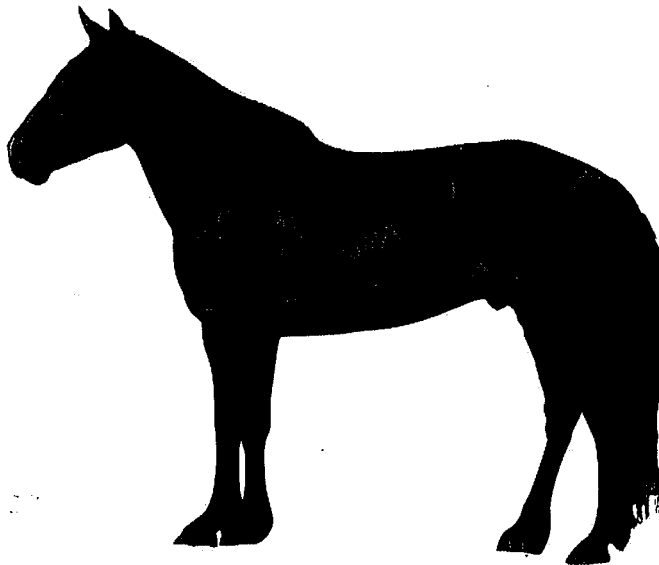
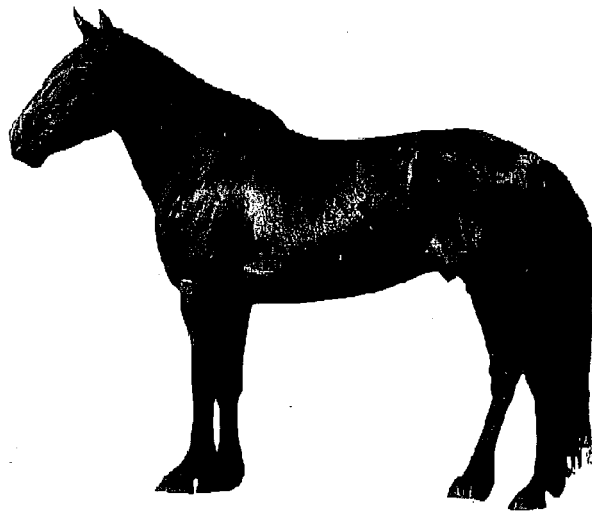


UC
CE

Horses

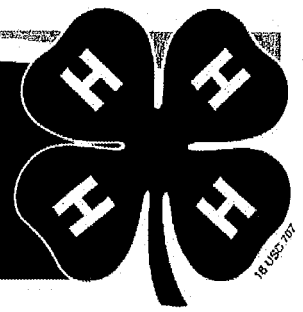


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This We Believe:

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.



4-H HORSE AND PONY PROJECT



In this project, youth will take part in a wide variety of 4-H equine projects including breeding, draft, drill, driving, English & western, gymkhana, judging, miniature, trail riding, and ponies. Horses and humans interact in many ways, not only in a wide variety of sports and non-competitive recreational pursuits, but in activities like agriculture, entertainment, assisted learning and therapy.

- Appreciate riding as a recreation; and promote love and humane treatment of animals.
- Learn horsemanship skills and understand equestrian breeding, training and raising.
- Acquire safety skills to prevent injury to persons and animals.

Starting Out Beginner

- Learn about horse care.
- Learn the breeds of horses.
- Identify the parts of a horse.
- Learn about the nutritional needs of a horse.
- Explore horse diseases and how to prevent and/or treat illness and injury.
- Learn the functions of horse tack.

Learning More Intermediate

- Learn the basics of riding a horse in one of many styles like Western or English.
- Learn about horse showmanship.
- Learn how to clean horse tack.
- Practice riding safely with a group.
- Improve your riding skills in the ring and on trails.

Exploring Depth Advanced

- Assist younger members in improving their horse knowledge.
- Improve your show and/or riding performance.
- Plan and conduct an experiment in horse care.
- Present on topics pertaining to horses.

The activities above are ideas to inspire further project development. This is not a complete list.

4-H THRIVE

Help Youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find what it is about horses that excites them.

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how they can use their passion for this project to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

Light Your Spark

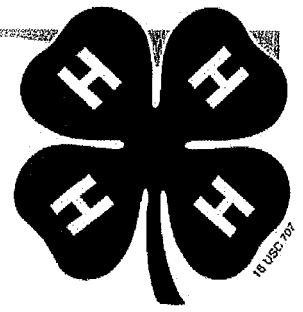
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



Expand Your Experiences!

Science, Engineering, and Technology

- Explore various horse feeds and compare differences in ingredients.
- Design an experiment to see which saddle pad material keeps the horse the coolest.
- Examine the height of a jump on the trajectory of a horse.
- Learn about and help with restoration of horse trails.

Healthy Living

- Create a presentation to teach young riders how to safely care for, handle, and ride horses.
- Compare nutritional needs of horses to those of humans and other mammals.
- Explore the need for biosecurity measures when handling livestock. Create a list of recommendations for competitive equine events.

Citizenship

- Collaborate with others to provide a horse therapy event for disabled youth.
- Learn about various horse breeds and trace their heritage to understand other cultures.
- As your expertise grows, offer to judge at horse shows for youth.

Leadership

- Teach others the importance of caring for another animal
- Use your new skills and knowledge to relay hippology to younger peers
- Become a role model for others by taking the position of junior/teen leader

Resources

- eXtension
www.extension.org/horses
- Certified Horsemanship Association
www.cha-ahse.org
- California Dept. of Food and Agriculture
www.cdffa.ca.gov/AHFS/Animal_Health/
- UC Davis Veterinary Medicine
www.vetmed.ucdavis.edu/ceh/
- Harvest of the Month
www.harvestofthemonth.com
- 4-H Safety Manual
[//safety.ucanr.org/files/3067.pdf](http://safety.ucanr.org/files/3067.pdf)

Connections & Events

Curriculum

4-H Record Book

4-H Horse Classic (Championship Horse Show & Educational Contests) - The championship horse show provides the opportunity for 4-H members to compete at a level beyond local, county or regional events, while the educational contests allow members to showcase their equine knowledge.

California 4-H Equine Education Advisory Committee

California 4-H Equine Education Advisory Committee

- National 4-H Curriculum
www.4-h.org/curriculum/
- Ohio State University 4-H
www.ohio4-h.org/
- University of Wisconsin
www.wisconsin4-h.org/

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.

4-H Record Books also teach members record their personal skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit www.4-h.org/record-book/

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.



University of California Agriculture and Natural Resources

Light Your Spark

Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals

HORSEMAN

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Beginner:

<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
---------------------------------	------------------------------------

To accomplish this level, a Light Horse member will need to have or acquire a basic knowledge and experience relating to handling and riding horses. A project leader should emphasize correct and safe principles for this level. Developing good hands and seat from the beginning is most important. All information in the 4-H book "Horses and Horsemanship" and the 4-H Light Horse Manual should be studied.

HANDLING:

1. Demonstrate how to catch a horse.
2. Demonstrate how to tie rope around neck properly with bowline.
3. Show how to lead a horse to post.
4. Show how to tie to a post using stable knot.
5. Demonstrate simple grooming.
6. Demonstrate how to clean one front foot.
7. Demonstrate how to saddle and bridle.
8. Know proper adjustment of equipment to fit horse and rider.
9. Demonstrate safety at all times.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IDENTIFY:

1. Parts of saddle and bridle.
2. Parts of horse.

_____	_____
_____	_____

RIDING:

1. Show proper care of riding equipment when not in use and how to clean it.
2. Demonstrate how to mount and dismount correctly (members who are too short can explain correct method.

_____	_____
_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

HORSEMAN

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Intermediate:

<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
---------------------------------	------------------------------------

To accomplish this level, a Light Horse member must have completed the Beginning Horseman Level and demonstrate their knowledge of the following:

HANDLING:

1. Demonstrate proper way to show a horse at halter.
2. Demonstrate that the horse is trained to stand properly.
3. Demonstrate control and exhibit correct showmanship technique.
4. Demonstrate correct fitting and grooming and be generally proficient at handling a horse on the ground.

_____	_____
_____	_____
_____	_____
_____	_____

EQUIPMENT:

1. Identify common bits and explain how bits work (leverage, etc).
2. Demonstrate proper care of riding equipment when not in use and how to clean it.

_____	_____
_____	_____

RIDING:

1. Demonstrate the aids required for riding at a walk, jog, lope, back, stop and side-pass.
2. Demonstrate a basic figure 8 pattern at a lope using proper leads.
3. Back horse in a straight line.
4. Demonstrate stops from walk, jog, and lope.

_____	_____
_____	_____
_____	_____
_____	_____

JUDGING:

1. Know and identify six major horse breeds and basic purpose of each breed.
2. Know the horse terms given in the 4-H manuals.
3. Describe the difference between blemished and unsoundness' and identify both on a horse. (Give examples)

_____	_____
_____	_____
_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

HORSEMAN

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Advanced: (Must get 80% to pass test)

Date
Completed

Leader's
Initials

Part I

1. Pass an oral or written test on horse anatomy and physiology.
(Must get 15 out of 20 possible on oral test). See attached
sheets for written test for horse anatomy and hoof structure.
2. Be able to explain about conformation in relation to
unsoundness.
3. Explain knowledge of procedure to follow in case of mile and
severe wire laceration.
4. Explain a kind of strain on a horse and how to care for it.
5. Explain knowledge of how to care for mild and severe cases of
colic.
6. Explain knowledge of what to do in case of thrush.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Part II Horsemanship

1. Demonstrate or explain how to change lead in a line.
2. Demonstrate or explain how to make a figure 8 at a lope. (See
attached sheet)
3. Demonstrate or explain how to back your horse properly.
4. Demonstrate or explain how to side pass left and right.
5. Be able to judge a typical class of four horses and give logical
reasons for your choices.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

HORSEMAN

Study/Answer Sheet

1. See attached written tests for Horse Anatomy, and Hoof Structure.
2. Conformation does not make a horse unsound, although conformation problems can lead to a horse breaking down and becoming unsound. Conformation problems can make a horse unsuitable for certain needs. For example, a horse with crooked front legs would probably have greater difficulty walking than a horse with straight legs.
3. In case of a mild wire laceration, you should clean the cut with warm water and apply an antibiotic salve. Fly repellent will give the horse relief and added protection from infection. In case of a severe wire laceration, you should clean the cut with warm water, stop the bleeding if possible and call your veterinarian.
4. A strain is a damaged or pulled muscle. To help a strained muscle heal, you can apply heat by using warm water or a heat wrap during the first hour or so of the injury. After the first hour, you should apply cold to the injury to help control swelling. Give the horse gentle exercise for the days to follow until all signs of swelling and pain have disappeared.
5. Colic is basically a stomach ache. It can range from mild to severe. Some of the symptoms of colic are a horse that is stretching out its' back legs, laying down and getting up repeatedly, and biting at its' sides. By making your horse get up and keep moving you will help it to pass the gasses in the stomach and the intestines. When a horse has a mild case of colic, you want to continue to walk him until all signs of distress are gone. For a severe case of colic, you should get your horse up and walking. Keep the horse moving and call a veterinarian immediately.
6. If your horse should develop thrush, you should make sure the hoof stays clean and as dry as possible. To help the thrush clear up, you can pour a household chlorine bleach or a commercially prepared thrush medication.
7. Oral question.
8. Using the attached diagram as a guide: You would start your figure eight at the walk, pick up the trot, and enter the bottom of the figure at the lope. When you have completed the top half of the eight your horse will need to do a lead change. If he can not do a flying lead change you would need to break him down to the trot, change leads, and pick up the lope to complete the pattern.
9. In order to back your horse up properly, you must use both of your legs and arms. Gently pull back on the reins in a pull/release pattern while you squeeze with equal pressure with your legs. Ask your horse verbally to back, if necessary.
10. In order to side pass your horse properly to the right for instance, you would open your rein slightly, and then push your horses' left side with your leg slightly behind the girth. The opposite would apply to side pass to the left. You may need to tip your horses' nose slightly in the direction you want him to take until he fully understands what your are asking of him.
11. In judging a class of four horses, you would want to judge them for conformation, structural correctness and overall eye appeal. In giving reasons, you are giving an explanation as to why you picked the class the way you did. For example, "I placed 2 over 3 because.....etc.

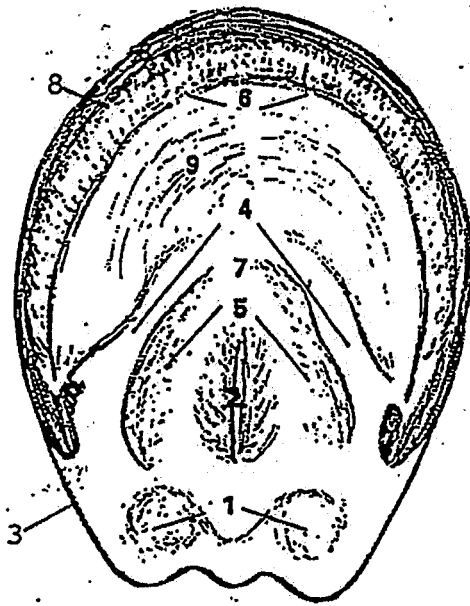
Leader's Signature of Completion: _____

Date: _____

HORSEMAN

TEST SHEET

Identify the number parts of the hoof.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

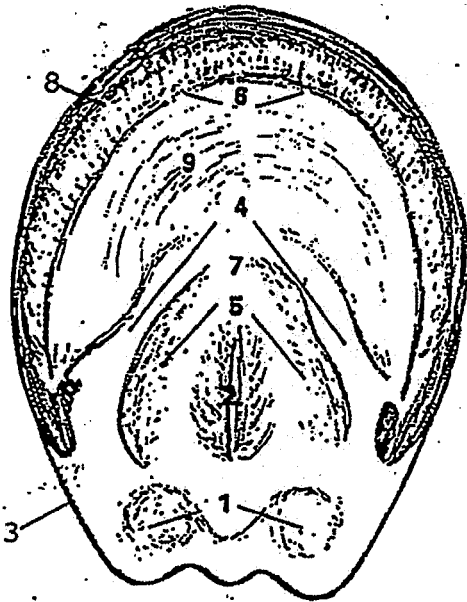
8. _____

9. _____

HORSEMAN

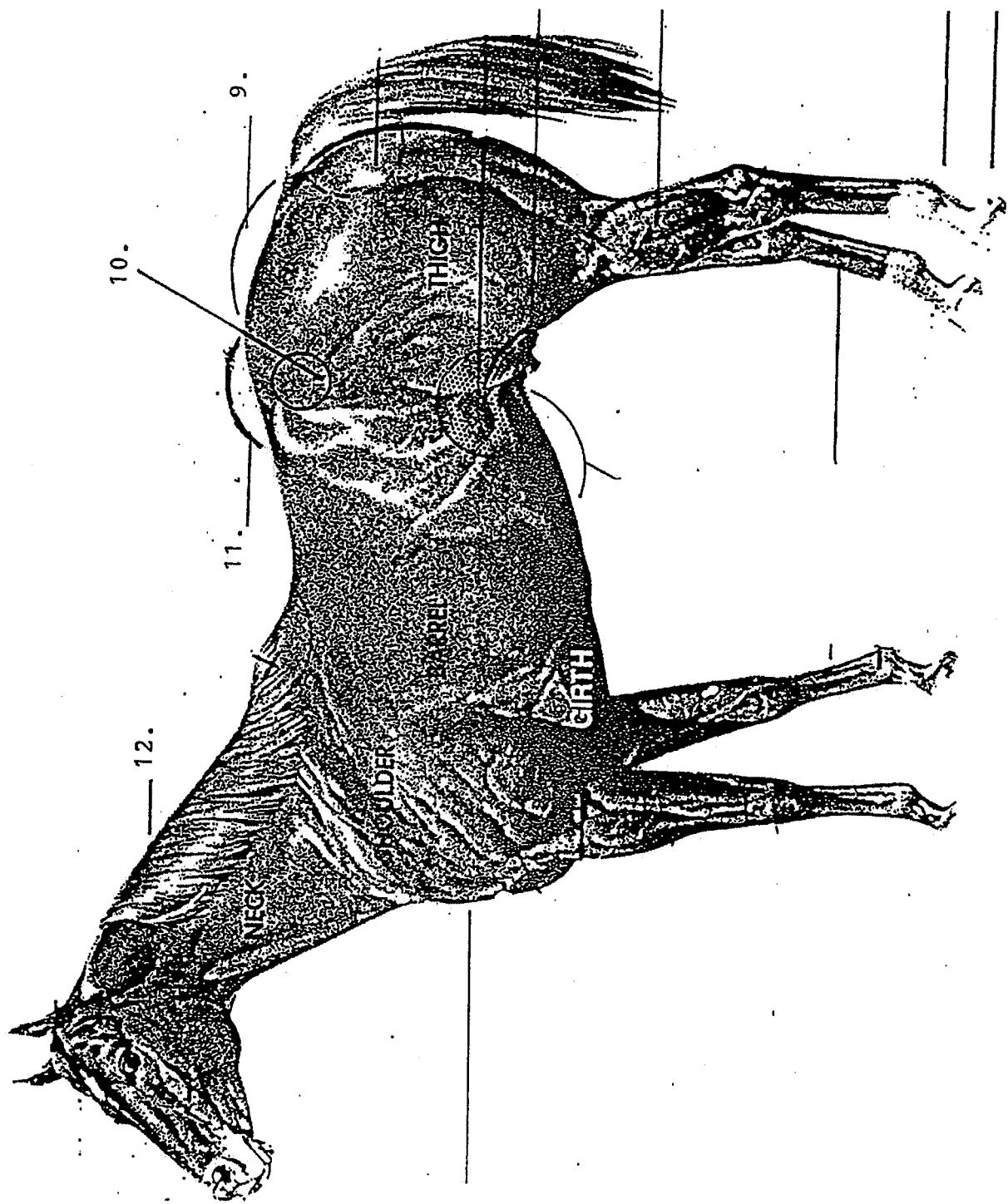
ANSWER SHEET

Identify the number parts of the hoof.



1. Bulbs
2. Spine of frog
3. Angle of Wall
4. Bars
5. Collateral sulcus
6. White line
7. Apex of frog
8. Wall
9. Sole

HORSEMAN



- 7.
- 6.
- 5.



CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES
ENVIRONMENTAL HEALTH AND SAFETY



#6

WORKING SAFELY WITH HORSES

Clover Safe notes are intended primarily for 4-H volunteers and members nine years and older.



*Photographs Courtesy of Yolo
County 4-H Program*

U.S. Consumer Product Safety Commission data indicate that in 2005 more than 400 youth aged 18 years and younger were treated in hospitals for injuries received while grooming, walking, bridling, or saddling horses. Most injuries occurred when handlers were either kicked or stepped on by horses.

Horse Characteristics

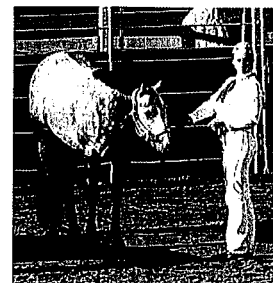
Horses have a wide field vision that encompasses about 270 degrees from the front of the animal backwards to their rear haunches. Like humans, horses cannot see directly behind themselves unless they turn their heads.

A horse's hearing and sense of smell are very good. There is a natural flight zone horses maintain between themselves and other animals, including people. Flight zones range from several hundred feet or more for wild horses to several feet or less for tame horses. It is normal behavior for a horse to kick when it is startled or surprised.

Working Safely With Horses

- Always wear appropriate clothing, including long pants, shirt, and boots or hard-toed shoes. Remove loose jewelry and pull back long hair with a band or wear long hair under a cap.
- It is a good safety practice to wear your equestrian helmet when grooming or working with horses.
- Approach horses on their left side and within their field of vision.
- Put a halter on the horse you are going to work with. Adjust the halter for a comfortable fit.
- Never walk beneath the neck of a horse that has its halter or reins tied to a post or other object.
- Make sure the horse knows where you are at all times by speaking to the horse and/or keeping a hand on the horse's body. If you maintain a calm manner when working with a horse, then the animal will respond in a similar calm manner.
- Never stand directly in front of or behind a horse.
- Always stay on your feet when grooming a horse. Do not kneel when working with horses.
- Use the appropriate brushes when grooming a horse. Avoid being kicked by standing to the side when brushing or combing a horse's tail.
- When cleaning a horse's hoof, slide your hand down the horse's leg and gently squeeze the lower limb (or fetlock) to get the horse to pick up its foot. Carefully use a hoof pick to clean hooves.
- Gently place the saddle pad and saddle on the horse. Reach beneath the horse to bring the girth across and fasten it firmly to the left side of the saddle. Never crawl beneath a horse.
- Carefully draw the bridle over the horse's nose. Slip the bit into the horse's mouth and the crown piece over the ears. Snugly fasten the throat strap and nose band under the horse's chin.
- When walking a horse, position yourself at the horse's left shoulder and use your right elbow to guide the horse to the right.
- To change a horse's direction, turn the horse away from you (to the right) to avoid being stepped on.
- Promptly report any injuries to or from horses to your group leader, parent, or guardian.
- Always wash your hands with soap and water after touching a horse or any other animal.

Clover Safe #7 provides further safety information about horseback riding





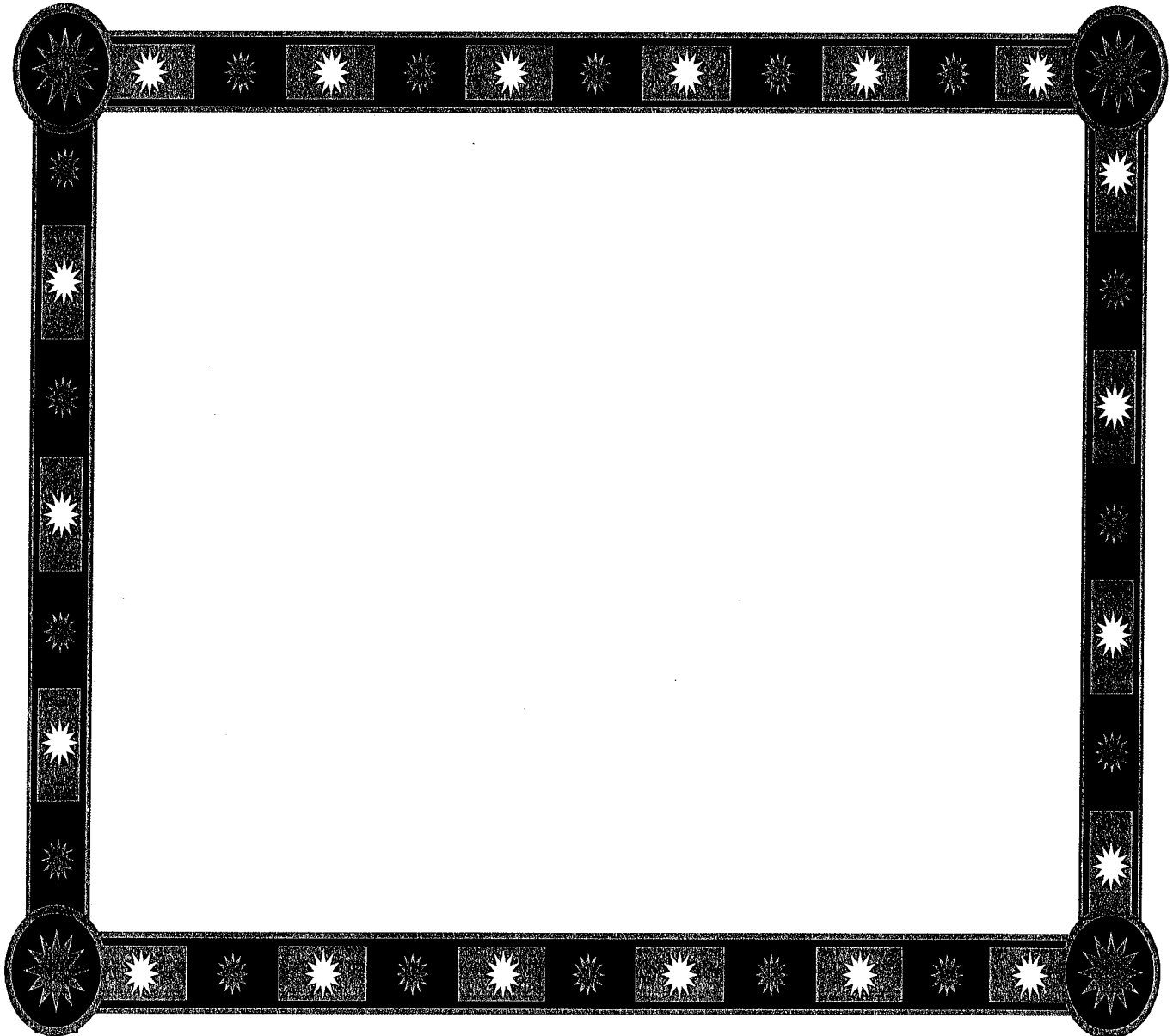
CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES
ENVIRONMENTAL HEALTH AND SAFETY



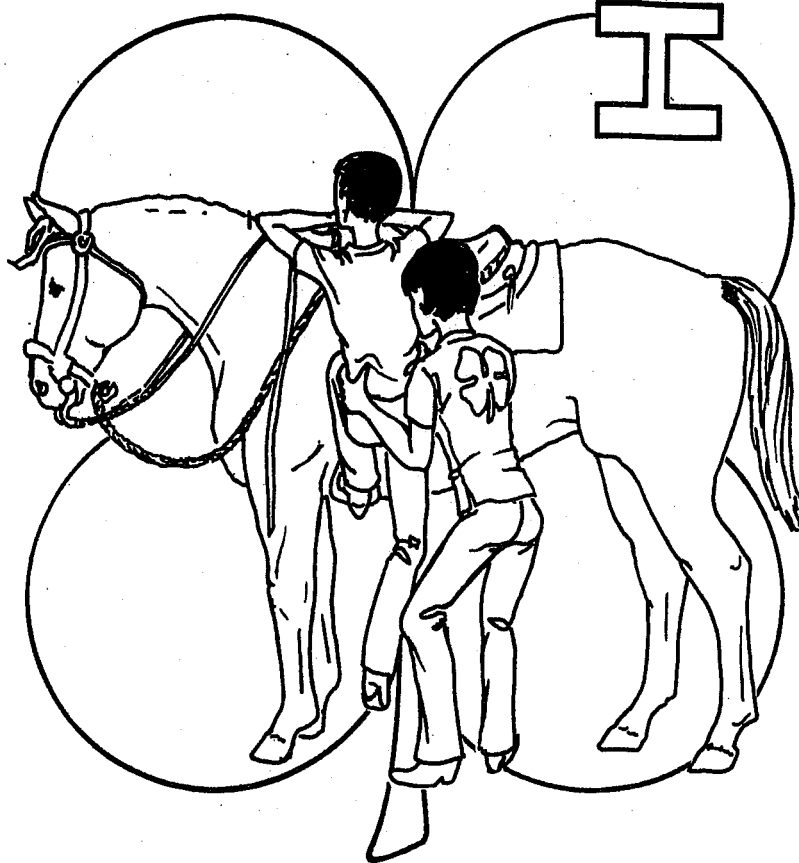
WORKING SAFELY WITH HORSES ACTIVITY

In the space provided below draw a mini poster that illustrates one or more of the safety tips you've learned for working with horses. Don't forget to title your poster on the line below the frame.

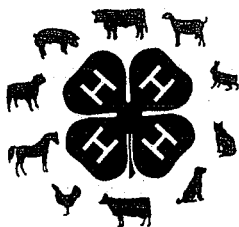


MINNESOTA 4-H PROJECT MEETING GUIDES

HORSE



....to develop
project and life skills



HORSE PACKING YOUR HORSE FOR TRAIL RIDING

Ranae Johnson
4-H Junior Leader
Robert Jordan
Extension Horse Specialist

IMPORTANCE OF THE TOPIC

Trail riding continues to gain in popularity as a club and family activity. Being well prepared will help assure a safe and memorable experience. Project members will enjoy participating in the activities outlined in this guide as they plan to pack for the next trail ride.

WHAT YOUR 4-H'ers WILL ACCOMPLISH

1. Determine what to pack.
2. Practice packing a horse.
3. Develop the life skills of decision making, reasoning, and working as a member of a team.

PREPARING FOR THE MEETING

You will want to involve your 4-H'ers as much as possible prior to and during the meeting. If possible ask each one to bring some of the supplies.

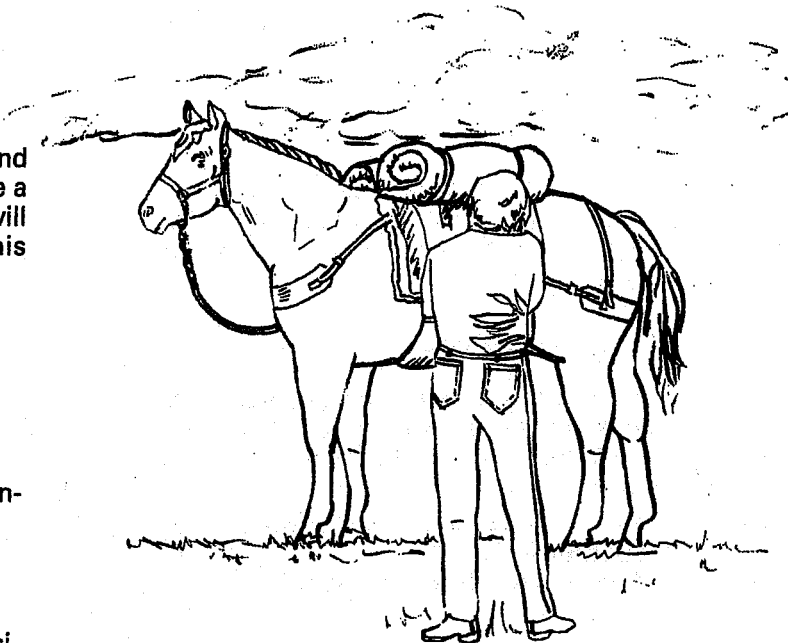
Supplies needed: Paper for listing items, rain gear (hat, jacket, rubber boots), portable camp kit, sleeping bag, camp cooking set, canteen, flashlight, long rope, suntan lotion, compass, warm clothing (one change of clothes, sweaters, sweatshirts), matches, dried food (balanced diet including meats and fruits). Supplies for the horse including a bridle, saddle, saddle pad, brush, or curry comb salve.

Time Required:

45-60 minutes

INVOLVING THE MEMBERS

Your challenge as the project leader is to help your members learn-by-doing rather than first telling or showing them how and then asking them to practice what you just showed them. You will discover that the experiential or discovery learning method will provide you with an opportunity to help your 4-H'ers build on where each is individually as you ask questions and reinforce efforts. The following are suggested activities.



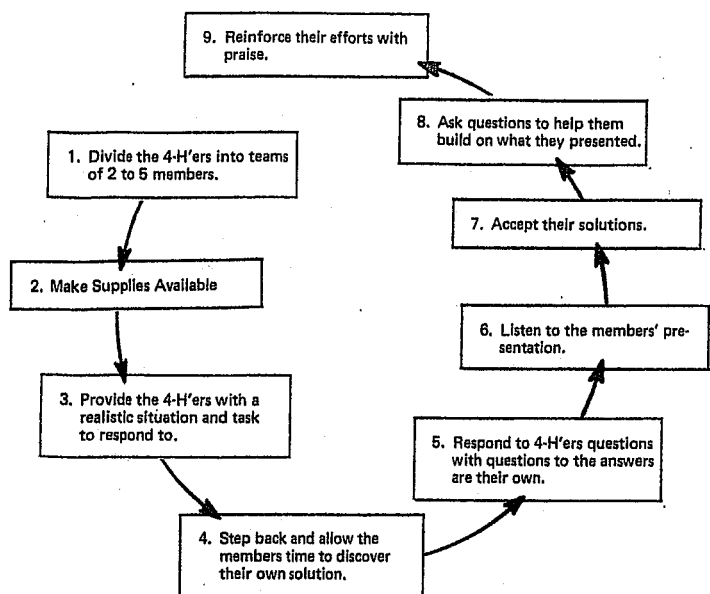
Name on the Back—As your members arrive ask one of them to tape to the back of each member the name of one item needed on a trail ride. Have the members ask each other questions until they figure out their items. Only yes and no answers are allowed unless someone is really "stuck" and needs a hint or two. Be sure everyone is involved.

Follow this up by asking each person to briefly tell the group what they had on their back and why it should be taken along.

What's Missing—Using the following experiential model for this activity has worked well. After dividing them into teams of two or three or whatever is best for your group, provide them all the supplies needed except one item. If you don't have enough supplies simply write the names on note cards. Eliminate a different item for each team. Next give each team the following situation and task to do:

Situation: You are out on the trail and you decide to inventory your supplies.

Your Task: Determine what you are missing and demonstrate what you will do to handle the situation.



At this point simply follow the steps outlined on the diagram. Encourage everyone to ask questions after each team gives a short demonstration on how they would handle the situation.

PACKING YOUR HORSE

Follow the same sequence for packing a horse. If a live horse is not available a 4-H'er may need to play the role. Simply give the team a complete set of supplies and a situation and task like the following:

Situation: You have gathered all your supplies for the trail ride.

Task: Demonstrate how you would pack your horse.

QUESTIONS TO ASK

- Q. What are 4 desired or essential traits of a good pack horse or one that can be developed into a good pack horse?
- A. 1) Friendly
 2) Gentle
 3) No fear of humans or of pack objects; one that will hobble
 4) Willing to move out freely under pack; one that does not kick other horses
 5) Sure-footed
 6) Desired conformation: a) prominent wither; b) well-muscled; c) sound; d) hoof that will carry a shoe; e) stout, a bit drafty, and not over 15 hands tall

Q. What are 3 major horse-related problems that often crop up on a packing trip?

- A. 1) Sore back—improper pack saddle fit, uneven balance of pack
 2) Loss of a shoe
 3) Horse breaks tether and can't be caught
 4) Halter puller
 5) Refuses loading

Q. What are the "boxes" that are affixed to the pack saddle called?

- A. Panniers ("pack bags" may also be used)

Q. What is a typical pack saddle called: (Its construction explains this.)

- A. A sawbuck pack saddle.

Q. How much weight can a 1,000-pound horse carry?

- A. 150 pounds

Q. What device is used to help locate hobbled grazing horses?

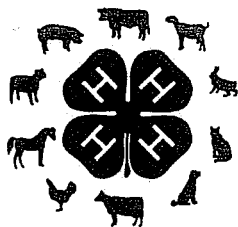
- A. A bell on the boss horse.

Q. There are a thousand and one things that you would like to take on a 3-day pack trip. List 10 essentials.

- A. 1) Food for horse and people; salt for horses
 2) Rain gear
 3) Shelter—tent or tarp
 4) Extra 1/2" strong rope—at least 50'
 5) Axe, small shovel
 6) Stove—cooking utensils, eating utensils
 7) Farrier tools and nails
 8) First aid equipment—man and beast
 9) Toilet articles
 10) Water sterilizing tablets (most sources of stream water are no longer safe to drink)

SUPPORTING ACTIVITIES

Several additional activities could be included in the meeting or at other meetings including preparing menus for each meal, mapping out the route, obtaining permission from landowners, taking temperature, pulse and respiration rate, tying useful knots plus many others.



HORSE

SELECTING 4-H HORSE PROJECT MEETING TOPICS

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

IMPORTANCE OF THE TOPIC

This project meeting guide is designed to help you and your 4-H project members identify the topics you will explore at your five or more yearly project meetings. Following each activity is a (1), (2), or (3) to give you an indication of the degree of experience it will usually require for a 4-H'er to be able to demonstrate this skill to others. The higher the number the more experience needed. If your learn-by-doing activities can be sequenced so your members may build on what they already know, a better learning experience will result. You will find a line preceding each topic for you to write in the date of the meeting at which your members will explore that particular topic. Check with your extension agent for the availability of project meeting guides for the topics you and your members choose.

The project meeting guide "Planning The Project Group's Yearly Program" will help your group get off to a good start.

Selection & Judging

- ___ Identifying Breeds (1)
- ___ Identifying Parts (1)
- ___ Selecting Your Project Animal (1)
- ___ Constructing The Ideal Horse (2)
- ___ Conducting A Judging Contest (3)
- ___ Selecting A Judging Class (3)
- ___ Judging A Judging Class (1)
- ___ Talking Like A Horse Judge (3)
- ___ Presenting Oral Reasons (2)
- ___ Scoring A Judging Class (2)
- ___ Recognizing Abnormalities & Faults Of Horse (2)
- ___ Identifying Your Horse (1)
- ___ Locating Unsoundness In Horses (2)
- ___ Locating Blemishes In Horses (2)
- ___ Determining A Horse's Age (2)
- ___ Buying A Horse Not Trouble

Management Practices

SAFETY

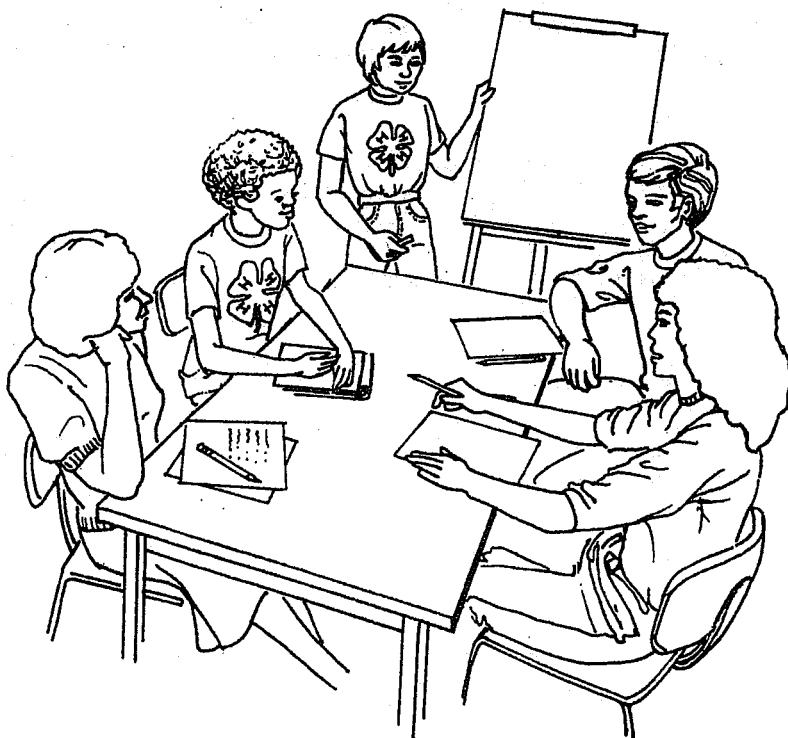
- ___ Loading & Unloading A Horse (1)
- ___ Approaching A Horse (1)
- ___ Hauling A Horse (2)
- ___ Recognizing A Horse's Leg
- ___ Tying Your Horse
- ___ Horse Safety For The Huntseat Rider

FARRIERY

- ___ Identifying Parts Of A Horse's Hoof
- ___ Trimming A Horse's Hoof
- ___ Corrective Shoeing Of Horses

Horse Equipment

- ___ Identifying Parts Of Horse Saddles (1)
- ___ Choosing & Assembling Horse Bridles (1)
- ___ Identifying Types Of Horse Halters (1)
- ___ Identifying Types Of Horse Blankets (1)
- ___ Adjusting & Fitting Equipment (1)
- ___ Cleaning A Horse's Saddle & Bridle (1)
- ___ Identifying Types Of Horse Saddles (2)
- ___ Identifying Types & Parts Of Horse Bridles (2)
- ___ Identifying Types Of English Riding Bits (2)



- ___Identifying Types Of Western Riding Bits (2)
- ___Identifying Parts Of Horse Bits (2)
- ___Identifying Types Of Horse Driving Bits (3)
- ___Selecting A Saddle (2)
- ___English Saddle Construction (1)
- ___Western Saddle Construction (1)

Health Practices

- ___Recognizing The Healthy Animal (2)
- ___Taking An Animal's Temperature, Pulse, and Breathing Rate (2)
- ___Identifying Horse Health Supplies (2)
- ___Stocking The Medicine Cabinet (2)
- ___Administering Medication To Animals (3)
- ___Treating Minor Wounds (3)
- ___Examining A Fecal Sample For Parasites (2)
- ___Controlling External Parasites (2)
- ___Controlling Internal Parasites (2)
- ___Tracing The Roundworm's Life Cycle (3)
- ___Caring For The Newborn (3)
- ___Recognizing Symptoms Of Colic In Horses (3)
- ___Recognizing Symptoms Of Laminitis Or Founder In Horses (3)
- ___Understanding Horse Psychology (3)

Feeds & Feeding

- ___Identifying & Classifying Feed Ingredients (1)
- ___Selecting & Judging Hay (1)
- ___Understanding A Feed Tag (2)
- ___Sampling Livestock Forage (3)
- ___Feeding Your Project Animal (2)
- ___Understanding Horse Nutrient Requirements (3)
- ___Formulating A Ration (3)
- ___Balancing A Ration (3)
- ___Following Feed Through The Horses Digestive System (3)
- ___Improving Forage Production (3)
- ___Feeding Your Horse For Show & Work (2)
- ___Determining Composition Of Different Feeds (3)
- ___Using Pearson's Square To Formulate A Ration (3)

Records & Recognition

- ___Receiving Recognition Through 4-H (1)
- ___Understanding 4-H Livestock Records (1)
- ___Advancing Through Your 4-H Project (1)
- ___Keeping Feed Records (1)
- ___Keeping Your Animal Records (1)
- ___Registering Your Horse (2)

Fitting & Showing

HORSE SHOWS

- ___Entering A Horse Show (1)
- ___Dressing For A Horse Show (1)

- ___Gaming At A Horse Show (2)
- ___Conducting A Horse Show Or Playday (3)
- ___Packing Your Show Box For Fair

GROOMING

- ___Preparing The Horse's Mane & Tail For Show (1)
- ___Caring For A Horse's Feet (1)
- ___Grooming Your Horse (1)
- ___Bathing Your Horse (1)
- ___Braiding Your Horse's Mane & Tail (2)

HORSEMANSHIP

- ___Haltering A Horse (1)
- ___Leading A Horse (1)
- ___Bridling & Unbridling A Horse (1)
- ___Saddling & Unsaddling A Horse (1)
- ___Adjusting The Stirrups (1)
- ___Mounting & Dismounting A Horse (1)
- ___Backing A Horse (1)
- ___Reining A Horse (1)
- ___Practicing Riding Courtesies (1)
- ___Using The Longe Line (2)
- ___Changing Leads With A Horse (2)
- ___Controlling A Problem Horse (2)
- ___Training A Colt (3)
- ___Horse Training By Driving (3)
- ___Techniques Of Line Driving (3)

SHOWMANSHIP

- ___Backing A Horse (1)
- ___Placing A Horse's Feet (1)
- ___Leading Out A Horse (1)
- ___Preparing For Horse Showmanship (1)

Trail Riding & Recreation

- ___Practicing Road Courtesy With Your Horse (2)
- ___Collecting Supplies For A Trail Ride (3)
- ___Using A Compass On Trail Rides (3)
- ___Western Pleasure Trail Riding
- ___Competitive Trail Riding
- ___Preparing For Horse Packing

Careers

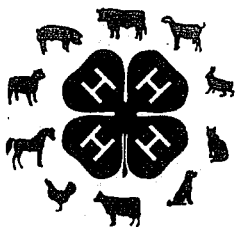
- ___Exploring Careers In The Horse Industry

Reproduction & Genetics

- ___Tracing The Development Of The Unborn (3)
- ___Understanding The Heat Cycle Of Horses (3)
- ___Explaining Genetics Of Coat Color In Horses (3)

Other Project Activities

- ___Conducting A 4-H Horse Project Bowl (2)
- ___Giving A 4-H Presentation (1)
- ___Conducting A Horse Skillathon (2)
- ___Conducting Tours & Field Trips (2)
- ___Attending A Horse Show (1)
- ___Evaluating Your 4-H Project Meeting (2)



HORSE

DESCRIBING YOUR HORSE

MICKIE LUKE
Meeker County 4-H, Horse Project Leader

IMPORTANCE OF THE TOPIC

How many times have you asked someone to tell you about his horse and the answer goes something like this:

"My horse is brown; his mane is black; he has some white on his face and on one foot. His other feet are black. His tail is black too. He is about so high."

Wouldn't it be easier, clearer and much more complete had he said:

"I have a Quarter Horse gelding, bay with a star, tiny snip, and a right rear sock. He is five years old and stands 15-2."

The importance of this topic is to teach our members to describe their animals using correct terminology, covering all areas to give a complete picture of the horse.

PREPARE FOR THE MEETING

Have your junior leaders prepare materials for any activity you may use. You may also want to have close at hand pictures of differing colored horses. When inviting members to the meeting you might ask them to bring a snapshot of their horse. Have "Horse Identification" forms for each member. (These are available from your extension office.)

FACILITATE THE ACTIVITY

This project meeting works well during the winter months when the group can sit around a table so they can be talked to casually and individually. This seems to take away the fear of being in front of a group and helps everyone participate more freely. Keep the mood cheerful and joke with the quiet ones. Go around the table for participation. By not calling on just the ones that raise their hands you give everyone a turn. Be patient, give each time to answer. Encourage your 4-H'ers to study this topic at home so they may have a better chance to make the judging or horse bowl teams. Make notes while the topic is fresh in your mind to use as a quiz when these teams are to be chosen. "Describing Your Horse" would be best rated for younger and new horse owners (regardless of age). Be sure to use any older members in any teaching activity they may be capable of handling. You may vary the length of this project meeting by using one, several or

all of the activities listed in this guide. Be prepared for as long a meeting as time and the members attention span will allow. After each activity take a moment to go over in your mind:

Are the members having fun?

Does anyone seem bored? Make a special effort to include this member.

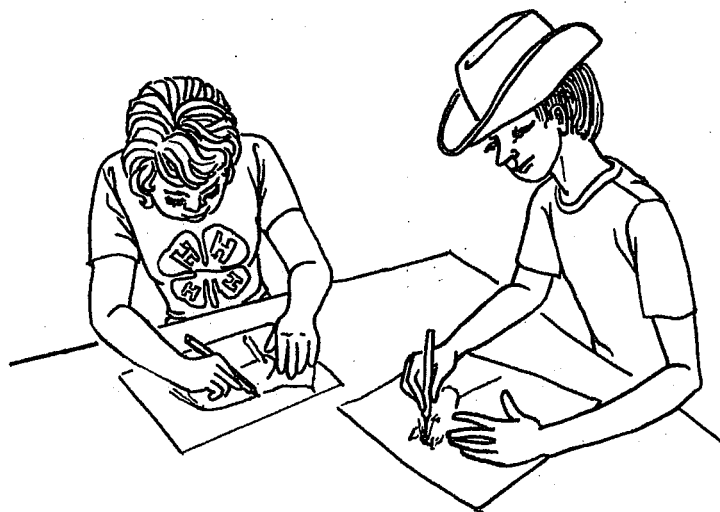
Are things moving along so we will cover all that is needed to complete the main idea of this meeting?

If all is going well continue on with more activities or have a short snack while they just visit and talk to each other about their horses.

You will find these younger children just love to TELL you about their horses. Take time and listen, no matter how minor the story may seem.

ACTIVITIES

When the members arrive, give them the horse ID forms. Ask them to draw the markings and write a description of their horse. If there are horseless members, a friend's horse may do. Stress they should not be concerned about spelling or word usage and that they should work alone. When all have arrived and have had time to finish, begin your meeting. Ask the members to pretend that they find themselves with the following situation and task to do.



SITUATION: Pretend that your horse has been stolen or strayed away from home. You decide to run an ad in the paper to try to locate your horse.

YOUR TASK: Write an ad describing your horse.

Encourage them to use the description they have put on the ID form. After everyone has finished ask each one to read his ad. You may want to have the other members quickly sketch the horses each of the members describe and then compare drawings with the owners. Discuss the suggested order and main areas listed here for providing a complete description of their horses: breed, sex, basic color, head markings, legs (front then rear), age, and height.

At the beginning of the meeting give all members three stick pins to place on their shirt. Each time they use the word HORSE the one that catches it first gets one pin from the person who said HORSE. At the end of the meeting you may award a small prize for the member with the most pins.

Have newspaper available. See who can tear the following face and leg markings—STAR, BLAZE, SNIP, STRIP, BALD PASTER, SOCK, and STOCKING. Have each member get down on all fours or use the horse chart available from the extension office to place these markings, asking them to place each leg marking on a certain leg.

Using the photos you asked your members to bring along, place them in the middle of your table or pin them to a bulletin board. Ask each member one at a time to describe a picture. See who guesses which picture is being described first. (Do not have them describe their own picture.) Even if you don't use this activity, the members enjoy showing their pictures to you and their friends.

SUMMARIZE

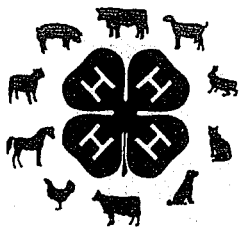
Ask the 4-H'ers to write their description on the same horse form they used at the beginning of the meeting. Praise them for any corrected terms they may have used. Ask them to keep this paper to put with their records or just to keep and refer back to them at a later date so they may see where they really were in the beginning.

Supporting Activities

- Identifying Parts Of The Horse

- Identifying Basic Body Color (by breed standards)

- Learning Standard Sizes And How To Measure A Horse



HORSE

LOADING & UNLOADING YOUR HORSE

JANIS MCGANNON
4-H Horse Project Leader

IMPORTANCE OF THE TOPIC

Understanding how to load and unload a horse correctly and safely into and out of a trailer can be of the utmost importance if your 4-H'ers plan to participate in long distance riding, local saddle club outings and horse shows, county fairs, or any other event which involves transporting the horse some distance from home. This particular project training emphasizes what to do to load a sensible horse who just does not want to enter the trailer. Members who are teaching a horse to load for the first time, should follow a much slower learning process and take more time.

WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By following the steps outlined in this guide, a 4-H'er should be able to do the following by the end of the project meeting:

1. Demonstrate how to prepare a horse for loading. (leg wraps, good halter, lead rope, etc.)

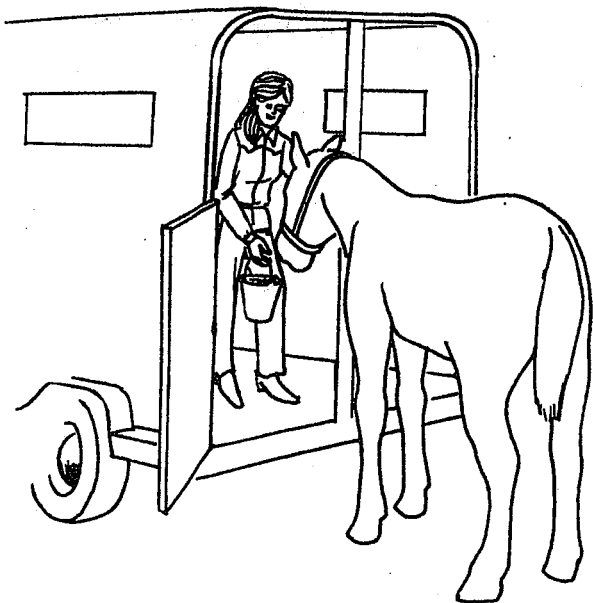
2. Demonstrate how to lure a horse into the trailer with food and finesse.
3. Demonstrate how to load a horse by locking arms.
4. Demonstrate proper steps to be taken when a horse is in the trailer (closing doors, putting up butt guards, tying head.)
5. Demonstrate proper steps to be taken when unloading a horse (reversing procedure).

PREPARE FOR THE MEETING

Prepare yourself by bringing along some leg wraps; ones your members can make at home with old sheets or towels and ace bandages as well as some that they can purchase at a saddle shop such as the racing bandages or the ones with velcro closings. (Tail wrap and blanket are optional depending on weather and purpose for transporting horses.) You should also bring a sturdy halter and lead rope with an easy opening snap and a plastic bucket to demonstrate the use of food in loading. You might also bring the quick release trailer ties and suggest that all trailers be equipped with them.

FACILITATE THE ACTIVITY

First challenge your group by telling them they have just gotten up at 5:30 a.m. on Saturday morning, given their horse a complete trimming, a bath, have prepared their tack and clothing, and are in the yard holding a very clean horse who refuses to enter the trailer which you have paid \$25.00 to rent for the day. Give them either the overall task of demonstrating how they would prepare and load the horse into the trailer or divide the overall task into separate tasks such as what is outlined under the section "What Your 4-H'ers Will Accomplish." How you choose to work with your group will depend upon the experience of the members. After presenting the situation and task, have them break into groups and discuss what steps they would take to solve the problem. Have them present these steps in a lifelike situation. A loading situation using chairs, one member as the horse, another to do the leg wrapping, another leading the horse, etc., allows everyone on the team to be involved.

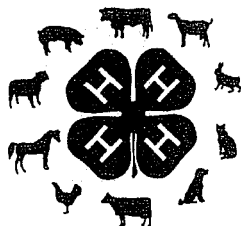


QUESTIONS TO ASK

- Q. How would you wrap your horses legs and tail?
- A. Wrap the horse's legs beginning below the knee. Wrap front to back and down over the fetlock, then back up and tie with ties provided on racing bandages or use the ends of the ace bandages. If you are fortunate enough to have the velcro, the ends should be secured together with the straps provided. Never wrap the horse's legs too tightly but make sure they are secure and will not come off as the horse moves about. The tail should be smoothed out. Beginning at the base of the tail, wrap smoothly and tie about one-half of the way down. Some people use strips of cloth and braid them into the horse's tail and then wrap the tail securely and fold under using the cloth ends. This is usually done to keep the tail clean and looking good rather than as a safety measure. Again, never wrap the horse's tail too tightly.
- Q. Why is it necessary to wrap legs?
- A. To prevent nicks and cuts or serious injury if the horse moves around a great deal or kicks the side of the trailer.
- Q. What can you do to help load a stubborn horse?
- A. This horse is generally not frightened but just does not want to load. If he eats like a horse (just a slight attempt at humor) he may be persuaded to enter the trailer simply by using a plastic bucket with grain and shaking it under his nose. Always keep a little ahead of him to coax him to the trailer. Walk in ahead of him and keep shaking the grain in front of him. Sometimes this is all it takes to convince him this is not such a bad place after all.
- Q. What can you do to load a horse that is both stubborn and a little frightened? (This method is generally used in an emergency situation).
- A. First of all have people around if possible who can stay quiet and calm. This is no place for hysterics. Using a very quiet but firm voice, keep the horse headed into the trailer. A large cotton lead rope with an easy open snap and a heavy duty halter is a

must. The leader of the horse may want to wear gloves. Have two assistants lock wrists (the weaker makes a fist and the stronger one grips the wrist above the fist) and place arms across animal's rump. Let arms slide down to point above the horse's hocks. Put free hands gently but firmly against the horse's side at back of rib cage. The leader should give a light tug on the rope and the assistants apply gentle pressure. If he cooperates, encourage him to keep moving forward and step up into the trailer. If close enough, assistants can then put free hands on trailer providing additional strength. The leader should plan to exit through the escape door. When the horse is stepping up, the assistants can roll their shoulders thus giving the horse a final lift up into the trailer. Close the trailer door snap butt guards and only then tie the horse's head. (We are assuming your horse is reasonable, quiet and well mannered. If your horse throws himself backwards or kicks and rears then you should not try loading him yourself but should seek professional help.)

- Q. What procedure should you use when you arrive to unload your horse safely?
- A. First of all you should try to find a place to park your trailer that is either level or inclined just enough so he does not have a long way to step down. Then open your escape door and release the tie on his head, (we hope you are using quick release trailer ties) place your own lead rope on him and throw it gently over his back. Go to the rear of the trailer and release the butt guards. Do not open your trailer door with the butt guards up or when the horse's head is tied. Have someone at the back of the trailer to encourage him and also to catch him when he backs out. You can then go to the horse's head. Have your assistant open the trailer door. You can then gently ask the horse to back and apply a slight pressure to his head with the halter. Let him take his time backing out and finding his footing. When he is clear of the trailer you can begin to take off his wraps, blanket, etc.



HORSE

PLANNING A COUNTY 4-H HORSE CAMP

Kathy Taylor
4-H Project Leader
Thomas D. Zurcher
Extension Specialist, 4-H Youth Development

IMPORTANCE OF THE TOPIC

Specialized county camps are becoming increasingly popular. The camps which focus bringing 4-H'ers, their horses and their families together in an educational setting are particularly successful if carefully planned and conducted. This guide will outline in question/answer format how one county planned its annual horse camp. Topics such as What is a Horse Camp? Who feeds all the people? How much to charge? How many 4-H'ers? Where to conduct? Who does the planning? Who does the training? Who cares for the horses? Safety and rules? Evening Program? Evaluating the Experience? will be covered.

WHAT YOUR 4-H'ers AND FAMILY MEMBERS WILL ACCOMPLISH

1. Develop expertise in all aspects of horse management and horsemanship.
2. Develop planning and leadership skills.
3. Meet other 4-H'ers of all ages and have fun.
4. Develop a support group for parents.

INVOLVING YOUR 4-H'ers

Planning a 4-H horse camp is an excellent exercise for project members as well as program development committees. In order to gain an appreciation of all the major items which will need to be considered, divide the members into teams of 3 or 4 and ask each team to list as many areas which will need to be planned. Examples include food, housing, program, etc., allow only 3-5 minutes. Have the teams prepare lists.

As a followup have each team make a short checklist of what needs to be done for just one of the major areas. Ask them to share their list and invite additional items.

QUESTIONS ABOUT THE CAMP

- Q. What is a 4-H Horse Camp?
- A. A 4-H Horse Camp is simply a 2- or 3-day clinic where 4-H'ers bring their horses and either camp out with their families in trailers or bunk in the extension office with leaders and other parents.



- Q. Who does the planning?
- A. The County 4-H Horse Project Development Committee has the camp as one of its many responsibilities. The committee is expanded to include other interested adults and youth.
- Q. How many project members attend?
- A. Because of facilities participation is limited to the first 90 4-H'ers who register.
- Q. Where can you have a 4-H Horse Camp?
- A. County fairgrounds with readily available barns, cooking facilities and housing works well for this camp. In addition local ranches with boarding facilities also can be used.
- Q. When is the camp conducted?
- A. We conducted our camp the second week in June. If the camp is planned over 3-days from Friday evening through Sunday afternoon several week-ends are possibilities.
- Q. What type of training is provided?
- A. One hour group sessions in 3 rings are scheduled according to skill level (determined on registration form) in western horsemanship, western pleasure, English hunt, and saddle seat, both equitation and pleasure, showmanship with halter, western riding, and the games—poles, barrels, and key hole. In addition to riding lessons, learn-by-doing workshops, skillathons, and horse bowls round out the full program.

- Q. Who does the training?
- A. Local trainers, judges, former 4-H'ers, and members of area saddle clubs who have a good rapport with youth donate their time and talents. The most experienced work with advanced.
- Q. How are the horses cared for?
- A. Members bring all feed and bedding and are totally responsible for the care of their own horse. The leaders and junior leaders provide guidance to their respective clubs. All members are encouraged to help each other regardless of club affiliation. The noncompetitive atmosphere encourages cooperative learning and especially between older and younger members.
- Q. How is insurance and safety handled?
- A. The insurance available through the extension office is utilized. The safety rules are enforced by everyone with any member seriously breaking them sent home. Wearing boots and long pants is a rigid requirement.
- Q. What about evening programs?
- A. Some of the programs have included films on horseback riding for the handicapped, horse advancement program information, first aid workshop conducted by a veterinarian, a clothing style show by the junior leaders, identifying worm eggs through a microscope, playing horse bowl, demonstrations by local breeders on safety and a farrier demonstrating hoof care. Other day time workshops have included trailering, grooming, driving your horse, information on judging, and the popular horse skillathon.
- Q. What is the cost?
- A. We have charged only \$10 for an individual 4-H'er or \$25 for the entire family. Expenses in addition to food have included \$100 to the fair board and travel expenses for instructors.

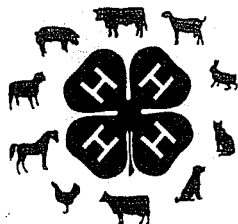
- Q. Is an evaluation conducted?
- A. The evaluations conducted each year have helped improve our camp each year. We ask for comments concerning such items as scheduling, instructors, instruction, stabling, evening programs, and food.
- Q. Who feeds all these people?
- A. A simple menu is written down and a grocery list is made up. Parents are scheduled for each meal and they follow posted recipes for each meal. One member of the planning committee oversees this part of camp. A special meal included a pig roast prepared by a 4-H club and contribution was made to that club's treasury. Paper plates and cups minimized cleanup.

SUPPORTING ACTIVITIES

A 4-H Horse Camp certainly supports and reinforces the 4-H club and project aspects of the 4-H program. Activities which clubs can utilize at the local level such as skillathons, horse bowls, style shows as well as all the fitting and showing programs can be introduced and reinforced.

ACKNOWLEDGEMENT

Special thanks go to the Dakota County 4-H Horse Program Development Committee for providing the information for this guide.



HORSE

IDENTIFYING BREEDS OF HORSES

Fred Netz
4-H Project Leader
Robert M. Jordan
Extension Horse Specialist

IMPORTANCE OF THE TOPIC

Being able to identify the various breeds of horses is often an important part of the 4-H member's selection process. Each breed has been bred for distinct characteristics which should be considered in relation to the member's skills and needs.

WHAT YOUR 4-H'ers WILL ACCOMPLISH

- Identify 10-20 different breeds—give the characteristics of each.
- Select a breed they like and give reasons for their choices.
- Develop the life skills of relating to others, making decisions and gaining self confidence.



PREPARE FOR THE MEETING

This is a good meeting topic to involve your member early by asking each one to bring horse magazines or pictures of horses to the meeting as well as their 4-H horse manuals.

Other supplies needed:

- 3 × 5 cards with questions and answers about each breed. (The members could also do this at the meeting.)
- Books showing breeds of horses.
- A supply of horse magazines.
- Tape.

FACILITATE THE ACTIVITY

Roll Call: Each member names a different breed of horse and one of its characteristics.

Divide the members into teams of 2 or 3 and ask each group to cut out and tape onto 3 × 5 cards as many different breed pictures as they can find. Have them write the name of the breed on the reverse of each card. When the teams have exhausted their supply of pictures, have the teams make up one or more additional 3 × 5 cards for each breed they found with a characteristic or other piece of information that will distinguish it from another breed on one side and the name of the breed on the other.

After the picture cards and characteristic cards are finalized, have each team trade their cards with another team. The task will be to first match the pictures with the names and then to match the pictures with the characteristics. Let the teams check their matches before going to the next step.

Next have each team show and tell the entire group about the breeds and characteristics they matched. Follow this with a general discussion of favorite breeds and additional questions you have prepared. Some project groups have successfully ended the meeting with a quiz bowl by turning the characteristics into questions.

Here are some of the breeds your members may be interested in identifying:

American Albino	Morocco Spotted Horse
American Saddle Horse	Palomino
Appaloosa	Pinto
Arabian	Pony of the Americans
Cleveland Bay	Quarter Horse
Connemara Pony	Shetland Pony
Gotland Horse	Standardbred
Hackney	Tennessee Walking Horse
Missouri Fox	Thoroughbred
Trotting Horse	Welsh Pony
Morgan	

THOUGHT PROVOKERS

Your members may be interested in going beyond identifying the breeds and want to compare and look into the future. Here are a few suggestions.

1. Describe the breed that originated in the U.S.
2. Compare the two different styles of Quarter Horses.
3. Who was Justin Morgan and why is he famous?
4. Compare the Cleveland Bay and the Connemara.
5. Which breed was selectively bred for endurance and describe how the horses were tested?
6. Explain the background of the high stepping action of the Hackney?

7. Give your prediction on which breed will be most popular in the year 2000 and give your reasons why.
8. Describe the place and origin of the 11 breeds and breed associations which originated in the U.S.
9. Describe the origin of your horse.

SUPPORTING ACTIVITIES

- Make a scrapbook of their favorite breed.
- Tour breed farms.
- Attend breed shows and identify breeds.
- Set up a skillathon station for the entire club on identifying breeds of horses.

A notebook containing a set of over 125 additional animal science project meeting guides may be ordered from Communication Resources/Distribution, 3 Coffey Hall, University of Minnesota, 1420 Eckles Avenue, St. Paul, MN 55108.

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I'm a 4-H Project Leader: Now What Do I Do?

How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

How do I cover the cost of project meetings?

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

How do I let others in my club or other clubs know I am a project leader?

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

What does a typical project meeting look like after the initial orientation?

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

Do

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

What resources are available to help me?

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
 - County Staff
 - Older youth who have been involved in the project
-
- **Media Collection & Public Libraries** – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
 - **4-H Website** – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
 - **Volunteer Leaders Conferences** – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
 - **Field Trips** – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
 - **Local Experts** – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
 - **Magazines** – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

How can I incorporate activities not included in the project guide?

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

Who can I go to if I need someone to help me during the project meetings?

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.

Colorado State 4-H Horse Project:

http://equineextension.colostate.edu/files/4h_horse_projects/4H_horse_project.pdf

Texas 4-H Horse Project:

https://texas4-h.tamu.edu/project_horse

Oregon 4-H Horse Project:

<http://4h.wsu.edu/em2778cd/pdf/pnw587.pdf>