

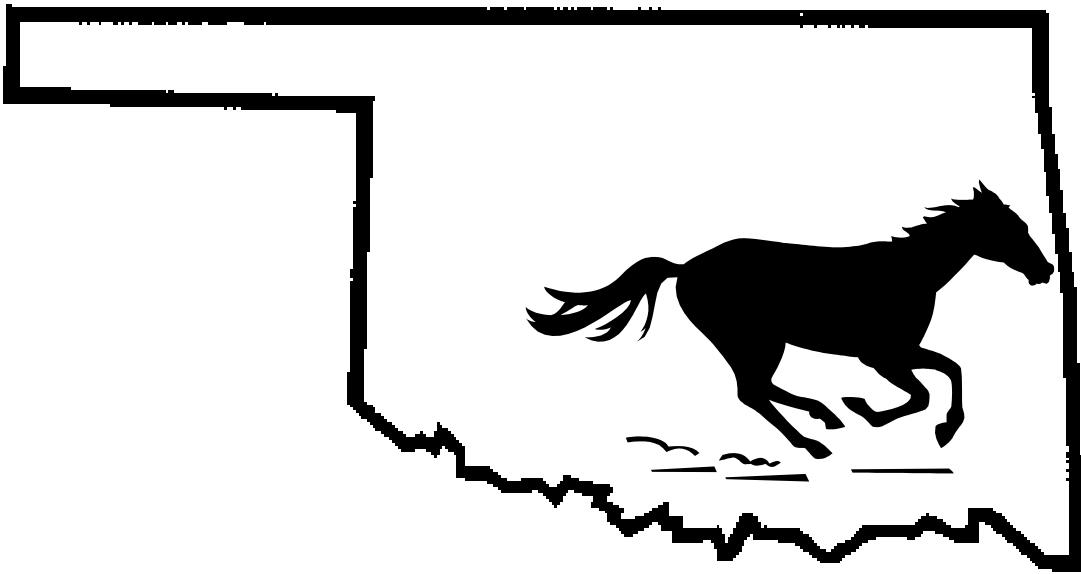


Oklahoma 4-H Horse Project

Member Activity Manual

One

4-H-ANSC-603



Member Activity manuals were prepared originally by Dr. David Freeman, Extension Equine Specialist, and Dr. Sheila Forbes, Youth Development Specialist, Oklahoma State University, Stillwater, OK., and have since received revisions in 2004 and 2010 by Dr. Freeman, Meriruth Cohenour, 2004 Undergraduate Student Program Aide, and State Development 4-H Youth Specialists.

OKLAHOMA HORSE PROJECT MEMBER ACTIVITY **MANUAL ONE**

The Horse Project Member Development manuals contain a progressive series of elective activities intended to provide a framework for youth development in the horse project. The manuals require direct supervision and teaching by a 4-H Horse Project Leader. Completion of the manuals requires written accounts of activities, oral and written responses to questions and demonstrations of practical expertise.

Although not required for membership, all new 4-H members in the horse project should be encouraged to complete activities in manual one. This will provide the member and leader direction for 4-H programming in the horse project. Members should use their own project horse for completion of necessary tests. Leaders should alter the requirements for riding if a member does not have a project horse or does not have a suitable animal to complete a specific task. Youth should advance as interest and abilities dictate with no definite time schedule.

Completion and Participation Requirements

Minimum age suggestion for completing the series are as follows: Manual One, 9 years; Manual Two, 11 years; Manual Three, 13 years; and Manual Four, 15 years of age. The manuals are designed to be completed as a progressive series. Ideally, the higher numbered manuals should not be started until completion of lower phases. However, those members starting the program that meet the age requirements of Manual Two or above may complete lower numbered concurrently with the manual for their minimum age for completion.

This project requires detailed inspection and direction at the local level. Leaders will need the involvement and participation of parents, knowledgeable horse persons, and other resource people for successful programming.

Leaders and extension educators can modify the manuals in efforts to increase the program effectiveness for each member. The manuals are intended to establish a **minimum** level of skills and demonstration of knowledge. Additional activities are encouraged.

Each manual is divided into three parts. Part one requires members to report their participation at horse events and 4-H activities. Part two is intended to increase members' knowledge of the horse industry and their expertise in horsemanship, management and horse evaluation. The final part allows for evaluation of the project.

Recognition programs directed at the local level are strongly encouraged to enhance participation and recognize accomplishment. Manuals One, Two and Three should be reviewed for completion by the 4-H leader and local Extension Educator with 4-H responsibility. Manual Four should also be reviewed for completion by a State Specialist with responsibility with 4-H horse project responsibilities.

Member's Name _____

Date Member began this manual _____

Part I. Are You an Active 4-H'er?

1. List the types of activities that you do with your project horse. For example, feeding, riding, cleaning stalls, going to events.

2. Keeping Track of the Number of Hours you Spent Riding, Exercising or Ground Training or Caring for your Project Horse(s) *(Record your daily totals on a calendar and write monthly totals below).*

For the Years of _____

<i>Month</i>	<i>List the Type of Riding or Exercise (Such as: Trail Riding, Arena Work, Ground Work or Other Types)</i>	<i>Number of Hours For the Month</i>
January		
May		
June		
September		
October		
December		

Compare the types of activities and time spent with your project horse in the fall (September and October), winter (December and January), and spring (May and June). Are there seasons that you spent a lot more time with your project as compared with other times? Did you find yourself doing different tasks in the different seasons?

3. List the date of at least three shows, trail rides or other group events you participated in with your horse. Also, list what you liked most about the activity, or something you feel that you or your horse gained by participating.

<i>Date</i>	<i>Name of Event</i>	<i>Event Highlight</i>

4. Record your attendance at five clinics, tours or demonstrations on horse management and use. List something you learned that you plan to use with your project.

<i>Date</i>	<i>Name of Event</i>	<i>You Learned</i>

5. Report when you did at least two of the following activities.

a. Read a magazine, short story or book about horses. Title: _____

Date(s) read _____ What did you find most interesting about the story?

b. Watched a video, television program or DVD on how to care for or train a horse: Title: _____

Date(s) watched _____ What did you find most interesting about the presentation?

c. Visited a horse farm or training center: Name or location of place visited _____

Date (s) of visit _____ What did you find most interesting about the visit?

6. List the dates and locations of at least five 4-H meetings or other group activities you attended. These activities do not have to be horse club or horse topic meetings. These activities do not have to be 4-H activities. List something you learned from attending.

<i>Description and date of activity</i>	<i>What You Learned</i> <i>(Such as something new about horses or animals, a new skill that you plan to practice)</i>

7. Write in your own words what the 4-H motto, *'To Make the Best Better'* means.

8. List the date you attended a presentation, demonstration, clinic or workshop given by another 4-H member.

Date and title of presentation: _____

Name of member presenting: _____

9. People are providing community service when they volunteer and freely give their time and abilities to do something to improve the lives of others. List the date you helped the 4-H club or group with a community service project. Describe what you and the group did.

5. Demonstrate Your Horsemanship Ability.

(The following are examples of skills that a member inexperienced with a riding horse should be able to demonstrate early in their riding experiences. Member should use their project horse to complete the tests with direction of a leader or extension educator. Additional tests can be taken from Oklahoma 4-H Publication ANSI 401, Oklahoma 4-H Horsemanship Levels. Choose tasks that are included in level one of the manual.)

<i>Test</i>	<i>Date</i>	<i>Signature of Leader</i>
Mount		
Dismount		
Figure eight using direct rein at a trot		
Stop from a trot		
(other tests)		

B. Management Skills

1. Watch one horse in a group of horses in a pasture or turn-out area for at least 10 minutes three different times in one week. Record some of the different behaviors (ways the horse acts) you may have seen. Watch quietly without distracting the horses so you can observe how one horse naturally acts around other horses.

<i>Behavior of the Horse</i>	<i>Describe What You Observed (You may not see examples of all the behaviors and you might have others to list)</i>
Sounds the horse made	
Signs of playing with other horses	
How the horse exercised	
How the horse responded to insects	
How it groomed itself or other horses	
How it showed anger or fought with the others	
How it showed friendship with others	
Other behaviors	

2. From watching the horse, could you tell if the horse was the boss of the other horses, or did it seem to 'take orders' from other horses?

3. Discuss with your leader ways you can tell how a horse is 'feeling' by watching its behavior with other horses. Why is it important to understand ways a horse displays its behaviors to other horses and to humans?

4. Watch a veterinarian give a horse an injection with a syringe. Explain what the injection contained, why it was given, and where it was given.

5. Write down the dates your horse's hooves were trimmed or shod for 1 year. Note how much of the hoof wall the farrier removed from the horse (you may want to measure the hoof trimming that was removed from the front portion of the wall each time it was trimmed)

<i>Date</i>	<i>Type of Hoof Care (shod or trimmed)</i> <i>How much hoof wall was removed?</i>

6. Explain how to safely approach a horse when catching the horse to halter.

7. How old should a foal be before it is weaned? Discuss with your leader why this age is appropriate.

8. List three types of materials that can be used for fencing a horse pasture. Discuss with your leader why some materials are safer than others.

9. Go to a store that sells feed and list the information on two different feeds sold for horses.

<i>Name of Feed</i>	<i>Weight of the feed in the bag</i>	<i>Cost per bag</i>	<i>% Protein</i>

10. List three different kinds of hay that can be fed to horses.

11. Find some moldy feed or hay, and discuss with your leader why you don't want to feed it to a horse. Explain below.

12. Along with other members, bring a bridle to a group meeting. Draw the headstall, bit and reins below. Identify the parts of the bridle by labeling the drawing. Identify the brow band, curb chain, throat latch, cheekpiece, and cavesson if on the bridle. Discuss how bridles that were brought to the meeting differ in these parts.

13. Visit a store that sells tack for horses and list five different items intended for use with horses. Record the cost and use of the items. Discuss with your leader why it is important to be able to correctly identify different items by their correct names.

<i>Item</i>	<i>Cost</i>	<i>Use</i>

14. Individual Tests. Member must complete the tests with supervision of a leader or extension educator. Other tests should be added to assist the individual member's development.

<i>Test</i>	<i>Date of Completion</i>	<i>Signature of Leader</i>
Catch and halter a horse housed by itself		
Pick up a hoof to clean it out		
Tie-up a horse with a slip knot		
Groom a tied up horse		
(other tests)		

C. Identification and Evaluation Skills

1. Visit a horse farm and identify the following.

<i>Horse Type</i>	<i>Date</i>	<i>Signature of Leader</i>
Filly		
Stallion		
Mare		
Gelding		

2. Visit a horse farm and identify four different colors of horses.

<i>Color</i>	<i>Date</i>	<i>Signature of Leader</i>

3. Trace or draw a picture of a horse's head and show the markings for a snip, blaze and star.

4. Trace or draw a picture of a horse's leg and show the markings for a sock and a stocking.

5. With assistance of your leader, measure the height of a horse from the ground to the withers (in inches). Record the measurement below and convert it to hands (4 inches in hand). Example: 41 inches would convert to 10 hands, one inch.

_____ Inches equals _____ Hands _____ Inches

6. Draw, trace or place a picture of a horse and label at least 10 parts of the horse's body. Discuss with the leader why it is important to know the correct names of the parts of the body.

Part III. Reviewing your level of activity

This part is to be completed by you with parents, and your leader or Cooperative Extension educator. Discuss with your leader and Cooperative Extension educator ways you can improve your activity level.

Your Attendance in local 4-H Meetings

Do not participate *Sometimes participate* *Usually participate* *Most always*

Participation in local Horse Activities

Do not participate *Sometimes participate* *Usually participate* *Most always*

Participation in Community Service Activities through 4-H and your Horse Project

Do not participate *Sometimes participate* *Usually participate* *Most always*

Do you have written records that show a review of Activities, Feeding, and Health Care?

No *Only a few* *Mostly* *Yes*

Do you personally care for your project horse?

No *Only a little, not often* *Regularly* *Everyday*

Is the horse suitable for your level of experience?

*No, it is uncontrollable
and usually I feel unsafe* *Acts up and is out of
control sometimes* *Usually cooperates
and safe* *Very well trained
and safe*

Is the horse's housing area clean, dry, well ventilated and safe?

No *Not often* *Usually* *Yes*

Is the stable or pen large enough for the comfort of the horse?

No *Yes*

Is the feed your horse eats clean and free from mold?

No *Yes*

Is your tack and equipment in good repair and clean?

No *Yes*

Does your horse receiving routine exercise throughout the year?

No *Sometimes* *Usually* *Yes*

Are the horse's hooves in good shape throughout the year?

No *Sometimes* *Usually* *Yes*

Are vaccinations and health care up to date?

No *Yes*

Is your horse's weight desirable?

No, it is too skinny *No, it is too fat* *Close to it* *Yes*

Date This Manual Was Completed _____

This certifies that _____ **has successfully completed Manual One of the Oklahoma 4-H Horse Project Member Activity Manual Series.**

(Signature of 4-H Leader who Supervised and Checked Activities)

(Signature of Extension Educator who Reviewed Activities and Completion of This Manual)

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