Welcome 4-H Leaders!

Welcome to the “Discovering Equine - Horsemanship 5” 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 will have a working knowledge about horses and horsemanship. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections. Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder. This also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable. There is a glossary at the back of the members manual and this leaders resource containing the important words that members should know.

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

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

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

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

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- Draft 2011 -
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
- Plan and complete the Showcase Challenge
- Complete the Portfolio Page
- Participate in their 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](http://www.puzzlemaker.com) hosts an excellent, free resource for creating a variety of puzzles.

Your 4-H Club and You (activity on page 2 of the member manual)

Discuss with the members what they think the positions of the club executive are. Then have them match the position with the duties.

a) President [D] Promotes 4-H to the community,
b) Secretary [A] Runs 4-H club meetings and is the 4-H club spokesperson

- Treasurer [B] Takes notes of the meeting, and is the official club record keeper.
- Vice-President [C] Keeps track of the 4-H club’s money and keeps financial records of the club.
3-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 is 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 them 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.
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

<table>
<thead>
<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1D</td>
<td>Explain three safety rules to remember while lunging</td>
<td>□ Safe lunging&lt;br&gt;□ Why do you lunge?&lt;br&gt;□ Good Hands game&lt;br&gt;□ I Spy&lt;br&gt;□ Hands On&lt;br&gt;□ Peek a Boo!&lt;br&gt;□ Lunging True or False</td>
</tr>
<tr>
<td>4-2D</td>
<td>Describe a horse that is paying attention to you</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>4-5D</td>
<td>Explain the purpose of lunging and where you would do it</td>
<td></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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Tips for Members and Leaders

Equus is a smart, safe horse that will appear throughout the members’ project manual to give them useful facts and safety tips on working with their horse. Equus is the Latin word for horse. Equus is also the scientific name for the group of animals that includes horses, donkeys and zebras. You may wish to use the “Equus says” as part of your activating strategy for the skill builder or as reminders/review.

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

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’.

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. model for your lesson.
If you are planning to ride, they can do all of this with the saddle on and the bridle hanging elsewhere. The 4-H Horsemanship DVD has a very good groundwork 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.

**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.

**Instructions: (Approx. time: 5 minutes)**

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

**Do it!**

**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.*
**Communication** (Approx. time: 15 minutes)

Have members match the horse communication terms with the corresponding body language and sound.

1. The Neigh __8__ This sound may be described as a gentle snort and is used by horses that are relaxed and happy.

2. The Nicker __7__ Horses may make a groaning sound when yawning or when being mounted.

3. Snorts __6__ Horses may grunt when working hard or struggling to get up.

4. Squeals __5__ This sound is not common and used only in times of high rage and fear. Can also be heard when two horses fight.

5. Screams and Roars __1__ This is a greeting call. Horses soon learn to recognize each other’s neigh and can easily tell who is in the next stall.

6. Grunts __3__ This sound is used to usually give an alarm. When a horse is faced with a new object it may become excited and snort. Stallions may use a snort as a challenge to another stallion.

7. Groans __2__ This is shorter and lower than the neigh. It is not as loud and is used for shorter distance communication such as a mare “talking” to her foal.

8. High Blowing __4__ These are used when horses are in close contact. Sometimes a horse may squeal before it bucks.

**Eye Sight and Blind Spots** (Approx. time: 10 minutes)

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 lunge.

Tell members to focus on something in the room. Ask them to cover one eye and ask if they can still see it. (yes) Uncover that eye and cover the other eye and ask again. (yes) Explain that our eyes are on the front of our head and they work together to focus on the same thing.

Horses have yes on the side of their heads. They see two distinctly different pictures at the same time. Ask members what a “blind spot” is. Where are the blind spots for a horse. (there are 3)

Ask members why it is important to know and what we can do to be safe while working/passing through a horse’s blind spot. (speak to your horse)
**Lunge a Partner** (Approx. time: 30 minutes)

Lunge lines and a whip are required for this activity. Members should bring their own. Members complete this activity in pairs. One person is the “horse” and the other is the “lunger”. The horse is blindfolded, has the lunge line in one of their hands. The lunger stays about 20 feet from the horse, and used the lunge line, not the voice, to ask the horse to stop and turn. The lunger can cluck to the horse to initially ask for forward motion. 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.

**Haunch at the Halter** (Approx. time: 1 hour)

Arrange to have the *Horsemanship DVD* to show the ground work section to the members. Also have a senior member come and demonstrate turns on the haunch at the halter in both directions. Have members take jot down some notes of things they should keep in mind.

After watching the *Horsemanship DVD* and watching a senior member demonstrate turns on the haunch at the halter in both directions have members demonstrate themselves turn of the haunch at the halter in bother directions.

**Lunging Space** (Approx. time: 20 minutes)

Have members think of a place where they lunge their horse. If members have a place where they already lunge their horse, have them describe this area to the rest of the members. If members do not have a place where they can lunge their horse, have them think about a place where they could create a lunging space, and have them write down what they would do to make it a lunge-friendly space.

Ask members what they will do about the snow in the lunge space. Some members may come up with answers such as shovelling, indoor lunge area (no snow), etc.
**Patterns** (Approx. time: 45 minutes)

Help members create a simple showmanship pattern that they would be expected to complete at a fair. Make sure members have a clearly labeled legend. Once members have created their pattern, have them demonstrate their pattern while riding their horse.

The following link has a variety of different simple showmanship patterns that you can use as examples for the members.
http://www.showhorsepromotions.com/showmanship.htm

**Lunging** (Approx. time: 45 minutes)

Arrange for an experienced person to come and give a lunging clinic. This could range from a senior member to a local horse trainer. Have members watch closely the techniques the experienced person is using. Have members practice some of the new techniques they saw while watching the experienced person lunge their horse.

**Dig it!**

**Who’s the Boss?** (Approx. time: 1 hour)

Have members go outside with a camera and notepad. Tell members to observe how a herd of horses behave for about 10 minutes. Let members take pictures to help them identify points of interests. After 10 minutes, have the member pay attention to the following points of interest. Ask members if the herd they are observing follow the points of interest.

**Points of Interest**
- Horses often stand head to tail
- Horses groom each other with their teeth and lips, and swat flies with their tails
- Horses are curious
- Horses graze close together
- Horses are playful
- Horses may bully
- Horses sleep on the ground or standing near each other

Next, have members fill in the chart that is provided in their manual based on their observations on the herd of horses.

Have members discuss with a partner the following questions:
- Why is it important to know which horse is the boss?
  - Horses earn their position in the group depending on how aggressive they are. The amount of fighting depends upon the lead horse. The pecking order is tested every time a new horse is introduced to the group. Each horse in the group will fight with the newcomer until its position in the group is accepted. Older horses tend to be more aggressive than younger horses.

- How can you use horse psychology to make your work with your horse more enjoyable and a better learning experience?
  - you need to understand the way they react to situations. However, you must also remember that every horse is different. Most behavior can be predicted because it is caused by the characteristics of the horse but each horse has its own way of reacting.
In the Member’s Manual

Skill Builder 1: Ground work and Psychology

Equus says...

Ground work can be challenging and rewarding. What type of ground work do you do with your horse since advancing your skills and knowledge?

Skills Checklist

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<tr>
<th>Level</th>
<th>Required Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-1D</td>
<td>Explain how a horse’s vision differs from ours.</td>
<td>□ Senses</td>
</tr>
<tr>
<td>S-2D</td>
<td>Demonstrate safe lunging at all three gaits in both directions.</td>
<td>□ Groundwork Terms</td>
</tr>
<tr>
<td>S-3D</td>
<td>Explain three safety rules to remember while lunging.</td>
<td>□ Lunge Space</td>
</tr>
<tr>
<td>S-4D</td>
<td>Demonstrate, at the halter, a turn on the haunch in both directions.</td>
<td></td>
</tr>
<tr>
<td>S-5D</td>
<td>Identify and explain 3 horse habits</td>
<td></td>
</tr>
<tr>
<td>S-6D</td>
<td>Be able to identify 6 horse communication terms</td>
<td></td>
</tr>
<tr>
<td>S-7D</td>
<td>Describe a lunging space</td>
<td></td>
</tr>
<tr>
<td>S-8D</td>
<td>Explain what happens when a new horse is introduced to a herd.</td>
<td></td>
</tr>
<tr>
<td>S-9D</td>
<td>Make and demonstrate a horse-handling pattern (showmanship) - walk, trot, turn right, square and posing and backing up (left turn is not usually required in showmanship).</td>
<td></td>
</tr>
</tbody>
</table>

Dream it!

Working with a horse on the datum is as important as working with a horse mounted. In this builder, you will learn how horses behave with each other, lunging techniques and much more. When you approach a horse, it will respond to your position, gestures, and tone of voice. The more we understand the nature of horses (the way they think, how they act and react to different situations, what pleases them, what scares them) the easier it will be to ride and train them.

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, list acts that your horse is already good at. If you left any off, should you be working on them?

- Lunges with respect (doesn’t pull or try to run away)
- Demonstrates lead changes in a figure eight with little direction.
- Reacts to neck reiniging.

Do it!

- 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 its head trying to see something, what is it doing? Where is the object?

2. When a horse raises its head trying to see something, what is it doing and where is the object?

3. By watching his head, how can you tell if a jumper is about to start or jumping little attention?

Communication

Horses communicate with body language and sound. These signals are readily interpreted by an alert horse person. Try to match the corresponding horse calls to their description.

1. The Neigh
   - This sound may be described as a gentle snort and is used by horses that are relaxed and happy.

2. The Nicker
   - Horses may make a grunting sound when yawning or when being mounted.

3. Snorts
   - Horses may grunt when working hard or struggling to get up.

4. Squeals
   - This sound is not common and used only in times of high rage and fear. Can also be heard when two horses fight.

5. Screams and Roars
   - This is a greeting call. Horses soon learn to recognize each other’s neigh and can easily tell who is in the next stall.

6. Grunts
   - This sound is used to usually give an alarm. When a horse is faced with a new object it may become excited and snort. Stallions may use a snort as a challenge to another stallion.

7. Groans
   - This is shorter and lower than the neigh. It is not as loud and is used for short distance communication such as a mare “talking” to her foal.

8. High Blowing
   - These are used when horses are in close contact. Sometimes a horse may squeal before it buck.

3
In the Member's Manual

Eye Sight and Blind Spots
Have you ever wondered what how people and horses see differently? In this activity you will compare your blind spots to a horse’s blind spots. Your leader will have instructions to play this game.

Lunge a Partner
With a partner, practice safe lunging at a walk, trot, and lope. One person will be the “horse” while the other person is the “trainer”. Your leader will have further instructions on this activity.

As the “horse,” what were some of things you had to deal with?

As the “trainer,” what were some of the things you had to deal with?

Haunch at the Halter
Your leader will arrange for you to watch the ground work section on turns on the 4-H Horsemanship DVD and to watch a senior member demonstrate turns on the haunch at the halter. While you watch, make some notes on things to keep in mind. What do you need to remember so that you stay safe performing this action with your horse? Demonstrate to a younger member or another person how to perform a turn on the haunch in both directions.

Lunging Space
Do you have a place to lunge your horse? If so, describe it. If not, think about where you could create a space and write down what you would have to do to make it a lunge-friendly space. Remember that often we want to lunge in the spring, before we begin riding. What about the snow in your space?

Patterns
Create a simple showmanship pattern that one would be expected to complete it at a fair. Make sure to have a clearly labelled legend. Demonstrate your pattern using your horse to show the rest of the 4-H members.

Lunging
Have an experienced person give a Lunging clinic. Younger members should not take a young horse to teach. You should learn to lunge a more experienced horse first. Young horses will pull on you and challenge your skills before they settle down. Practice some of the techniques you saw while watching the experienced person lunge their horse.
In the Member’s Manual

Dig it!

Who’s the Boss?
You have learned about the pecking order in a herd. Take a camera and a
notepad out to observe a herd for several minutes. Take notes and/or pictures.
Using this observed information, write your conclusions based on what you have
learned below.
Look for the following points of interest:
- Horses often stand head to tail
- Horses groom each other with their teeth and lips, and swat flies with their tails.
- Horses are curious
- Horses graze close together
- Horses are playful
- Horses may bully
- Horses sleep on the ground or standing near each other

Behavior of herd at __________________________ Date: ____________ Time: ____________
Describe the boss horse (name and/or markings) and why you think this is so.

Describe the horse you think is at the bottom of the group and why you think so.

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

Discuss the following questions with a partner:
- Why is it important to know which horse is the boss?
- How can you use horse psychology to make your work with your horse more enjoyable and a
better learning experience?

What’s Next?
In the next Skill Builder, you will learn proper care of your horses mane, as well as the parts of the

7
Skill Builder 2: Grooming

Skills Checklist

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<tr>
<th>Level</th>
<th>Skill</th>
<th>Activity</th>
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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 your 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 them the difference between banding and braiding. 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. If you plan to show your 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.

You can sign out a large horse poster from the MAFRI office and use it to demonstrate proper grooming technique indoors.
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

Ask members what they learned in Skill Builder 1 about safety. 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.

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 demonstrate some of the grooming techniques they have done to make their horses appearance look better. 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!

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 affect 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 its 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.
**Hoof ID** (Approx. time: 20 minutes)

Have members identify the different parts of a horse’s foot. Then have members go outside and try to name all of the visible parts of the foot on their own horse.

**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.

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.

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). You may wish to have a senior member demonstrate the correct method to use when banding or braiding. Remind the members that elastic bands will need to be cut off.

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 seen 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.

Remind members to practice safety rules when grooming their horses.
Foot Problems (Approx. time: 10 minutes)

Help members match the common foot problem to the description given. Encourage members to use their Reference Manual to answer correctly.

g. Navicular Disease  1. This disease is a degeneration of a small bone inside of the foot.
c. Abscess  2. A painful spot in the foot that requires draining by a veterinarian.
f. Founder  3. This painful condition is more common in ponies and is caused by diet.
e. Seedy Toe  5. A separation of the hoof wall from the white line.
b. Bruised Sole  6. A painful spot often caused by stepping on a stone.
d. Crack  7. An opening in the hoof wall that may or may not be serious.

Mane Pulling (Approx. time: 45 minutes)

Have members review the section on mane pulling in the Reference Manual. The mane should not be trimmed with scissors to bring in to the desired length. “Pulling” a mane to the desired length and thickness will give much better results. This will prevent it from becoming thicker and unmanageable. If you need to shorten an already thin mane, use thinning shears. If you pull only a few hairs at a time, you will not hurt the horse. Horses do not have a nerve ending in each hair root, as people do. If too many hairs are pulled at once, the horse may become irritated.

Once members have reviewed and now understand how to pull a horse’s mane, have them demonstrate the steps to a peewee member or someone who would not know how to pull a horse’s mane.

Balanced or Not? (Approx. time: 45 minutes)

Have members take a ruler and measure whether or not a quiet horse has balanced feet. The reason this activity should be done on a quiet horse is to help ensure the safety of the member.

Have members identify the three different views that can be seen—dorsal, palmar, and lateral. The picture to the left (also in the reference manual) demonstrates what a balanced foot will look like in all three views.

Ask the members to identify whether or not the horse has balanced feet. Ask members how they know whether or not the horse’s feet are balanced.
Grooming-Hoof Crisscross (Approx. time: 20 minutes)

Have members complete the grooming-hoof crisscross. All of the answers can be found in their Reference Manual.

Across
2. This tool is used to cut the wall.
4. Thickest layer of the hoof wall.
6. This type of horseshoe does not have an opening at the back.
7. This is when the front toes are turned in and the heels are turned out.
8. A hairstyle for a horse in an English class.
10. The bottom surface of the foot.
12. This tool removes sharp edges from the wall.
13. This hairstyle makes a show horse's neck look slim.
14. This mane technique thins the hair out to make it easier to handle.
15. This hairstyle makes a show horse's neck look slim.
16. The outer layer of the hoof wall.
17. This is a rear view of the hoof.

Down
1. Wedge shaped tissue that cushions the horse's foot as it moves.
3. Another word for braiding.
4. This is a narrow band at the hairline that the wall grows from.
5. These help a jumping horse from slipping on the grass.
9. This is when the front toes are turned out and the heels are turned in.
11. This hoof wall layer carries most of the weight of the horse.
13. This type of horseshoe allows a horse to slide when it stops.
14. This mane technique thins the hair out to make it easier to handle.
**My Foot Hurts!** (Approx. time: 1 hour)

Ask members to think of common foot problems in horses, such as laminitis, navicular disease, or thrush. Have members research one of the common foot problems in horses. Instruct members that with the information they collect they will be required to make a poster. Some of the information they should include on the poster is:

- Description of the problem
- Pictures of the problem
- Causes of the problem
- Treatment of the problem
- Prevention of the problem
- Where you can find help for the problem
- Why knowing about this problem is important

Unless you have a very large group of members encourage members to pick different diseases. Have members present their poster to the rest of the members in their project group. Remind members that their poster could be a part of their Showcase Challenge.

**Horse Shows** (Approx. time: 2 hours)

Have members brainstorm and investigate together some of the horse shows that take place in your area of the province. Have members think about what types of shows these are, some examples could be general, 4-H, breed, or specialty shows. Arrange for you and the members to attend one of the horse shows and observe the classes that take place throughout the show. Have the members take notes of the different types of grooming the riders may use for their horses. Members might want to ask the riders while they are in the barns why they use the grooming techniques that they do.

**Dig it!**

Discuss the following questions with the members:

1. Why is proper foot care for horses very important?
   - *The value of the horse depends on its ability to work. Four sound feet are extremely important.*

2. Were there any grooming tools you learned about that you didn’t know how to use?
   - Demonstrate to other members how to use the tool.
   - *members might suggest nippers, hoof rasp, dandy brush, body brush, etc.*

**Horse Shows** (Approx. time: 30 minutes)

After attending a local horse show, have members share information on what they saw and learned at the show. Have members share any tips or techniques they observed that will help them with their own riding and grooming.
In the Member’s Manual

Skill Builder 2: Grooming

Equus says...
You already know how to properly groom your horse in order to look after its health. This skill builder will focus more on taking care of your horse’s hooves.

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Dream it!

Grooming

Have you groomed your horse before? What types of things have you done to make your horse’s appearance look better?

Do it!

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 how to tell if a horse has laminitis and what to do about it. Ask the farrier to name any of the visible portions of the hoof and foot you do not know. Discuss with the other members the purpose of at least three of these parts. Find out what you can do as a horse owner to make the farrier’s job easier.

Salon Day

Why not pamper your horse and treat it to a salon day? Give it a special grooming from head to toe. Bath your horse, braiding your horse’s mane. Show a younger member how to do either one. Trim your horse properly (belts, ears, nose hairs, etc.). Gently rub baby oil or Vaseline around the eyes and the muzzle. Clean the hooves. Invite a non-horse owner 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.
In the Member’s Manual

Foot Problems
Match the common foot problem to the description:

a. Thrush  e. Seedy Toe
b. Bruised Sole  f. Founder
c. Abscess  g. Navicular Disease
d. Crack

1. This disease is a degeneration of a small bone inside the foot.
2. A painful spot in the foot that requires draining by a veterinarian.
3. This painful condition is more common in ponies and is caused by diet.
4. A smelly infection in the frog of the foot.
5. A separation of the hoof wall from the white line.
6. A painful spot often caused by stepping on a stone.
7. An opening in the hoof wall that may or may not be serious.

Mane Pulling
Review the section on pulling the mane in your reference manual. Explain to a younger member the steps involved in pulling the mane and why somebody would want to do it.

Balanced or Not?
With a quiet horse, take a ruler and check to see if the horse has balanced feet. Be sure to check all three views: dorsal, palmar, and lateral view. Does the horse have balanced feet? How do you know this?
In the Member’s Manual

My Foot Hurts!

Research one of the common foot problems, such as laminitis.
Create a one page poster including images.
Your poster could be part of your Showcase Challenge on page 45.
Your poster should include:
- Description of the problem
- Pictures of the problem
- Causes of the problem
- Treatment of the problem
- Prevention of the problem
- Where you can find help for this problem
- Why knowing this is important

Horse Shows

Investigate what horse shows take place in your area of the province. What kinds of shows are they? (i.e., general, 4-H, breed, specialty) Visit one of the horse shows and observe the classes. Take note of the different types of grooming the riders may use for their horses. Did it depend on what class they were in?

Dig it!

Discuss with other members and your leader the following questions.
1. Why is proper foot care for horses very important?
2. Were there any grooming tools you learned about that you didn’t know how to use? Demonstrate to the other members how to use the tool.

Horse Shows

You and your project group members visited a horse show. Share what you saw and learned.
What did you learn that will help you with your riding or grooming?

What’s Next!

The next Builder will help you identify desirable and undesirable conformation traits of a horse.
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. Understanding conformation faults, will help members to understand why a horse may develop a particular problem.

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

Use the “Equus says” the member manual as reinforcement.
Identifying Conformation (Approx. time: 20 minutes)

Have members look through horse magazines and identify different conformation features on the horses they see. Have members share what they have identified from the magazine pictures with each other.

Do it!

Define This (Approx. time: 30 minutes)

Have members discuss the meaning on the following words and give an example:
1. Unsoundness - The horse has defects, illnesses or blemishes that will reduce their usefulness. Example: Pigeon-toed
2. Blemish - A mark that takes away from the physical appearance. Example: scar
3. Faulty Conformation - Conformation that is not standard. Example: Bone structure

Body Match (Approx. time: 15 minutes)

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

Roach back  Rafter Hip
Mutton withers  Narrow Chest
Cannon  Roman Nose
Roman Nose  Steep Shoulder
Sway Back  Swan Neck
Ewe Neck  Hoof

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 ______.

Conformation Types (Approx. time: 1 hour)

Have a bunch of old horse magazines or sales books for members to cut out of. Instruct members to find 3 images of 3 different types of horses and cut them out. This may include stock or sport horses. Have the members create a poster using the images they cut out, creating a compare and contrast format. Some of the information that members should include are:
- The usual activity for the type of horse
- The difference in muscling that helps with the activities involved for that horse type
- The set of the neck into the shoulder
- Mare vs gelding characteristics, if this is possible
**Leg Conformation** (Approx. time 20 minutes)

Have members review their Reference Manual on the ideal front and leg conformations. Next, have members go outside with a piece of string to determine what their horse’s leg conformation is. Be sure to emphasize to proper ways of approaching your horse and the safety when handling it.

Ask the members what they discovered about their horse’s leg conformation.

**Conformation True and False** (Approx. time: 20 minutes)

After members have reviewed the section on identification and conformation in their Reference Manual, have them identify which conformation statements are true or false. Discuss their answers.

- **F** A well-balanced horse will have a longer top-line than underline.
- **F** A horse carries about 50% of its weight on the forelegs.
- **F** Poor conformation will not affect the way a horse moves.
- **T** The term “camped under” describes a horse with the forelegs set too far back.
- **T** “Calf Knees” is another word for “Back at the Knees”.
- **T** If a horse is “base narrow” his legs are set wider apart at the chest than at the hoof.
- **T** If a judge uses the term “pigeon toed” he is describing a horse with toes in.
- **F** “Bandy-legged” and “knock-kneed” mean the same thing when describing conformation.
- **F** “Sickle hock” causes extra stress on the knees.
- **T** It is important that the hoof and the pastern be at the same angle.
- **T** A horse’s conformation often gives a clue as to how the horse will perform.
- **T** Quality of a horse basically refers to the attractiveness of the horse.
- **F** An ideal neck on a horse is short and trim.
- **T** A well-balanced horse has body parts that all blend together to form a pleasing picture.
- **T** The horse’s heart girth should almost equal the distance from the girth to the ground.
- **F** Horses with long backs are well-balanced.
- **T** The horse’s pastern angle and shoulder angle should correspond to each other.

**Time to Buy** (Approx. time: 3 hours)

Arrange for your project group to attend a local horse sale. Have members discuss with each other 3 different blemish sites and unsoundness when buying a horse.

Remind members the difference between a blemish and unsoundness. A blemish is an injury or imperfection which affects the appearance of the horse, but does not affect how useful a horse will be. Unsoundness is an injury or abnormality which affects the value of the horse and may cause lameness or other affects.

Some examples of unsoundness and blemishes are:

**Unsoundness** - blindness, founder/laminitis, monkey mouth, navicular syndrome, parrot mouth
**Blemish** - cresty neck, contracted heels, sand cracks, splint, windpuffs
Have members think of some important factors they should take into consideration before buying a horse. Here are some examples of what members might come up with:

- If the seller refuses to do a vet exam or drug test
- If the horse is lame or limping
- If the horse has a bad attitude. This would include: pinning his ears, tail swishing, and trying to bite or kick.

**Strengths and Weaknesses** (Approx. time: 30 minutes)

Have members study the two different horse pictures given to them in their manual. Instruct members to list the strengths and weaknesses of each horse. Members may want to use their Reference Manual if they cannot reach the required amount of

**Horse A**

- Neat, well defined head
- Long, trim neck
- Deep heart girth
- Long hip
- Well-muscled hindquarters
- Top line is shorter than bottom line
- Hoof size is in proportion to horse
- Short Cannons

**Horse B**

- Deep heart girth
- Pasterns appear to be about 45°

**Strengths (any four)**

1. Neat, well defined head
2. Long, trim neck
3. Deep heart girth
4. Long hip
5. Well-muscled hindquarters
6. Top line is shorter than bottom line
7. Hoof size is in proportion to horse
8. Short Cannons

**Weaknesses (any one)**

1. Croup is too flat
2. Slightly heavier on the forehand than the hindquarters

**Weaknesses (any four)**

1. Roman nose
2. Pig eyes
3. Short thick neck
4. Roach Back
5. Lack of muscle in gaskin
6. Goose rump
7. Legs are not straight
8. Topline shorter
9. Unbalanced (too heavy in the forequarters)
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.

Have members to list three desirable and two undesirable conformation features their horse has. Tell members to reflect on the Do it! section and their Reference Manual for tips on identifying desirable and undesirable conformation features. Have members identify why it is important to understand the basics of conformation. Members might suggest the following answers: to help identify a good healthy horse or to increase their own horse knowledge.

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

Skill Builder 3: Identification and Conformation

Equis says...

Conformation affects how the horse will perform. For each particular purpose or function of horses, there is a particular form that will enhance that function.

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Dream It!

You have described your perfect horse earlier on in the Horsemanship series, but have you considered what type of riding you enjoy the most? If you did, then you would need to include things such as muscles where the horse needs them. Did you mention straight legs and the angle of the pastern? These are all things that you need to consider. It is hard to find a “perfect” horse, but you need to consider the imperfections of the horse and how it will affect its performance.

In Discovering Equis, your goal should be to simply recognize and identify conformational strengths and weaknesses.

Look at a picture of a horse out of a magazine or online. Try to distinguish the different conformational faults and desired traits that you can see. Compare your results with other members.

Do it!

Define This:

Discuss with other members what the following words mean: unsoundness, blemishes, faulty conformation. Give an example of each.

Body Match

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

- Roach back
- Mutton withers
- Cannon
- Roman Nose
- Narrow Chest
- Roman Nose
- Steep Shoulders
- Swan Neck
- True Neck
- Hoof

1. Low flat withers that do not hold a saddle well
2. Have an angle greater than 90°
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 his size
8. Viewed from the side, the horse’s back has a rounded appearance

Conformation Types

Find 3 images to cut out of magazines of 3 different types of horses. (Sport, stock, etc.) Create a poster with these images to compare and contrast the different types. Include such information as:

- the usual activity for this type
- the difference in muscling that helps with that activity
- the set of the neck into the shoulder
- more vs. gelling characteristics, if possible

Share your poster with your project group. Explain your information about the differences and similarities between two equine body types you found to your club. You may wish to keep your poster for your Showcase Challenge.

Leg Conformation

Review the ideal front leg conformation in your reference manual. Using a string, judge your horse’s legs to find out what it’s conformation type is. What did you discover about your horse’s conformation?
In the Member's Manual

**Conformation True or False**

After reviewing the material in your manual, mark each statement with a T (True) or F (False).

- True or False: A well-balanced horse will have a longer top-line than underline.
- True or False: A horse carries about 50% of its weight on the forelegs.
- True or False: Poor conformation will not affect the way a horse moves.
- True or False: The term “campaed under” describes a horse with the forelegs set too far back.
- True or False: “Calf Knees” is another word for “Back at the Knees”.
- True or False: If a horse is “base narrow” his legs are set wider apart at the chest than at the hoof.
- True or False: If a judge uses the term “pigeon toed” he is describing a horse with toes in.
- True or False: “Bandy-legged” and “knock-kneed” mean the same thing when describing conformation.
- True or False: “Sickle hock” causes extra stress on the knees.
- True or False: It is important that the hoof and the pastern be at the same angle.
- True or False: A horse’s conformation often gives a clue as to how the horse will perform.
- True or False: Quality of a horse basically refers to the attractiveness of the horse.
- True or False: An ideal neck on a horse is short and trim.
- True or False: A well-balanced horse has body parts that all blend together to form a pleasing picture.
- True or False: The horse’s heart girth should almost equal the distance from the girth to the ground.
- True or False: Horses with long backs are well-balanced.
- True or False: The horse’s pastern angle and shoulder angle should correspond to each other.

**Time to Buy**

Attend a horse sale. Discuss with other members and buyers, 3 different blanks sizes and unsoundness when buying a horse. Why should these things be taken into consideration before buying a horse? What are some important facts to take into consideration before buying a horse?

**Strengths & Weaknesses**

From the pictures you can see that these two horses have very different conformation. List the strengths and weaknesses in each horse.

**Horse A**

1. 
2. 
3. 
4. 

**Horse B**

1. 
2. 
3. 
4. 

**Strengths**

1. 
2. 
3. 
4. 

**Weaknesses**

1. 
2. 
3. 
4. 

**Want to learn more?**

Visit the following website to learn more about functional conformation.

http://www.jwequine.com/conformation.html
In the Member’s Manual

Dig it!

Balance
Take a side view picture of your horse and paste into the space provided. Using a ruler, draw 4 lines of balance on your image. Draw a line for the centre of gravity. Describe the balance of your horse to your project group and leader – be sure to include good points and any 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 is 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 3 desirable conformation features that your horse has.

- List 2 undesirable conformation features that your horse has.

- Explain why it is important that you understand the basics of conformation.

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?
In Skill Builder 4, you will learn about bandaging and safe trailering.
Skill Builder 4: Safety and Stable Management

Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Skill</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>5-24D</td>
<td>Give 2 advantages of a tie stall.</td>
<td>□</td>
</tr>
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<td>Describe a good box stall including size and doors.</td>
<td>□</td>
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<td>Demonstrate how to correctly apply leg bandages for first aid.</td>
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<td>Name three pieces of protective equipment and their purpose that you could use on your horse when he is riding in a trailer.</td>
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<td>Explain and demonstrate one safe loading and unloading technique with your horse.</td>
<td>□</td>
</tr>
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<td>Instruct an older member or adult how to safely load and unload a quiet horse into a trailer.</td>
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<td>5-31D</td>
<td>Identify 4 different types of beddings and recognize the differences between them.</td>
<td>□</td>
</tr>
<tr>
<td>5-32D</td>
<td>Describe an ideal shelter for your horse.</td>
<td>□</td>
</tr>
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</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.

Activating Strategies

Ask members what they learned in about safety in the past. Remind them to use these safety rules to keep them and their horse safe as they work together. Use the “Equus says” in the member manual as reinforcement. Have members think of what types of facilities suit their horse’s needs.
Have members answer the questions about the safety practices and stable management facilities they use.

1. What type of fencing does your horse have? Do you feel that this fencing is safe for your horse? - Answers will vary
2. How often do you put your horse into a trailer and haul somewhere? Have you ever had trouble with trailering? - Answers will vary
3. Have you ever brought a new horse home? How did you introduce it to your other horse(s)? - Answers will vary

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 two different types of bandaging and then demonstrate one of the bandaging techniques listed above to a senior member or leader. If members forget how to bandage, have them refer to their Reference Manuals.

Stable Management True or False (Approx. time: 10 minutes)

Have members answer whether or not the following statements are true or false. For any of the answers they think are false, have them state why the statement is false and how would they make the statement true.

- **F** It is not necessary to provide shelter for your horse against cold and wind
- **T** How a stable is set up is known as layout.
- **T** By having more natural light in your barn your horse is healthier and you save on electricity.
- **F** There is no danger in galloping across an unknown pasture.
- **T** Proper manure disposal is part of good stable management.
- **T** It is necessary to have a fire extinguisher in the barn.
- **T** Keeping manure storage away from the barn helps with the problem of flies.

Tie Stalls (Approx. time: 30 minutes)

Have members fill out the chart given to them identifying the advantages and disadvantages of tie stalls. Members should have 2-3 points under each heading. Once members have completed the chart, have a discussion as to the reasoning for putting their points under each category.

<table>
<thead>
<tr>
<th>Disadvantage</th>
<th>Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Horse is confined to a small space and can’t move around</td>
<td>- Take up less space</td>
</tr>
<tr>
<td>- Prone to colic, stress issues, and other health issues</td>
<td>- Easier to clean</td>
</tr>
<tr>
<td>- Can’t easily assess the overall condition, because owner only sees their</td>
<td>- Cheaper to keep, require less</td>
</tr>
<tr>
<td>butts walking by them</td>
<td>labour and less bedding</td>
</tr>
<tr>
<td>- Less opportunity for horse to socialize with other horses</td>
<td></td>
</tr>
</tbody>
</table>
**Box Stalls** (Approx. time: 1 hour)

Have members discuss what a good box stall will look like. Below is a chart of disadvantages and advantages of having a box stall. Once members have identified ideal box stall features, arrange for the group to visit a barn at a local fair ground or someone’s farm. Have members observe the box stall, pointing out ideal features they have and what could be changed to improved them.

<table>
<thead>
<tr>
<th>Disadvantage</th>
<th>Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More work and more expensive</td>
<td>• Horse can move around, stand up, lay down, etc.</td>
</tr>
<tr>
<td>• Require a lot more bedding, labour, and square footage</td>
<td>• Boredom and stress less severe than in tie stalls</td>
</tr>
<tr>
<td>• Horse can move around, stand up, lay down, etc.</td>
<td>• Handlers can assess the horse overall, colic easily seen</td>
</tr>
</tbody>
</table>

Here is a list of what a good box stall would look like:

- 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.

**Safety First** (Approx. time: 15 minutes)

Ask members if they use any protective equipment for their horse while it is being transported in a trailer. Have members think of at least four different pieces of equipment and their purpose. Once members have listed at least four pieces and their purpose, have members practice safe trailer loading with their horse wearing some of the equipment.

- **Hock protectors** - protective covering worn over the hocks to give protection during trailering.
- **Pole protector** - protective device to prevent injury to the poll during trailering.
- **Leg wraps or quilts** - large quilted cotton sheets that have an inner core of foam, fleece, or cotton. They are wrapped around the lower leg to protect it from injury held in place by bandages.
- **Leg bandages** - made from knitted material or fleece and wrapped around the leg over quilted leg wraps. Also called polo wraps, standing bandages, and stable bandages.
- **Tail wrap** - may be made from knit or rubber-backed material. The upper tail is wrapped to protect the bone and tail hair from damage when trailering.
- **Shipping boots** - may be made from heavy duty nylon or other material lined with heavy fleece. They are flared at the bottom to cover the coronet.
Home Sweet Home

Have members identify the correct answers in each of the following stable management question.

1. Why should stall doors open outwards?
   a. In case the horse becomes cast in his box stall
   b. Will not mess up the bedding
   c. If the horse is acting up against the door, pushing inwards might be impossible
   d. All of the above

2. Which type of straw is best for bedding?
   a. wheat
   b. barley
   c. oat
   d. none of the above

3. When is shredded paper a good choice for bedding?
   a. for warmbloods because they have sensitive skin
   b. for horses who are affected by dust
   c. for horses who like to lie down a lot
   d. none of the above

4. Why does a horse need shelter in an open field?
   a. protection
   b. keeps flies away
   c. warmth
   d. all of the above

5. Which of the following is the most satisfactory way for your horse to drink?
   a. bucket and automatic watering bowls
   b. rivers and streams
   c. ponds
   d. field troughs

6. Which of the following is the least important in stable construction?
   a. dry foundation
   b. free drainage
   c. constant light
   d. good ventilation

7. Which of the following is a good choice for fencing.
   a. plain wire and posts
   b. pipe with metal posts
   c. boards and posts
   d. all of the above

8. No fencing should be lower than ____
   a. 2 feet
   b. the horse’s back
   c. 1 foot
   d. 3 feet

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 going to conduct this experiment using all 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.

Wood shavings:
- Eliminates dust and spores present in straw
- Do not absorb moisture well.
- Slow to decompose in the 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

Load ‘Em Up (Approx. time: 30 minutes)

Have members review the steps of how to properly and safely load and unload a horse.

Loading Your Horse

All loading, trailering and unloading should be done with at least 2 people, if possible.

If a horse is loaded from the time he is a foal, and it is done kindly, there will never be a problem unless he is frightened. Also, if a horse is rewarded each time with hay or a goodie, you will have few problems. If you must load a horse who is not willing, have another person stand behind the horse and, as you coax him from the front, have them gently push from behind. Two people their hands locked behind a horse’s rump, on the gaskin, can generally push and lift a horse into a trailer. It often helps if you can lift one of the horse’s feet onto the ramp or into the trailer as it seems to get him over the first fear of hitting his legs while getting up onto the trailer.

When loading into a trailer equipped with a divider and your horse cannot be ‘sent’ into the trailer, you should lead your horse into the left side while you stand on the right side of the divider, or vice versa.

It is not safe to walk in front of your horse and lead him in. Never do this if there is no exit or escape door. Usually escape doors are awkward to get through and horses have been known to try to follow.

Always practice absolute caution and safety when loading and unloading your horse. Be sure that the ground behind and around your trailer provides safe footing for loading and unloading. In Manitoba winters, check for ice before unloading.

Fasten the butt bar or chain before you tie the horse. Be careful when you reach for it. When unloading, ease the bar down carefully so that you don’t bump your horse’s legs.

If you tie your horse in the trailer, be sure to use a quick release knot or panic snap. Be sure to allow enough length of rope that the horse can move its head to balance itself.

Always stand to one side – never directly behind a horse that is being loaded or unloaded. Remember the blind spots.
Once members have reviewed the necessary steps, have them demonstrate to a non-horse person how to load and unload a horse. Make sure to remind members to explain what they are doing in each step. Once members have demonstrated, take the horse and now have the member walk you through the steps of loading and unloading a horse by telling you what commands to do and at what stage.

**Providing Shelter** (Approx. time: 20 minutes)

All horses should be protected from the elements. Horses need a place to get out of the rain, wind, snow, or sun. Without a proper shelter, a horse may become sick. Not everyone can afford a barn.

Have members use the space provided for them in the member manual to draw a shelter for their horse. Remind members that when sketching their shelter to include a clearly stated legend. Members may also include trees in their diagram, which may be ‘planted’ in rows or groves.

Once members have completed their sketch, have them answer the following questions:

1. What type of fencing did you use?
   - Answers will vary but should reflect safety considerations

2. What did you take into consideration when you decided to provide shelter for your horse?
   - wind, landscape, trees, water source, etc.

3. Compare a shelter to a barn. List 3 advantages and 3 disadvantages of a shelter.

<table>
<thead>
<tr>
<th>Shelter</th>
<th>Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disadvantage</td>
<td>Advantage</td>
</tr>
<tr>
<td>No way to contain a horse</td>
<td>Less work for the owner</td>
</tr>
<tr>
<td>Not able to monitor horse’s diet</td>
<td>Horses choose when they are in the shelter</td>
</tr>
<tr>
<td>Grooming and saddling not as convenient</td>
<td>Better ventilation</td>
</tr>
<tr>
<td>Horses can still be exposed to drafts, depending on wind directions</td>
<td>Less risk of fire</td>
</tr>
<tr>
<td>Dominant horses may not allow lower status herd members into the shelter</td>
<td>Relatively low building costs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Barn</th>
<th>Advantage</th>
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</thead>
<tbody>
<tr>
<td>Disadvantage</td>
<td>Advantage</td>
</tr>
<tr>
<td>Higher costs for building and maintenance</td>
<td>Stall rest easily accommodated</td>
</tr>
<tr>
<td>Stalls need to be cleaned out daily</td>
<td>Complete shelter from wind and weather</td>
</tr>
<tr>
<td>Greater risk of fire</td>
<td>Lower status horses not threatened</td>
</tr>
<tr>
<td>Poor ventilation</td>
<td>Horse’s may stay cleaner</td>
</tr>
<tr>
<td>Horses must be exercised daily</td>
<td>Diet is easier to monitor and maintain</td>
</tr>
</tbody>
</table>
Dig it!

Clean Bedding (Approx. time: 20 minutes)

The member manual contains instructions on how to complete the experiment to compare the absorbency of various types of bedding. You will need to collect the materials in advance or you may ask the members to bring samples from home.

Have members reflect on the results of the experiment they did on the different types of beddings and answer the questions given in the members manuals.

1. 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.
2. Name a type of bedding that one of the local equestrian facilities.
   - Answer may vary
3. What surprised you the most in your experiment?
   - Answers may vary
4. What did you learn about conducting your experiment?
   - Answers may vary
5. What changes would you make the next time you conduct an experiment?
   - Answers may vary
6. 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.
7. What would happen to the environment if horse wastes were not disposed of safely?
   - Pollution
   - Water contamination

Hauling (Approx. time: 30 minutes)

Earlier in this skill builder the members practiced loading and unloading a horse. As a review show them one or more video clips about loading, unloading, and trailering their horse’s. It is important for a horse to know how to load and unload in a trailer in case of an emergency (quick evacuation), for transporting to events and other locations, and for transporting to a veterinarian clinic.

There is a section on loading/unloading on the 4-H Horsemanship DVD and here are some sites on the internet for more videos that can be shown:
http://www.youtube.com/watch?v=NW86B_cjbj5
http://www.youtube.com/watch?v=_oxqmvmrNkE
http://www.youtube.com/watch?v=2ssgvZRpvcY
http://www.youtube.com/watch?v=xF8LvB5uFQ
http://www.youtube.com/watch?v=3_gZhkupm9A

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, or tangled
3. What kinds of safety equipment can we put on our horses when hauling?
   -Shipping boots, leg wraps, tail wraps
4. **What should you do with the trailer and truck before hauling your horse?**
   - check floor boards, door 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

6. **What are some reasons a horse might not want to go into a trailer?**
   - scared, unsure, dark

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

Skill Builder 4: Safety and Stable Management

Equus says...
Horses are housed in all types of facilities, ranging from pastures and corrals to elaborate stables with individual box stalls. Horses do well in any of these conditions, but there are some important things to look for, such as protection and comfort for your horse.

Skills Checklist

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<tr>
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<td>□ Stable Management T/F</td>
</tr>
<tr>
<td>5-26D</td>
<td>Demonstrate how to correctly apply leg bandages for first aid.</td>
<td>□ Home Sweet Home</td>
</tr>
<tr>
<td>5-27D</td>
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</tr>
<tr>
<td>5-28D</td>
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<td>□ Providing Shelter</td>
</tr>
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<td>Identify 3 safe and 3 unsafe stable management practices.</td>
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<td>5-32D</td>
<td>Describe an ideal shelter for your horse.</td>
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</table>

Dream it!
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 basics of bandaging and safe trailering. Answer the following questions:

1. What type of fencing does your horse have? Do you feel that this fencing is safe for your horse?

2. How often do you put your horse into a trailer and haul somewhere? Have you ever had trouble with trailering?

3. Have you ever brought a new horse home? How did you introduce it to your other horse(s)?

Do it!
Bandage Time
Discuss the different types of bandaging with a leader or senior member. Explain 2 of them. Choose one type of bandaging. Demonstrate this technique to your leader or senior member.

Stable Management True or False
Place a T (TRUE) or F (FALSE) before each statement.

□ It is not necessary to provide shelter for your horse against cold and wind
□ How a stable is set up is known as layout.
□ By having more natural light in your barn your horse is healthier and you save on electricity.
□ There is no danger in galloping across an unknown pasture.
□ Proper manure disposal is part of good stable management.
□ It is necessary to have a fire extinguisher in the barn.
□ Keeping manure storage away from the barn helps with the problem of flies.

Tie Stalls
Fill out the following chart about the advantages and disadvantages of tie stalls. After completing the chart, discuss with the other members your reasons for putting your points under each category.

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Box Stalls
Discuss with other members what a good box stall looks like. Visit a barn at a local fair ground or someone's farm. Observe the box stalls, pointing out ideal features they have.
In the Member’s Manual

Safety First
Do you use any protective equipment for your horse while it is in the trailer?
Think of at least 4 different pieces of equipment and their purpose. Practice
using some of the equipment the next time you trailer your horse.

Home Sweet Home
1. Why should stall doors open outwards?
   a. In case the horse becomes cast in his box stall
   b. Will not mess up the bedding
   c. If the horse is acting up against the door, pushing inwards might be impossible
   d. All of the above
2. Which type of straw is best for bedding?
   a. wheat
   b. barley
   c. oat
   d. none of the above
3. When is shredded paper a good choice for bedding?
   a. for warmbloods because they have sensitive skin
   b. for horses who are affected by dust
   c. for horses who like to lie down a lot
   d. none of the above
4. Why does a horse need shelter in an open field?
   a. protection
   b. keeps flies away
   c. warmth
   d. all of the above
5. Which of the following is the most satisfactory way for your horse to drink?
   a. bucket and automatic watering bowls
   b. rivers and streams
   c. ponds
   d. field troughs
6. Which of the following is the least important in stable construction?
   a. dry foundation
   b. free drainage
   c. constant light
   d. good ventilation
7. Which of the following is a good choice for fencing?
   a. plain wire and posts
   b. pipe with metal posts
   c. boards and posts
   d. all of the above
8. No fencing should be lower than ___
   a. 2 feet
   b. the horse's back
   c. 1 foot
   d. 3 feet

Clean Bedding
What you choose for bedding material is an important part of horse-care 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 don’t have to worry about it. If your horse lives in a stall, you need to dispose of it 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.

- Collect 4 different 1-pound samples of bedding such as shredded paper, straw, wood shavings and/or pellets. Some places even use peat moss.
- Divide each sample in half and place 1/2 pound of each into separate containers.
- Pour 4 cups of water into each container and let set for 30 minutes.
- 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>
<th>Bedding 3</th>
<th>Bedding 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- Place all 8 samples (4 dry and 4 wet) outside in piles where they won’t get disturbed. After 2 weeks, observe which materials have started to decay. Record your findings.

<table>
<thead>
<tr>
<th>Amount of Decay of Wet Bedding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount of Decay of Dry Bedding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Load ‘Em Up
Review the steps of how to load and unload a horse. Using a quiet horse, demonstrate to a non-horse person how to load and unload. Be sure to explain what you are doing in each step. Give the horse to a senior member or leader and walk them through loading and unloading a horse.
Providing Shelter

All horses should be protected from the elements. Horses need a place to get out of the rain, wind, snow, or sun. Without proper shelter, a horse may become sick. Not everyone can afford a barn. Shelters have 3 sides and an open front.

In the space below, draw a shelter for your horse. Use the sketch as a reference for slope of the land, drainage, existing shelter and wind direction. Also use the legend as a reference for drawing the shed as well as any trees or windbreak fence.

Legend:

- Shed - wide side open side
- Windbreak fence
- Trees

It is up to you to decide which direction you want the open side of your shelter to face. If you decide to build a windbreak fence, you can also position it at an angle or with corners. Trees may also be included. They can be planted in rows or groves.

1. What type of fencing did you choose?

2. What did you take into consideration when you decided to provide shelter for your horse? It may be helpful to discuss this activity with another member of your group.

3. Compare a shelter to a barn. List 3 advantages and 3 disadvantages of a shelter.

Dig it!

Which stall would you prefer to have your horse in, a tie stall or a box stall? Give reasons why.

Clean Bedding

After having completed the activity Clean Bedding in the Do it! section or another activity similar to it, discuss the following questions with other members to reach a final answer.

1. How much waste does one horse produce in a single day?

2. Name a type of bedding that one of the local equestrian facilities uses.

3. What surprised you the most in your experiment?

4. What did you learn about conducting an experiment?

5. What changes would you make the next time you conduct an experiment?

6. What kind of health problems can occur if bedding is not properly maintained?

7. What would happen to the environment if horse wastes were not disposed of safely?
In the Member’s Manual

Hauling

Your leader will have your project group watch a video on loading and hauling your horse safely. Be prepared to discuss these questions with your group.

- Does every horse need to learn how to get into a trailer?
- What kinds of problems can happen when hauling a horse?
- What kinds of safety equipment can we put on our horses when hauling?
- What should you do with the trailer and truck before hauling your horse?
- How do you properly load a horse into a 2-horse and a slant load trailer?
- What are some reasons a horse might not want to go into a trailer?

What’s Next?

In the next Builder, you will learn about the different types of lameness.
Skill Builder 5: Health

Background for Leaders

No matter how carefully we look after our horses, accidents do sometimes happen! Sometimes the result of the accident is small and the owner can take care of it himself. Sometimes 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.

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

Ask members what they learned in the past about horse health. Use the “Equus says” at the beginning of the skill builder to start your discussion.

<table>
<thead>
<tr>
<th>Level</th>
<th>Skill</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-33D</td>
<td>Explain how to treat an open bleeding wound.</td>
<td>□ Lameness Match</td>
</tr>
<tr>
<td>5-34D</td>
<td>Identify three diseases common to your area and their symptoms, treatment or prevention.</td>
<td>□ Feed Q &amp; A</td>
</tr>
<tr>
<td>5-35D</td>
<td>Give three reasons or symptoms why your horse may need to visit the horse dentist.</td>
<td>□ First Aid Kit</td>
</tr>
<tr>
<td>5-36D</td>
<td>Describe three supplements and explain why a horse might need them.</td>
<td>□ Evaluating Hay</td>
</tr>
<tr>
<td>5-37D</td>
<td>Watch a lame horse move and identify four reasons where and why he may be lame. Explain indicators which lead you to your conclusion.</td>
<td>□ Worms</td>
</tr>
<tr>
<td>5-38D</td>
<td>Identify different types of lameness according to their symptoms</td>
<td></td>
</tr>
<tr>
<td>5-39D</td>
<td>Identify proper feeding practices</td>
<td></td>
</tr>
<tr>
<td>5-40D</td>
<td>Evaluate the difference between hay from different bales and fields</td>
<td></td>
</tr>
<tr>
<td>5-41D</td>
<td>Recognize the importance of dewormer</td>
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Activating Strategies

Ask members what they learned in the past about horse health. Use the “Equus says” at the beginning of the skill builder to start your discussion. Have members think of the different types of medication they have given their horse. Ask them to share what types of medicines or vaccinations they gave and what they were trying to treat or prevent.

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)

Members may have more vaccinations or medicines they have given their horse, so the list is endless.

Why might a horse/pony go lame?
Depending on the severity of the limp, members may choose to take their horse to see a veterinarian, or else treat their horse at home. Members should review the section Why is my horse lame? in the Reference Manual. Some of the reasons why a horse/pony may go lame are:
- Bruised sole/bruises
- Corn
- Thrush
- Seedy Toe
- Sand Cracks
- Cracks
- Contracted Heels
- Laminitis or Founder
- Arthritis
- Navicular
- Windpuffs
- Splint
- Puncture Wound

Do it!

Lameness Match (Approx. time: 15 minutes)

Have members review the Lameness section in the Reference Manual. Then have them match the following types of lameness with their symptoms. Then have members put the following words under the correct Lameness type.

<table>
<thead>
<tr>
<th>Mixed Lameness</th>
<th>Swinging Leg Lameness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed lameness</td>
<td>Swinging leg lameness</td>
</tr>
<tr>
<td>Supporting leg lameness</td>
<td>Complementary lameness</td>
</tr>
</tbody>
</table>
Be Prepared (Approx. time: 30 minutes)

It is always good to be prepared for the unexpected. You never know what you may come across or what type of situation you will be thrown into.

Before anything goes wrong, you should become familiar with your horse’s vital signs. Have members create a sheet with the important vital statistics for their horse. Have them take their horse’s pulse, respiration and temperature over a few days at different times of the day to give them average rates.

Healthy Horse Pulse

The average pulse for a riding horse is between 27 and 43 beats per minute when it is resting. This can change depending upon the fitness of the horse and how agitated it is. Ponies tend to have slightly higher normal values.

Healthy Horse Temperature

Normal adult body temperature is between 98F and 100F. Temperature is taken rectally. A livestock thermometer can be purchased at tack or feed supply stores. It should have a string and clip on it. A thermometer that beeps when it has reached maximum temperature is nice to have, and worth the slight extra expense. An accurate reading with a regular thermometer is reached in about 2 minutes. Don’t let go of the thermometer—and if it disappears, that is what the string is for.

Healthy Horse Respiration

An average horse breathes 8 to 16 times per minute. Count the number of breaths per minute by watching the horse’s flanks. It can be a bit tricky to get an accurate count if the horse is sniffing or excited.

First Aid Kit

Once members have completed their vital statistics sheet for their horse, have them put together a basic first aid kit with important items in it. All horse owners should keep a basic first aid kit. Most of the items are easy to find at home. Page 74 of the resource manual has a list of suggested items.

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.

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.
Playing Nurse (Approx. time: 30 minutes)

Have members review the section on how to take a horse’s pulse and check its capillary refill. Once members understand the steps in each procedure, have them demonstrate on a horse each procedure.

How to take a horse’s Pulse

There are two ways to take your horse’s pulse: with a stethoscope or by pressing two fingers on the large artery that runs under the horse’s cheekbone. Inexpensive stethoscopes can be purchased at medical supply stores. Place the stethoscope just in front of the girth area, just behind the horse’s elbow. Another way is to press your fingers under the horse’s cheek bone along the large artery that you will feel underneath the skin. Starting at zero, count the number of beats you hear or feel in 15 seconds and multiply that value by four. This will give you the number of beats per minute.

How to check a Capillary Refill

Capillary Refill Time (CRT) is the time it takes for blood to return to blanched tissues in the gums. This is an indicator of blood circulation. Normal refill time is 1 to 2 seconds.

To check the CRT, lift your horse’s upper lip up and firmly press your thumb against his gums for 2 seconds to create a white mark. This white mark should return to the normal pink color within 1-2 seconds after releasing the pressure.

If the CRT takes longer than 2 seconds, the horse may have shock.

Feed True or False (Approx. time: 20 minutes)

T 1. Brome is a common type of grass hay.
F 2. A mature horse has a higher protein requirement than a foal.
T 3. A lack of vitamins may cause diseases.
F 4. Grass hays have more protein than legume hays.
T 5. During digestion, proteins are broken down into amino acids.
T 6. Pastures provide more energy in early season than in late season.
F 7. Grains supply calcium.
T 9. Energy can be defined as the ability to do work.
F 10. Oats have more energy than corn.
F 11. Horses require about 2L of water for each kilogram of feed consumed.
F 12. A horse should be fed 5 pounds of feed for every 100 pounds it weighs a day.
F 13. Iodine is readily available in forages.
T 14. The largest portion of a horse’s body is water.
F 15. Horses should never be fed green oats.
T 16. Alfalfa is a source of protein.
F 17. Stems provide the majority of nutrients in hay.
T 18. Red salt blocks contain sodium, chloride and iodine.
F 19. It is not safe for horses to have access to blue salt blocks.
T 20. A proper mineral balance is important for bone development.
Common Diseases (Approx. time: 30 minutes)

Discuss with the members some common diseases in your area. Members should come up with at least 10 different common diseases, page 72 in the Reference Manual has a list of possible suggestions. Have members choose at least three of the diseases and answer the following questions.

1) What are the symptoms for each disease?
2) What are treatment or prevention methods for these diseases?

Answers may vary for each question.

Evaluating Hay (Approx. time: 1 hour)

Have members bring in a sample of hay to your meeting. Have members partner up with another group member to compare their samples of hay (the samples will be from two different bales, from two different fields).

Members should take the following points into consideration when comparing the two samples of hay.

- **Leafiness:** Each stem should have visible leaf surface because leaves contain more nutrients than stems. Leaves are lost when the hay is baled too dry.
- **Color:** Good hay is bright leafy green.
- **Odor:** Hay should smell like a freshly cut lawn. Old hay loses its Vitamin A value.
- **Dust:** Dusty hay should never be used for horses. It can cause heaves and other problems. If it is necessary to feed dusty hay, water it down just before feeding.
- **Texture:** Fine stemmed hay that is soft is the best.
- **Foreign Material:** It is undesirable to have hay that contains weeds, manure, rodent droppings, etc.

Members are given a chart in their manual. Have them fill this chart out, listing the characteristics of each sample. Once members have completed the chart, have them write a brief comparison based on the six different ways of visually evaluating hay. If members need a reminder on how to evaluate hay, have them refer to their Reference Manual.

Worms (Approx. time: 45 minutes)

Have members share with each other what type of dewormer they have used on their horse for the last two cycles. Have each member state how to properly give the dewormer they have used on their horse. Get members to research what would happen to a horse if it was not dewormed regularly. A horse that is not regularly dewormed will more than likely develop worms.

Have members list the symptoms of a wormy horse from mild to severe. Then have them explain what type of treatment should be given to the horse is the most severe case.

- **Signs of severe worm infestation can be poor hair coat, weight loss, depressed attitude, seeing shed worms in the feces, and sometime colicky behaviours.**
- **Be sure to check with your veterinarian (better safe than sorry) and then deworm the horse.**

Record Keeping (Approx. time: 1 month)

Remind members that keeping records is very important. By keeping up to date health and feed records, it ensures that you know how much money are you are spending, when to give your horse vaccinations, etc., and also how much you feed your horse. Have members fill in the health record sheets of what they give their horse.
HEALTH RECORDS
List any routine practices for prevention of sickness and injury such as de-worming and vaccinations. Also include treatments for sickness or injury.

<table>
<thead>
<tr>
<th>DATE</th>
<th>PROBLEM</th>
<th>TREATMENT</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

I-MONTH FEED RECORDS

<table>
<thead>
<tr>
<th>Feed</th>
<th>Quantity</th>
<th>Price Per Unit</th>
<th>Total Cost (1 month)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Day</td>
<td>For 1 Month</td>
<td></td>
</tr>
</tbody>
</table>

- Grains (list)
- Roughages (hay)

| Pasture | |
|---------| |

| Supplements | |
|-------------| |
| Protein     | |
| Minerals    | |
| Salt        | |
| Other…      | |

A. 1-Month Feed Costs $  
B. Bedding Costs $  
c. Hauling Costs $  
D. Health and Veterinarian Costs (see Health Record) $  
E. Farrier Costs $  

Month _____________ to Month _____________ Total Cost for 1 Month $
**Horse Dentist** (Approx. time: 45 minutes)

Ask members what they think a horse dentist is - is a horse dentist the same as a veterinarian? A horse dentist studied and specialized dentistry for a horse, where a veterinarian practices medicine and surgery for all animal species.

Have members identify symptoms that can help then identify when their horse should see a horse dentist.

*Signs that your horse may need some dental work done include:*
- Mounds of partially chewed food are found in the manger.
- A large number of unbroken oats found in the manure.
- It will cock its head, spill food from its mouth and obviously have difficulty eating.
- Not accepting cues from the bit.
- Tossing the head while bridled

Arrange for members to visit a horse dentist, and have a tour of a typical work day for them. If this is unachievable, have members review the section in their Reference Manual on Caring for your Horse’s Teeth.

**Supplements** (Approx. time: 1 hour)

Arrange for members to attend a local feed mill to be able to look at different horse feed. Have members take note of at least three different types of supplements a horse needs, and write down why it is important for horses to receive them. For example:

*Soybean meal is the most common source of supplemental protein in horse diets. Most commercial horse rations contain supplemental protein (e.g. 16% horse feed). Other sources include milk powder, bran (16%), alfalfa meal or peas.*

*Mineral supplements can be provided to horses in loose or block forms. Some examples include: trace salt, trace mineral blocks, molasses blocks and salt blocks.*

### Vitamins Required by Horses for the Maintenance of Good Health

<table>
<thead>
<tr>
<th>Name</th>
<th>Source</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vitamin A</td>
<td>Converted by the body from the carotene in forages (pasture or good quality hay). Also found in feed supplements; dehydrated alfalfa meal, horse rations (sweet feed).</td>
<td>Body Health: General skin condition, disease resistance, eyesight, respiration, digestion, production, growth &amp; metabolism.</td>
</tr>
<tr>
<td>Vitamin B Complex</td>
<td>Good quality forage, including bran.</td>
<td>Metabolism</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>Sunlight, sun-cured hay and feed supplements.</td>
<td>Aids in the absorption of calcium and phosphorus (important for bones and teeth).</td>
</tr>
<tr>
<td>Vitamin E</td>
<td>Good quality forage, including bran.</td>
<td>The function is closely related to that of the mineral selenium. An animal with a condition affecting the muscles will be treated with selenium and Vitamin E.</td>
</tr>
<tr>
<td>Vitamin K</td>
<td>Synthesized in the body. No supplements are needed.</td>
<td>For blood clotting.</td>
</tr>
</tbody>
</table>
**Lameness** (Approx. time: 20 minutes)

Have the YouTube link provided set up.  
http://www.youtube.com/watch?v=TGEyAOjv3_Y&feature=related  
Show the link to the members. Once the video clip is done, have members discuss with each other where and why the horse might be lame. Remind the members that they have to explain their reasoning behind their conclusion.  

http://www.youtube.com/watch?v=TGEyAOjv3_Y&feature=related

*Learning to Diagnose Lameness: 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.

Members can review their Reference Manual to help them identify why the horse may be lame, as well as how to identify the signs of where the horse is lame.

**Dig it!**

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

- Why is it important to keep proper health and feed records?  
  - Know how much money you are spending  
  - Know when to give your horse vaccinations  
  - Know how much you are feeding your horse  
  - Have record of health and feed records to look back on

- What can you do as a horse owner to help prevent your horse from becoming lame?  
  - Regular hoof trimming  
  - Regular hoof cleaning

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

Skill Builder 5: Health

Equis says...
You feed and care for your horse because you want to maintain a physical condition so that it feels good and will work for you. This seems simple, but there are many factors which play into the well being of your horse.

Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
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<td>S-33D</td>
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</tbody>
</table>

Activity

- Lameness Match
- Feed Q & A
- First Aid Kit
- Evaluating Hay
- Worms

Do it?

Lameness Match
Match the following types of lameness with their symptoms. They all deal with common foot and hoof problems. The answers are in the Health section of your manual.

- Supporting leg lameness: A. Horse is lame whether standing or moving
- Swinging leg lameness: B. This may be caused by an injury to a second leg while trying to reduce the pain of the first injury.
- Complementary lameness: C. This is seen when the horse is moving because of muscle or tendon injury.
- Mixed lameness: D. This may be caused by the weight being kept on the injured leg.

Place each of the following words under the correct heading:

| Arthritis | Laminitis (Founder) |
| Brakes | Navicular |
| Puncture Wounds | Corns |

Mixed Lameness
Swaying Leg Lameness

Be Prepared
Always be prepared for the unexpected.

1. Make up a sheet with the important vital statistics on it for your horse.
2. Put together a basic first aid kit with the important items in it. Explain to a younger member the purpose of each item. Explain what to do if you find a horse with an open, bleeding wound.

Playing Nurse
Demonstrate how to take your horse’s pulse and check its capillary refill. What did you like about this activity? Consider this activity when planning your Showcase Challenge at the end of the year.

Dream it!
Have you given your horse medication or vaccinations before? What were you treating or trying to prevent?

Discuss with other members why a horse/pony may go lame.

Equis says...
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. This 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

Feed True or False

Answer the following T (True) or F (False).

1. Bromegrass is a common type of grass hay.
2. A mature horse has a higher protein requirement than a foal.
3. A lack of vitamins may cause diseases.
4. Grass hays have more protein than legume hays.
5. During digestion, proteins are broken down into amino acids.
6. Pastures provide more energy in early season than in late season.
7. Grasses supply calcium.
8. Roughages supply phosphorus.
9. Energy can be defined as the ability to do work.
10. Cattle have more energy than corn.
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12. A horse should be fed 5 pounds of feed for every 100 pounds it weighs a day.
13. Iodine is readily available in forages.
14. The largest portion of a horse’s body is water.
15. Horses should never be fed green oats.
16. Alfalfa is a source of protein.
17. Stems provide the majority of nutrients in hay.
18. Red salt blocks contain sodium, chloride and iodine.
19. It is not safe for horses to have access to blue salt blocks.
20. A proper mineral balance is important for bone development.

Common Diseases

Discuss with other members some common diseases in your area. Think of at least 3 different diseases. Answer the following questions:

- What are the symptoms for each disease?
- What are treatment or prevention methods for these diseases?

Evaluating Hay

Bring one sample of hay to your meeting. Partner up with another member and compare the two samples of hay that are from 2 different bales that come from 2 different fields. Write a brief comparison below based upon 6 ways of visually evaluating hay. Refer to your reference manual on how to evaluate hay.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Sample 1</th>
<th>Sample 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leafiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Odor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worms

Indicate which dewormer you have used on your horse for the last 2 cycles. Explain how to give it. Research what happens to a horse if it is not dewormed regularly. List the symptoms of a wormy horse from mild to severe. Explain what treatment should be given to the horse in a severe case.

Record Keeping

Keeping accurate, up-to-date health and feed records is important for your own records. It ensures you know how much money you are spending, when to give your horse vaccinations, etc. and also how much you feed your horse. Fill in the health and feed record sheet at what you give your horse. Add these last page if you require more space.

<table>
<thead>
<tr>
<th>HEALTH RECORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
In the Member’s Manual

### 1-MONTH FEED RECORDS

<table>
<thead>
<tr>
<th>Feed</th>
<th>Quantity Per Day</th>
<th>Quantity For 1 Month</th>
<th>Price Per Unit</th>
<th>Total Cost (1 month)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains (list)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roughages (hay)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minerals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                      | A. 1-Month Feed Costs | $                      |
|                      | B. Bedding Costs       | $                      |
|                      | c. Hauling Costs       | $                      |
|                      | D. Health and Veterinarian Costs (see Health Record) | $ |
|                      | E. Farrier Costs       | $                      |
| Month to Month       | Total Cost for 1 Month | $                      |

**Horse Dentist**

What are some reasons you think a horse should go to see a horse dentist? What are the symptoms that can help you identify when your horse should see a dentist? Visit a horse dentist or review your manual.

**Supplements**

Visit a local feed mill and look at the different horse feed. Find out at least three types of supplements a horse needs and why it is important for them to receive them.

**Lameness**

Watch the YouTube video of a horse that is lame, the link is provided below. Think of 4 reasons where and why the horse might be lame. Explain to others the reasoning behind your conclusion. [http://www.youtube.com/watch?v=TGEyAOy7L_Y&feature=related](http://www.youtube.com/watch?v=TGEyAOy7L_Y&feature=related)

**Dig it!**

Discuss the following questions with your group:

- Why is it important to keep proper health and feed records?
- What can you do as a horse owner to help prevent your horse from becoming lame?

**What’s Next?**

It is important to be able to identify proper riding techniques. Check out Skill Builder 6 to learn more!
Skill Builder 6: Riding

Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Skills</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-42D</td>
<td>Briefly describe a good spring riding program for you and your horse after taking the winter off.</td>
<td>□ Riding T/F □ Position □ Bits □ Applying the Aids</td>
</tr>
<tr>
<td>5-43D</td>
<td>Watch a horse doing a haunches-in from a rear point of view - explain when the horse’s legs are in the correct positions.</td>
<td></td>
</tr>
<tr>
<td>5-44D</td>
<td>Identify 3 proper riding practices.</td>
<td></td>
</tr>
<tr>
<td>5-45D</td>
<td>Recognize the proper sitting position when riding a horse.</td>
<td></td>
</tr>
<tr>
<td>5-46D</td>
<td>Explain different solutions for problems caused by bits.</td>
<td></td>
</tr>
<tr>
<td>5-47D</td>
<td>Explain proper fitting of a saddle for you and your horse.</td>
<td></td>
</tr>
<tr>
<td>5-48D</td>
<td>Describe how to properly clean tack.</td>
<td></td>
</tr>
<tr>
<td>5-49M</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.

Activating Strategies

Ask members what they learned in Skill Builder 1 about safety. Remind them to use these safety rules to keep them and their horse safe as they work on the tasks in the Riding skill builder. Use the “Equus says” in the member manual as reinforcement.

Review the sitting position checklist in the Member Manual with the members. Have members saddle up their horse and get on. Tell members to be aware of the checklist they reviewed. Take pictures of the members while riding their horse to show them later how they actually sit on their horse.
Go inside, and have members check off the statements that they think apply to them. Show the pictures you took to the members, displaying their sitting position. Ask the members if they were surprised at what they seen? As well as, what can they do to make sure they are sitting in a proper position.

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!**

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

Help members with the following true and false riding statements. Answers can be found in their Reference Manual.

| T At the lope/canter, the horse carries 60% of its weight on the back end. |
| F Horizontal weight is used to affect the speed and rhythm of the horse. |
| T At the lope/canter, the rider’s hips absorb the movement of the horse. |
| F When a horse is strung out, the balance point for the weight of the horse is moved toward the hindquarters. |
| F When a horse is collected, the balance point for the weight of the horse shifts towards its front end. |
| F An “active rein” simply gives support. |
| T In a turn on the haunches, the (inside) foot that does not move is called the pivot foot. |
| T An “open rein” is sometimes called a “leading rein”. |
| T An “indirect rein” applies pressure from the bit towards the rider’s opposite hip. |
| T A “neck rein” (bearing rein) may cross the centre of the horse’s neck |
| F A horse that is “leaning on the bit” holds its jaw close to its chest. |
| T A horse may resist the bit if it is in need of dental work. |
| T A horse that is “on the bit” simply carries its head in a vertical position over the bit. This horse is easy to control. |
| T At the gallop, a horse’s weight shifts to the front. |
| T If you are going to show your horse, you must expect it to complete a transition in no more than five strides. |

**Position** (Approx. time: 20 minutes)

Have members review the riding positions given to them in their manual. After the review, have them go outside, saddle their horse, and then mount. A parent or yourself should take digital pictures of the member riding the horse, capturing the position the rider is in. Once everyone has had a few pictures taken of themselves in a riding position, go inside and evaluate the pictures.

Ask the members the following questions, keeping in mind the positions they reviewed before heading outside.

- What can you do better to have a good balanced position?
- What are some things you do already to help you maintain a good balanced position?

Members may want to highlight the text, reminding them what they need to improve on to establish a good balanced riding position.
Problem Position:
- “Chair Seat”
- Back straight, but feet and legs ahead
- Rider out of balance backward
- Knees tight
- Heels level

Problem Position:
- “Slumping”
- Head and eyes down
- Round back
- Sitting on Buttocks
- Rider out of balance
- Arms out ahead of body
- Knees pinching
- Heels up, toes down

Problem Position:
- “Perching”
- Too far forward
- Stiff, hollow back
- Sitting on front of seat (crouch)
- Knees tight
- Legs too far back
- Heels level or up

Good Balanced Position:
- Eyes up
- Arms hang beside rib
- Knees and ankles relaxed
- Head balanced
- Back straight
- Balanced on seat bones
- Feet and legs under body
- Heels down
**Bits** (Approx. time: 30 minutes)

Discuss the following problems with the members that can occur while using bits. Help members think of a solution for each problem. Remind members that there is not always a correct answer.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using a curb bit with a jointed mouthpiece as a snaffle bit and expecting the horse to “direct rein”. Why does this create confusion and pain for the horse?</td>
<td>Use a regular snaffle bit</td>
</tr>
<tr>
<td>2. Not using a curb strap or curb chin with a curb bit or pelham. Why does this create a problem?</td>
<td>Always use a curb strap or curb chain when using a curb bit or a Pelham. It is essential so the bit rests properly in the horse's mouth.</td>
</tr>
<tr>
<td>3. The corners of the horse's mouth become sore. Causes?</td>
<td>Check that the bit is the correct width and that it is adjusted correctly. This is a “must” if the bit is to work correctly.</td>
</tr>
<tr>
<td>4. When the rider checks the horse the curb bit pulls straight back. Is there a curb strap? Is it adjusted correctly?</td>
<td>Always be sure the curb strap/chain is adjusted correctly. This is a “must” if the bit is to work correctly.</td>
</tr>
<tr>
<td>5. The horse shakes his head when being ridden. Possible causes?</td>
<td>Check the browband of the bridle to see if it is fitting too tightly. Check for any other irritations.</td>
</tr>
<tr>
<td>6. Using non-snaffle bits with training equipment such as martingales, side reins or draw reins. Why does only a snaffle bit give the desired results?</td>
<td>Use only a regular snaffle bit with such equipment. Anything else can permanently damage the mouth.</td>
</tr>
</tbody>
</table>

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

Review with members what turn on the haunches means. You may want to show a YouTube clip (http://www.youtube.com/watch?v=Ll9whXd4U3M&feature=related) so that members understand what they are being asked to do. The 4-H Horsemanship DVD has a section on Haunches as well.

To teach your horse to perform a turn on the haunches to the right, use the fingers on your right hand to apply pressure in the girth area. Raise your left hand to encourage your horse to turn its head in the direction it is travelling. Remember to reward your horse for the smallest try. If it even takes one step, remove the pressure and rub the horse. If you work with your horse one step at time, you can control the number of steps it takes. For example, see if you can turn your horse three steps to the right. If your horse takes more than you asked for, go back to the beginning and only ask for one step. Then reward the horse by allowing it to stand and relax. (This exercise can also be used for turning your horse to the left.)

Have members demonstrate a turn on the haunches (in both directions). Instruct members who are watching the rider and their horse doing a turn on the haunch, to identify and explain when the horse's legs are in the correct position. Be sure members are observing at different angles a turn on the haunches.
Applying the Aids (Approx. time: 1 hour)

Members have been provided with a list of aids to choose from. Each time members ride, have them choose one or two different maneuvers to practice. Have members share what they learned while practicing as well as what they think they have to practice more and what they are good at.

Transitions – This is when a horse changes gait either up or down without changing impulsion (without slowing down or speeding up). Practicing transitions allows your horse to build muscle. With practice, you should be able to change gait within 3 strides.

Extended Stride – To extend (lengthen) your horse’s stride, use alternating leg pressures, to propel the legs further as they step forward. Your horse will reach up further with its back and the stride will be lengthened.

Side pass – The side pass is the sideways movement of the horse. Have your horse face a fence. To sidepass right, move your right leg off of the body and press the ribs with your left leg. Use the reins to keep the horse’s head straight. If it backs up, gently press with both legs and start over. Once it takes a single step properly, reward him with a rest and a moment to think about what it did correct.

Half Halt – This is a good exercise for improving collection. In this momentary “pause”, the horse lowers its hindquarters and elevates its forehand slightly – becoming better balanced and lighter in the rider’s hand. Basically, the horse hesitates but does not lose forward momentum. To ask for a half halt, sit deep in the saddle and squeeze your legs. At the same time, flex the reins slightly. As soon as you feel the horse “check itself”, release the reins slightly and allow the horse to move forward.

Simple Lead Change – Simple lead changes allow you to slow to a jog/trot before cueing your horse to change from one lead to another. Practice simple lead changes by riding in a figure 8 (see figure to right…there is a straight line in a figure 8). As you pass through the centre, drop to a jog/trot before cueing the horse to pick up the other lead. Always cue your horse with the leg opposite the lead you want.

Turn on the Forehand – The turn on the forehand is when a horse keeps its forelegs still and moves its hindquarters around. The rider must keep two hands on the reins. Use the inside rein to bend the horse’s head slightly while using the outside rein to steady the horse. Keep your hands light and flexible. Cue lightly with your outside leg to ask the horse to move its hindquarters away from the leg. Work patiently and firmly. When you get the first couple of steps let the horse relax and reward it. Note: There should be no steps backwards and no resistance in the mouth.

Turn on the Haunches – A turn on the haunches is the movement when a horse keeps its hindquarters still and moves its forequarters around by crossing its front legs. To prepare a horse for this, begin by making a circle at a jog/trot that becomes progressively smaller. Continue until your horse gets to the centre of the circle and you want it to walk around its hindquarters crossing its front legs as it makes a 90-degree turn. Squeeze with the outside leg while keeping the curve with the inside rein. The inside foot that does not move is called the pivot foot. Pick up the outside rein and lay it across the horse’s neck. Do not bend your horse excessively in the direction you are turning. Note: Before executing the turn on the haunches, it may also be helpful to walk in a circle, using the inside rein and bumping the rib cage over with the inside leg. When the horse “gives”, remove the pressure from your inside leg and apply the outside leg for the turn around.

Change Body Positions – Try to ride your horse at a rising jog/trot for six beats, stand in the stirrups for six beats and sit for six beats. By working on this “sequence”, you will become more aware of the changes in your horse’s gait.
**That’s Tacky** (Approx. time: 1 hour)

Arrange for members to tour a local tack store. Arrange for the owner, a staff person or an experienced horseperson you know to discuss the different types of bits and saddles available. Ask members if they know how to adjust, use and clean different types of equipment. If there is equipment they do not know how to use, clean, or adjust have them identify this to the tack store owner. This is a good opportunity for members to sit in different saddles, seeing how a saddle feels when the seat is too big or too small. Members may want to use some of their new knowledge as a presentation for a Showcase Challenge project.

**Dig it!**

**Saddle Fitting** (Approx. time: 20 minutes)

After members have attended a tack shop, they should be able to fit a saddle to a horse. If they do not remember, have them read the section on *Fitting a Saddle to a Horse* in the Reference Manual. Have members check the fit of their saddle to their horse. Then have members check their own fit to their saddle. Have members reflect whether or not their saddles fit their horse and themselves.

**Learn to do by Doing**

Have members practice the Mounted Skills from their checklist. Have members keep a journal to help them keep track of their improvements. In this journal, members should be writing down the dates when skills were practiced, how long each was practiced, and how they the skill went that day. Members should ask their parents or friends to watch them for specific things that members are trying to improve on, such as posture.

In order for members to complete the Mounted Skills checklist, they need to demonstrate the skill for you and master it. The 4-H Horsemanship DVD can be an excellent tool to illustrate the skills that the members need to demonstrate.

**Leader’s Notes**
### 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. Most of your activities for this unit will take place outside your horse.

### Skills Checklist

<table>
<thead>
<tr>
<th>Level</th>
<th>Skills</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
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<td>5-46D</td>
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<td>5-47D</td>
<td>Explain proper fitting of a saddle for you and your horse.</td>
<td></td>
</tr>
<tr>
<td>5-48D</td>
<td>Describe how to properly clean tack.</td>
<td></td>
</tr>
<tr>
<td>5-49D</td>
<td>Mounted Skills</td>
<td></td>
</tr>
</tbody>
</table>

### Dream it!

Check off the statements below that you think apply to you. If possible, have someone take pictures of 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 hips.
- Your hands are nice and steady, never bumping on the bit.
- Your body moves very little when asking your horse to change direction.
- You praise your horse for trying.
- You can explain what kind of bit you are using and why.

What horsemanship goals do you want to accomplish this year? How will you go about it?

### Do it!

**Riding True or False**

- At the lope/canter, the horse carries 60% of its weight on the back end.
- Horizontal weight is used to affect the speed and rhythm of the horse.
- At the lope/canter, the rider's hips absorb the movement of the horse.

- When a horse is strung out, the balance point for the weight of the horse is moved toward the hindquarters.
- When a horse is collected, the balance point for the weight of the horse shifts towards its front end.
- An "active rein" simply gives support.
- In a turn on the haunches, the (inside) foot that does not move is called the pivot foot.
- An "open rein" is sometimes called a "leading rein".
- An "indirect rein" applies pressure from the bit towards the rider's opposite hip.
- A "neck rein" (bearing rein) may cross the center of the horse's neck.
- A horse that is "leaning on the bit" holds its jaw close to its chest.
- A horse may resist the bit if it is in need of dental work.
- A horse that is "on the bit" simply carries its head in a vertical position over the bit. This horse is easy to control.
- At the gallop, a horse's weight shifts to the front.
- If you are going to show your horse, you must expect it to complete a transition in no more than five strides.
In the Member’s Manual

Position

Review these position images. Then have a parent or friend take a few pictures of you while you are riding. Evaluate yourself. What can you do better? What are you already doing well?

Good Balanced Position:
- Eyes up
- Arms hang beside rib
- Knees and ankles relaxed
- Head balanced
- Back straight
- Balanced on seat bones
- Feet and legs under body
- Heels down

Problem Position:
- “Chair Seat”
- Back straight, but feet and legs ahead
- Rider out of balance backward
- Knees tight
- Heels level

Problem Position:
- “Slumping”
- Head and eyes down
- Round back
- Sitting on Buttocks
- Arms out ahead of body
- Knees pinching
- Heels up, toes down

Problem Position:
- “Perching”
- Too far forward
- Stiff, hollow back
- Sitting on front of seat (crouch)
- Knees tight
- Legs too far back
- Heels level or up

Bits

There are many kinds of bits. You should be familiar with a curb (shank) bit, a snaffle bit, and a pelham bit. Each statement below poses a problem. Can you think of a solution for each problem? There is not always a correct answer. Discuss your thoughts with your group once you are done.

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Haunches

Demonstrate doing a turn on the haunches. Take turns demonstrating one at a time. If you are not demonstrating a turn on the haunches, observe what is happening. Explain when the horse’s legs are in the correct position. Be sure to look at the turn from different angles.

Applying the Aids

The following is a description of some maneuvers that you can practice while riding your horse. Choose 1 or 2 to practice each time you ride. What did you learn while practicing? Discuss with your group what you and your horse are good at and what you need to practice more.
In the Member's Manual

Transitions – This is when a horse changes gait either up or down without changing impulsion (without slowing down or speeding up). Practicing transitions allows your horse to build muscle. With practice, you should be able to change gait within 3 strides.

Extended Stride – To extend (lengthen) your horse’s stride, use alternating leg pressures, to propel the legs further as they step forward. Your horse will reach out further with its back and the stride will be lengthened.

Side pass – The side pass is the sideways movement of the horse. Have your horse face a fence. To sidepass right, move your right leg off of the body and press the ribs with your left leg. Use the reins to keep the horse’s head straight. If it backs up, gently press with both legs and start over. Once it takes a single step properly, reward him with a rest and a moment to think about what it did correct.

Half Halt – This is a good exercise for improving collection. In this momentary “pause”, the horse lowers its hindquarters and elevates its forehand slightly – becoming better balanced and lighter in the rider’s hand. Basically, the horse hesitates but does not lose forward momentum. To ask for a half halt, sit deep in the saddle and squeeze your legs. At the same time, flex the reins slightly. As soon as you feel the horse “check itself”, release the reins slightly and allow the horse to move forward.

Simple Lead Change – Simple lead changes allow you to slow to a jog/ trot before cueing your horse to change from one lead to another. Practice simple lead changes by riding in a figure 8 (see figure to right…there is a straight line in a figure 8). As you pass through the centre, drop to a trot before cueing the horse to pick up the other lead. Always cue your horse with the leg opposite the lead you want.

Turn on the Forehand – The turn on the forehand is when a horse keeps its forelegs still and moves its hindquarters around. The rider must keep two hands on the reins. Use the inside rein to bend the horse’s head slightly while using the outside rein to steady the horse. Keep your hands light and flexible. Cue lightly with your outside leg to ask the horse to move its hindquarters away from the leg. Work patiently and firmly. When you get the first couple of steps let the horse relax and reward it. Note: There should be no steps backwards and no resistance in the mouth.

Turn on the Haunches – A turn on the haunches is the movement when a horse keeps its hindquarters still and moves its forequarters around by crossing its front legs. To prepare a horse for this, begin by making a circle at a trot/jog that becomes progressively smaller. Continue until your horse gets to the centre of the circle and you want it to walk around its hindquarters crossing its front legs as it makes a 90-degree turn. Squeeze with the outside leg while keeping the curve with the inside rein. The inside foot that does not move is called the pivot foot. Pick up the outside rein and lay it across the horse’s neck. Do not bend your horse excessively in the direction you are turning. Note: Before executing the turn on the haunches, it may also be helpful to walk in a circle, using the inside rein a bit. When the horse “gives”, remove the pressure from your inside leg and apply the outside leg for the turn around.

Change Body Positions – Try to ride your horse at a rising trot/jog for six beats, stand in the stirrups for six beats, and sit for six beats. By working on this “sequence”, you will become more aware of the changes in your horse’s gait.

That’s Tacky

You leader will plan a trip to a local tack store. The owner may be willing to discuss the different types of bits and saddles available. Find out how to adjust, use and clean various types of equipment. You may also wish to discuss the 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.

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?

Learn to do by Doing

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. There is a 4-H Riding Video to help you if you do not have easy access to a riding instructor.

Thoughtful Thanks!

Celebrate your success with others! Think about who helped you along the way. Sending a thank you card to those who helped you (e.g., 4-H leaders, 4-H Ambassadors, staff, parents, friends, sponsors etc.) can be a great way to show appreciation and to let others know of your success.

Send a card or cards!

NOTE: Whether you purchase or create your card(s), make sure you personalize it with a message.

What’s Next?

The discounted and mounted skills checklists are next. Followed by the Showcase Challenge. It is time to show what you have learned throughout your project.
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<tr>
<td>5-1D</td>
<td>Explain how a horse’s vision differs from ours.</td>
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<td>5-2D</td>
<td>Demonstrate safe lunging at all three gaits in both directions.</td>
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<td>5-3D</td>
<td>Explain three safety rules to remember while lunging.</td>
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<td>5-4D</td>
<td>Demonstrate, at the halter, a turn on the haunch in both directions.</td>
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<td>5-5D</td>
<td>Identify and explain 3 horse habits</td>
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<td>5-6D</td>
<td>Be able to identify 6 horse communication terms</td>
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<td>5-7D</td>
<td>Describe a lunge space</td>
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<td>5-8D</td>
<td>Explain what happens when a new horse is introduced to a herd.</td>
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<tr>
<td>5-9D</td>
<td>Make and demonstrate a horse-handling pattern (showmanship) - walk trot, turn right, squaring and posing and backing up (left turn is not usually required in showmanship).</td>
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<td><strong>GROOMING AND HOOF CARE</strong></td>
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<td>5-10D</td>
<td>Explain how to pull a horse’s mane and why you would do this.</td>
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<td>□ Farrier Visit □ Hoof ID □ Salon Day □ Foot Problems □ Mane Pulling □ Balanced or not? □ Grooming-hoof crisscross □ My Foot Hurts □ Horse Shows</td>
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<tr>
<td>5-11D</td>
<td>Demonstrate how to band or braid properly, depending upon your main discipline.</td>
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<tr>
<td>5-12D</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>5-13D</td>
<td>Use a ruler or stick to demonstrate a correctly balanced foot.</td>
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<td>5-14D</td>
<td>Identify tools used by a farrier.</td>
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<td>5-15D</td>
<td>Identify 3 foot problems by their description.</td>
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<tr>
<td>5-16D</td>
<td>Explain in detail one common foot problem.</td>
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<td><strong>BASIC CONFORMATION</strong></td>
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<td>5-17D</td>
<td>Explain a difference in muscling between 2 equine body types, such as Sport and Stock horses.</td>
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<td>□ Define This □ Body Match □ Conformation Types □ Leg Conformation □ Conformation T or F □ Time to Buy □ Strength and Weaknesses □ Balance</td>
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<td>5-18D</td>
<td>Using a stick or string, describe ideal side view leg conformation.</td>
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<td>5-19D</td>
<td>Explain and locate the sites of three blemishes, and three unsoundness when buying a horse.</td>
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<tr>
<td>5-20D</td>
<td>Evaluate the conformation of a horse.</td>
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<tr>
<td>5-21D</td>
<td>Name five important factors to take into account when purchasing a horse.</td>
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<tr>
<td>5-22D</td>
<td>Define unsoundness, blemishes and faulty conformation. Identify one or two of these your horse may have.</td>
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<tr>
<td>5-23D</td>
<td>Describe 5 undesirable conformation features</td>
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### STABLE MANAGEMENT

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<td>Give 2 advantages of a tie stall.</td>
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<td>□ Bandage Time □ Stable Management T/F □ Tie Stalls □ Box Stalls □ Safety First □ Home Sweet Home □ Clean Bedding □ Load ‘Em Up □ Providing Shelter □ Hauling</td>
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<tr>
<td>5-25D</td>
<td>Describe a good box stall including size and doors.</td>
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<td>5-26D</td>
<td>Demonstrate how to correctly apply leg bandages for first aid.</td>
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<tr>
<td>5-27D</td>
<td>Name three pieces of protective equipment and their purpose that you could use on your horse when he is riding in a trailer.</td>
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<tr>
<td>5-28D</td>
<td>Explain and demonstrate one safe loading and unloading technique with your horse.</td>
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</tr>
<tr>
<td>5-29D</td>
<td>Instruct an older member or adult how to safely load and unload a quiet horse into a trailer.</td>
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<tr>
<td>5-30D</td>
<td>Identify 3 safe and 3 unsafe stable management practices.</td>
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<tr>
<td>5-31D</td>
<td>Identify 4 different types of beddings and recognize the differences between them.</td>
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<tr>
<td>5-32D</td>
<td>Describe an ideal shelter for your horse.</td>
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### HEALTH

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<tr>
<td>5-33D</td>
<td>Explain how to treat an open bleeding wound.</td>
<td></td>
<td>□ Lameness Match □ Be Prepared □ Playing Nurse □ Feed T or F □ Common Diseases □ Evaluating Hay □ Worms □ Record Keeping □ Horse Dentist □ Supplements □ Lameness</td>
</tr>
<tr>
<td>5-34D</td>
<td>Identify three diseases common to your area and their symptoms, treatment or prevention.</td>
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<tr>
<td>5-35D</td>
<td>Give three reasons and symptoms why your horse may need to visit the horse dentist.</td>
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<tr>
<td>5-36D</td>
<td>Describe three supplements and explain why a horse might need them.</td>
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<tr>
<td>5-37D</td>
<td>Watch a lame horse move and identify four reasons where and why he may be lame. Explain indicators which lead you to your conclusion.</td>
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<tr>
<td>5-38D</td>
<td>Identify different types of lameness according to their symptoms.</td>
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<tr>
<td>5-39D</td>
<td>Identify proper feeding practices.</td>
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<tr>
<td>5-40D</td>
<td>Evaluate the difference between hay from different bales and fields.</td>
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<tr>
<td>5-41D</td>
<td>Recognize the importance of dewormer.</td>
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</table>

### RIDING AND EQUIPMENT

<table>
<thead>
<tr>
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<tr>
<td>5-42D</td>
<td>Briefly describe a good spring riding program for you and your horse after taking the winter off.</td>
<td></td>
<td>□ Riding T/F □ Position □ Bits □ Haunches □ Applying the Aids □ That’s Tacky □ Saddle Fitting □ Learn to do by Doing</td>
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<tr>
<td>5-43D</td>
<td>Watch a horse doing a haunches-in from a rear point of view - explain when the horse’s legs are in the correct positions.</td>
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<tr>
<td>5-44D</td>
<td>Identify 3 proper riding practices.</td>
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<tr>
<td>5-45D</td>
<td>Recognize the proper sitting position when riding a horse.</td>
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<tr>
<td>5-46D</td>
<td>Explain different solutions for problems caused by bits.</td>
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<tr>
<td>5-47D</td>
<td>Explain proper fitting of a saddle for you and your horse.</td>
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<tr>
<td>5-48D</td>
<td>Describe how to properly clean tack.</td>
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<tr>
<td>5-49M</td>
<td>Mounted Skills</td>
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### Manitoba 4-H Discovering Equine Mounted Skills – Level 5

Note: Your leader has access to a series of videos entitled 4-H Horsemanship that demonstrate and discuss the skills required for riding level 5.

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<thead>
<tr>
<th>Skill</th>
<th>Do It Skills</th>
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<tr>
<td>5-1M</td>
<td>Drop stirrups and ride with a proper seat at a <strong>walk</strong>, <strong>jog/trot</strong> and <strong>lope/canter</strong> around the arena in both directions.</td>
</tr>
<tr>
<td>5-2M</td>
<td>Demonstrate how to drive your horses hind legs up underneath him into supporting hands at <strong>all three gaits</strong> that will create vertical flexion.</td>
</tr>
<tr>
<td>5-3M</td>
<td>Starting at <strong>X</strong>, <strong>lope/canter</strong> two <strong>FIGURE 8’s</strong>, first one is smaller than the second - all simple lead changes take place at <strong>X</strong>.</td>
</tr>
<tr>
<td>5-4M</td>
<td><strong>Lope/canter</strong> a three loop SERPENTINE using two markers showing smooth simple lead changes.</td>
</tr>
<tr>
<td>5-5M</td>
<td>Demonstrate four straight line simple lead changes, two right and two left.</td>
</tr>
<tr>
<td>5-6M</td>
<td>From a <strong>lope/canter</strong> demonstrate a quiet balanced halt then back to a <strong>lope/canter</strong>.</td>
</tr>
<tr>
<td>5-7M</td>
<td>Explain and demonstrate how the outside rein can be used as either an indirect rein or a supporting rein.</td>
</tr>
<tr>
<td>5-8M</td>
<td>Demonstrate a 360 degree advanced turn on the <strong>forehand</strong> right and left.</td>
</tr>
<tr>
<td>5-9M</td>
<td>Explain and demonstrate a <strong>side pass</strong> of at least six crossovers in each direction.</td>
</tr>
<tr>
<td>5-10M</td>
<td>Demonstrate a turn on the haunches including at least four crossovers of the front leg.</td>
</tr>
<tr>
<td>5-11M</td>
<td>Explain and demonstrate “haunches in and out” at a <strong>walk</strong> in both directions.</td>
</tr>
<tr>
<td>5-12M</td>
<td>Demonstrate <strong>leg yield</strong> at a <strong>jog/trot</strong> with the horse’s spine straight.</td>
</tr>
<tr>
<td>5-13M</td>
<td>Ride the attached patterns.</td>
</tr>
</tbody>
</table>
Rider may have a reader for all patterns. It is not necessary to use the whole arena. Modify the size of the riding area to maximize safety! The Dressage letters along the outside are guidelines. Paint or tape the letters to a pail or cone if desired. This pattern is broken down into 4 parts for easier reading, but is intended to be read as 1 pattern for evaluation. All long patterns are intended to be ridden with 2 hands regardless of bit type.

1. Correctly mount at C facing M.
2. After mounting, at C, rise trot at 20 m circle with a longer stride.
3. At C, sit trot/jog a slower, 15 m circle.
4. At C, rise trot and continue to M.
5. Rise trot M-X-K, changing diagonals at X.
6. Walk at K and proceed walking to A.
7. At A, rise trot a large 20 m circle with a longer stride.
8. At A, sit trot/jog a slower, 15 m circle.
9. At C rise trot and continue to F.
10. Rise trot F-X-H, changing diagonals at X.
11. Walk at H, continue walk to C.
12. Continue walk to M
13. M –X– K, continue walk doing haunches in between M and X.
14. At K, continue walk to F.
15. F-X continue walk doing haunches in between F and X.
16. Halt at X, facing E.
17. At X, do a 360 degree turn right on the haunches.
18. At X, lope/canter a large 20m longer strided circle to the right.
19. At X, lope/canter one or two small slower collected 15 metre circles to the right.
20. Halt at X. Hesitate.
21. Do a 360 degree left turn on the haunches.
22. At X, lope/canter a large 20 metre longer strided circle to the left.
23. At X, lope/canter one or two smaller, slower collected 15 metre circles to the left.
24. Halt at X.
25. Walk a 20 metre half circle X-H-C. At C, sidepass to the right 8—10 feet.
26. Lope/canter a 4 loop serpentine to A doing a simple lead change each time the
   C center line is crossed.
27. Halt at A. Side pass 8—10 feet to the left.
28. Lope/canter a 4 loop serpentine to C, doing simple lead change every time the
   C center line is crossed.
29. Halt at C. Correctly dismount and lead out.
30. End of pattern
Rider may have a reader for all patterns. Short patterns should be ridden with ONE hand (Western) or two hands (English).

1. Start at cone A.
2. Walk to cone B.
3. At B, lope/canter at right lead around C to D.
4. Halt at D. Do a 370-degree turn on the haunches to the left.
5. Lope on the left lead to a point between A and B. Do a simple or flying lead change and continue loping around E and ride to F.
6. At F, halt. Side pass 6-10 steps to the right.
4-H Horsemanship DVD Table of Contents

Each 4-H club in the province will receive a copy for their use. A copy can also be borrowed from your local MAFRI GO office. There are 4 DVDs in the set. The first deals with groundwork while the remaining three are devoted to the mounted skills for levels 1 through 6 (Exploring 1-3, Horsemanship 4 and 5, and Advanced Horsemanship).

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<td>Walk to lope/canter to walk transition</td>
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<td>Back up or Rein back progression</td>
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<td>English half halt/Western check</td>
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<td>Turn on the forehand with a straight spine</td>
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<tr>
<td>Leg yield with a straight spine</td>
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<td>Introduction to sidepass</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.
pastern over the hoof.
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.

RABBIES - 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.

-S-

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.

-T-

TACK - Riding equipment or gear for the horse, such as saddles, bridles, etc.

TETANUS - A serious disease caused by toxin-producing bacteria that invade an open wound; also known as lockjaw.

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.

-V-

VOLUME: This is the amount of muscle.

-W-

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.
In the Member Manual

Showcase Challenge
Bringing it all together!

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

Dream It!

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Make a pamphlet
- Give a speech
- Use your new skills to help with the Club Achievement plans
- Make a computer presentation (e.g., Power Point)
- Write a report
- Or come up with your own idea. It is up to you and your leader!

Do It!

Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Dig It!

Now that you have showcased your project skills:

- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)

My Showcase Challenge Plan

My showcase idea: ___________________________

What materials and resources do I need? ___________________________

Who do I need to help me? ___________________________

When do I need to have things done by? ___________________________

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.
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.

### Discovering Equine—Time to Specialize Skills Chart

<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>Groundwork and Psychology</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td>Grooming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification and Conformation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>”Demonstrate safe lunging at all three gaits in both directions.”</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>”Demonstrate, at the trot, turn on the haunch in both directions.”</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>”Identify and explain 3 horse habits.”</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>”Be able to identify 6 key horse terms.”</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>”Describe a lunge space.”</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>”Explain what happens when a new horse is introduced to a herd.”</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>”Make and demonstrate a horse-handling pattern (showmanship) - walk trot, turn right, square and posting and backing up (left turn is not usually required in showmanship).”</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
# In the Member Manual

## Discovering Equine—Time to Specialize Skills Chart

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>Safety and Stable Management</td>
<td>Give 2 advantages of a tie stall.</td>
<td>Identifies activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Describe a good box stall including size and doors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate how to correctly apply leg bandages for first aid.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name 3 pieces of protective equipment and their purpose that you could use on your horse when he is riding in a trailer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain and demonstrate one safe loading and unloading technique with your horse.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduce an older member to watch how to safely load and unload a quiet horse into a trailer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify 3 safe and 3 unsafe stable management practices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify 4 different types of bedding and recognize the differences between them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe an ideal shelter for your horse.</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Explain how to treat an open bleeding wound.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify 3 diseases common to your area and their symptoms, treatment, or prevention.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give 3 reasons and symptoms why your horse may need to visit the horse dentist.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe 3 supplements and explain why a horse might need them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch a lame horse move and identify four reasons where and why he may be lame.</td>
<td>Explain indicators which lead you to your conclusion.</td>
</tr>
<tr>
<td></td>
<td>Identify different types of lameness according to their symptoms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify proper feeding practices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate the difference between hay from different bales and fields.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize the importance of dewormer.</td>
<td></td>
</tr>
</tbody>
</table>
### Discovering Equine—Time to Specialize Skills Chart

To be completed by the leader and the member based on observations and conversations throughout the project.

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

<table>
<thead>
<tr>
<th>6</th>
<th>Riding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Briefly describe a good spring riding program for you and your horse after taking the winter off.</td>
</tr>
<tr>
<td></td>
<td>• Watch a horse doing a haunches - in from a rear point of view - explain when the horse’s legs are in the correct positions.</td>
</tr>
<tr>
<td></td>
<td>• Identify 3 proper riding practices.</td>
</tr>
<tr>
<td></td>
<td>• Recognize the proper sitting position when riding a horse.</td>
</tr>
<tr>
<td></td>
<td>• Explain different solutions for problems caused by bits.</td>
</tr>
<tr>
<td></td>
<td>• Explain proper fitting of a saddle for you and your horse.</td>
</tr>
<tr>
<td></td>
<td>• Describe how to properly clean tack.</td>
</tr>
<tr>
<td></td>
<td>• Mounted Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Showcase Challenge</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<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: __________________________
In the Member Manual

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

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

Member Point of Pride

What I learned...

What I need to improve on...

What I want others to notice...

Member’s Signature: ____________________________

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

I am most impressed by…

I believe that you have learned…

In the future I encourage you to

Signature: ____________________________
4-H Achievement

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

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

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

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

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

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

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 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)