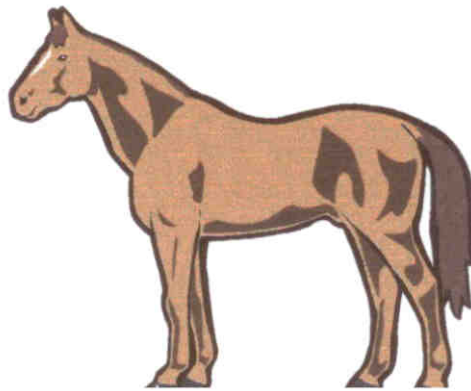


Osceola County 4-H Horsemaster Project

LEVEL 5 – HORSEMASTER



Name: _____ 4-H Age: _____

Address: _____ City: _____

Name of Club: _____

Name of Club Leader (s): _____

Years in 4-H Project: _____

*Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, disability, age, religion, political beliefs, sexual orientation, marital status and family status.
Michigan State University, U.S. Department of Agriculture and counties cooperating.*

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Osceola County 4-H Horsemaster Project
Level 5 – Horse Master
Last Updated: December 6, 2004

This Level should be submitted in notebook form with all graphs, charts, outlines, displays, and photographs located appropriately.

Your imagination, attention to detail, and thoroughness will be given much consideration.

The completion of this unit, not only represents academic accomplishment, but reflects your commitment to the 4-H project and to horses in general, as well.

In addition, it demonstrates a desire to excel and to go beyond the minimum requirements.

Section 1 – Personal Riding Record

1. Give the date on which you rode ten miles. Describe the route and type of country you rode through. Keep a T.P.R. chart for this ride and include it. (Check vitals at 0, 3, 6, and 10 mile intervals. How long did it take for horse to return to normal at end of ride?) (15)
2. Outline a long-range conditioning schedule for the ride above. What did you do to prepare yourself and your horse for the ride explained and when did you start this schedule? (10)

Section 2 – Knowledge

1. Collect and press at least three plants known to be poisonous to horses. Identify the toxin contained and the signs the horse may show if sufficient amounts were consumed. (9)
2. Name five reproductive hormones of a horse and their functions. (10)
3. Explain how a black stallion bred to a black mare might produce a chestnut foal. (10) (Include diagrams)
4. In thorough detail, describe the walk, trot, and canter of a horse. (Include diagrams) (15)
5. In thorough detail, describe your training plan for a weaned foal that will continue through its third year. (20)

Section 2 – Knowledge (Continued)

6. Identify the numbered parts of the skeletal anatomy of the horse: (19)

1. _____

11. _____

2. _____

12. _____

3. _____

13. _____

4. _____

14. _____

5. _____

15. _____

6. _____

16. _____

7. _____

17. _____

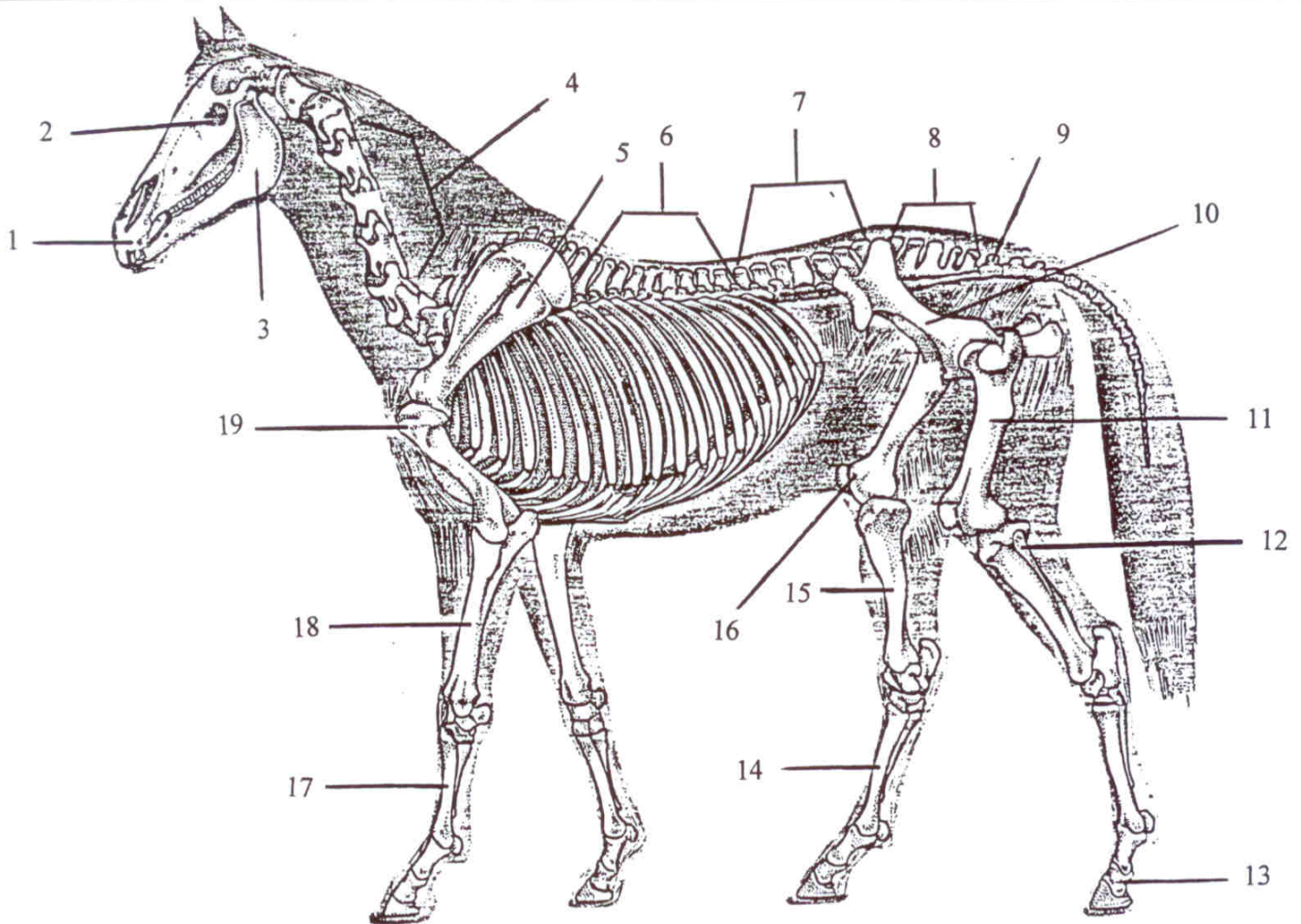
8. _____

18. _____

9. _____

19. _____

10. _____



Section 3 – Stable Management

1. Make a chart for describing the procedures to establish a sound stable management system. Consider specific needs for each of at least three horses, in regards to: (25)
 - A. Exercise scheduling for each
 - B. Habits or vices of each
 - C. Vet, farrier, and feed records for each
 - D. Any health problems for each
 - E. Using the attached worksheet, develop feed charts for 2 of the 3 horses
 - F. Compare, contrast, and list any modifications made for the diets of the 2 horses

Section 3 – Stable Management (Continued)

Animal _____ Weight _____ Age _____ Work Classification _____

Section 1 **Composition of Feeds**

Feed	Digestible Protein %	T.D.N. %	Calcium grams per lb.	Phosphorus grams per lb.	Vitamin A International Units per lb. of feed

Section 2 **Quantity of Nutrients in Feeds Being Used**

Feed	Lbs. fed	Digestible Protein lbs.	T.D.N. lbs.	Calcium gm.	Phosphorus gm.	Vitamin A I.U.
Total						

Daily Nutrient Requirements

Section 3 (Based on air-dry feed containing 90 percent dry matter)

Size and Use of Horse	Lbs. fed	Digestible Protein lbs.	T.D.N. lbs.	Calcium gm.	Phosphorus gm.	Vitamin A I.U.

Section 4 **Balancing Ration and Meeting Requirements**

Total from Section 2						
Ration deficiency						
Supplement						
Balanced ration						

Section 3 – Stable Management (Continued)

Animal _____ Weight _____ Age _____ Work Classification _____

Section 1 **Composition of Feeds**

Feed	Digestible Protein %	T.D.N. %	Calcium grams per lb.	Phosphorus grams per lb.	Vitamin A International Units per lb. of feed

Section 2 **Quantity of Nutrients in Feeds Being Used**

Feed	Lbs. fed	Digestible Protein lbs.	T.D.N. lbs.	Calcium gm.	Phosphorus gm.	Vitamin A I.U.
Total						

Daily Nutrient Requirements

Section 3 (Based on air-dry feed containing 90 percent dry matter)

Size and Use of Horse	Lbs. fed	Digestible Protein lbs.	T.D.N. lbs.	Calcium gm.	Phosphorus gm.	Vitamin A I.U.

Section 4 **Balancing Ration and Meeting Requirements**

Total from Section 2						
Ration deficiency						
Supplement						
Balanced ration						

Section 3 – Stable Management (Continued)

Complete the following table for horse 1:

(25)

1. Fill in the types of feed fed per day.
2. Fill in the pounds of each type of feed fed per day.
3. Fill in the percentage/grams of each nutrient provided by each type of feed.

Types of Feed

<i>Nutrients</i>	_____	_____	_____	_____
	_____lbs. fed	_____lbs. fed	_____lbs. fed	_____lbs. fed
% of TDN	%	%	%	%
% of Digestible Protein	%	%	%	%
Grams of Calcium	grams	grams	grams	grams
Grams of Phosphorus	grams	grams	grams	grams
Milligrams of Carotene*	mg	mg	mg	mg

*Horses can use Carotene to produce Vitamin A at the rate of 400 International Units of Vitamin A from 1 mg of Carotene. (Divide total Vitamin A units by 400)

Section 3 – Stable Management (Continued)

Complete the following table for horse 2:

(25)

1. Fill in the types of feed fed per day.
2. Fill in the pounds of each type of feed fed per day.
3. Fill in the percentage/grams of each nutrient provided by each type of feed.

Types of Feed

<i>Nutrients</i>	_____	_____	_____	_____
	_____ lbs. fed	_____ lbs. fed	_____ lbs. fed	_____ lbs. fed
% of TDN	%	%	%	%
% of Digestible Protein	%	%	%	%
Grams of Calcium	grams	grams	grams	grams
Grams of Phosphorus	grams	grams	grams	grams
Milligrams of Carotene*	mg	mg	mg	mg

*Horses can use Carotene to produce Vitamin A at the rate of 400 International Units of Vitamin A from 1 mg of Carotene. (Divide total Vitamin A units by 400)

Section 3 – Stable Management (Continued)

2. Describe the listed stable vices and suggest methods for their prevention and/or control. (14)
 - A. Stall Walking
 - B. Tail Rubbing
 - C. Cribbing or Wind Sucking
 - D. Wood Chewing
 - E. Weaving
 - F. Striking
 - G. Kicking

3. Name five external parasites, explain what they do and suggest methods of controlling each with specific chemicals. (Not brand names) (15)

4. List and provide pictures of the minimum medicines and veterinary supplies that should be kept at a stable and the use for each. (15)

5. List the common diseases that can be prevented with the use of vaccines. (10)

Section 4 – Teaching Records

1. Prepare, include, and use a lesson plan to teach a subject area from the Knowledge sections of the Horsemasters course to at least three students. (25)
2. Prepare, include, and use a lesson plan to teach a subject area from the Dismounted Abilities sections of the Horsemasters course to at least three students. (25)
3. Prepare, include, and use a lesson plan to teach a subject area of the Mounted Abilities section of the Horsemasters course to at least three students. (25)

****Your lesson plans should include:**

Teacher: *(Your name)*

Date: *(When will you complete the lesson?)*

Time Needed: *(How much time do you need for the entire lesson?)*

Objective: *(What do you want your students to learn?)*

Materials: *(What things do you need to teach the lesson?)*

Introduction: *(How will get your students' attention?)*

Lesson Content: *(What is the information you will cover?)*

Activity: *(How will the students put the new information into practice?)*

Conclusion: *(How will you restate the objective?)*

Safety Precautions: *(How will you keep you, your students, and all horses safe?)*

4. Using one of your lesson plans, answer the following questions: (10)
 - a. Tell how at least two of your students benefited from the lesson plan taught.
 - b. If you could change one thing about the lesson, what would it be?
 - c. What was one thing you learned while teaching the lesson plan?
5. Use a different lesson plan to prepare a reflection while keeping these aspects in mind: (13)

Teaching Style:

Were your objectives met?

How effective were your materials? Could they be more effective?

Did you maintain a pleasant attitude?

Did you summarize effectively?

Student Interaction:

Were there any areas of misunderstanding between you and the students?

Was safety emphasized?

If horses were used, were they matched appropriately with students?

Did you allow ample time for the students to practice or study?

Could all of your students see and hear the lesson?

Was there good student response?

Were the students motivated to learn? Did they have fun?

Section 5 – Judging

1. Judge a four horse conformation halter breed class. Include a photographic display of each animal along with a written explanation of how you would place the class. (15)
2. Judge a four horse pleasure class. Include a photographic display of each animal along with a written explanation of how you would place the class. (15)
3. List and discuss show classes commonly seen in your area including appointments, class routine, and criteria for judging. These should include, but is not limited to, equitation, pleasure, and specialty classes from each. (10)

Total Points: 375

Section 1: 25
Section 2: 83
Section 3: 129
Section 4: 98
Section 5: 40

Section 6 – Dismounted Abilities

Properly demonstrate the following to a designated inspector, who will check off each of these items on the date(s) you complete them.

		<u>Date</u>	<u>Inspector</u>
1.	Identify and explain the use of:	(12)	
	a. Bell boots	_____	_____
	b. Quarter boots	_____	_____
	c. Skid boots	_____	_____
	d. Knee boots	_____	_____
	e. Splint boots	_____	_____
	f. Hobbles (restraint)	_____	_____
2.	Identify and explain the action and use of:	(14)	
	a. Two types of snaffles	_____	_____
	b. Pelham	_____	_____
	c. Weymouth	_____	_____
	d. Curb	_____	_____
	e. Liverpool	_____	_____
	f. Bosal	_____	_____
	g. Mechanical Hackamore	_____	_____
3.	Describe and discuss the use of two different types of martingales or similar training devices and the intended effective use of each. (e.g. draw rein, shackles, etc.)	(6)	_____
4.	Demonstrate or discuss effective procedures used in locating an unsoundness.	(2)	_____
5.	Discuss how to remove a shoe.	(3)	_____
6.	Discuss how to tack on a loose shoe.	(3)	_____
7.	Demonstrate or discuss long-lining as a training method and explain its effective results.	(5)	_____

Section 6 – Dismounted Abilities (Continued)

8. Discuss the following: (5)
- a. Measure the fork of a western saddle and tell why it fits a certain horse. _____
 - b. Explain double rig, center fire, and $\frac{3}{4}$ rig. _____
 - c. Tell why a cutback or straight head English saddle fits a certain horse. _____
 - d. Explain the difference between a forward seat saddle, a dressage seat saddle, and a flat saddle. _____
9. Discuss colic and include the different types, the diagnosis of, treatment of, and prevention of. (5) _____

(Total Dismounted Points: 55)

Section 7 – Mounted Abilities

****Choose three of the following four seats!****

Properly demonstrate the following to a designated inspector, who will check off each of these items on the date(s) you complete them.

- | | | <u>Date</u> | <u>Inspector</u> |
|----------------------|--|-------------|------------------|
| 1. Stock Seat | | | |
| 1. | Design and ride a trail class which must include at least 6, but no more than 8 of the following: (25) | _____ | _____ |
| | walk | | |
| | trot | | |
| | canter | | |
| | open and close a gate | | |
| | put on and take off slicker | | |
| | cross a bridge | | |
| | open and close a mailbox | | |
| | side pass left and/or right | | |
| | back a “z” through markers | | |
| | two or more 12” or under step-overs | | |
| 2. | Ride a 2-5 minute free-style pattern at a lope with reasonable speed. The pattern must consist of all elements listed below. Your pattern must be diagrammed and given to the evaluator prior to your test. You may arrange these elements in any order: 1 right rollback (25) | _____ | _____ |
| | 1 left rollback | | |
| | 1 180° spin over the hocks | | |
| | 1 360° spin over the hocks | | |
| | 2 flying lead changes | | |
| | 1 slow circle to the right | | |
| | 1 slow circle to the left | | |
| | 1 fast circle to the right | | |
| | 1 fast circle to the left | | |
| | 1 back up of at least 10 feet | | |
| | 1 sliding stop | | |
| 3. | Dismount and ground tie your horse for 20 seconds. (5) | _____ | _____ |
| 4. | Execute a turn on the haunches, keeping the hind feet in a circle having a 5 foot diameter. (5) | _____ | _____ |
| 5. | Execute a turn on the forehand, keeping the front feet in a circle having a 3 ½ foot diameter. (5) | _____ | _____ |

Section 7 – Mounted Abilities (Continued)

		<u>Date</u>	<u>Instructor</u>
2. Saddle Seat			
1.	Properly execute the following gaits and movements: (5)		
	a. Serpentine at a rising trot	_____	_____
	b. Turn on the forehand (right)	_____	_____
	c. Turn on the forehand (left)	_____	_____
	d. Canter a straight line showing 2 simple lead changes	_____	_____
	e. Halt and back	_____	_____
2.	From a standstill, drop stirrups, address your reins, proceed at a rising trot down one side of the ring on the correct diagonal, halt, pick up stirrups, reverse, and do a sitting trot back up the same side, halt. (25)	_____	_____
3.	Diagram and perform a 2-5 minute freestyle pattern. The pattern must consist of all the elements listed below. Your pattern must be diagrammed and given to your instructor prior to your test. You may arrange these elements in any order: (25)	_____	_____
	walk		
	trot		
	canter		
	counter canter		
	extended trot		
	halt		
	back		
	turn on forehand		
	serpentine at rising trot		
	figure eight at rising trot – without stirrups		
	figure eight at canter		
	change leads down the center of the arena		
4.	Explain the appointments for each of the following classes: _____		
	a. Pleasure		
	b. Park		
	c. Driving (10)		

Section 7 – Mounted Abilities (Continued)

		<u>Date</u>	<u>Instructor</u>
3. Hunt Seat			
1.	Properly execute the following gaits and movements: (25)		
a.	walk	_____	_____
b.	trot	_____	_____
c.	canter	_____	_____
d.	hand gallop	_____	_____
e.	halt	_____	_____
f.	turn on forehand (right)	_____	_____
g.	turn on forehand (left)	_____	_____
h.	reverse directions at the walk and trot	_____	_____
i.	right circle at the canter	_____	_____
j.	left circle at the canter	_____	_____
2.	Prepare two freestyle patterns using maneuvers listed in #1. (You may add a small jump to the pattern.) Execute one of the patterns. (25)	_____	_____
3.	Explain the judging differences between: a. Equitation Over Fences b. Stadium Jumping c. Working Hunter Over Fences (15)	_____	_____
4. Dressage			
1.	Properly execute the following gaits and movements: (15)		
a.	working walk	_____	_____
b.	free walk on a long rein	_____	_____
c.	working trot	_____	_____
d.	extended trot	_____	_____
e.	working canter	_____	_____
f.	1 10 meter circle	_____	_____
g.	1 20 meter circle	_____	_____
h.	leg yield right	_____	_____
i.	leg yield left	_____	_____
j.	shoulder-in	_____	_____
k.	traverse (haunches-in)	_____	_____
l.	1 flying lead change	_____	_____
2.	Perform a Training Level, Test 2 dressage test with reasonable proficiency. (Reader optional) (25)	_____	_____
3.	Perform a Training Level, Test 1 dressage test without a reader with reasonable proficiency. (25)	_____	_____
	(Total Mounted Points: 195; 65/seat)		

**Osceola County 4-H Horsemaster Project
Level 5 – Horsemaster**

This 4-H member, _____, has successfully completed all of the requirements in Knowledge, Dismounted Abilities, and Mounted Abilities for Level 5 in the Osceola County Horsemaster Project with an overall score of _____ points out of a total 625 points.

**This completion certifies the above member as an Osceola County
HORSEMASTER!**

4-H Leader

Date

Designated Inspector

Date

Osceola County 4-H Youth Agent

Date

This page should be removed from the test booklet and kept in the 4-H office for records.