

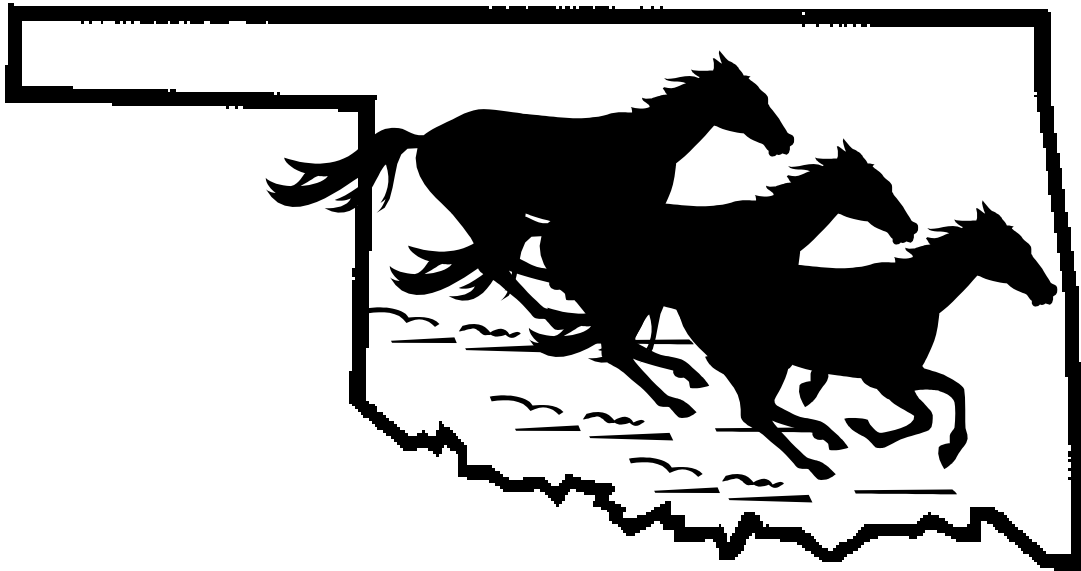


Oklahoma 4-H Horse Project

Member Activity Manual

Three

4-H-ANSC-605



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 THREE

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 completed Manual Two _____

Date Member began this manual _____

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

1. Report the number of hours you spent riding, grooming, feeding, and otherwise caring for your project horse(s).
(Record your daily totals on a calendar and write monthly totals below.)

<i>Month</i>	<i>Riding</i>	<i>Grooming</i>	<i>Feeding</i>	<i>Other Care (Cleaning stalls, exercising, etc.)</i>
January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				
December				

2. Which month did you accomplish the most in advancing the training of your horse?
3. What type of training, exercising or groundwork were you most able to accomplish?

4. What type of training, exercising or groundwork did you feel was the hardest to accomplish?

5. List the date of at least five horse shows, trailrides or other events you participated in with your horse. Also, list something you felt was a big accomplishment you gained from the activity.

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

6. List the date of at least five clinics, tours or demonstrations on horse management, use and care that you attended. List something you learned that you plan to use with your project. Should attend at least one activity on management, horsemanship and judging.

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

7. List the date and topic and audience of at least one demonstration on horsemanship, horse management or horse judging you gave to 4-H'ers or other youth groups.

8. Identify the name of at least one less experienced or younger 4-H'er that you taught something on horse management, horsemanship or horse judging. Describe the topic and what you think the person learned.

9. List the name and date of at least one social activity that included other 4-H'ers that you helped plan and organize.

10. List the name of at least one individual not directly associated with your 4-H club that you arranged to give a presentation to your club or group. What topic did the individual present?

11. List the name and date of at least one community service project you helped to organize and conduct. Describe the activity below. How successful was the activity, and what do you feel was the most rewarding part? What would you recommend to do differently if you were to do it again?

12. List some activities you would recommend for younger 4-H'ers or other horse youth groups that would involve learning about horses? At what type of activities do you think the younger youth would have the most fun?

3. Visit with someone in your area with experience in training jumping horses. Outline the training steps used to teach an inexperienced horse to jump.

4. List ten safety rules you would make younger riders follow if they were receiving lessons from you in a group riding time.

5. Demonstrate Your Horsemanship Ability.

(The following are examples of skills that a member with a few years of experience with a riding horse should be able to demonstrate. 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 ANS1 401, Oklahoma 4-H Horsemanship Levels. Choose tasks that are included in level three of the manual.)

<i>Test</i>	<i>Date</i>	<i>Signature of Leader</i>
Mount and dismount a western and English (hunt or flat) saddle.		
Open and close a gate while mounted.		
Lope over at least four logs spread out to where horse completes two strides between each.		
Jump an obstacle that is about two feet in height		
Drag a log with a rope dallied around a saddle horn of a western saddle		
Identify and/or execute posting trot on the right and left diagonals.		
Longe a horse at a walk and trot on a long line		
Demonstrate stopping, backing, trotting, and presenting your horse on the ground at halter.		
Pick up left and right leads from a standstill.		
Lope a circle demonstrating a direct rein and a neck rein.		
Lope a circle, stop, reverse directions by turning to outside of circle and lope a circle in opposite direction.		
Complete a 360 degree turn on the hindquarter demonstrating the correct leg movement of the horse's front legs.		
Demonstrate leg cues when circling a horse at a trot		
Demonstrate all cues used when stopping a horse.		
Demonstrate all cues used when backing a horse.		
Others (must do at least five others)		

B. Management Skills

1. Consider owning a breeding stallion. You want to set up a business of breeding mares owned by other people. What costs would you charge these mare owners? Prepare a bill that lists a reasonable fee to charge for at least four different items.

2. Estimate the following costs associated with raising a foal.

<i>Type of Expense</i>	<i>Estimated Amount</i>	<i>Total Estimated Cost</i>
Grain for a broodmare for a year	Pounds	
Hay for a broodmare for a year	Pounds	
Mare Care at a Breeding Farm for 90 days	\$/day	
Four doses of Dewormer for the Mare	\$/dose	
Trimming Broodmare's hooves 6 times	\$/trim	

3. List the recommendations from a veterinarian for vaccinations of a broodmare, and provide the costs of each vaccination. How much is your total estimate for vaccinations for a broodmare for one year?

4. Discuss with your leader methods used to teach a foal to lead. Answer the following questions. At what age do you recommend a foal become accustomed to a halter? What type of facilities would you recommend to use when halter breaking foals? What are some of the responses you expect from the foal?

5. Prepare a short advertisement that you would submit to a newspaper for selling a riding horse.

6. Define what 'floating' horse's teeth means. Why would 'floating' be necessary?

7. Explain how you would treat a small cut on a horse. What type of medicines would you use?

8. Record the weight of the following:

Quart measure of a textured "sweet feed"

Quart measure of a pelleted grain mix

Quart measure of corn

Quart measure of oats

Bale of grass hay

How many bales of this hay would it take to make a ton?

9. Collect the following materials to conduct an experiment: five one-gallon containers, a pound of four different types of bedding materials (straw, shredded paper, sawdust and wood shavings), a small scale to weigh one-half pound amounts of each bedding material and a measuring cup for water.

Place ½ pound amounts (make sure same weight of each bedding is used) of each bedding material in a container. Pour one quart of water into each bucket and let it stand for 30 minutes.

After 30 minutes, pour the water out of each bucket into another container (use a board to cover the bucket so you won't lose any bedding). Measure the amount of water you poured out. How much water was absorbed by each of the bedding sources?

<i>Type of Bedding</i>	<i>Amount of water poured in the sample</i>	<i>Amount of water poured off after 30 minutes</i>	<i>Amount of water absorbed by the bedding</i>

10. Why would knowing the differences found in the above experiment be important to stable owners?

11. What do owners with not enough land to spread waste, do with stall wastes?

12. Prepare a barn checklist that others can use to reduce the chance of fire around or in their barns.

13. List several management practices you would recommend horse owners follow to reduce the number of flying insects around their barns.

14. List at least one advantage and one disadvantage of feeding hay in the following methods.

Hay bags

Overhead Feeders

Ground Feeders

Round Bale Feeders

17. Individual Tests. With safety in mind, complete the tests with supervision of a leader or extension educator. Alternative tests can be substituted, and additional tests should be added to assist with the development of the member.

<i>Test</i>	<i>Date of Completion</i>	<i>Signature of Leader</i>
Rasp a hoof so hoof is straight and level (expert to advise)		
Take a horse's temperature		
Take a horse's pulse		
Wrap legs and tail		
Obtain a technical document on horses using a computer		
Collect and identify three external parasites of horses		
(other tests)		

C. Identification and Evaluation Skills

- I. With help from your leader, find as extreme examples as possible of horses with the following front leg conformations:
 - a. When viewed from the front, the horse's lower legs and toes point inward or toward one another.
 - b. When viewed from the front, the horse's lower legs and toes point outward or away from each other.
 - c. When viewed from the front, the horse's lower legs and toes point straight and forward.

2. Watch each of the horses walk and trot toward you and away from you paying particular attention to how the lower legs move. Do the legs swing outward when moving? Do the legs swing inward when moving? Do they move in a straight line? Do the hooves hit the ground directly in front of their position with the horse's body? Do the hooves land closer together than their position when standing? Do the hooves land farther apart than their position when standing? Describe your observations for each of the horses below:

Horse that toes in:

Horse that toes out:

Horse with cannons and hooves that point straight ahead:

3. Obtain the help of a rider that has a horse between 15 and 16 hands tall. Measure the actual height of the horse and record below.

Wither height _____

Then measure the following lengths of strides. Obtain an average for each by measuring each at least three times:

Distance between the points that one front leg hits the ground with successive strides at a walk:

Distance between the points that one front leg hits the ground with successive strides at a jog or slow trot:

Distance between the points that one front leg hits the ground with successive strides at a fast trot (extended gait)

Distance between the points that the front leg which is the lead leg with successive strides at a slow lope:

4. Do the same measurements for a rider with a horse or pony 14 hands or shorter.

Wither height _____

Then measure the following lengths of strides. Obtain an average for each by measuring each at least three times:

Distance (in inches) between the points that one front leg hits the ground with successive strides at a walk:

Distance (in inches) between the points that one front leg hits the ground with successive strides at a jog or slow trot:

Distance (in inches) between the points that one front leg hits the ground with successive strides at a fast trot (extended gait)

Distance (in inches) between the points that the front leg which is the lead leg with successive strides at a slow lope:

5. Determine the following ratios of height and stride length for each horse.

<i>Ratio of stride length to Wither height</i>	<i>Horse A with wither height of _____ inches (convert hands to inches)</i>	<i>Horse B with wither height of _____ inches (convert hands to inches)</i>
Stride length of walk to wither height (inches between walk strides divided by wither height in inches)		
Stride length of jog to wither height (inches between jog strides divided by wither height in inches)		
Stride length of fast trot to wither height (inches between strides divided by wither height in inches)		
Stride length of lope to wither height (inches between strides divided by wither height in inches)		

6. Did one of the horses have longer or shorter strides at all gaits in relation to the wither height (larger ratios in question 5)? Did the horses vary between gaits? Discuss with your leader why stride length measurements may be important to evaluate when selecting horses for specific uses. Does changing the distances to ratios of body height make observations more or less comparable?

7. Define the following genetic terms:

Phenotype:

Genotype:

8. Visit with someone who owns a breeding stallion and mare and obtain their thoughts on what traits they try to breed into foals, what traits of the stallion and mare they try to emphasize and why they feel it is important for the value of their foals.

9. List and describe at least four issues to consider when buying a riding horse.

10. Use the Internet to search for and compare at least two different web sites to buy horses. List the sites and several pros and cons of each.

11. List one major advantage and one major disadvantage of shopping for horses on the Internet.

D. Careers and Knowledge of the Horse Industry

1. With the help of others with an interest in horse events, plan and conduct a survey that will measure the benefits of a particular horse event in your locale.

Event Name: _____

Number of horses _____

Number of days _____

Number of participants _____

Estimated number of others at the show (spectators, helpers, family etc.) _____

Number of people who traveled from 50 miles away or farther _____

2. What travel expenses do the participants have?

3. Where do the people:

Stay if activity requires an overnight stayover

Eat

Buy other items such as fuel for traveling

4. How much do you think a participant and their family, helpers etc. spend on eating, lodging, and other items while participating in the event?

5. Discuss each of the following items with your leader, family member, or high school counselor, and make notes below. Record the date and name of person you worked with to make your notes.

Date _____

Person _____

Thinking about a Career

Subjects in school you like and why you are interested in them

Subjects in school you don't like and why you dislike them

Activities you enjoy doing in your spare time

Special interest areas or areas in which you have a lot of knowledge or experience

Special skills and talents you feel you have that an employer might like

Your physical health

Your relationships with friends, teachers, parents, adults

Thinking about a Career (continued)

Your employment experience

Your volunteer and extracurricular activities

Amount of time you like to spend with family and friends

6. With the help of your parents, leader or school counselor, fill out the following. Record the date and person you worked with to make your notes.

Date _____

Person _____

Career Profile

A possible career for me

Educational Needs for the Career

What you see yourself doing each day

Where you would work

Career Analysis (continued)

Expected income after five years

Future demand for this career

Chances for advancement

Health and safety hazards

Benefits, vacation days, retirement plan

The advantages of this career for you

The disadvantages of this career for you

You will work with: animals, adults, children, things, ideas, other _____

You would work: by yourself, on small committees, on large teams, other _____

7. How well do you feel the self-analysis and the career profile match?

8. What do you think you need to do to make a good career choice?

Part III. Project Review and Evaluation

1. With your leader, review the current condition of your project, list one major accomplishment you made, and ideas on how to continue and improve in each of the areas.

What You Did to Improve Your Horse's Development

Health of Your Horse

Training of Your Horse

Management of Your Horse

What You Accomplished in Your Own Development

Ability to Care for the Daily Needs of Your Horse

Ability to Teach Others about Needs of Horses

Ability to Organize an Activity

2. What is your main area of interest with horses?

3. How do you plan to increase your ability in your main area of interest with horses?

4. What careers are you considering?

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Date Member Completed Manual Two _____

Date Member Completed Manual Three _____

This certifies that _____ has successfully completed Manual Two 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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