



Alberta
AGRICULTURE, FOOD AND
RURAL DEVELOPMENT
4-H Branch

www.4h.ab.ca

ALBERTA 4-H PROJECT MANUAL



Horse Project: Leader Resource Manual



Title Sponsor - Equine Program

The 4-H Motto

"Learn to Do by Doing"

The 4-H Pledge

I pledge

*My **Head** to clearer thinking,*

*My **Heart** to greater loyalty,*

*My **Hands** to larger service,*

*My **Health** to better living,*

For my club, my community, and my country.



The 4-H Grace

(Tune of Auld Lang Syne)

*We thank thee, Lord, for blessings great
on this, our own fair land.*

*Teach us to serve thee joyfully,
with head, heart, health and hand*

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WELCOME: VOLUNTEER LEADERS

Welcome to teaching our most important resource – our young people. We are excited that you have chosen to become involved in the 4-H Horse Program. We hope you have a great time working with you 4-H members as they make new friends, take part in 4-H activities, work with their horses and learn more about being a responsible horse owner.

This is a supplemental resource to the Horse Reference Manual (2003). It outlines the equine project plus provided some teaching hints and techniques that you can use.

How the Alberta Horse Program Works

Mandatory 4-H Horsemanship Project

Safety First! To help ensure safety and basic horsemanship skills of 4-H members in the province, a mandatory project has been established. The first three levels of the Horsemanship Project have assessment tools, which provide an opportunity for members to develop basic riding and handling skills. These help to ensure they acquire basic safety techniques and learn about the responsibility involved in caring for their horse. Members can ride either Western or English, but must complete the project assessments for the first three levels with your own project animal.

Young horses may be used, however the ability to complete some of the assessments will depend on the training of the horse.

Once members have completed the first three levels of the Horsemanship Project, they may continue in this project, or you may move on to other projects. If they choose to move on to another project, it is advisable to carry on with Horsemanship 4 -7 to enhance the skills required for your other projects.

Completion of a 4-H Horse Project Year

To complete a yearly 4-H horse project, members must:

- Complete a record book for each project.
- Take part in at least 70 per cent of designated club activities.
- Take part in Achievement Day.
- Enroll in one of the projects available and work on the assessments required for that project. Members are not required to finish a project in one year, nor are they required to finish a level in a year. The members yearly project qualifies as long as they have been working on the skills and knowledge for the project in which they enrolled in.

Horse Project Objectives

The 4-H Horse Project gives members an opportunity to:

- Acquire an understanding of horse management through the experience of owning, caring for, and maintaining records on a horse project.
- Develop the skills, patience and understanding of the handling practices essential in working with horses.
- Develop an appreciation of the horse industry and its importance in the local community, the province and the country.

4-H Horse Reference Manual

Members and leaders use the main 4-H Horse Project Reference Manual as the members work through the Horsemanship Project and the other 4-H horse projects. This manual has basic horsemanship information that is important for any horse owner to know.

This manual was compiled with the best information available at time of publication. New research is ongoing in the horse world, so some of the information presented may change in the future.

4-H Horse Project Books

There are many projects available to 4-H horse members and the most popular projects have supplementary Project Books that provide leaders and members with additional information specific to each project. These books also include activities for members to complete and the assessment tools that you as leaders will work through with your member for each project. Additional information is also available on the 4-H website at: www.4h.ab.ca.

If members have an interest in a equine project that is not listed or does not have any available

4-H resources, they are encouraged with your direction as a leader to take the Horse Creative Option project. Many of our new horse projects have started as ideas – developed into creative options – turned into a pilot project and become a recognized horse project with resource material developed and supplied.

When new project resources are developed, material will be put on the web site until there is enough interest and information to develop a on-line and written project book.

The 4-H Horse Record Book

Members use the 4-H Horse Project Record Book. It is a member's responsibility to provide the majority of the feed, management and care of their horse. Feeding records on the member's horse must be maintained for a minimum of 180 days prior to Achievement Day.

Most 4-H members are in only one horse project; therefore these members do not have any duplication while keeping records for the required 180 days prior to achievement day. For members in more than one horse project or taking care of more than one project horse the following table outlines your minimum 4-H record keeping expectations are:

Your Record Book

Records must be kept on a project animal for **180 days prior to the Achievement Day event**. A member can only have one project animal per project, with the exception being Rodeo. If a member enrolls a horse in more than one project, they must include project goals specific to that project (Question 4, page 7) and write one story with separate paragraphs for each project (page 40). A record book must be kept on each project animal and only project animals for which a record book has been kept may compete in a 4-H sanctioned event. The only exception would be if the project animal has to be replaced by another animal because of health reasons, and if that replacement has been approved prior to the event.

The Project Assessment Tools (Levels)

To provide consistency throughout the province, the 4-H horse project options have been developed with level assessment tools (skill requirements). These assessment tools explain to the members what they are expected to learn and what will be used to assess your knowledge and skills in each project. They can be used by a leader, parent, senior member or riding instructor, to assess each member's knowledge and skills in each project.

These assessment will not be monitored other than through the 4-H club. For the benefit of members, they are encouraged to be honest and realistic with the member's ability to complete each of the assessments. A benefit of this program is that when members move to different clubs or compete at district, regional or provincial activities club or event organizers should have a good idea where the member's skill level is.

When completing levels 1-3, members can be work on more than one part of levels 1-3. Members do not have to for example complete all of level 1 before working on the skill levels in level 2 or 3. We do not want to stagnate our member's drive or enthusiasm.

Members must complete both the mounted and dismounted portions of the assessment tools. Our horse project stresses riding skills, animal husbandry and stable management. For our members to become good horseman – the completion of mounted and dismounted assessments are critical

Recognized Horse Project Options

English Horse Projects

1. Members who wish to gain more experience with the English style of riding are encouraged to participate in this project.
2. Projects that involve English riding include:

Horsemanship 4-7 - is a continuation of the mandatory Horsemanship Project where members continue to learn horsemanship skills, riding with English equipment.

Jumping - members will learn about and develop basic skills for beginner jumping. Members and horses learn to work together as a team learning correct techniques.

Dressage - members will learn about and develop techniques used in dressage competitions. Members learn about dressage competitions and develop riding skills that help teach their horses basic dressage movements.

Western Horse Projects

1. Members who wish to gain more experience with the Western style of riding are encouraged to participate in this project.
2. Projects that involve Western riding include:

Horsemanship 4-7 (a continuation of the mandatory Horsemanship Project) - members will continue to learn more advanced horsemanship skills, riding with Western equipment.

Ranch Horse - members will develop skills in working with cattle, roping, first aid, trail riding and other skills used with ranching.

Rodeo - members will learn about competing in rodeo events including: Barrel Racing, Goat Tying, Steer Undecorating, Team Roping, Cow or Steer Riding, Pole Bending, Keyhole, Breakaway Roping, and Goat Tail Untying. Members also learn how to set up and conduct a rodeo.

Packing - members will learn how to safely use pack horses and equipment used in packing and learn how to take part in pack trips.

Reining - members will work with their horse to develop the skills used in reining competitions. Members should have advanced riding skills and horses should be athletic.

Cattle Events (Cutting, Working Cow Horse, and Team Penning) - members will learn about handling cattle and using a horse in competition for the three cattle events. Members and their horses should have some advanced riding skills and lots of experience before enrolling in this project.

Young Horse Projects

Members interested in learning more about the horse industry and about raising and training young horses are encouraged to participate in this project. The young

horse project is set up with two participation streams: members having the option to complete the project on their own as a self-directed basis or linked up with an industry based young horse development project.

Young Horse - Self-Directed

This project helps you to teach and train the horse that has no real “schooling”. The young horse project is developed for a weanling, yearling or two year old animal, however this project is not restricted to a certain age of the horse, rather the amount of training and handling needed.

Members start their projects at what development level the animal is at: weanling, young, green or mature. The project covers topics like foal nutrition, safety, facilities and training.

Members carry this project as long as they want or until the levels are attained. They can sell their animal at any time.

Young Horse - Industry Affiliated

Members apply through the provincial office (usually by October 1 for Standardbred and Draft Horse, June 1 for WRERA), are notified that they have been accepted and are linked up with industry groups. Members receive knowledge and corporate support to develop skills and experience the variety of Alberta’s Horse industry.

Standardbred - members apply to join this program, receive a weanling from a standardbred breeder and work through the young horse development levels, care for the animal and then market it for the owner at the annual yearling sale (members receive a percentage of the sale).

Draft Horse - members apply to join this program, purchase a weanling draft horse and work it through three years of young horse development training. In the first year the emphasis is on halter, second year includes ground driving and third year includes cart driving.

Wild Rose Equine Ranchers Association (WRERA) - members apply to join this program, purchase a foal from an association rancher and work it through the young horse development levels for a minimum of two years.

Judging Horse Project

This project is designed for members who do not have a horse and who wish to learn about judging horse events (members are not required to have a project animal).

Members will advance through the assessment tools that encourage learning about and experiencing the judging of conformation and performance classes.

Members keep a record book on the activities they participate in, recording their experience and training with judging.

Creative Options Project (COP) - Equine

This unit is designed for intermediate (12 to 14 years old) and senior (15 to 20 years old) members as of January 1st of the current club year.

The members must have completed at least Horsemanship Level I-III and wish to design their own area of study. Non-riding projects do not have to complete the mounted abilities of Horsemanship I-III to participate in this project. In this unit, members select, plan, share and evaluate their own projects. This project is ideal for members who do not own their own horse.

Further information on this project is available by ordering the Creative Options Project Book or by contacting the 4-H specialist in your region.

GENERAL LEADERSHIP TECHNIQUES

Set Kids up to Succeed

As we teach these units, our goal is to always Set Kids up to Succeed.

While some units focus on our youngest members (9 – 12) with the least amount of knowledge, new 4-H members will benefit no matter what age they are. Older children, who are new to 4-H and also new to the horse world, can assist with these sessions. They will assimilate the content in the process, helping to build a solid foundation.

These sessions are also a great opportunity for enthusiastic senior members to mentor young 4-Hers. Other units focus on members that have finished Horsemanship 1-3. They are informative and challenging.

You have the flexibility of choosing which units you would like to use and when.

Learning Styles

Some people learn best through visual methods or auditory methods,. While others learn best by “doing”. Most people learn best through a combination of two or all three styles. If you are reading from notes to a group of visual and kinesthetic learners you will not likely retain their attention for long. Children are a “tough crowd” if you have lost their attention. These sessions have been designed to reach children through all three of these channels. We have provided a brief description of these three learning styles below.

Visual learners

Visual learners prefer to see pictures, diagrams, illustrations and words written down. They will observe all the physical elements in a classroom. Their learning material will be carefully organized and perhaps decorated. When something is being described, they prefer to have a picture to view.

Auditory Learners

Auditory learners remember what was said very well. They remember best through verbal repetition and saying things aloud. They enjoy group discussions and group presentations including the use of music. They are easily distracted by noise, but also easily distracted by long periods of silence.

Kinesthetic Learners

Kinesthetic learners (or tactile learners) remember what they DO very well. They need to get physically involved. They enjoy making and creating. They like to handle the learning materials. They tend to fiddle with small objects while listening or working. They have trouble staying still or in one place for a long time.

General Notes:

1. Don't let any child put herself or another child in danger, either by an act of commission or by an act of omission.
2. Always talk in a normal voice; never squeak or talk down to children
3. Always have a snack on hand and be sure that it gets eaten halfway through a session. Food is very important. Plummeting blood sugar can make things go wrong when they shouldn't!
4. Small prizes or treats are a fun addition to some of the games.
5. Encourage kids to choose a partner they don't know very well and to choose a different partner each time.
6. Remember to ALWAYS SET KIDS UP TO SUCCEED.
7. Have fun, enthusiasm is contagious!

HORSEMANSHIP: **TEACHING ACTIVITIES**

A Challenge – Share your Horsemanship Project Training Techniques with your fellow 4-H Leaders.

Our Challenge is for you as leaders to use this information and to share with fellow tips and techniques that you develop. Please send on disc any new or successful activity description, that you develop or modify, to us by June 1 of the project year so we can share it with your fellow 4-H Leaders the following year. Our address is Provincial 4-H Equine Advisory Committee, Room 200, 7000 – 113 Street N.W. Edmonton Alberta, T6H 5T6 or e-mail document to [cloverleaf@gov.ab.ca.](mailto:cloverleaf@gov.ab.ca), indicating that is a resource for the equine project. The top three submissions as judged by a committee of your peers will annually receive a fifty-dollar gift certificate complements of Lammlé's Western Wear.

Horse Handling

Grooming and Care

Movement

Feeding

Horse ID

Facilities

Psychology

Tack

Health

Safety

HORSE HANDLING: WHERE SHOULD I STAND?

Introduction

This activity will help younger members visualize and practice where they need to stand while their horse is being inspected by a Judge, Vet or Farrier. If they haven't had any Showmanship experience then you will need to give some general guidelines before they play the game. Explain how the area around the horse is divided into quarters. Discuss the Safety aspect and the importance of always being on the same side of their horse as the person inspecting the hindquarters of their horse. By being in this position they can control the hindquarters by pulling the nose toward them which would cause the horse to swing the hind end away from the person inspecting. When the person inspecting their horse is in front of either shoulder, the handler should be in front of and facing their horse on the opposite side. The Safety consideration here would be the handler can pull the head away from the person inspecting if necessary.

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This is a game they can play with an older member. Their partner should be comfortable with Quarters so they can offer guidance during the game. The younger member is the Handler and the older member can be the Judge, Vet or Farrier. The Handler can only move to Box A or B. The Judge, Vet or Farrier can move anywhere. The Handler starts in Box A (on the front, left side of their horse). The Judge, Vet or Farrier places their game piece in any Box and the Handler must respond by moving or staying where they are.

Preparation

Copy enough game cards so each pair will have one. They will also need two game pieces (1 red and 1 black Checker or 2 Quarters – one would be heads and the other tails!).

Meet with the older members prior to the start and explain the game. Also explain their role as the coach, teacher and mentor. They may want to play a few games themselves to get comfortable with the process.

Once they have been partnered up, explain the rules. (See intro).