

4-H Equine Series

Mastering Equine - Advanced Horsemanship



Welcome 4-H Leaders!

Welcome to the “Mastering Equine - Advanced Horsemanship” 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 GO offices/centres.

In this project, members will examine, by **learning to do by doing**, personal values, construct personal missions, grow with their community, understand the roles they play and celebrate their successes. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about leadership. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

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

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

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

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

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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 your club's Achievement (See the inside back cover for more information about 4-H Achievements).

Skills Assessment

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 skill assessments can be invaluable tools in planning your riding lessons. You may use this as a guide for your riding lessons. The riding patterns use Dressage Letters which can be made out of any suitable item such as milk cartons, cones or cardboard taped to empty buckets.

The 4-H Horsemanship DVD developed in by Alberta 4-H covers all of the Mounted Skills in Level 6 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.



Showcase Challenge and My Portfolio Page



At the end of the members' section are the “**Showcase Challenge**” and “**My Portfolio Page**”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

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

4-H leader assessment of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with

4-H Project Series Skill Development Levels

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

Explore - each project series has 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 theme related skills through specialized builders.

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

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

Level	Required Skill	Activities
I-1D	Explain how your horse's four senses other than sight may affect his behaviour.	<input type="checkbox"/> Body language <input type="checkbox"/> Problems in behaviour <input type="checkbox"/> Affect the learning <input type="checkbox"/> Senses <input type="checkbox"/> Restraint
I-2D	What are factors that affect the horses learning?	
I-3D	Identify what a restraint is and list two examples.	
I-4D	Assist younger members in reading their horse's body language.	
I-5D	Identify six different stable misbehaviours and why the horse behaves like this.	

Background for Leaders

This is an extremely important unit. All members must be able to safely maneuver around horses. Have a senior member teach younger members how to safely maneuver around horses outside. 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 catching their horses, and demonstrate walking, jogging/trotting, halt and reversing (go both directions). 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 catch their horse, have them take note of signs when the horse was going to disobeyingly stop, turn in or bolt.

Practice, at the halter, a turn on the haunch, in both directions. Set up a simple trail pattern and have them lead their horses through it (In Hand Trail). Add challenges such as backing between obstacles, walking over tarps and old car mats, etc. If you are planning to ride, they can do all of this with the saddle on and the bridle hanging elsewhere. The 4-H Horsemanship DVD has a very good ground work section. If you do not have the ability to show it to your members, watch it and use it as a model for your lesson.



Indoor Lesson Possibilities

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

Dream it!

Thinking Ahead

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

Preparing For Success

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

Important words

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.

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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!

Body Language (Approx. time: 25 minutes)

Have members review the section on the horse's body language and the meaning of the different actions. If members so desire, they can watch disc one of the Horsemanship Series (Regaining Attention). Arrange for the members to go outside and look at a pen of horses. Have members help younger members identify different body languages being shown by the horses in the pen, and identify what each means.

Problems in Behavior (Approx. time: 10 minutes)

Have members match the following problems in behavior with their meaning.

- | | |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| a) Windsucking | <u>_b_</u> 1) Nervous habit that causes the horse to sway from side to side. Major cause is boredom |
| b) Weaving | <u>_d_</u> 2) Defined as wood chewing. It is caused by boredom. |
| c) Excessive Energy | <u>_a_</u> 3) This can cause colic and other digestive problems. Cribbing may become this. |
| d) Cribbing | <u>_f_</u> 4) Very common in horses being stabled for long periods of time. |
| e) Charging the door when it is opened | <u>_g_</u> 5) Normal response for protecting its food, for a mare protecting her foal and for a horse showing dominance over another. |
| f) Tail Rubbing | <u>_h_</u> 6) May be caused by disposition, age, sex, and expectations. A problem that occurs in both stabled and pastured horses. |
| g) Kicking | <u>_g_</u> 7) Horses that are kept in box stalls and pens will often try to do this. |
| h) Biting | <u>_c_</u> 8) Usually caused by lack of exercise and too much high energy feed. |

Affect the Learning (Approx. time: 20 minutes)

Have members get together with a partner, list at least five different factors that affect the horse's learning. As a group, have members give an example of each. Discuss possible solutions for the different factors.

Factors That Affect Your Horse's Learning

1. The Trainer/Teacher

- firm, quiet, kind trainers generally get the best results that last. Horses respond obediently to a good trainer. This is a natural reaction. Therefore trainers/handlers that are able to have their horses see them see as a leader are usually successful.

2. The Environment

- The horse's environment which includes his surroundings (stable/corrals/pasture/arena), his health care, feeding and handling will definitely affect his ability to learn. Horses that are well kept and quietly handled tend to learn more quickly.
- Remember that horses are usually reluctant to attempt anything they suspect may cause them harm. If they were injured, flight (their natural defense) would be impossible. Not walking up a ramp into a trailer or stepping into water makes sense to a horse concerned about survival.

3. Routine

- Since horses are creatures of habit they like routine. Of course routine is necessary in feeding to prevent colic and other upsets.



4. Planning

- Every trainer needs a well thought training plan. Simple skills must be taught first. More difficult skills are build on the simpler ones. For example horses are introduced to cross-rails before they see a three foot jump or they learn to do a balanced stop at a walk and trot before they attempt a sliding stop.

5. Rewards and Punishment

- Rewards are essential if the training is to be successful and enjoyable. Rewards are varied and simple - a simple pat or a quiet word. A short rest after working with speed is a form of reward.
- Punishment is given immediately after the act has been done. It must be consistent for the horse to understand that the behavior or response is unacceptable.
- The reward - punishment system affects the horse's learning. However, for it to be effective, the trainer must give the same response to the same situation every time.

6. Time

- How long the horse is worked depends upon its age and its physical ability. Young horses are similar to young children: their attention span is very short. They learn more readily in short daily lessons. When the trainer gets the correct response, the horse should be rewarded immediately.
- Never expect the horse to understand immediately. Results are achieved slowly - step by step. Remember that each horse is different and no two horses are identical.

7. Repetition

- Skills must be repeated if the horse is to learn them. Horses have a good memory and something well-learned will stay with the horse for a long time. Unfortunately, poor behavior is also learned.

8. Conformation

- Conformation, size and previous injuries affect the ability of the horse to perform certain skills. Not every horse has the athletic ability to rein, jump or barrel race, even if they have the learning ability.

9. Boredom

- Something as simple as a daily turnout can prevent boredom. Some owners provide the horse with a simple toy in the stall. A companion - another horse or even a goat - may help!

Senses (Approx. time: 20 minutes)

Arrange for members to watch the 4-H Horsemanship DVD one (Catching, Regaining Attention, and Standing Still). Then have members identify their horses' four senses, excluding sight.

Hearing

Horses have very sensitive hearing. Loud popping or shrill noises can frighten a horse. Horses have sharper hearing than we have, but the sound frequency they hear is like ours.

In some ways the horse's ear is similar to yours. The outer part of the ear is called the *auricle*. However, the horse's ear can turn a 180° arc to the front, side, and rear. As well, each ear can move independently.

Smell

Smell is well-developed in the horse. The horse uses smell as much as sight to identify another horse, a person or an object. That is why you should always let a horse smell an object that is strange to it.

Usually smell doesn't cause a major reaction and the horse will usually move on. If a horse dislikes a smell, he may blow hard through his nostrils or **snort**. A horse will often snort just before it shies from an object.

Touch

The sense of touch is very important when training your horse. The most sensitive areas of your horse are the **mouth, feet, flanks, neck, and shoulders**. The mouth is only sensitive to **pain** while other parts are sensitive to **pressure**. The amount of pressure will vary with each horse's sensitivity. His sensitivity to pressure depends upon

- i. the thickness of the skin
- ii. the sensitivity of the nerve endings in the skin
- iii. the experiences of the horse.

Taste

Horses are sensitive to flavor and develop a liking for a certain feed because they have had it before. Palatability of hay is related to the texture of the feed. For example, if given a choice, horses will choose bluegrass, bromegrass or alfalfa over wheat grasses and slough grass.

Preparation of feed can change the flavor. When you are changing the feed of the horse, do so gradually so the horse develops a taste for it.

Have members go outside and catch their horse. Have members walk their horse in a figure eight. Discuss with members how the senses are playing a part in your horses' behaviour.

Restraint (Approx. time: 10 minutes)

As a group, define what restraint means. Individually, list at least two examples of restraints. Share with others, the different types of restraints that have been used on your horse. When or why have you used restraints on your horse?

Restraint - Any method of controlling the physical movement of the horse.

Examples of restraints are tying a horse to a stall and physically laying the horse on the ground.

Dig it!

Have members discuss whether or not their horse respects them and obeys their wishes or the horse is in control and they are giving in to it's wishes? Discuss the following questions to see who is in control.

- a) Your horse refuses to allow you to pick up his feet. When you finally get one picked up he jerks it away and stands on it again. Would you –
 - *Work quietly and firmly. When he jerks the foot away a second time, punish him with a firm smack. Then when you do succeed you reward him with a pat. (Member in Control)*
 - *You ask a friend to help you. It makes you feel more confident to have a friend present. (Member in Control)*
 - *Just ignore it. The farrier is coming in a few days and he can deal with the problem of not letting you hold his feet.*
- b) Your horse is difficult to load into the horse trailer. Sometimes it can take over an hour to coax him to put even his front feet in. This is both frustrating and embarrassing. Would you –
 - *Ask an experienced trainer to help you since your methods are obviously not working. The trailer is safe and spacious so he is only being stubborn. (Member in Control)*
 - *Try to trailer with someone else to the shows. They can try loading him since you will go ahead and meet them at the show.*
 - *Decide to just ride at home. Who wants to go to clinics or shows or trail rides anyway?*





c) You have become very keen on showing in the trail class at horse shows. However, your horse has decided he doesn't like the banners used to decorate the walls or fences. He looks at them and refuses to obey you. Would you –

- Hang some blankets on the fences/walls in your practice arena so he can used to this sort of thing. **(Member in Control)**
- Ask a professional to ride him in the class for you. If he can ride him through the class he'll probably be fine for you next week. **(Member in Control)**
- Complain to the show committee and ask them to move the banners. If they won't listen, then you scratch you entry.

d) You are an English rider and it is essential that your horse be on the bit. He has the basic idea but if something catches his attention he goes "off the bit".

Would you –

- Arrange some lessons for you and your horse with a respected coach/trainer. That way both of you can learn. **(Member in Control)**
- Send the horse to a trainer. After all, you know what you're supposed to do. **(Member in Control)**
- Just ignore the problem. He jumps quite well and you're not really keen on flat work anyway.

e) When you are leading your horse, he lags behind and when he does walk beside you he crowds you and steps on your feet. Would you –

- Work quietly along a wall using a long whip held in your left hand. That way you can flick up with the whip if he fails to move forward when you ask. When he crowds you, you can poke his shoulder with the handle to encourage him to give you "your space". **(Member in Control)**
- Get someone else to work him for you. This is slow, boring work.

Leader's Notes



Skill Builder 2: Grooming

Skills Checklist

Level	Skill	Activity
I-6D	Explain and demonstrate coat, mane, and tail care for your area of interest (English or Western). For example pulling manes, clipping, banding and braiding.	<input type="checkbox"/> Caring procedures
I-7D	Assist younger members with grooming and hoof care knowledge.	<input type="checkbox"/> Braiding
I-8D	Identify advantages and disadvantages of shoeing.	<input type="checkbox"/> Shoeing
I-9D	List three points that the horse shoe fits properly	<input type="checkbox"/> Proper fit
I-10D	Identify two seasonal grooming techniques and explain why the grooming needs are affected by the change in seasons	<input type="checkbox"/> Grooming
I-11D	Explain and demonstrate how to braid the tail.	

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.

Remind the senior members that 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.



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

Help members define the words in the glossary 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.

Have members think about how grooming needs change from season to season? What grooming practices have you used on your horse during the different seasons?

- *Answers may vary.* Members might include brushing, washing, braiding, banding, and hoof treatment.

Do it!

Caring Procedures (Approx. time: 10 minutes)

What types of grooming techniques do you do to your horse? Demonstrate to a beginner member the care you do to the coat, mane, and tail for your area of interest, English or Western.

- *Answers may vary.* Members might include brushing, washing, braiding, banding, and hoof treatment.

Be sure to explain to the younger members why you are doing each procedure and the importance of each.

Braiding (Approx. time: 20 minutes)

Remind members that when braiding a horse's tail, be very careful. Remember the proper techniques when approaching a horse, especially from behind. Be sure to emphasize safety to the members.

Have members review the steps on page 21 on how to braid a horse's tail. Get members to practice on a doll or a girl's hair before braiding your horse's tail. Remind members that when braiding hair to be gentle.

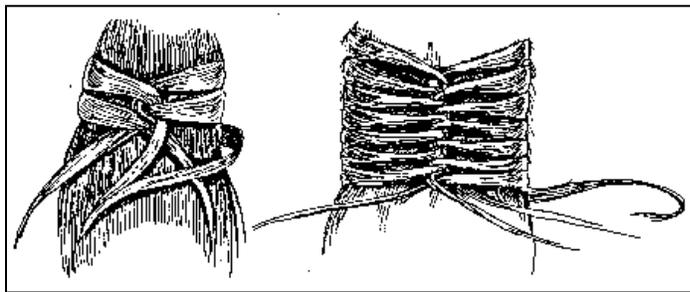
The following steps are how to braid the tail.

The purpose in braiding the tail is to promote the idea of powerful hindquarters. However the mane must also be braided if the tail is braided. Never show with a braided tail if the mane is not braided.

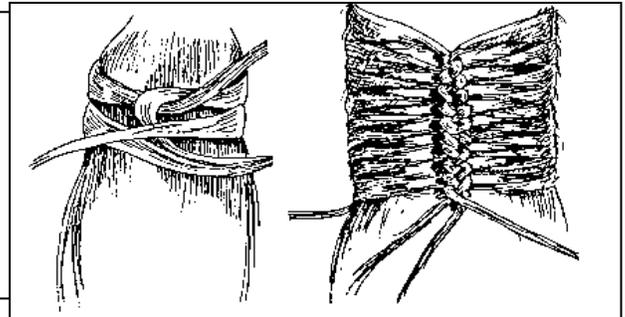
There are two methods of braiding the tail, one which produces the small braid on top and one which simply produces a flat, neat braid.



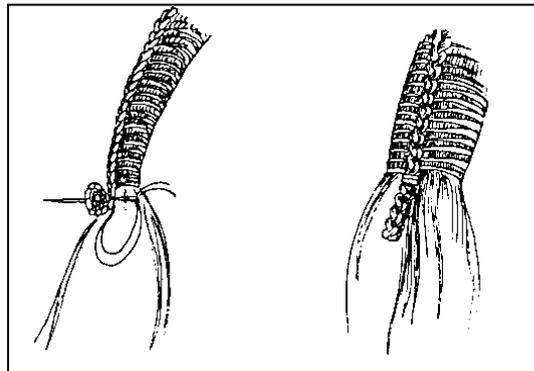
1. Begin by brushing the tail to remove the tangles.
2. Start the braid at the base of the tail. Take a small section of hair from the side of the tail on each side.
3. Pull up to the centre.
4. The “over” method adds the strands by crossing over into the centre each time.
5. The “under” method is braided together by adding strands to the braid from behind each time. This one results in the raised braid.
6. Continue braiding to the end of the tailbone.
7. Continue braiding to the end of the remaining hair and secure it with an elastic.
8. It may now be pulled up behind the braid with mane/tail puller passed through behind the braid or it may be sewn into a pinwheel shape at the end of the



The “over” method which produces an inside braid.



This “under” method which gives an Outside braid.



Two ways of “finishing off” the braid

Shoeing (Approx. time: 10 minutes)

Have members fill in the chart, listing at least three advantages and three disadvantages of shoeing. Discuss with the members why each point is either an advantage or disadvantage.



Advantages

- Increase traction of the feet.
- Can modify the action of the legs and feet in performing the gaits.
- Can correct or improved the way a horse moves. Ex. Help to overreaching.
- Help relieve pain caused by hoof wall cracks, bruised soles, tendonitis, etc.

Disadvantages

- Interferes with normal physiological functions of the foot by restricting the normal expansions and contraction of the foot as it hits the surface
- Each nail destroys a small number of fibres thus weakening the hoof wall. Form possible sites of infection.
- Must be reshod on a regular basis. By letting the hoof grow too far without a reset creates great stress and strain on the tendons and can lead to lameness.

Proper Fit (Approx. time: 30 minutes)

If possible arrange for a farrier to come and fit horse shoes to a horse or arrange for members to visit a farrier. Pair off members, and have them discuss and identify at least three point of knowing when a horse shoe properly fits. Once everyone is done, have the members share their answers with the whole group.

Points of a well shod hoof.

1. The shoe should fit the hoof and not the foot made to fit the shoe.
2. The angle of the hoof is the same as the angle of the pastern.
3. The clinches are smooth and in an even line.
4. The hoof is not rasped excessively.
5. The shoe should be the right size.
6. The type of shoe is suitable for the work the horse will do.
7. The frog touches the ground (on soft ground).

Signs of Poor Shoeing

1. The shoe does not fit and the wall has been rasped to make it fit.
2. Clinches are uneven and rough.
3. The bars and frog have been trimmed excessively.
4. The angle of the hoof and the pastern do not match.

Grooming (Approx. time: 20-30 minutes)

Have members discuss what types of basic grooming and hoof care techniques they do with their horses. Such practices could include cleaning the hoof, banding the mane, or washing/bathing.

Dig it!

Have members share with others seasonal grooming techniques that they do to their horse and the differences and similarities of grooming techniques between the different seasons.

Answers may vary. In the summer, members might use fly spray, wash. In the winter - blankets, winter bathing (referred to as hot towelling)

Similarities - hoof care, brushing, braiding, banding.

Discuss with members why it is important to wash/clean hoof polish and oil off of your horse.

- By applying hoof polish repeatedly, this could clog the hoof.

Skill Builder 3: Identification and Conformation



Skills Checklist

Level	Required Skill	Activities
I-12D	Judge and place one conformation classes of four horses and present written reasons for one and oral reasons for the other.	<input type="checkbox"/> Skeleton
I-13D	Assist in teaching younger members about horse identification, colours, markings, breed conformations and evaluation.	<input type="checkbox"/> Judging
I-14D	Help younger members see correctly shoulders in, haunches in, and lameness.	<input type="checkbox"/> Identification
I-15D	Identify four different walking problems.	<input type="checkbox"/> Observations
I-16D	Identify and explain how to properly fill out a judging card.	<input type="checkbox"/> Walking problems
I-17D	Explain how the skeleton affects conformation.	

Background for leaders

In the Discover Level 5, members identified and understood conformation faults. In the Mastering Equine level, members will learn how to judge a class properly and effectively learn to fill out a judging card.

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

Help members define the glossary 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. Have members describe what their ideal horse would look like and why? Have members share what they look for in a horse for their area of riding specialization/preference?



Do it!

Skeleton (Approx. time: 10 minutes)

Have members pair up with another member and identify how the skeleton affects a horse's conformation.

- The bones of the skeleton give form and the ligaments bind the bones together forming joints.
- Bones and ligaments, both which affect the movement and the athletic ability of the horse.

Discuss with the rest of the group, why ideal conformation is preferred over bad conformation.

- Horse conformation can cause bad temper and lameness
- Less health problems

Judging (Approx. time: 30 minutes)

Have members look at the sample judging card in their book. Discuss with other members how to properly fill out a judging card.

Tips on Filling Out A Judging Card

Here's how:

a). The boxes marked placings score, reasons score, and total score at the top are for the official judge. Members are not to write anything in them

Placings Score: Marked out of 50 points, this score is placed in the area of the card labeled "Placings Score". The member's score out of 50 is determined by their own placings compared to the judge's. This score is computed by using a "Hormel Guide" (see page 16 in *Let's Judge*).

Reasons Score: The "Reasons Score" is usually done by a judge or marker. Again, it is based on 50 points maximum with the member's score placed in the area marked "Reasons Score" on the judging card.

Members are not to fill anything in them.

- b). Members include their first and last name because there may be several Joe's or Jill's taking part in the competition. Form a habit of always including both names. Remind members that if they don't fill out their name, they can't get credit for their work. In some competitions they may be asked to use their exhibitor number instead of their name.
- c). List the member's club name.
- d). Remind members that age is their 4-H age as of January 1st of the current year, 4-H year. Juniors are 8 to 11 years old, Intermediate are 12 to 14 years old and Seniors are 15 and over years old.

MANITOBA 4-H JUDGING CARD					TOTAL SCORE	
NAME or NUMBER: <u>b).</u>						
4-H CLUB: <u>c).</u>						
AGE: <u>d).</u>						
NAME OF CLASS: <u>e).</u>						
PLACINGS:						
1 ST	2 ND	3 RD	4 TH	PLACINGS SCORE	REASONS SCORE	
<u>f).</u>				<u>a).</u>	<u>w).</u>	
WRITE REASONS BELOW (give main points):						
I place _____ over _____ because: <u>g).</u>						
I place _____ over _____ because: _____						
I place _____ over _____ because: _____						
MAIN REASON FOR BOTTOM PLACING:						



- e). The name of the class being judged goes on the class line. Be specific – use knitted potholders rather than crafts, Ayrshire heifers rather than dairy cows, centerpieces rather than flowers and so on. If you are unsure of the class name, ask someone.
- f). The spaces under 1st, 2nd, 3rd, and 4th are for the numbers of the articles / animals in the class. After deciding on their order, have members put the number of the article / animal they think is 1st in the space under 1st, the number of the second best in the space under 2nd, the number of the third best in space under 3rd, and the number of the last article / animal in the space under 4th.
- g). Have members write two reasons for each pair of placings. For example, I place 2 over 1 because it has more muscling over the loin and greater length of rear quarter.

As a group, have members identify common mistakes made when filling out a judging card.

- Only the spaces marked “placing score,” “reasons score,” and “total score” should be left blank, since those spaces are to be filled in by the person scoring the card.
- Numbering the animals starting from the right (Suppose to number the animals by standing behind them and starting from the left).
- Incorrect spelling and grammar
- Messy writing (illegible)

Identification (Approx. time: 20 minutes)

Remind members to bring in any horse magazines for this activity. Have members look through a couple of the horse magazines with younger members. Have them help a beginner member in recognizing different markings, breed conformations, and colours. Have member research and then list any of the breeds, markings or colours you were not able to identify.

Observations (Approx. time: 30 minutes)

Have member watch with younger members the Horsemanship Disc Four [*Introduction to Haunches In*].

Arrange for members to watch the following YouTube video of a horse that is lame (or find one that is similar). <http://www.youtube.com/watch?v=X7jNRyZTsbs>

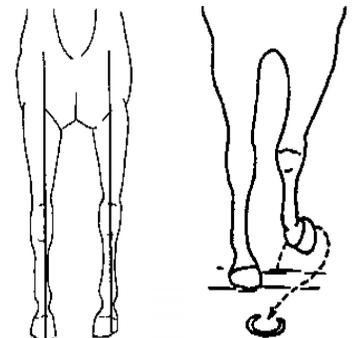
Help members identify key characteristics of each action. Think about examples of lameness, shoulders and haunches in that you have seen in real life and how these characteristics might give clues to possible injuries.

Walking Problems (Approx. time: 15 minutes)

Have members list at least four different walking patterns. Discuss with the members the different characteristics of each walking pattern.

1. Paddling

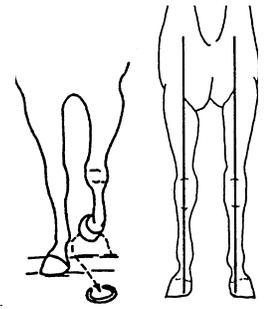
This is also known as “winging out”. As the horse moves forward, he “wings” his feet outward. This is common to horses with “toes in” conformation.





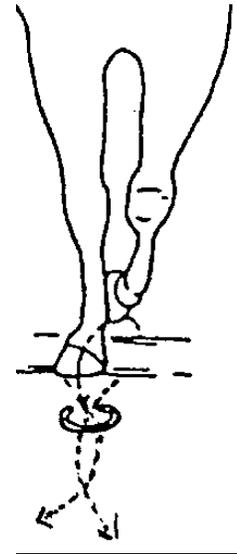
2. *Winging In*

This is also known as “dishing”. This is common to horses with “toe-out” conformation.



3. *Plaiting*

To compensate for his conformation, the horse tries to place one foot in-front of the other. This is also known as “rope walking”. It is more serious than paddling since it can easily cause a horse to stumble and fall.

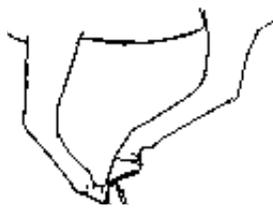


4. *Interference*

This happens when one foreleg strikes the other foreleg or one hind leg strikes the other.

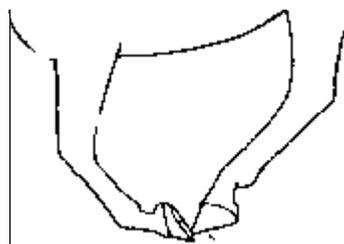
5. *Over-Reaching*

The hind foot strikes the heel of the forefoot. If the horse is shod it may pull the shoe off. At any rate it may cause serious injury to the heel.



6. *Forging*

The toe of the hind foot strikes the sole or the shoe of the forefoot on the same side.

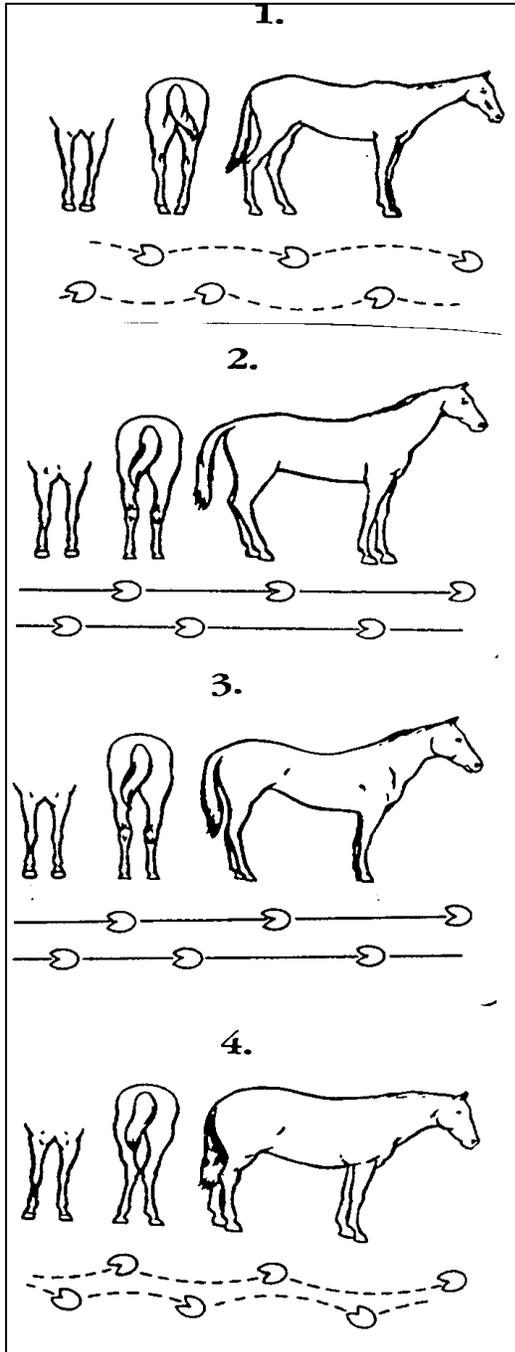


7. *Scalping*

The toe of the forefoot strikes the coronary band of the hind foot.

Time to Judge

Have members review the points on what to look for when judging a conformation class. Get members to observe the following horses carefully and decide upon your placing. Have members fill in the judging card giving the reasons why they placed the horses as they did.



JUDGING CARD

Name _____

Name of Club _____

Age: _____

NAME OF CLASS _____

PLACINGS

1st	2nd	3rd	4th	PLACINGS SCORE	REASONS SCORE

WRITE REASONS BELOW

OVER 1. _____
2. _____

3 OVER 1. More refined head
2 2. Stronger back

2 OVER 1. Straighter hind legs
4 2. More refined withers

MAIN REASON FOR PUTTING IN PLACE

1 Shorter, stronger back

NOTES:

Stands two wide at the hocks and is bow-legged in the front legs.

* Looking at the diagram any reasons that fit the horse being described would be acceptable. The above reasons are examples.



Dig it!

Discuss the following question with the members as a group:

1. Have you had to judge a class previously to completing the *Time to Judge* activity? What did you find the easiest and hardest thing to do after completing the activity?

-Answers will vary

Leader's Notes



Skill Builder 4: Safety and Stable Management



Skills Checklist

Level	Required Skill	Activities
I-18D	Explain safe driving practises when pulling a loaded trailer.	<input type="checkbox"/> Trailering Safety <input type="checkbox"/> Long Distances <input type="checkbox"/> Management <input type="checkbox"/> Clean up <input type="checkbox"/> Loading and Unloading <input type="checkbox"/> Barn Floors <input type="checkbox"/> Safety Checklist
I-19D	List three things to take into consideration on a long haul.	
I-20D	Assist younger members with management of their facility.	
I-21D	Explain and demonstrate to a non horse person, how to properly load and unload a horse.	
I-22D	Identify three types of flooring for a stall. List two disadvantages and two advantages of each type of flooring.	

Background for Leaders

Every horse needs a good home. Providing the best possible home is one of the member's most important duties. Wherever they keep their horse, it must be safe and it must give cover in bad weather. It should also be as convenient as possible for the member. Like their own home, their 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 following question.

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

-Answers will vary.

- Haul the horse to the fair, to the pasture, to a riding trail, to a competition.

-Troubles - yes, the horse would not load with other horses already in the trailer.

- no, I trained my horse to load a horse trailer since it was a foal.

Do it!

Trailer Safety (Approx. time: 20 minutes)

Arrange for the members to visit a riding facility. As a group, answer the following questions:

1. Before driving off with your loaded trailer, what should you do?
 - Double check all connections - the hitch, the signal and brake lights and the safety chains.
 - Double check that the doors are closed securely, fastened correctly.
2. What are some changes in driving style that should be made when hauling a loaded trailer?
 - The driver should start and stop slowly and steadily.
 - All turns should be made slowly.
 - Drive defensively at a moderate speed.
 - Remember the weight of the trailer and your horse makes stopping quickly an impossibility.

Arrange for members to be a passenger in a vehicle hauling an empty trailer. Then arrange for members to be a passenger in a vehicle hauling a loaded trailer. Have members pay attention to the differences between hauling an empty trailer versus a loaded trailer.

What are some factors the driver needs to take into consideration when hauling an empty trailer and a loaded trailer?

-Answers may vary

Long Distances (Approx. time: 10 minutes)

Discuss with members if they have ever travelled and hauled their horse over a long distance (more than 4 hours)? Have members list some of the things and equipment they had to consider and use while travelling long distances. Once members are done listing them, have them share their procedures.

- If you are hauling a long distance you should stop and walk your horse after four hours of driving.
- Use shipping boots or leg wraps to protect your horse's legs and tail wrap to prevent him from rubbing his tail. (Leg wraps also reduce ligament and tendon fatigue)
- A poll protector can prevent him from injuring his head.

Management (Approx. time: 5 minutes)

Managing a facility is important for your horse's safety. Have members answer the following questions with a partner, and then share their answers with the remaining group.

- Why is it important to keep your stall cleaned in a barn?
 - To keep flies at a minimum
 - Less odor



- How should you dispose of soiled bedding?
 - Piled as far away from the stable and hose as possible.
 - Composting - requires regular turning of the pile using a front-end loader.
 - Not be spread on pasture grazed by horses.
- What are some negative effects of manure?
 - manure is prime breeding ground for flies and parasites

Clean Up (Approx. time: 30 minutes)

Arrange for the members to attend and show at a horse show or fair. Have members help a beginning member clean out their stall in the barn. Get the members to explain to the younger member the importance of a clean stall.

- The cleaner a stall is kept, the less the odor that will develop and the milder the odor
- Reduce the amount of flies, as manure is prime breeding ground for flies and parasites.

Loading and Unloading (Approx. Time: 20 minutes)

Have members watch Disc One – Horsemanship (Trailer Loading/Unloading) for a review on how to properly load and unload a horse.

Once members have finished watching the video, have them go outside and use a quiet horse to demonstrate loading and unloading a horse. Have members explain the steps they are demonstrating as they are doing them.

Barn Floors (Approx. time: 15 minutes)

Have members list at least three different type of floors barns have. Then have members list at least two disadvantages and two advantages of each type of flooring. Have members share their answers with the rest of the group once everyone has completed the activity. Ask members what type of flooring they have in their barn (if they have a barn).

- Clay or earth, sand, wood, concrete, rubber mats.

FLOORING	ADVANTAGES	DISADVANTAGES
Clay or Earth	<ul style="list-style-type: none"> • inexpensive • absorbent • usually not slippery when wet 	<ul style="list-style-type: none"> • slow to dry • hard to muck out • can freeze • dusty when dry, can dry hooves • easily pawed and so needs frequent replacement
Sand	<ul style="list-style-type: none"> • inexpensive • not slippery when wet • good drainage • soft on legs 	<ul style="list-style-type: none"> • can lead to colic if eaten • will not pack to a solid base • dusty when dry • Dry sand will crack hooves. • must be raked flat daily
Wood	<ul style="list-style-type: none"> • easy to clean • springy, therefore easy on legs • keeps warm in cold weather 	<ul style="list-style-type: none"> • slippery when wet, retains odors • rots, so is often replaced • not rodent proof • can be expensive



FLOORING	ADVANTAGES	DISADVANTAGES
Concrete	<ul style="list-style-type: none"> • hard-wearing • rodent proof • easy to clean • can be lain on an incline to assist drainage 	<ul style="list-style-type: none"> • slippery, if not rough finished • Needs enough bedding to prevent urine accumulation and injury to the hocks and other boney parts of the horse's body.
Rubber Mats	<ul style="list-style-type: none"> • used with concrete or wood to increase traction • used with concrete to ease the stress on legs • some insulating factor • easy on feet 	<ul style="list-style-type: none"> • expensive • slippery when wet • urine can pool on mats

Safety Checklist (Approx. time: 5 minutes)

Talk to members about the importance of barn safety. Have them complete the barn safety checklist. Ask members what type of things they do to make sure their barn is safe. The checklist can help members decide if their horse is in safe surroundings.

- Have all holes or depressions in the floor been filled in?
- Is there a first aid kit handy and does it contain all necessary items?
- Are the phone numbers of the veterinarian, farrier and fire department posted in the barn or near the phone?
- Are the alleys clear of debris? The doorways?
- Are hinges, latches, door rollers and tracks in good working order?
- Have all leaks in the roof been repaired (if there are any)?
- Do the walls or stalls have any sharp objects sticking out?

What is your veterinarian's phone number? _____

What is your farrier's phone number? _____

What is your local fire departments phone number? _____

Dig it!



Discuss the following questions with the members:

1. Do you have difficulty unloading or loading a horse? What steps do you take to ensure you are being safe?

Hauling Your Horse Safely

- Check your trailer regularly in these areas:
 - a) floor boards
 - b) door hinges and locks
 - c) hitch welds
 - d) spring shackles and wheel bearings
 - e) wiring (signal lights, brakes)
 - f) safety chains
 - Be sure your trailer has enough height to allow your horse head room.
 - Check for any protruding metal.
 - Try to distribute the weight evenly. If you are hauling only one horse, it is safest to load him on the left side.
 - Before you drive off
 - a) Double check all connections - the hitch, the signal and brake lights and the safety chains.
 - b) Double check that the doors are closed securely, fastened correctly.
 - The driver should start and stop slowly and steadily. All turns should be made slowly. Drive defensively at a moderate speed. Remember the weight of the trailer and your horse makes stopping quickly an impossibility.
 - Check the horse and the trailer hitch at **every** stop before you continue on.
 - If you are hauling a long distance you should stop and walk your horse after four hours of driving.
 - Use shipping boots or leg wraps to protect your horse's legs and tail wrap to prevent him from rubbing his tail. (Leg wraps also reduce ligament and tendon fatigue.) A poll protector can prevent him from injuring his head.
2. Why is proper management of a facility important for your horse?
 - Answers may vary
 - *Safety for the member and their horse*
 - *Ventilation is very important for supplying fresh air and to help in keeping the humidity down. Fans may be required.*

Leader's Notes



Skill Builder 5: Health

Skills

Level	Required Skill	Activities
I-23D	Create a rough sketch of the digestive system and briefly explain how each organ plays a part in the digestive system.	<input type="checkbox"/> Digestive System <input type="checkbox"/> Colic <input type="checkbox"/> Internal Parasites <input type="checkbox"/> Injection Time <input type="checkbox"/> Good and Bad <input type="checkbox"/> Health Check <input type="checkbox"/> Telling Time by Teeth <input type="checkbox"/> Ration <input type="checkbox"/> Record This
I-24D	Explain the causes, symptoms, and treatment of colic.	
I-25D	Explain and demonstrate how to safely give a horse an oral medication.	
I-26D	Describe the life cycle of two internal parasites.	
I-27D	Show where to give your horse an injection and explain safety precautions.	
I-28D	Assist younger members in finding assistance dealing with horse health problems.	
I-29D	Assist younger members to identify good and bad feed.	
I-30D	Explain how to identify the age of a horse and then demonstrate this procedure.	
I-31D	Review how to take pulse and capillary refill. Assist a younger member in both procedures.	
I-32D	Explain why a balanced ration is important to your horse's health.	
I-33D	Identify the cost of ration for horses per month.	
I-34D	Keep up to date feed and health records.	

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

Help members define the glossary 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.



Ask members the following questions:

- 1) Do you feed all of your horses the same thing? -Answers will vary. Each horse is different and requires a different ration.
- 2) What type of feed do you give to your horse? - Answers will vary
- 3) Do you feed them the same thing year round? - Answers will vary. Members might say they feed their horse more roughage and grain in the winter (colder) months, while in the summer, they are grass fed along with a grain ration.

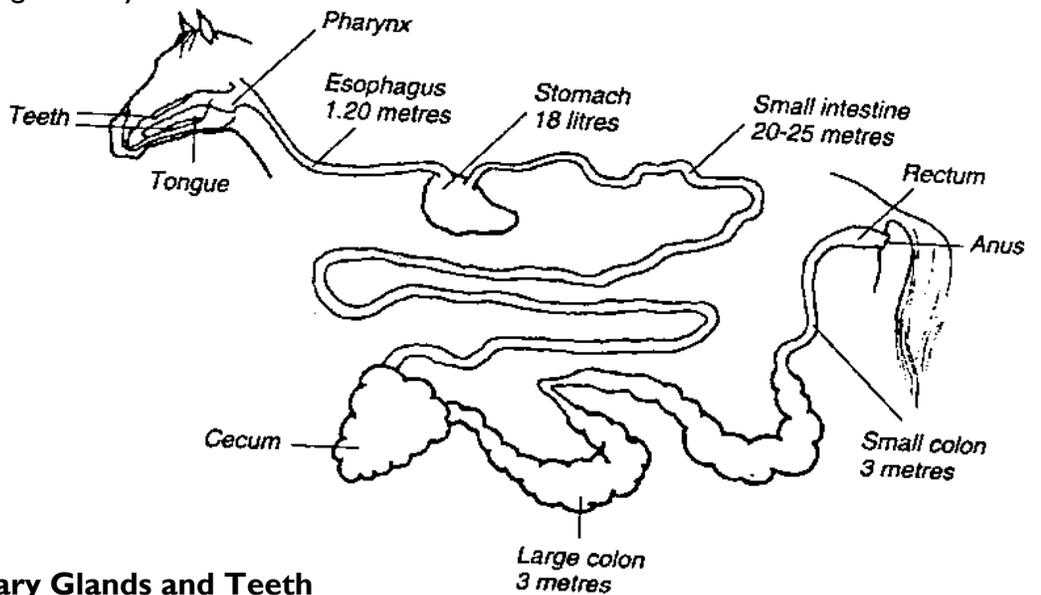
Refer to page 88-96 in the member manual for background information of different feed and nutrition facts.

- 4) Have you had to treat your horse for parasites?
- Answers will vary . Please refer to pages 81-86 in the Member Manual for information on internal and external parasites.

Do it!

Digestive System (Approx. time 25 minutes)

Have members draw a rough picture of the digestive system of a horse. Make sure they label the main organs of digestion: salivary glands and teeth, stomach, small intestine, caecum, large intestine, small colon, and rectum. As a group, have them briefly explain how each organ plays a part in the digestion system.



The Salivary Glands and Teeth

Digestion begins in the mouth where the food is ground up and mixed with saliva by the molars. Saliva is discharged into the mouth from ducts located inside the cheeks, on the floor of the mouth and under the tongue. Saliva makes swallowing easier and helps to convert the starches into sugar. The moisture content of the food determines the amount of saliva. The food is ground by the sideways (lateral) movement of the jaw.

After the food is chewed and mixed with saliva it is moved to the back of the mouth where the muscles of the pharynx force the food into the esophagus and into the stomach. Food moves



down through the esophagus by successive waves of muscular constriction. The muscles allow movement in one way only and prevent vomiting.

Stomach

In the stomach, glands located in the lining secrete gastric juices which are added to the saliva-soaked food. The gastric juices are slightly antiseptic and consist mainly of water, hydrochloric acid and enzymes (**pepsin**). The action of the pepsin breaks down vegetable fats and changes proteins into a form that can be absorbed by the body. The food warms up to body temperature and with the fluid conditions prevailing inside the stomach the food begins to break down. The enzymes work best when the stomach is less than full.

Small Intestine

The small intestine is suspended from the underside of the backbone by a membrane called the **mesentery**. Like the stomach, the intestine secretes digestive juices through intestinal glands. Enzymes from the liver (bile) and pancreas are also secreted. The rate at which the food is broken down is speeded up. The food breaks down into small molecules that are absorbed through hair – like “villi” that cover the wall of the intestine.

Caecum

The caecum is the first part of the large intestine. It is a unique structure that allows the horse to utilize roughage because of the micro-organisms that help to break down woody material. It is also known as the “water gut” because it has a capacity of about 36 litres (8 gallons). In addition to digesting roughage and absorbing nutrients it serves as a reservoir for storing water in the system.

Large Colon

In the large colon the bacterial action continues to break down the fibrous portion of the food, releasing carbohydrates. This action may take several days. That is why the large colon is so large, 3-4 metres (10-12 feet) long, about 25 centimetres (10 inches) in diameter and can hold about 91 litres (20 gallons). Both the caecum and the colon have microorganisms which are responsible for the synthesis of several B vitamins that are essential to the horse.

Small Colon

In the small colon, much of the fluid content is re-absorbed into the horse’s body.

Rectum

When the residue of the food moves into the rectum, it is pressed into the shape that characterizes horse droppings. The droppings of a healthy horse consist of 25% solid material and 75% water.

Colic (Approx. time: 20 minutes)

Have members pair up, and define colic. Discuss with the members the definition of colic.

- A horse with colic has a severe stomach ache. Colic, a gastro-intestinal disorder, has various causes, some of which are sudden changes of diet, worms or overeating. Colic is the most common digestive problem found in horses.

Once members have defined what colic is, have them match the different types of colic with their causes.

Once members have defined what colic is, have them match the different types of colic with their causes.

- | | |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>e</u> Spasmodic Colic</p> | <p>a) Cause when indigestible material collects and blocks the bowel. It is often caused by lack of water or by swallowing sand along with feed or water.</p> |
| <p><u>c</u> Flatulent Colic</p> | <p>b) Caused by worm larvae that invade the blood vessels that supply the intestines. This type can be prevented by regular deworming.</p> |
| <p><u>d</u> Obstruction (Twisted Gut) Colic</p> | <p>c) Caused by a buildup of gas in the intestines, often the result of eating spoiled food, frozen grass or lawn clippings, which ferment and produce gas.</p> |
| <p><u>a</u> Impaction Colic</p> | <p>d) Occurs when the bowel becomes twisted on itself. This can happen during other types of colic, especially if a horse rolls while his intestines are distended with gas. This type is very serious and surgery is necessary to save the horse.</p> |
| <p><u>b</u> Thrombembolism Colic</p> | <p>e) Caused by cramps of the bowel. It is the result of a horse eating spoiled feed, overeating or drinking cold</p> |

Pair members up, and have them fill in the chart in their manual on symptoms of colic.

Early Stages	Later Stages
<ul style="list-style-type: none"> • Horse stops eating. • Looking at his barrel. • He acts restless and may paw, curl up his upper lip or stretch out as if to urinate. • He may lay down and get up again. • His pulse rate will be slightly higher than normal. • May sweat. 	<ul style="list-style-type: none"> • The horse tries to lie down and roll. In severe cases, the horse may roll and thrash violently. • He may look anxious, paw, kick at his belly and break out in a sweat. • His pulse is higher; he may breath heavily.

Discuss with members what type of treatment they can do/give to their horse if it has colic.

- Keep the horse warm and lead him around quietly. Do not allow him to roll. If the symptoms are severe or continue for longer than an hour, **call the vet.**

Internal Parasites (Approx. time: 15 minutes)

Discuss with members what an internal parasite is and where they can be found. Have members identify four common internal parasites and describe the life cycle of two of them.

- *Internal parasite* - small worms that live inside your horse's body.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1) Pinworms</p> <ul style="list-style-type: none"> - horse injects infective eggs -larvae develop in large intestine -mature worms live in large intestine -eggs deposited (laid) under tail or passed in feces | <p>2) Ascarids (Roundworms)</p> <ul style="list-style-type: none"> -infective stages develop in feces grass -horses ingest infective stages usually with grass or in water -larvae migrate to the lungs - coughed up and swallowed, then pass to the small intestine - eggs hatch in stomach -mature worms develop in small intestine -eggs passed in feces |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3) Strongyles (Bloodworms)

- infective stages develop in feces
- horses ingest infective stages by grazing or drinking
- large strongyle larvae migrate in arteries
- small strongyle larvae penetrate intestinal wall
- mature worms live in large intestine
- mature large strongyles attach to large intestine walls
- eggs passed in feces

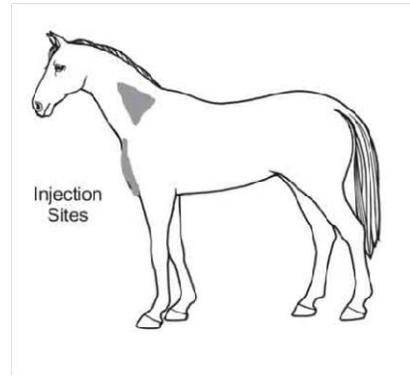
4) Bots

- adult flies deposit eggs on horse
- eggs hatch on body
- horse ingests larvae by licking
- larvae invade tongue, gums - emerge and are swallowed
- larvae attach to stomach wall
- after a period of time larvae detach, passed in feces
- Discharge bots burrow into ground, pupate, emerge as adult flies.

Injection Time (Approx. time: 10 minutes)

Have members go outside to their horse and have them identify the area where they would give an injection.

- Most vaccinations are given in the muscle (intramuscularly).
- Most commonly given in the check or neck.
- The ideal place on the neck is in the triangle (as shown in the diagram)



Discuss with members as a group and have them identify at least three safety precautions while injecting.

When giving the injections in the neck:

- Be careful not to hit the jugular vein or spin.
- Make sure injection site is in a location that will drain if it becomes infected.
- After needle is inserted, slightly draw back on the syringe to ensure you are not in a blood vessel. If blood is seen within the neck of the needle, remove needle and try a new location.

Remind members that it is important to keep a record of vaccinations for potential future health problems and also when selling a horse.

Where to dispose used needles?

- Members should purchase a very inexpensive bright red "Sharps Container," that can be purchased at their local veterinarian. Members might even be able to purchase one of these containers at a local medical clinic or hospital.

How to dispose used needles?

- Veterinary clinics normally have an agreement with a hazardous waste company that will make scheduled stops at the clinic to pick up the needles, commonly known as 'sharps.'

Good and Bad (Approx. time: 15 minutes)

Discuss with members what type of feed they give their horses. Have them share with the other members what they feed. Then have members pair up with another member and have them identify and make a list of at least three good types of feed and three bad types of feed.

Good Types of Feed

1. Oats - more fibre than most grains, so safest to feed.
2. Legumes hay (alfalfa) - has a higher feed value than grass hay.
3. Minerals - are used to supplement minerals lacking in roughage and other feeds.



Bad Types of Feed

1. Urea (non-protein nitrogen supplement)
2. Rumensin (an additive found in prepared livestock feeds. It causes death in horses.)
3. Added Selenium (ask your local livestock specialist)
4. Frozen Silage (can lead to colic)
5. Commercial cattle and chicken feed or any feeds formulated for other types of livestock.
6. Mouldy hay (particularly clover)
7. Salt water
8. Mouldy grain
9. Treated grain intended for seed
10. Hay containing blister beetles or known poisonous weeds
11. Large amounts of bread
12. Poisonous plants (Japanese yew; white snakeroot; leaves from black walnut, red maple, apricot, oak and apple trees; some fescue grasses, bracken fern, horsetail, deadly nightshade, poison hemlock, larkspur, milkweed, jimson weed, rhubarb leaves, ragwort and oleander).
13. Don't permit your horse to lick old fertilizer bags (ammonia poisoning), old paint, pesticide containers (arsenic poisoning) and discarded batteries (lead poisoning).

Health Check (Approx. time: 30 minutes)

Please refer to page 69-71 in the Members Manual for more information. Remind members 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. Take your horse's pulse, respiration and temperature over a few days at different times of the day to give you average rates.

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.

Normal Vital Signs

Temperature Range:

37.5° - 38.3°C
(99° - 101.5°F)

Pulse:

30-40/minute

Respiration:

8-16/minute



Telling Time by Teeth (Approx. time: 20 minutes)

Teeth are commonly used as a way of determining age of a horse. Over time, the teeth of a horse change according to a known pattern. Although the type of feed and cribbing may affect the teeth, this method is reasonably accurate.

A horse has the same number and type of teeth on top and bottom. A horse's teeth are constantly growing and constantly being ground down as he chews his food. As the teeth grow and are worn down, the appearance of the tooth changes in a set pattern. That is why we can tell a horse's age by his teeth.

Foal

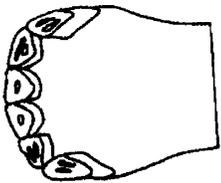
- 12 molars
- 12 incisors
- 24 teeth

Mature Mare

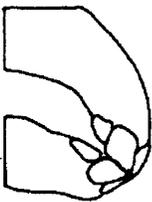
- 24 molars
- 12 incisors
- 36 teeth

Stallion or Gelding

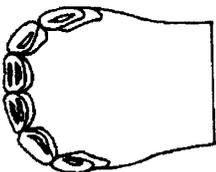
- 24 molars
- 12 incisors
- 4 canines
- 40 teeth



12 years - The cup has disappeared from the central incisors.



1 year - The teeth have a narrow base so they are baby teeth. The corner incisors have not fully erupted.



8 years - The dental star can only be seen on the central incisors.

Have members go outside and determine the age of their horse by looking at their teeth.

- In horses up to seven years old, they are oval teeth.
- In horses up between 9-13 years, the teeth are a triangular shape.
- After a horse is 13 years old the surfaces have a rounded appearance.

Ration (Approx. time: 30 minutes)

Have members define what ration means. Discuss with the members why a balanced ration is important to their horse's health.

A **ration** is a combination of feeds to meet the needs of your horse.

The feed requirements depend upon:

1. Stage of growth (young horse, broodmare, mature horse).
2. Level of activity (working or resting).
3. Weather conditions (summer or winter).

Feed all ration ingredients on a weight basis. Actual amounts fed vary by the size of the horse, the age of the horse, the climate and the working conditions. Veterinarians are usually a good source for recommendations on appropriate types and amounts of feed for a specific horse. Animal nutritionists are also trained in how to develop equine rations and make recommendations.



It is important that you know how to feed your horse to adequately meet its needs. Ration is the term used for the amount of feed a horse receives. Each horse is different and requires a different ration.

Determining the feed value of forage allows you to balance rations more accurately based on nutritional value. For more information on feed testing in Manitoba visit the following website: <http://www.gov.mb.ca/agriculture/livestock/nutrition/bza12s14.html>

To ensure proper amounts of a balanced ration, feed according to animal weight.

Check out the following website to get more information on *How to Formulate a Horse Ration*.

- http://www.extension.umn.edu/distribution/livestocksystems/components/0480_05.html
- <http://www.gov.mb.ca/agriculture/crops/forages/bjb04s03.html>

Have members compare the weight of different types of grains using the same container. This could include oats, barley, wheat, corn, and flax. Have member list the types of grain they measured and what each weighed. Ask members why we measure feed by weight and not by volume?

- Feeding by volume will usually lead to overfeeding; if members are overfeeding, not only does their horse gain weight but members are also spending more money for the weight gain and more money to maintain that extra body weight.

Record This (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 Include all feeds fed (roughage, grain, supplements). Have members fill in the health record sheets of what they give their horse.

Feed	Amount Fed Kg / day	Digestible Energy (DE) (Mcal)	Protein Kg	Calcium (Ca) g	Phosphorus (P) g	Vitamin A IU
Alfalfa/grass hay	8.5	14.45	1.063	89.25	1.7	-
Oats	2.5	7.45	.275	2.0	7.5	-
Loose Horse mineral	70 g	-	-	10.5	8.4	13,594
Total	10.64	21.89		101.75	32.9	13,594
Required	-	21.89		20	15	21,000

I-MONTH FEED RECORDS

Feed	Quantity		Price Per Unit	Total Cost (1 month)
	Per Day	For 1 Month		
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	\$

Dig it!



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

- Were there any feeds that you were surprised that they were good or bad?
-Answers may vary
- Were there any types of internal parasites that you didn't know about?
-Answers may vary
- Did you find identifying the age of a horse by looking at it's teeth challenging? Why or why not?
-Answers may vary
- What is the total length of the digestive system? What is the total capacity of the digestive system?
-27m or 90 feet
-227 litres or 50 gallons

Share with the group what type of ration your horse needs.

-Answers will vary

Leader's Notes



Skill Builder 6: Riding

Skills Checklist

Level	Required Skill	Activities
I-35D	Assist younger members with their tack.	<input type="checkbox"/> Saddle Up <input type="checkbox"/> Judge This <input type="checkbox"/> Blankets <input type="checkbox"/> Help Out <input type="checkbox"/> Warm-up <input type="checkbox"/> "Special Equipment" <input type="checkbox"/> Saddle Differences <input type="checkbox"/> Riding Lessons
I-36D	Describe one obstacle in a trail class and demonstrate how to do it.	
I-37D	Ride a trail pattern.	
I-38D	Judge a trail class.	
I-39D	Name and describe three types of Western or English saddles and explain how they differ to suit their purpose.	
I-40D	Name any pieces of tack that you use for your special area of riding interest. What is its purpose and how should it fit.	
I-41D	Identify two types of riding blankets. List two similarities and two differences between the blankets.	
I-42D	Demonstrate at least three warm up exercises.	
I-43D	Assist younger members in identifying common faults while riding.	
I-44M	Mounted Skills	

Background for leaders

Much of this unit will be covered while the members are outside. The 4-H Horsemanship DVD's 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 I 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

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.



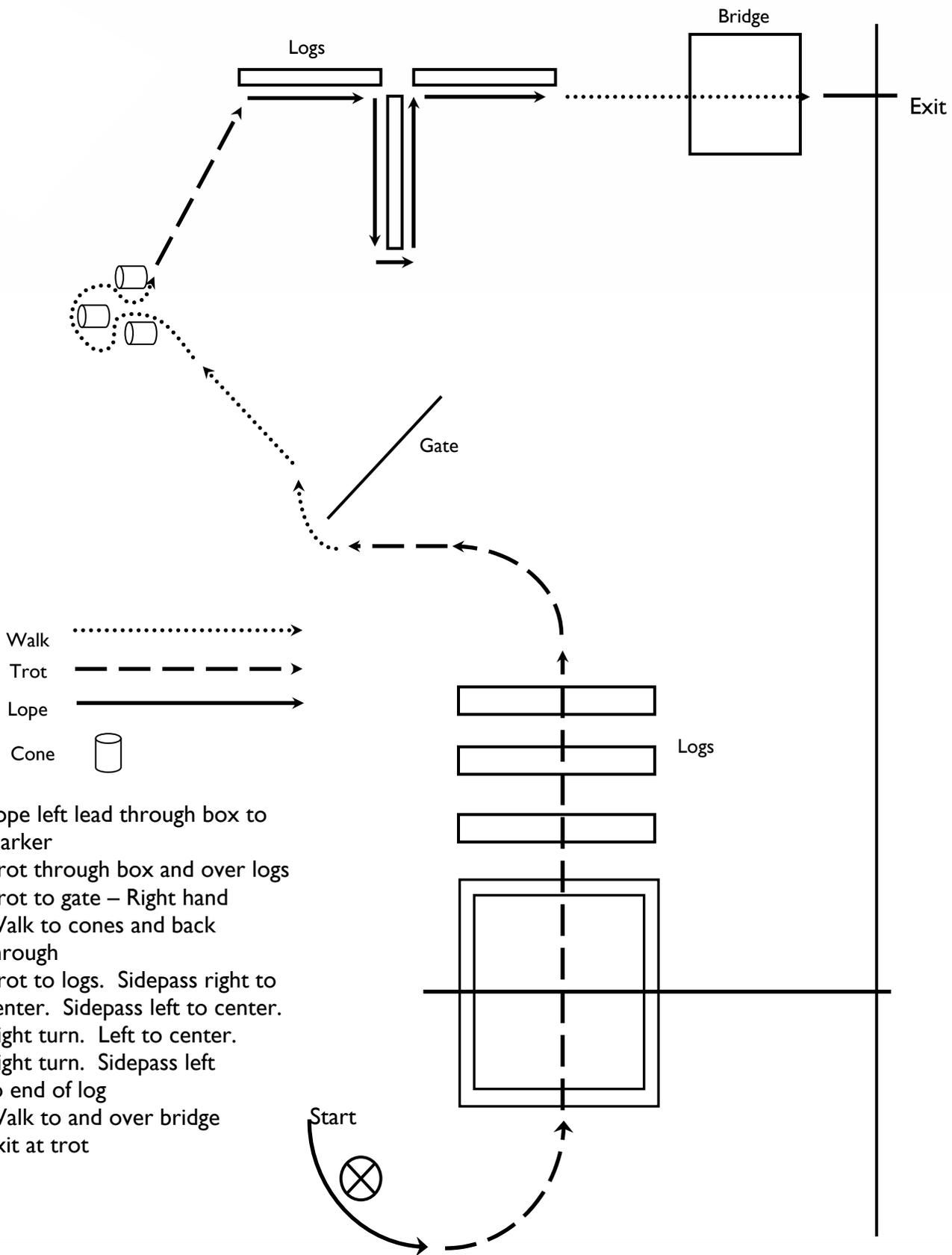
Do it!

Saddle Up (Approx. 1 hour)

Set up the following trail pattern (on the next page) or another one similar. Have members walk on foot without their horse through the pattern as a group, describing at least one of the obstacles set up. Once all of the obstacles have been described, have members catch their horse. Have them saddle up their horse.

If any of the smaller members need help putting on bridles and tightening of the saddle, have the older members assist. Have members assist the smaller members if they need help adjusting their stirrups or anything else.

Have members mount their horse and complete the pattern one at a time. With the remaining members, have them watch and identify mistakes that can be used as critiques for judging a trail class. After each member has completed the pattern, have the members share their thoughts.



1. Lope left lead through box to marker
2. Trot through box and over logs
3. Trot to gate – Right hand
4. Walk to cones and back through
5. Trot to logs. Sidepass right to center. Sidepass left to center. Right turn. Left to center. Right turn. Sidepass left to end of log
6. Walk to and over bridge
7. Exit at trot

Judge This (Approx. time: 45 minutes)

Have members review the judging section in Skill Builder 3 on page 45. Have members look at the sample judging card in their book. As a group, have members identify common mistakes made when filling out a judging card.

- Only the spaces marked “placing score,” “reasons score,” and “total score” should be left blank, since those spaces are to be filled in by the person scoring the card.
- Numbering the animals starting from the right (Suppose to number the animals by standing behind them and starting from the left).
- Incorrect spelling and grammar
- Messy writing (illegible)



As members are performing the trail pattern in the previous activity, have members critique the rider with their new learned judging skills. Once members have practised judging arrange for them to attend a local horse show. Have members practice the proper judging skills and judge three riders participating in a trail class. Once everyone has judged the class, discuss the placings and reasons.

Blankets (Approx. time: 20 minutes)

Have members think about the purpose of saddle blankets and have them share their thoughts with the rest of the group.

- To protect the horse’s back
- To absorb moisture
- To protect the saddle
- To compensate for poorly fitting saddles.

Have members share with each other what type of blanket they use for riding. Have members choose two blankets that are used for riding and list two similarities and two differences they have with each other. Please refer to page 99-101 in the Member Manual for information on the different types of blankets.

Help out (Approx. time: 30 minutes)

Have members review the section on common faults while riding. Then have members help younger members in identifying the faults and how to avoid these faults while riding.

Balance

Whether you ride English or Western style, balance is very important since your balance can affect your horse’s way of going. Balanced riders ride in a flexible reliable style that does not inhibit the horse’s ability to perform.

Think of your body as one part stacked upon another: head over shoulders over upper body over seat bones over legs and feet. When you sit in balance in the saddle you are sitting evenly on your seat bones, not leaning one way or another with the weight equally distributed on both feet. An imaginary vertical line could pass through the ear, shoulder, hip and ankle.



Head

You should be looking up and watching where you are going. Your head weighs 10-13 pounds so if it is hung down or off to a side your horse will notice it. This is why the horse will usually go in the direction you are looking. For example, you can ride a circle with minimal rein or leg pressure simply by looking at the centre of the circle.

Often a rider will look down to check leads or diagonals. This can make it more difficult for the horse since it places extra weight on the forequarters.

Shoulders

Sitting in the saddle your shoulders should be level. If they are not even, you may have shifted your weight to the lower side. This will make your horse lean in that direction also. Loping / cantering in circles may cause you to drop one shoulder so pay careful attention to keeping them even.

Back

Your back should be straight but not rigid.

Arms and Hands

Watch that your hands are not held too high nor too low. Keep your elbows in!

Seat

The inside of the thighs should remain in contact with the saddle without gripping. Your seat bones should be in contact with the saddle so that your body sits at a 90° angle to the saddle. Be careful not to just sit back on your buttocks with your leg forward.

Legs

The Western rider uses a longer leg position than an English hunt seat rider. The differences in riding style are caused by the shape of the saddle and the forward movement of the horse. For all saddles, the stirrups need to be short enough so the legs and ankles can act as shock absorbers.

For Western riding, the stirrups should hang to a length so that the bottom of the stirrup touches your ankles when your leg hangs beside it. This will give you enough bend in your knee to be comfortable. If you are involved in gymkhana events you may want to shorten them a little.

Lower Leg

Since the lower leg is used to cue the horse, it needs to be kept still or the leg aids will not be effective.

Foot

The foot position affects how you use the legs. The ball of the foot should be resting on the stirrup with your weight carried down through your heel so that your heel is lower than your toe. Putting your foot too far into the stirrup makes it difficult to flex your ankle.

The rider's feet should be almost parallel to the horse's sides. Toes pointing outward can cause problems, especially if the rider is wearing spurs! Remember that the direction of the foot affects the whole leg.

Warm-up (Approx. time: 10 minutes)

Discuss with members the importance of warm up and cool downs for riders (and horses). Have members identify reasons why it is important to do warm ups.

- Essential to an effective and safe ride.
- Must allow for the increased blood flow and flexibility of the horse.
- Stretches the muscles to prevent injuries and ensure the rider is ready to work.

Have members identify five different warm up exercises to do before riding. Have members demonstrate at least three of the exercises and explain the purpose of the exercise they are demonstrating.



1. Arm Circling

Begin by placing the reins in one hand. Bring the free arm up level with the shoulder. Lower it again and take it straight back. Then bring your arm forward again making a complete circle all the way around. Try it first when the horse is standing still and then while he is moving. At all times, keep your body straight. Be sure to circle both arms. This exercise helps to develop balance and form.

2. Shoulder Exercises

This should only be done in an enclosed area. Begin with the horse standing still. Later it may be practiced with the horse on the lunge line. Touch your fingers to the top of your shoulder. Then unfold your hands and arms slowly. Stretch them out to the sides with the palms of your hands facing upwards. Then turn your hands over and let your arms come slowly down to your sides. Repeat several times. This exercise helps to relax your shoulders and elbows.

3. Touch Your Toes

Have the horse standing still. Take the reins in your left hand. Then with as little movement as possible, lean down and touch your right toe with your right hand. Don't allow your leg to move back or forwards. Repeat using the other hand. This exercise helps to loosen a stiff back and also improves balance.

After you become proficient at this try a variation by touching the left toe with the right hand and visa versa. Always keep Looking straight ahead and try to keep your lower body as still as possible.

4. Head Rotations

Begin by rolling your head forward as far as possible, then back, to the left and then to the right. Finally roll your head all the way around. It will relax your neck muscles and teach you how to move your head without moving your body, arms or legs.

5. Torso Twisting

Place your hands on your hips. Then twist your upper body around from the waist keeping the hips and legs still. Turn first to the left and then to the right. Repeat several times. This teaches the body to move freely.

6. Stretches

Sit up straight and tall with your arms hanging loosely at your sides. Bend sideways in line with your hips and slide your hand as far down the side of your leg as possible. Only lean sideways not forward. Try this to the left and then to the right. Repeat several times. This can be used to loosen your back.

7. Thigh Raising

If necessary, grasp the horn or pommel of the saddle with one hand. Take your feet from the stirrups. Raise your left knee up to the withers and then lower it, still keeping your back straight and tall. Repeat with your right leg. When you feel secure enough try raising both knees at the same time. This exercise helps to strengthen the muscles of the thighs and the abdomen.

8. Foot Rotations

Take your feet out of the stirrups. Sit tall in the saddle. Draw circle with your toes while keeping the rest of the leg still. This exercise will increase your suppleness in your knees and ankles.



'Special Equipment' (Approx. time: 25 minutes)

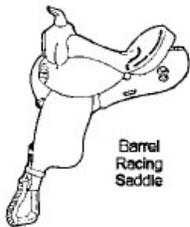
Remind members to bring an assortment of specialty equipment to the meeting. Be sure to bring in a few different pieces of specialty equipment just in case members are forgetful. Have members discuss the uses of each item they bring in. Have members explain to the other members why they use the piece (s) of equipment and how each equipment should properly fit their horse.

- Members may bring in English attire, breast collar, etc.
- There may be duplicate of equipment that members bring in .

Saddle Differences (Approx. time: 40 minutes)

Arrange for members to visit a local tack shop. Identify three different types of Western or English saddles.

Different Types of Western Saddles



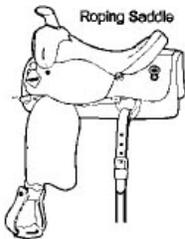
Barrel
Racing
Saddle

Has a deeper seat that helps the rider stay put during hard turns and fast runs. The horn is taller, making it easier to hold onto during turns. If the seat is done properly, it will also help the rider to be stable and in control. Generally, barrel racers like a half rough out saddle so they can get more grip.



Cutting
Saddle

Has less rise in the seat with the lowest place or pocket a bit further ahead. This makes it easier for the rider to stay centered. The swells and horn are also very high so the rider can hang onto the horn at a proper angle to push or pull on it to remain stable.



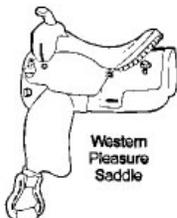
Roping
Saddle

Has a deep seat and the fenders hung in a position to ensure that the rider can be up and balanced when ready to rope. The horns and trees are very strong to take the pull. As well the rigging must be one that pulls off the top of the tree bars and has great strength. Generally suede out padded seats are preferred to give more grip. The swells of the saddle are kept reasonably low as to keep the leverage of the rope on the horn to a minimum.



Raining
Saddle

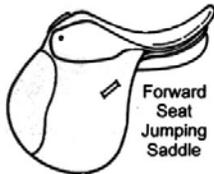
Has a low horn so it won't interfere with the riders hands on the reins. The seat must be shaped to allow the rider to roll their pelvis back for making big stops. It should also be built so as to allow as much feel to the horse as possible.



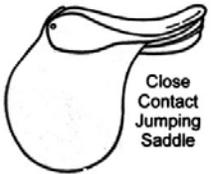
Western
Pleasure
Saddle

Light weight. Balance point to the back of the saddle. Allows the horse and rider to enjoy the trail.

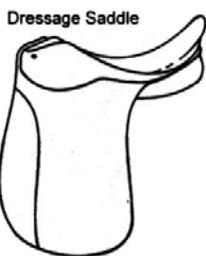
Different Types of Basic English Saddles



The **forward-seat** sets the rider forward, well over the centre of balance of the horse. These saddles are meant for jumping and hunting and may have heavy knee rolls which give the rider maximum security. The forward-seat is probably the best English saddle for the novice rider in that it is the most versatile. Close-contact forward-seat saddles eliminate the bulky knee roll.



The **cut-back** saddle is used on gaited horses as well as Morgans and Arabians which move with much animation or lift of the legs. This movement combined with an arched neck and head tends to move the centre of balance of these horses somewhat further back from where it is normally found. (Also Saddle Seat).



The **dressage saddle** has a deeper seat with leathers positioned more to the rear of the saddle. This allows the rider more exactness of leg position for riding a highly schooled dressage horse. Young, inexperienced riders will have little need for this type of saddle.



The **all-purpose saddle** allows the rider to use the same saddle for both dressage and jumping.

Have members sit in different types of saddles. Ask members if they can feel a difference between the saddles.

Discuss with members and have members answer the following questions:

- What are the differences between the three saddles you identified?
- How do the purposes of each saddle differ?
- How would you consider the differences when you purchased a new saddle?

Riding Lessons (Approx. time: 4 months)

Help members practice their mounted skills from their checklist. Have members keep a journal of when they went riding and what skills they performed each day. By keeping a journal, members will be able to keep track of their improvements.

Tell members that once they feel they have mastered a skill off the checklist, they should ask to demonstrate it to you. Once they have mastered a skill, then you are able to initialize the skill. Keep in mind that each member has set their own riding goals in the Dream it! section and these goals should also be listed on their checklist to be completed.

Remind members that they should check in often with their leader so that they can get feedback on their riding skills.

Dig it!

Have members answer the following questions and discuss them as a group.

- Did you accomplish your horsemanship goals ?
- What are some skills that you need to work on?
- What will you use from this Skill Builder to help you reach your goal?

Leader's Notes



Dream It! Plan for Success Work with the members to ✓ the skills that they would like to include in this year's plans. Check off the **Supporting Activities** that the member's finish. The grey area is for your initials when you check to see if the member is able to do the skill with their horse.



MANITOBA 4-H MASTERING EQUINE DISMOUNTED SKILLS			
Skill	Project Choices	✓	Initials
GROUNDWORK AND PSYCHOLOGY			
I-1D	Explain how your horse's four senses other than sight may affect his behaviour.		
I-2D	What are factors that affect the horses learning?		
I-3D	Identify what a restraint is and list two examples.		
I-4D	Assist younger members in reading their horse's body language.		
I-5D	Identify six different stable misbehaviours and why the horse behaves like this.		
GROOMING AND HOOF CARE			
I-6D	Explain and demonstrate coat, mane, and tail care for your area of interest (English or Western). For example pulling manes, clipping, banding and braiding.		
I-7D	Assist younger members with grooming and hoof care knowledge.		
I-8D	Identify advantages and disadvantages of shoeing.		
I-9D	List three points that the horse shoe fits properly		
I-10D	Identify two seasonal grooming techniques and explain why the grooming needs are affected by the change in seasons		
I-11D	Explain and demonstrate how to braid the tail.		
Identification and Conformation			
I-12D	Judge and place one conformation classes of four horses and present written reasons for one and oral reasons for the other.		
I-13D	Assist in teaching younger members about horse identification, colours, markings, breed conformations and evaluation.		
I-14D	Help younger members see correctly shoulders in, haunches in, and lameness.		
I-15D	Identify four different walking problems.		
I-16D	Identify and explain how to properly fill out a judging card.		
I-17D	Explain how the skeleton affects conformation.		

MANITOBA 4-H MASTERING EQUINE DISMOUNTED SKILLS

Skill	Project Choices	✓	Initial
SAFETY AND STABLE MANAGEMENT			
I-18D	Explain safe driving practises when pulling a loaded trailer.		
I-19D	List three things to take into consideration on a long haul.		
I-20D	Assist younger members with management of their facility.		
I-21D	Explain and demonstrate to a non horse person, how to properly load and unload a horse.		
I-22D	Identify three types of flooring for a stall. List two disadvantages and two advantages of each type of flooring.		
HEALTH			
I-23D	Create a rough sketch of the digestive system and briefly explain how each organ plays a part in the digestive system.		
I-24D	Explain the causes, symptoms, and treatment of colic.		
I-25D	Explain and demonstrate how to safely give a horse an oral medication.		
I-26D	Describe the life cycle of two internal parasites.		
I-27D	Show where to give your horse an injection and explain safety precautions.		
I-28D	Assist younger members in finding assistance dealing with horse health problems.		
I-29D	Assist younger members to identify good and bad feed.		
I-30D	Explain how to identify the age of a horse and then demonstrate this procedure.		
I-31D	Review how to take pulse and capillary refill. Assist a younger member in both procedures.		
I-32D	Explain why a balanced ration is important to your horse's health.		
I-33D	Identify the cost of ration for horses per month.		
I-34D	Keep up to date feed and health records.		

MANITOBA 4-H MASTERING EQUINE DISMOUNTED SKILLS

Skill	Project Choices	✓	Initial
RIDING AND EQUIPMENT			
I-35D	Assist younger members with their tack.		
I-36D	Describe one obstacle in a trail class and demonstrate how to do it.		
I-37D	Ride a trail pattern.		
I-38D	Judge a trail class.		
I-39D	Name and describe three types of Western or English saddles and explain how they differ to suit their purpose.		
I-40D	Name any pieces of tack that you use for your special area of riding interest. What is its purpose and how should it fit.		
I-41D	Identify two types of riding blankets. List two similarities and two differences between the blankets.		
I-42D	Demonstrate at least three warm up exercises.		
I-43D	Assist younger members in identifying common faults while riding.		
I-44M	Mounted Skills		



MANITOBA 4-H MASTERING EQUINE MOUNTED SKILLS

Note: Your leader has access to a series of videos entitled 4-H Horsemanship that demonstrate and discuss the skills required for riding level 6.

Skill	Do It Skills	✓	Initial
I-1M	Warm-up— Demonstrate your own warm-up including at least everything in the rider 5 warm-up plus shoulder in.		
I-2M	Demonstrate a haunches-in of at least 6 strides at a sit trot/jog. Go both ways.		
I-3M	Demonstrate haunches-in halt to lope transition in both directions.		
I-4M	Demonstrate haunches-in at the lope/canter in both directions.		
I-5M	Execute a turn on the haunches of at least 6 fluid crossovers with the horse correctly shaped or walk pirouette (English) in both directions.		
I-6M	Explain and demonstrate 3 lead up exercises to produce a two track/half pass. Show a two-track/half pass of at least 3 strides in both directions 1) at a walk and, 2) at a jog or sitting trot. The lead up exercises may be used in the demonstration.		
I-7M	From a lope/canter, ride a controlled gallop (Western) or hand gallop (English) of at least 10 strides in both directions, then go back to a lope/canter with a smooth downward transition.		
I-8M	Demonstrate: a) two or three lateral exercises in succession that will allow you to produce a smooth lope/canter transition and collection. Demonstrate that transition. b) Western riders demonstrate 2 lateral exercises using neck reining.		
I-9M	Explain and demonstrate the aids to produce a flying lead change. Demonstrate a flying lead change in both directions.		
I-10M	Demonstrate a new riding discipline at a local event.		
I-11M	Assist younger members (or demonstrate to a non-horse person) with any of the horse handling skills related to rein effects.		
I-12M	Assist younger members (or demonstrate to a non-horse person) with any of the horse handling skills related to laterals and collection.		
I-13M	Be a good safety role model for younger members.		
I-14M	Assist other members in developing riding patterns.		
I-15M	Ride the attached pattern. Include a tack check, mount, and dismount. May be ridden 1 or 2 handed.		
I-16M	Your specific riding goals—please list.		

Glossary



Angle Bite - the outer angle at which the upper and lower incisors meet.

Anti-Sweat Rugs - are made from open cotton mesh. They are popular as coolers for over-heated horses.

Balance - All of the parts of the body are in correct proportion to each other, resulting in a pleasing appearance.

Beet Pulp - A dried by-product of processed sugar beets.

Bishoping - a practice done by dishonest horse dealers where a horse's teeth are made to look like those of a younger horse.

Blankets - come in many weights, kinds and colors. They may be a cotton sheet lined with a woolen insert or made from polyester and filled with warm fiberfil and foam. There are many degrees of warmth to choose from. Matching hoods are usually available.

Bloom - The horse's haircoat should be short and shiny. This is referred to as bloom. A dull, shaggy coat indicates that the horse may not be healthy.

Crimped - slightly crushed

Dental Star - a star shaped or circle-like structure near the centre of the wearing surface of the permanent incisors.

Flaked - crushed into flakes. Barley and corn are sometimes flaked.

Flat bones - (such as the skull) serve to enclose the areas containing the vital organs.

Forging - The toe of the hind foot strikes the sole or the shoe of the forefoot on the same side.

Full Mouth - when a horse has a complete set of permanent incisors.

Interference - This happens when one foreleg strikes the other foreleg or one hind leg strikes the other.

Intussusceptions – is the enfolding of one segment of the intestine within another.

Irregular bones - are those bones in the spinal column which protect the central nervous system.

Lateral flex - The ability of the horse to bend from nose to tail.

Ligaments - hold bones together

Long bones - act as levers and help in supporting the weight and in movement.

Muscle - is the tissue which contracts and relaxes to cause your horse to move.

Muscling - how well you can see the length, definition, and volume of muscle in your horse.

Over-Reaching - The hind foot strikes the heel of the forefoot.

Paddling - known as "winging out." As the horse moves forward, he "wings" his feet outward.

Parrot Mouth - the upper incisors overhang the lower incisors and do not meet properly and therefore cause uneven wear.



Pica - depraved appetite.

Plaiting - known as “rope walking.” The horse tries to place one foot in front of the other.

Psoroptic mange - parasites feed on the skin’s surface causing great itching and subsequent rubbing. It is usually found at the roots of the mane.

Quidding - when a horse dribbles food from his lips

Ration - a ration is a combination of feeds to meet the needs of your horse.

Refinement – general lack of coarseness.

Restraint -

Rickets - a disease where the bones are malformed, stiff, and break easily.

Rolled - slightly flattened.

Rugs - turnout rugs especially New Zealand rugs are popular with those who use blankets on their horses outdoors. The outer shell is made from waterproof canvas with inner lining of wool. They provide protection against wind and rain.

Scalping - The toe of the forefoot strikes the coronary band of the hind foot.

Scarcoptic mange - is caused by tiny mites burrowing into the skin surface causing great irritation and itching to the horse. As the horse rubs, the hair falls out and scabs form. It may occur anywhere on the body. This condition must be reported to the Department of Agriculture if it occurs.

Sheets - (sometimes call **summer sheets**) are light weight and may be made from cotton, polyester or a blend of both. They come in different sizes, styles and colors. They protect the horse from dust, flies and sun.

Short bones - (such as those in the knee, hock, and fetlock) serve as shock bearers.

Side pass - the sideways movement of the horse with both forehand and hindquarters moving.

Smooth Mouth - refers to the smooth biting surface of the upper and lower incisors after the cups have disappeared at 12 years of age or older.

Smoothness - All parts of the horse’s body should blend together smoothly, while having adequate muscle definition. The horse should be in good condition – neither so underweight that the ribs show, nor so overweight that there is little muscle definition.

Symmetry - When viewing the horse from the front and rear, divide the horse in half down the spinal column and down the middle of each limb.

Table - another name for the grinding surface of molars and premolars.

Tendons - muscles are attached to the bones by tendons.

Toes In - Feet move forward in wider outward arcs

Toes Out - Feet move inward in larger inward circles.

Wear - refers to the amount of use or wear observed on the biting surface of the incisors.

Showcase Challenge

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



In the Member Manual

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

Big 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?)

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
- Make a poster or display 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. PowerPoint)
- Write a report
- Or come up with your own idea. It is up to you and your leader!

My Showcase Challenge Plan

My showcase idea: _____

What materials and resources do I need? _____

Who do I need to help me? _____

When do I need to have things done by? _____



Portfolio Pages

Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning in completing the My 4-H Portfolio Page in the Member Manual.

There is a skills chart that lists the skills members are expected to complete by the end of the project. Leaders must indicate how they know the member was successful at a particular skill.

Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.



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:

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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-based organization dedicated to growth and development of rural youth. Today's 4-H program reaches both farm and non-farm youth across Canada. The motto of "Learn to Do by Doing" is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.



4-H Motto

"Learn To Do by Doing"

4-H Pledge

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

4-H Quality Equation Principles

Quality People

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

Quality Experiences

- Provide members with personal development and skill development experiences.

Quality Projects

- Promote and value quality effort.



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