-40D</td>
<td>Identify 2 different foot diseases.</td>
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<tr>
<td>4-41D</td>
<td>Identify nutrients needed by horses and explain why they need to be properly fed.</td>
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<tr>
<td>4-42D</td>
<td>Identify medical checks performed by CTR and explain why these checks take place.</td>
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### RIDING

<table>
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<th>Supporting Activities</th>
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<tr>
<td>4-43D</td>
<td>Briefly describe a good spring riding program for you and your horse after taking the winter off.</td>
<td></td>
<td>□ The Hackamore</td>
</tr>
<tr>
<td>4-44D</td>
<td>Watch a ridden horse doing a shoulder in from a rear point of view - explain when the horse’s legs are in the correct positions.</td>
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<td>□ Equipment T/F</td>
</tr>
<tr>
<td>4-45D</td>
<td>Identify 3 parts of the bridle that should be checked to assure proper fit.</td>
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<td>□ Riding &amp; Tack Crisscross</td>
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<tr>
<td>4-46D</td>
<td>Identify 3 parts of the saddle that should be checked to assure proper fit.</td>
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<tr>
<td>4-47D</td>
<td>Explain how and when you would advance your horse from a snaffle to a leverage bit.</td>
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<tr>
<td>4-48D</td>
<td>Identify the different parts of a hackamore and recognize pressure points from it.</td>
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<tr>
<td>4-49D</td>
<td>Recognize proper fitting of a bosal.</td>
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<tr>
<td>4-50D</td>
<td>Identify 4 different riding and tack equipment.</td>
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<tr>
<td>4-51M</td>
<td>Mounted Skills</td>
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<tr>
<td>Skill</td>
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<tr>
<td>4-1M</td>
<td>Show how to change diagonals at the trot by riding a three loop serpentine (using markers) go in both directions.</td>
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<tr>
<td>4-2M</td>
<td>Demonstrate a lengthened/extended jog/trot - Western sitting, English rising.</td>
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<tr>
<td>4-3M</td>
<td>In the center of the arena, ride a small circle at a sitting jog/trot and a larger faster circle at a rising trot in both directions. All circles start and end in the middle of the arena.</td>
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<tr>
<td>4-4M</td>
<td>Demonstrate a walk jog/trot and lope/canter a large circle in each direction without markers. The horse should have bend, some collection and the correct lead.</td>
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<tr>
<td>4-5M</td>
<td>Using specific markers as transition points, move from a walk to a lope/canter, back to a walk, in both directions of the ring. Pick up correct lead at a specific arena marker.</td>
<td></td>
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<tr>
<td>4-6M</td>
<td>Back your horse showing fluid movement and flexion at the poll and jaw taking at least 10 steps in a straight line.</td>
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<tr>
<td>4-7M</td>
<td>For Western - Explain and demonstrate correct one-handed neck reining techniques by turning at least three times in each direction at arena markers. Do at all three gaits.</td>
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<tr>
<td>4-8M</td>
<td>Demonstrate neck-reining control individually and in a group on the rail.</td>
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<tr>
<td>4-9M</td>
<td>Explain and demonstrate the correct use of the rein of opposition behind the withers. In a twenty M square demonstrate HOW to use an indirect rein of opposition behind the withers to help the horse corner correctly.</td>
<td></td>
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<tr>
<td>4-10M</td>
<td>Demonstrate a 360-degree turn on the forehand right and left. The horse’s spine should be straight.</td>
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<tr>
<td>4-11M</td>
<td>Demonstrate a leg yield at a walk off the centerline toward the wall, showing horse bent around the rider’s active leg.</td>
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<tr>
<td>4-12M</td>
<td>Explain and demonstrate six strides of shoulder-in in both directions.</td>
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<tr>
<td>4-13M</td>
<td>Explain and demonstrate the side pass that includes at least three crossovers in each direction.</td>
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<tr>
<td>4-14M</td>
<td>Explain and demonstrate haunches in at a walk.</td>
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<tr>
<td>4-15M</td>
<td>Explain and demonstrate one to two steps of the advanced turn on the forehand by having the horse walk a circle with the correct bend. Halt, keeping the horse in bend and the rider uses outside leg to push the horse’s hips to the inside.</td>
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<tr>
<td>4-16M</td>
<td>Explain and demonstrate a turn on haunches showing at least two crossovers (outside must cross in front of inside).</td>
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<tr>
<td>4-17M</td>
<td>Explain and demonstrate a half halt or momentary check.</td>
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<tr>
<td>4-18M</td>
<td>Demonstrate how to drive your horse’s hind legs up underneath him at the walk and jog/trot into supporting hands that will create vertical flexion.</td>
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<tr>
<td>4-19M</td>
<td>Explain and demonstrate a simple lead change in a figure eight. Both circles must be of equal size, must touch at X (middle of arena) and have equal jog/trot steps on each side of X.</td>
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<tr>
<td>4-20M</td>
<td>Ride the attached patterns.</td>
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Glossary

-A-
ABNORMAL - different from the standard
ABRASIONS - scrapes (type of wound), multiple superficial scratches that do not penetrate the full thickness of the skin.
ACTION - How a horse moves its feet and legs at a walk, trot, etc.
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.
AVULSIONS - wounds characterized by tearing of skin to cause a loose flap.

-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.
BARREL RACING SADDLE - Seat sized for actual rider, cantle is wide and sloped, horn is similar to cutting saddle.
BARS - This is the space on the lower jaw between the front teeth (incisors) and the grinding teeth (molars) where the bit rests.
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 BEET.
BLACK POINTS - Mane, tail, and legs black or darker than rest of horse.
BRAN - The ground-up hulls (or the covering) of wheat.
BUCK KNEES (OVER AT THE KNEE) - the knee is forward of a line that bisects (divides in half) the foreleg.

-C-
CALF KNEES (BACK AT THE KNEE) - the knee is behind a line that bisects the foreleg.
CANNON - The lower leg bone below knee and below hock.
CANTER - A three beat pace, slower than a gallop.
CANTLE - fitted for average riders. There are two types of pleasure saddles - recreation and show pleasure.
CANTLE - The back of a saddle.
CAVESSON - A special headstall made for use with a lung line. It has a padded noseband with rings attached.
CHAPS - Seatless overalls made of leather, sometimes fur covered, for protection from cold.
CHESTNUTS - The horny growths on inside of a horse’s leg, also called night eyes.
CHIN GROVE – This is the jaw bone just behind the bulge of the chin.
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.
COLLECTION – The vertical control of the movement of the horse.

CONDITION - How healthy, in shape, and sound your horse is.
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.
CUTTING SADDLE - Longer than a general saddle, seat is flatter, cantle is higher, horn is long and slim.

-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.
DISCIPLINE: If a horse is punished for an incorrect response, it must be punished every time it does it. The punishment must be given immediately or the horse will not know why it is being punished.
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.
DRESSAGE - has a deeper seat with leathers positioned under the deepest part of the seat. This allows the rider more exactness of leg position for riding a highly schooled dressage horse.

-E-
ENCYEPHALOMYELITIS - 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 horse shoer.
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.
FORWARD-SEAT - sets the rider forward, well over the centre of balance of the horse.

-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.
GRADE - An animal, one of whose parents is a registered purebred and the other of unknown ancestry or containing some blood of the same breed as the purebred parent.
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.
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.

-H-
HAND - 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 fraction.
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.
HOCK PROTECTORS – a protective covering worn over the hocks to give protection during trailering.
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.

-I-
INSTINCT - A natural reaction to any situation.
IMPULSION – Is a combination of the alertness of the horse and its action.
INCISED WOUND - A clean cut wound caused by a sharp object.
-J-  
JOCKEY - The leather flaps on the side of a saddle.  
JOG - Slow collected trot required for Western classes.

-L-  
LACED REINS - are constructed of thin leather strips laced through and around the strap of the reins for a better grip.  
LACERATIONS - wounds that penetrates the full thickness of the skin and is caused by a less-sharp object, resulting in both cutting and tearing of skin.  
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.  
LATERAL FLEX – The ability of the horse to bend from nose to tail.  
LATERAL WORK – Sideways movement. Instead of the hind feet following the forefeet, each will now make its own separate tracks.  
LEGUMES - A type of forage in pasture or hay that has stems, oblong leaves and flowers, ie. alfalfa, clover.  
LENGTH - Long, smooth muscles are more desirable than short, bunchy muscles. Long muscles give the horse a longer stride and more endurance. Bunchy muscles tire more quickly and give your horse less endurance.  
LIPS - The bit rests on the lips at the corners of the mouth.  
LOCKJAW - A common name for tetanus.  
LONGITUDINAL FLEX - The ability of the horse to bend its spine from the poll to the tail.  
LOPE - A three-beat gait.

-M-  
MARE - A mature female horse, over four years of age.  
MECATE REINS – used with a bosal or snaffle bit.  
MOUNTING - To get on the back of the horse with or without a saddle.

-N-  
NASAL BONE – The bone down the front of the face, just above the nostrils is known as the nasal bone. This includes the cartilage.  
NAVICULAR BONE - A small bone inside the foot.  
NEAR SIDE - The left side of a horse.  
NORMAL – standard  
NUTRITION - Proper feeding program for a horse.
“OUT OF” - Means the same as “the dam of”. Female parent of a foal.
OFF-SIDE - The right side of a horse.
OPEN OR SPLIT REINS - are the most commonly used rein for Western riding, designed with two separate straps which are attached to the bit at one end and left unattached at the other “rider” end.
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.
OVERSHOT – Bottom jaw is longer than the top jaw

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.
PARROT MOUTH – Top jaw is longer than the bottom jaw.
PERIOPLE - The shiny outer covering of the hoof wall.
PIGEON-TOED - Front toes are turned inwards while the heels are turned out.
PLAIN REINS - are flat leather straps which are comfortable to use, but can become slick from rain or sweat.
PLANTAR CUSHION - Fatty cushion at the back of the foot.
PLEASURE SADDLE – More middle of the road, moderate seat, moderate horn, moderate POLL PROTECTOR – a protective device to prevent injury to the poll during trailering. Should the horse strike that delicate area while loading or in an accident serious injury could result.
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.
PUNCTURE - A deep narrow type of wound.
PULP - A dried by-product of processed sugar beets.
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.
REINING SADDLE - Seat is deeper, cantle is higher and wider, horn is lower to moderate height.
REWARD: Providing “comfort” is the most effective.
ROMAL - A long flexible quirt or whip attached to closed reins.
ROMAL OR “CLOSED” REINS - are connected near the “rider” end with a flexible quirt. Also known as California Reins.
ROMAL REINS - A “Y” shaped set of reins with a single strap held by the rider.
ROPING SADDLE - Deeper seat, cantle is higher, horn is tall enough and stout enough to hold a rope, fitted to rider for correct comfort and position.
ROUND REINS - are usually one continuous strap usually attached to the bit with a snap on one or both sides. Also known as a roping rein.

RUBBER REINS - are covered with a pebble surface over the hand grip portion to provide a secure grip.

SIDE REINS - Are used on trained horses to develop more balance and collection. They are attached from the snaffle bit to the rings on the surcingle or to the girth of the saddle.

SIRE - The male parent of a horse.

SKID BOOTS - Boots worn to protect the fetlocks of the rear legs.

SNAFFLE - A bit with a ring type of cheek piece and solid or jointed mouthpiece.

SNIP - A white streak on the nose between the nostrils.

SOLE - Hard protective covering on the bottom of the hoof.

SOUND - The horse has no defects, illnesses or blemishes that will reduce their usefulness.

SPLAY FOOT - Front toes turned out; heels turned in.

SPLINT BOOTS - A flat boot worn on the front legs to protect the cannon bone.

STRUNG OUT – The opposite of collected. The weight of the horse is balanced and near the front legs and the forward extension of the hind leg is shorter than its extension behind the body.

SUPPORTING REIN - A supporting rein is used to hold or steady the horse from turning.

SURCINGLE – A band with rings attached to it that is buckled around the horse’s girth.

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.

THOROUGHBRED - A distinct breed of horse that is bred specifically for racing.

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.

VOLUME: This is the amount of muscle.

WALK - A slow, natural four-beat gait.

WEB REINS - come with either a horizontal loop of leather at intervals or rubber incorporated for grip. They are used in wet weather when leather reins would becomes slippery. They are made of cotton web with leather at the bit and buckle ends.

WINDPUFF - A puffy enlargement in the fetlock.
Showcase Challenge

Have members use their Member Manual to help them in organizing what they have learned. The form of presentation can vary according to the wishes of the leaders and 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 workbook. The best results are almost always obtained when members are allowed to present their information in the style of their choice.
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 in 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.

My 4-H Portfolio Page

Name: Date: Year in 4-H:
Club: Hours Spent on 4-H: (Project and Other 4-H Activities)

Discovering Equine—Horsemanship 4
To be completed by the leader and the member based on observations and conversations throughout the project.

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to…</th>
<th>We know this because…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each Builder had a Skills Checklist which identified the skill you will learn.</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
</tbody>
</table>

1. Groundwork and Psychology
   - Explain three safety rules to remember while lunging
   - Describe a horse paying attention to you
   - Describe the signs you might see while lunging if your horse was going to disobediently stop, turn in or bolt.
   - Explain and demonstrate how to safely lunge your horse at the walk, jog/trot, halt and reverse (go both directions)
   - Demonstrate, at the halter, a turn on the haunch in both directions
   - Identify blind spots on a horse, along with where the horse can see the best.
   - Identify and explain 3 horse habits.

2. Grooming and Hoof Care
   - Explain why people would band a horse’s mane.
   - Explain why some horses have their mane’s braided.
   - Demonstrate how to band or braid properly, depending upon your main discipline.
   - Name the visible portions of the hoof and foot
   - Describe the purpose of at least 3 of these parts.
   - Explain why a horse would need shoes and how you would recognize that it is time for a reset.
   - Identify different hairstyles for horses and describe what event or breed is associated with the hairstyle.
   - Explain why the appearance of a horse is important.
<table>
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</table>
| 3 | Basic Conformation  
- Explain why it is important to understand the basics of *conformation*.  
- Point out the center of gravity on a horse  
- Using a stick, whip, or other item, demonstrate 4 methods of determining *balance* on your horse.  
- Identify two desirable *conformation* features of your horse  
- Name five important factors to take into account when purchasing a horse.  
- List 5 undesirable *conformation* features.  
- Identify at least 10 different parts of a horse.  
- Identify key muscle areas on a horse. | |
| 4 | Stable Management  
- List 3 things any good stall should have.  
- Explain 3 types of *leg* protection and their purpose.  
- Explain 3 safety rules you will apply when bandaging your horse’s leg.  
- Explain why bandaging could be important.  
- Describe 3 stable booby traps.  
- Describe how to properly introduce a new horse to a herd.  
- Give 2 reasons why a horse might not want to go into a trailer.  
- List 3 things that you would check on your horse trailer to see that it meets safety standards.  
- Recognize the importance of fire safety. Identify practices that will make your stable safer.  
- Explain the shelter you have for your horse.  
- Recognize the difference between the types of beddings that can be used. | |
<table>
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<tr>
<td>Health</td>
<td>Present a First Aid kit and explain the uses of the basic items in it.</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Explain your spring immunization program and what diseases it guards against.</td>
<td></td>
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<tr>
<td></td>
<td>Identify the six basic nutrients required by horse and how they get them.</td>
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<td></td>
<td>Explain at least two forms that dewormers come in and how to give them.</td>
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<tr>
<td></td>
<td>Identify common foot and hoof problems.</td>
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<tr>
<td></td>
<td>Identify 2 different foot diseases.</td>
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<tr>
<td></td>
<td>Identify nutrients needed by horses and explain why they need to be properly fed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify medical checks performed by CTR and explain why these checks take place.</td>
<td></td>
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<tr>
<td>5</td>
<td>Riding and Equipment</td>
<td></td>
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<tr>
<td></td>
<td>Briefly describe a good spring riding program for you and your horse after taking the winter off.</td>
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<tr>
<td></td>
<td>Watch a ridden horse doing a shoulder in from a rear point of view - explain when the horse’s legs are in the correct position.</td>
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</tr>
<tr>
<td></td>
<td>Identify three parts of the bridle that should be checked to assure proper fit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify three parts of the saddle that should be checked to assure proper fit.</td>
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<tr>
<td></td>
<td>Explain how and when you would advance your horse from a snaffle to a leverage bit.</td>
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<tr>
<td></td>
<td>Identify the different parts of a hackamore and recognize pressure points from it.</td>
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<tr>
<td></td>
<td>Recognize proper fitting of a Bosal.</td>
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<tr>
<td></td>
<td>Identify proper equipment procedures used.</td>
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<tr>
<td></td>
<td>Identify 4 different riding and tack equipment.</td>
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<tr>
<td></td>
<td>Mounted Skills</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Showcase Challenge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain success in using the skills listed above</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments/Activities:

Leader Point of Praise!

I am most impressed by...

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

Leader’s 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 Initiatives
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 greater service,
My HEALTH to better living,
For my club, my community, and my country.

4-H Quality Equation Principles

Quality People
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

Quality Experiences
- Provide members with personal development and skill development experiences.

Quality Projects
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

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