

#173 Horseless Horse (With A Horse)

*The General Project Guidelines are listed on page 3 of the project book. All six of the guidelines should be completed as you can only take this project one time. #2 is modified. Therefore, the following are the requirements for your project judging in this project. You will need to participate in the Skillathon Interview Judging in July.

1. Complete the **Planning Your Project** section of the book (page 3).
2. Complete all 17 **Interest Areas** and complete all the activities in those areas.
3. Complete at least 2 **Organized (Learning) Activities** (page 4).
4. Complete at least 2 **Leadership/Citizenship Activities** (page 5).
5. A one page report telling what you did and learned through this project.
6. Completed #190 **Equine Record** or #190-I **Insert** for the current year.

*Review Horse Skillathon kits are your discretion. You may call the office to reserve a kit any time after March 15th annually. The week prior to Livestock Interview Judging you will need to come into the office to review the kit.

#174 Beginning Horse Management

*Although the **General Project Guidelines** can be found on page 9 of the book, listed below are the minimum requirements for completing your project book. You may enroll in this project for up to 3 years.

1. Complete the **Planning Your Project** section in the book (page 9). You need only pick 3 of the **Interest Areas** to complete OR you may select all 12 if you plan to take this project for only one year.
 - A. If you pick 3 of the Interest Areas, complete a minimum of 3 of the “Things to Do” in those Interest Areas.
 - B. If you pick all 12 of the Interest Areas, complete the (check marked) “Things to Do” in each of the 12 Interest Areas and a minimum of 1 additional activity per area.
2. Complete (take part in) at least 2 project **Learning Experiences** per year. The book lists examples of these experiences.
3. Complete at least 2 **Leadership/Citizenship** Activities. These, more than likely, have been done at a club meeting, a county program or through any of the many activities listed in the project book. (page 14)
4. The record portion of the book should be completed your first year. If this is the second year or third year that you are taking this project, 190-I or a record insert should be used. The records in the book start on page 162 and end on page 171. If you have done records in the Equine Record Book 190-R in the past and have used an insert this year, bring both the book and insert with you to judging.
5. A **one page report** explaining what you did and learned during this year taking this project.
6. If you select this project additional years, you are asked to do additional activities in the Interest Areas that only list one or two. This will demonstrate you are advancing your learning in the project year to year.

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If you have any questions, please feel free to contact Laura Rohlf at 419-592-0806.

#175 Light Horse Selection

Review the Project Guide is listed on page 5 of the project book before starting the project. You may enroll in this project for two years.

1. *If you are taking the project for the first year... complete all of the questions on page 55-57 of the project book.

*If you are taking the project for the second year please explore one topic of Light Horse Selection project book and complete expanded research on the topic. For example: Obtaining Your Judges Card (learning to be a judge) OR Select a light horse breed and expand your knowledge of the breed by way of internet, writing to the breed association or reading. Prepare a display of your work or prepare an expanded paper on your topic.

2. Complete the judging description of your horse each year you are enrolled in the project.

STEP 1: INTEREST AREAS (as listed on page 5)

*Explore at least 3-4 of the areas. As you repeat the project, please show progression of learning by exploring different parts of the interest areas.

STEP 2: THINGS TO DO

*Complete 2 activities that you plan to do from the Interest Areas you have selected to focus on for the year. (pages 5-6)

STEP 3: LEARNING EXPERIENCE

*Complete a minimum of 2 **Learning Experiences** each year you take the project.

STEP 4: LEADERSHIP/CITIZENSHIP

*Complete a minimum of 2 **Leadership/Citizenship Activities** each year you take the project.

STEP 5: PROJECT REVIEW

*Write **one page report** describing what you accomplished with your project horse.

*Complete **#190 Equine Record (or #190-I insert)**. If you are using an insert, you need to bring your Equine Record from the previous year/s.

*Review Horse Skillathon kits are your discretion. You may call the office to reserve a kit any time after March 15th annually. The week prior to Livestock Interview Judging you will need to come into the office to review the kit.

#177 Horse Training

This project does not include a General Project Guidelines to assist you in completing the project. Therefore, I have divided up the project book into years you can take the project (1 to 5 years). #190-R the Equine Record book and the Record Insert has sections for you to record your Goals & Accomplishments, Learning Experiences and Citizenship/Leadership Activities. Please be sure to fill these areas out to fulfill these requirements.

I encourage members to review the book and decide the number of years he/she would like to take the project. Training skills can be applied to older horses as well as young horses. Keep in mind the book illustrates the use of yearlings, 2 and 3 year old horses.

*FIRST YEAR IN PROJECT

1. Review "Training: How do I Talk to My Horse?" (pages 7-20). Answer questions provided for this section below.
2. Demonstrate the skills listed on page 20 to an advisor or an adult familiar with horses. Have them initial each skill.
3. Take part in a minimum of 2 Learning Experiences.
4. Complete a minimum of 2 Leadership/Citizenship Activities.
5. A one page report describing what you accomplished and learned through the project.
6. Completed Equine Record (or insert). If you are using an insert, you need to bring your Equine Record from the previous year/s.

Questions to Answer:

1. What are 3 things you need to understand and know to train horses?
2. What level of human intelligence is a horse? Explain.
3. TRUE or FALSE: When giving a cue, you must consistently give the same cue if you want the same response.

4. What are examples of rewards you might use in training your horse?
5. Give two examples when you might need to use negative reinforcement in training your horse.
6. What are the 4 instincts (responses) of a horse?
7. How can we help a horse face its fears in reference to humans approaching them?
8. What is et-epimelectic behavior in a horse?
9. In training, the _____you pull or push, the _____the horse will return the pressure.
10. How are the following common expressions of the horse displayed?
Aggression=
Submission=
Fear=
Calmness=
Discomfort or Anger=
11. How do you gain responses from a horse?
12. What is the balance point of the horse?
13. What should you do if you want a horse to move the forequarters around the rear (pivot)?
14. Why would you give an outside leg cue behind the girth?
15. What types of vision does a horse have and what do these types of vision provide?

16. What would be one thing a person could do to help eliminate bad behavior?
17. What are cues?
18. Generally speaking, how much force should be exerted in a cue?
19. What a desired response is achieved, you (check one)
 _____should _____should not release the cue.
20. At what point in a foal's life is it recommended you start to handle it?
21. When first starting to walk a foal, what is a method you can use to get the foal to walk around?
22. Describe how you would get a foal used to picking up its foot (after imprinting)
23. What is the best way to condition a foal for futurity competition?

Demonstration of Skills for First Year:

Date Completed	Initials of Observer	Skill
		Halter and lead the weanling (or horse) showing that he will start with light or no pressure and stop on command
		Demonstrate that the weanling (or horse) will allow you to pick up all four feet
		Show that you can touch all parts of the weanling's (or horse's) body
		Demonstrate that the weanling (or horse) will tie.

*SECOND YEAR IN PROJECT

1. Review "Training: Developing a Partnership With Your Horse" (pages 20-48).
 Answer questions provided for this section below.
2. Demonstrate the skills listed on page 48 & 49 to an advisor or an adult familiar with horses. Have them initial each skill.
3. Take part in a minimum of 2 Learning Experiences.
4. Complete a minimum of 2 Leadership/Citizenship Activities.

5. A one page report describing what you accomplished and learned through the project.
6. Completed Equine Record (or insert). If you are using an insert, you need to bring your Equine Record from the previous year/s.

Questions to Answer:

1. What are the 7 basic training tools needed for training your horse?
2. What determines how much a horse (yearling) can take in terms of training?
3. What is the primary purpose of ground training?
4. TRUE or FALSE: The first rule of catching a horse is that you should chase after him.
5. What type of knot should you tie when using a neck rope?
6. What is an alternative method of tying a horse that you are not sure can be tied and don't have time for training.
7. List and briefly describe the 5 zones of your horse's body.
Zone 1=

Zone 2=

Zone 3=

Zone 4=

Zone 5=
8. Define touch training.
9. What is meant by the advance and retreat approach in training?
10. What are the 3 divisions of Sensitivity Training and describe each.
11. What does a Send and Return exercise teach a horse?
12. Lunging done well can....
Teach a horse about _____ .

Paying _____ to the trainer.
 Being _____ and _____ to a handler's cues.

13. How would you teach a horse to stop (whoa) when the horse is on a longe line?
14. Why are voice cues valuable in teaching a horse to longe?
15. What is one common problem that horses need to be desensitized of?
16. TRUE or FALSE: It is wise to punish a horse when he is afraid.
17. The key to success in training a horse to lead is?
18. Why is using a chain over the nose (when leading) recommended, rather than under the jaw in a young horse?
19. How would you train a horse with a rearing or striking problem?
20. Where should a handler position him/herself when leading a horse?
21. What is one thing you can do to refine leading?
22. Where on the horse should you tap when attempting to lead the horse?
23. What is the most common problem with tying a horse in a trailer?

Demonstration of Skills for Second Year (select 3 of the 7):

Date Completed	Initials of Observer	Skill
		Touch Training=show that you can touch every part of your horse's body, including handling the mouth and tongue, the udder or sheath, and that you can lift the tail and touch the area under it.
		Sensitivity Training= Physical Pressure Training: Rhythmic Pressure Training: Dominance Training- Show that you can pivot your horse on the haunches; move the horse back with light pressure on the nose; have your horse flex his neck to either side and hold it without pressure for 10 seconds. Your horse should give a small give with the nose tipped in the direction of the pull and a deep give with the nose to the girth.
		Exercises based on Sensitivity Training=Choose 2 of 4 to complete <u>*Send & Return Exercise</u> -Show that you can make the horse back up straight the length of your 12 foot lead and stand facing you

		<p>with both eyes on you and with the belly of the rope on the ground. Have the horse come forward with the pressure created by combing the lead in your hands.</p> <p><u>*Flexing & Swinging the Hip Exercise</u>-Show that you can pivot the horse on the haunches and turn him on the forehand by moving toward the part of the horse's body that you want to move and/or by using rhythmic motion.</p> <p><u>*Longeing Exercise</u>-Show that you can send the horse either direction in a circle and stop the horse by swinging his hips to the outside by you only looking at the horse's rear flank.</p> <p><u>*Lateral Exercise</u>-Show that you can move the horse both ways laterally for at least 20 feet, with the nose to a fence, by using rhythmic motion.</p>
		<p>Desensitization Training=</p> <p><u>*Face Your Fear Exercise</u>-Demonstrate that the horse will stand quietly as you strike a whip (or guide stick and rope) by the horse's side on each side and show that the horse will accept a rope swinging over the horse's head.</p> <p><u>*Have Faith Exercise</u>-Have the horse go between yourself and a fence or other object with only a 3 foot space.</p>

THIRD YEAR IN PROJECT:

1. Review "Training the Two-Year-Old, the Three-Year-Old (or older horse)?" (pages 49-75). Answer questions provided for this section below.
2. Demonstrate at least 5 of the 10 skills listed on pages 74-75 to an advisor or an adult familiar with horses. Have them initial each skill.
3. Take part in a minimum of 2 Learning Experiences.
4. Complete a minimum of 2 Leadership/Citizenship Activities
5. A one page report describing what you accomplished and learned through the project.
6. Completed Equine Record (or insert). If you are using an insert, you need to bring your Equine Record from the previous year/s.

Questions to Answer:

1. Why is it good to allow horses some time off training?
2. What is the importance of training a horse to hobble?
3. What part of the horse's legs are hobbles attached around?

4. Define the following:
Sacking out=
Cinchy=
Surcingle=
5. Why would you use a wide girth when initially saddling a young horse?
6. What are some benefits to teaching ground driving?
7. What does the word ponying mean?
8. TRUE or FALSE: A small corral or round pen is the recommended location to mount a horse for the first time.
9. Grabbing the horse with both reins if something starts to go wrong (when riding) make the horse _____, _____ and more likely to _____, _____ or exhibit other bad behavior.
10. How do you handle a horse that starts to buck or spook?
11. Describe how you would go to the left with a single rein.
12. Work with a horse is done on circles to teach what two things?
 - 1.
 - 2.
13. Circles help to control _____.
14. What are the cues for starting a horse in a circle.
15. No matter what direction you are going, what should you do? (Hint: NOT doing this is the #1 mistake of a horse rider).
16. What are four types of snaffle bits commonly used for training?
17. What are the 4 natural aids used to ride a horse?
18. What are 2 additional aids used by trainers to accent the natural aids?
19. TRUE or FALSE: Always quit a cue when a response is given by the horse; never quit cueing until the correct response is given.

20. What are the 3 things hands do in riding?
21. What happens if a horse is over bent in a circle?
22. Describe how your seat helps in bending and driving?
23. Describe the first cue for the stop (Level 1).
24. What are the 2 directions of movement leg cues can be used for?
25. When are counter cues beneficial?
26. How should you start teaching a horse to walk over logs?
27. Describe one way to get a horse to take a correct lead.
28. Why is throwing a rider's weight in the direction of the lead you want to take not a good way to train for flying lead changes?

Demonstrations of Skills for Third Year (skills to Demonstrate with the two-year old pg 74-75)

Date completed	Initials of Observer	Skill
		Lunge the horse on a 25 foot line, showing a reverse at the trot and a reverse at the canter showing a flying lead change.
		Lunge the horse on 25 ft. line over an obstacle and through an obstacle
		Demonstrate that the horse can flex his nose to the firth on each side and keep it there without rein pressure for 10 seconds.
		Demonstrate cornering your horse to both sides on the ground and while mounted.
		Ride a circle in both directions at a walk and a trot. Then canter a circle both directions, demonstrating correct leads.
		Stop and back your horse at least 10 feet while mounted.
		Side pass at least 10 feet in both directions while mounted,

		using a fence to block forward motion.
		Demonstrate a turn on the forehand of at least 180 degrees in both directions while mounted.
		Demonstrate a turn on the haunches of at least 180 degrees in both directions while mounted.
		Walk the horse through an obstacle course while mounted; the course should include going over logs, between obstacles placed 36 inches apart, and backing with at least one turn while backing.

FOURTH OR FIFTH YEAR IN PROJECT

1. Review "Common Horse Behavior Problems" (pages 75-86). Select 2-3 of the Common Horse Behavior Problems and research them further. Make a poster providing information about the behavior problems you have selected.
2. Demonstrate 5 of the 9 skills listed on page 75 (Skills to Demonstrate with the Three-Year Old or Older Horse) to an advisor or an adult familiar with horses. Have them initial each skill.
3. Take part in a minimum of 2 Learning Experiences.
4. Complete a minimum of 2 Leadership/Citizenship Activities.
5. Completed Equine Record (or insert). If you are using an insert, you need to bring your Equine record from the previous year/s.

Demonstration of Skills for 4th or 5th Year Project Members (Skills to Demonstrate with the Three-Year Old or Older Horse pg. 75)

Date Completed	Initials of Observer	Skill
		Mount and ride a circle to the left and then to the right on a loose rein at the walk, trot, and canter, Demonstrate soft transitions up and down through all gaits.
		Back your horse at least 20 feet while mounted, without the horse opening its mouth
		Trot a figure eight and then canter it, using a simple lead change.
		Demonstrate side passing your horse both ways between two 12 foot long rails placed 9 feet apart or over one rail that is set between the front and rear legs. Do this while mounted.
		Demonstrate a turn on the forehand of 360 degrees while mounted.
		Demonstrate a turn on the haunches of 720 degrees while mounted.
		Halt from a canter simply by relaxing your body and lifting the rein (no contact). The voice cue whoa may also be used.

		Sit quietly on your horse while the audience claps.
		Do a pattern to include sidepasses while moving forward at the walk and the trot, picking up leads, going over logs at a trot and a canter, and doing a flying lead change in at least one direction.

#180 Learning To Jump

Review the PROJECT GUIDELINES ON page 3 before starting the project.

Step 1: Project Areas (page 4)

*Complete all 3 project areas. If repeating the project, please show progression in learning.

1.) Before Starting to Jump (pages 4-5); 2.) Steps in Learning to Jump (pages 6-11); 3.) Common mistakes, their results and how to correct them (pages 12-15)

*Beginning Level in this project: Answer questions pg. 27-29

*Advanced Level in this project: Answer questions pg. 30-31

In addition, answer questions in each of the 3 sections provided below

Step 2: Project Activities

*Within each of the 3 areas, check mark which activities you complete (minimum of 2 per section per year) Pages 4-5.

Step 3: Learning Experiences

*Complete at least 2 learning experiences per year. Page 5

Step 4: Leadership/Citizenship

*Complete at least 2 activities from the list or create your own.

Step 5: Project Review

*Using the space provided (first year in project) write a summary/review of this year's project work experience. If repeating the project, write the summary on another piece of paper.

***Complete #190 Equine Record (or #190-I Insert).** If you are using an insert, you need to bring your Equine Record from the previous year/s.

Answer questions below along with developing your goals for this year.

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#180 Learning To Jump Goals & Questions

GOALS & ACCOMPLISHMENTS:

*What are 2 goals you want to focus on in this project? Establish them at the beginning of your project work.

Goals	Date Accomplished	Advisor's Initials	Advisor's Comments
1.			
2.			

GENERAL QUESTIONS:

1. What are three things jumping can do when properly executed?
2. How soon should you start working on the jumping project with your horse?
3. How should you end a riding/jumping session with your horse?

PROJECT AREA 1: BEFORE STARTING TO JUMP

1. What kind of bit should you use for jumping?
2. What type of saddle should you use when jumping your horse?
3. TRUE or FALSE: Paddock boots and half chaps are appropriate for competition.
4. What does it mean to extend a gait?
5. What are some gymnastics you can do to develop a good secure seat and leg position?
6. What is the ideal jumping area?

PROJECT AREA 2: STEPS IN JUMPING

1. Why would a rider not want to grip his/her legs tightly when in a jumping position?

2. Where should your head and eyes be when the rider is in a jumping position?
3. Why is it important to develop your legs in jumping?
4. How should you start each day out when practicing jumping?
5. Explain rider's simple commands and what to do when given.
 - a.
 - b.
 - c.
 - d.
 - e.
6. What is a cavaletti?
7. What part of a cavaletti should you ride over?
8. What is something you can do to prevent leg swinging while going over a jump?
9. How can you add variety to your jumps?
10. What are the four parts to a jump?

11. How can you establish rhythm and balance while on your horse?

PROJECT AREA 3: COMMON MISTAKES

1. TRUE or FALSE: Punishment may confuse a horse or make him nervous if he does something wrong.
2. Why does a horse need his head free when jumping?
3. What will happen if you bang your horse's back when he lands?
4. How do you correct a horse that takes off too far from the jump or too close?
5. What will happen if you look down at the jump?
6. What can result from too many jumps in one day?

#181 Draft Horse

*Read through the PROJECT GUIDELINES section of the book (page 3) before you get started. Designed as a 2 year project.

Step 1: Project Areas- pg. 4

*Explore all 7 Project Areas. If second year in the project, explore the areas more in depth.

*Record all in your Equine 190-R or 190-I (insert)

Step 2: Project Activities- pg. 4-5

*First year members explore 1-5 and 7.

*Members repeating the project must explore 2-7. Be sure to check off the items you complete in your project book.

Step 3: Learning Experiences

*Complete at least 2 learning experiences each year you are in the project.

Step 4: Citizenship/Leadership Activities

*Complete at least 2 different activities each year in the project.

Step 5: Project Review

This is your one page review of the project work you completed for the year.

MUST complete #190 Equine Record (or #190-I Insert). If you are using an insert, you need to bring your Equine Record from the previous year/s.

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If you have any questions, please feel free to contact Laura Rohlf at 419-592-0806.

#181 Draft Horse Project Questions

1. What are the five main draft horse breeds in the United States?

11. What does the crupper on a harness do?

12. Name two bits that you would use on a draft horse .

13. What is the first type of harness you should use on a horse you are training to drive for the first time? What does it include?

14. What is the name of the turn used in draft showmanship?

#184 Standardbred Horses

Below a summarized listing of what needs to be completed for this project book (pgs. 3-7) You may enroll in this project for up to two years.

*Review the **General Project Guidelines** before starting the project. Page 5

Step 1: Interest Areas (page 5)

*Explore at least 8 of the interest areas your first year taking the project. Complete an additional 8 but should show progression in learning if you have covered all interest areas previously. Research and explore more on your own your second year in the project

Step 2: Things to Do (page 5)

*Select and complete two activities for each of the Interest Areas that you choose to explore. (pages 6-7) Check mark each of the activities you complete. *Should be a total of 8 k

Step 3 Learning Experiences (page 7-8)

*Complete at least 2 Learning Experiences. Examples are on pg. 8.

Step 4: Citizenship/Leadership activities. (page 9)

Step 5: Project Review

*Write a one page review of your project work for the year.

*Complete an Equine Record #190 (or #190-I Insert). If you are using an insert, you need to bring your Equine Record from the previous year/s.

*Answer the questions below

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184 Standardbred Horses Project Questions

1. Describe the trot in Standardbreds.
2. Describe pace in Standardbreds.

3. What breeds have influenced the Standardbred horse?
4. What is the desired type in a harness horse?
5. The _____ and _____ of the hip govern the length of stride.
6. Interference with the trot can occur in trotters. Describe each of the following interferences:
Scalping=

Peedy-cutting=

Show-hitting=
Hock hitting=
7. In pacers, when does the basic type of interference occur?
8. Describe the following terms:
Pounding-
Rolling-
Trappy gait-
9. What are the 7 factors you should consider when selecting a mare for Standard bred?
10. What are some of the considerations in selecting a stallion for breeding Standard bred?
11. Describe how you should introduce harness for the first time to your horse.
12. True or False. When ground driving; it is important to keep a slack line and not pull and yank on the horse's mouth to get him to move in the desired direction.
13. What are the steps in hitching?

14. Quick-hitch harness includes what five parts?

15. What purpose do blinders serve?

16. Describe one driving bit.

17. What is the purpose of boots used on Standardbreds?

18. What do hobbles do?

19. What are 6 basic types of shoes on Standardbreds? Briefly describe them.

#185 Equine Reproduction & Genetics

*Project Guidelines are listed on page 7 of your project book. The project is designed to be taken multiple years due to the content. Therefore, it should be understood that the 4-H'er need only complete 1 (one) of the 3 (three) MAJOR TOPICS OF INTEREST AREAS.

Complete the **Planning Your Project** section of the project book.

STEP 1: INTEREST AREAS

Select and complete 1 of the 3 Interest Areas (page 8)

Equine Breeding Principle OR Mare & Foal Management OR Genetics

STEP 2: THINGS TO DO

*Within the **Interest Area** you select, complete at least 3 "Things to Do" in each of the Lessons of the Interest Area you have selected.

STEP 3: LEARNING EXPERIENCES

*Complete 3 Learning Experiences from the list on page 17

STEP 4: LEADERSHIP/CITIZENSHIP ACTIVITIES

*Complete at least 3 **Leadership/Citizenship Activities** (page 19).

STEP 5:

Write a **one page report** telling what was done and learned through the project.

Complete #190 Equine Record (or #190-I insert). If you are using an insert, you need to bring your Equine Record from the previous year/s.

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#188 TRAIL RIDING

*Review the **General Project Guidelines** before starting the project page 5.
You may enroll in this project a total of 3 years. However, each year you enroll, you must demonstrate advancement in knowledge.

Step 1: Interest Areas (page 5)

*Explore at least 3 of the interest areas your first year taking the project. Show progression in learning after your first year in the project. Research and explore areas in more depth.

Step 2: Things to Do (page 5)

*Select and complete two activities for each of the Interest Areas that you choose to explore. (pages 6-7) Check mark each of the activities you complete.

Step 3 Learning Experiences (page 7-8)

*Complete at least 2 Learning Experiences. Examples are on pg. 8.

Step 4: Citizenship/Leadership activities. (page 9)

Step 5: Project Review

*Write a one page review of your project work for the year.

*Complete an Equine Record #190 (or #190-I Insert). If you are using an insert, you need to bring your Equine Record from the previous year/s.

*Answer questions below according to your year in the project.

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If you have any questions, please feel free to contact Laura Rohlf at 419-592-0806.

#188 Trail Riding Questions

FIRST YEAR IN PROJECT QUESTIONS TO ANSWER:

1. Name the three types of trail riding described in the project book.

2. What are the trails you should consider when selecting a trail horse?
Hint: There are five listed in the project book.

3. What part of the competitive trail horse needs to be the soundest?

4. Name one problem that could cause a horse to be a hard keeper.

5. What percent of a horse's body weight should the horse not be asked to carry?

6. Name two of the nine skills a trail horse needs to be able to do.

7. In conditioning a horse for competitive trail riding, the rule of thumb is to ride _____ miles for every one mile that the ride will be.

8. Explain why it might be wise to train two horses at a time for trail riding.

9. What are the two major nutritional concerns for competitive and/or endurance trail horses?

7. What are the three condition parameters described in the book.

8. Why is it important to maintain a proper moisture level in the horse's hoof?

9. Describe one activity that you could do with your trail horse during conditioning that would decrease boredom for the horse.

10. When pleasure trail riding, what are some things you need to think about or do in preparation for your ride?

11. Define the following:
Trail Boss=
Wrangler=
Flaggers=

12. What are the essential items for any ride?

13. What are two rules to follow when trail riding?

14. What type of knot should you use in tying a horse so that you can free the horse quickly in case of trouble?

15. Describe one special problem a trail rider might face.

16. What are the two different kinds of awards given as part of a competitive ride?

17. Who checks the horses before a competitive or endurance trail ride?

18. What is a PR stop?

19. What is one thing that will disqualify a rider in a competitive ride?

SECOND YEAR IN PROJECT QUESTIONS TO ANSWER

1. Name and describe the three types of trail rides presented in the project book.

2. Select one of the five traits that should be considered in selecting a trail horse and explain why the trait is important. Describe how your horse demonstrates the trait.

3. Describe the ideal body conformation of a trail horse. Do this by listing the parts of the horse you should consider and tell why each is important.
4. Which breeds are preferred for endurance trail riding and explain why.
5. _____ is very high in energy, so a _____ quantity will provide a lot of energy.
6. What percent (%) of fat should a feed ration include for a trail horse?
 1. What are the feedstuffs in horse's feed that are used for energy? (HINT: There are 3)
 2. What are the main minerals that a horse needs?
 3. What information should be recorded on a conditioning record?
 4. What is the normal temperature for an adult horse?
 5. What is the normal pulse rate for a horse at rest?
 6. What is the normal at-rest respiration rate of a horse?
 7. Describe what thumps is.
 8. How many miles can a well-conditioned horse cover in 2 ½ hours?
 9. Why are shoes necessary for a horse used in trail riding?
 10. What is borium?
 11. What are additional items you should take on a one-day or two-day ride?

12. What is the protocol a rider should use when hikers, picnickers, cyclists and other riders are present?
13. What are some tying DON'TS?
14. Describe how you would safely use a picket line when trail riding.
15. What are some DOs and DON'TS when night riding?
16. At a PR stop, how would you cool your horse?

THIRD YEAR IN PROJECT QUESTIONS TO ANSWER

1. Explain what a Veterinary Judge does in competitive trail rides. Be sure to discuss each of the areas the Veterinary Judge considers.
2. Explain what the PR Team does during a competitive trail ride.
3. What are the scoring areas that a Horsemanship judge is to consider? Explain.

4. What are the names and duties of ride personnel in a Competitive Trail Ride?

5. What are the eligibility regulations for Ohio 4-H Competitive Trail Riding?

6. Describe the timing and penalties in competitive trail rides in Ohio 4-H.

7. Define the following terms:
 - Founder=
 - Mastication=
 - Maxillary artery=
 - Suspensory desmitis=
 - Wind puffs=

8. What are the areas scored in the condition score card?

#189 Dressage

Below a summarized listing of what needs to be completed for this project book (pgs. 1-4) You may enroll in this project multiple years.

Complete the **Planning Your Project** section of the project book (pg. 4)

FIRST YEAR IN PROJECT:

- A. Complete all of the activities in each project area.
- B. Complete the FIRST YEAR COMPLETION OF PROJECT activities (1-11) on page 41 of the book.

SECOND/REPEATING YEARS IN PROJECT:

- A. Complete the COMPLETION OF PROJECT activities (1-10) on page. 42 of the book.
 - B. Ride a Training level test in an open competition scored 50% or better.
- If taking subsequent years, repeat project areas but expand knowledge by researching.

1. ALL YEARS IN PROJECT:

- Complete at least **2 Learning Experiences** (different ones each year)
- 2. Complete 2 **Citizenship/Leadership** activities (different ones each year)
- 3. Answer the questions below.
- 4. One page report telling what was done and learned through the project.
- 5. 190-R Equine Record (or 190-I Insert) completed. If you are using an insert, you need to bring your Equine Record from the previous year/s.

*Review Horse Skillathon kits at your discretion. You may call the office to reserve a kit any time after March 15th annually. There is a \$2.00 non-refundable check out fee. The week prior to Livestock Interview Judging you will need to come into the office to review the kit.

If you have any questions, please feel free to contact Laura Rohlf at 419-592-0806.

#189 Dressage

- 1. What is dressage?
- 2. TRUE or FALSE: Dressage training can help any horse and any rider?

3. What groups govern dressage in the United States?
4. What happens to a horse in training?
5. How can freedom and regularity in a horse's movement be seen?
6. What are the five levels of competition in dressage?
7. Name three snaffles that are acceptable for basic dressage competition?
8. What are 2 artificial aids a rider may use in dressage bit.
9. What are the 11 schooling figures?
10. Describe 2 of the following:
 - *Medium Walker
 - *Faulty Walk
 - *Free Walk
 - *Extended walker
11. In every movement, the outside rein is your _____ rein and the inside rein is your _____ rein?
12. What does "change of rein" mean?
13. Define the following:
 - Rein back
 - Transitions

Working canter

14. Describe what stretching the frame means.
15. What are the three stages of the posting (rising) trot you should be able to feel?
16. When a horse is at the halt, how should he/she look?
17. What does it mean for a horse to be on the bit?
18. When a horse is leg yielding, what part of the horse is at a bend?
19. Describe the difference between a half-pass and haunches in?
20. What is the size of a small dressage arena? Large arena?
21. What does the 0-10 scoring value mean in dressage test? Give an example.

22. What is a serpentine?

23. Turn on the forehand is the first introduction to _____ work.

24. Who establishes the tests for dressage?

#762 Horse Nutrition

This project book does not include a General Project Guidelines to assist you in completing the project.

#190-R the Equine Record book (OR) the Record Insert has sections for you to record your Goals & Accomplishments, Learning Experiences and Citizenship/Leadership Activities. Please be sure to fill these areas out in order for your project to be considered completed. Questions for the project are below.

1. Record your Goals & Accomplishments in the Equine Record (or insert)
2. Complete at least **2 Learning Experiences**.
3. Complete 2 **Citizenship/Leadership** activities.
4. Answer the questions below.
5. Write a one page report telling what was done and learned through the project.
6. Complete #190 Equine Record (or Insert). If you are using an insert, you need to bring your Equine Record from the previous year/s.

*Review Horse Skillathon kits are your discretion. You may call the office to reserve a kit any time after March 15th annually. The week prior to Livestock Interview Judging you will need to come into the office to review the kit.

#762 Horse Nutrition Project Questions

- #1. What are the 9 body condition scoring areas for horses? (pg. 4)
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.

Select one and describe it in detail.

- #2. The book discusses **Production Level** of horse in relationship to nutrition. Describe the general considerations for determining the nutrition you need to provide your horse. (pg. 6)

- #3. Select one of the following life stages of a horse and discuss specific considerations in terms of nutrition and eating habits.

- #4. Describe the desired environment for horses (pastures & stalls) (pg. 9 & 10)

- #5. Describe the feeding program you have your horse on. Include information on type of feed and forage provided.

Why do you feed what you feed your horse (relate to the Production Level of your horse).

#6. Identify and list any weeds in your pasture area. If you do not have a pasture area, describe two weeds that you would find common in this area of Ohio.

#7. Identify and list any poisonous plants in your pasture area. If you do not have pasture area or none can be identified, please describe ONE poisonous plant common in this area of Ohio.

#8. Describe the causes of colic and the remedy for this disease.

#9. In your experiences with horses, what is the greatest nutrition related problem you have encountered and how did you handle this problem.

#10. TRUE or FALSE: The horse is a nonruminant herbivore.

#11. DIGESTIVE SYSTEM

a. How many teeth does a female horse have? Male?

b. What could happen to a horse who over eats?

c. In a horse's stomach, food is mixed with _____ and _____ to help break down particles.

- d. How many feet long is a horse's intestine?
- e. What is the cecum?

#12. What are the six basic nutrients all high forms of life require?

#13. What causes water deficiency for a horse?

#14. What are the main sources of energy? Give examples of each

#15. Roughages are generally grasses or legumes. How many pounds of green forage is needed to provide the same amount of nutrients in 1 pound of dried forage?

#16. What are examples of legumes commonly used in Ohio?

#17. What are concentrates? Give examples of them.

#18. Proteins are the _____ of tissue and are composed of units called _____.

#19. Using the chart on page 35, tell what percentage your horse needs of protein.

#20. Name 3 plant protein supplements.

#21. Minerals are necessary for?

#22. What 2 minerals make-up 70% of the mineral content of the body?

#23. What does selenium do?

#24. What is a vitamin?

#25. How do horses get Vitamin A in their diet? Vitamin D?

#26. What is the percentage of a foal's (6 months to 2 years) live weight should they eat in dry feed? An older horse?

SECOND YEAR

*Work out a balanced feed ration for your horse (on paper) taking into consideration your horse's age, weight, health and other.

*Acquire several types of forages. Label them and discuss which type/s you use to feed your horse.