

**Oceana County**  
**4-H Horse and Pony Project Notebook**  
**Level 4 - 2020**

**PICTURE OF HORSE AND RIDER**

Rider's Name: \_\_\_\_\_

Horse's Name: \_\_\_\_\_

4-H Age: \_\_\_\_\_                      Years in Project: \_\_\_\_\_

Name of Club: \_\_\_\_\_                      Years in Club: \_\_\_\_\_

## Judge's Scoring & Comment Sheet

**(PLEASE DO NOT REMOVE THIS SHEET. PLACE IT AT THE FRONT OF YOUR BOOK, TAPE IT TO THE INSIDE FRONT COVER. DO NOT PUT IT IN A SHEET PROTECTOR). This sheet must be keep free to the judge to write their comments.**

This sheet should help each junior market member understand their ribbon placing.

**A. Specific educational value or worth**

- All questions were answered completely
- All calculations were correct
- Calculations were incorrect
- Questions were not completely answered
- Questions were not answered (missed questions)

**B. Notebook contains all project records**

- Notebook contained all project records and were fully completed
- Notebook contained additional project related information (research materials etc.)
- Project records were incomplete
- There was no additional project related information

**C. Accuracy, neatness and general appearance**

- Notebook was neat in appearance (typed/hand printed)
- Notebook pages were clean and stain free
- Notebook pages were in order and complete
- Notebook pages were out of order and missing pages
- Notebook was difficult to read and messy
- Notebook had wrinkled and stained pages

Other Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Horse Project Objectives and Record Keeping**

1. Develop desirable work habits, sportsmanship, and the ability to cooperate and express ideas through participation in projects, discussions, method demonstrations, judging teams, and exhibits.
2. Develop responsibility, leadership, citizenship, and decision-making skills
3. Learn to know and select a good saddle horse
4. Learn to care for horses properly
5. Develop knowledge of safety precautions to prevent injury to yourself, others, and your mount
6. Learn to ride
7. Learn to train and handle horses
8. Gain knowledge of major breeds, colors, gaits, and safety
9. Experience the pride of working with a horse or pony and being responsible for its management
10. Develop an appreciation of horseback riding as a healthy and wholesome form of recreation
11. Learn skills in horsemanship and gain an understanding of the business of breeding, raising, and training horses
12. Acquire information on the opportunities available for careers working with horses.
13. Learn the importance of the horse industry to the local, state, and national economies.

This record book is part of your Level 4 Horse Project. By keeping records up-to-date you will be able to see how much progress you make as you set goals and work to accomplish them. Write or type neatly and clearly. Please keep the pages in order. Feel free to add extra pages at the end of your notebook. Pictures are a required part of your notebook. Taking pictures of your project animal throughout the project will indicate how your animal has grown and developed. Add pictures to your notebook on a separate piece of paper.

**Rider & Horse Information**

My project is a (circle one):                      Horse                      Pony                      Mule

Animal's registered name (if applicable): \_\_\_\_\_

Animal's nickname or stable name: \_\_\_\_\_

What color is your horse/pony? \_\_\_\_\_

What markings do they have? \_\_\_\_\_

Is it a mare or gelding? \_\_\_\_\_

How old is it? \_\_\_\_\_

What breed is your horse/pony? \_\_\_\_\_

List Registry Association(s) if they are registered: \_\_\_\_\_

What is the height of your horse/pony in hands? \_\_\_\_\_

How long have you owned, leased or borrowed your horse/pony? \_\_\_\_\_

How long have you and your horse/pony been in 4-H together? \_\_\_\_\_

Do you keep your horse/pony at home or is it boarded? \_\_\_\_\_

If your horse/pony is boarded, how do you care for it? Do you have to feed it or clean the stall? How often?

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If you keep your horse/pony at home, what are your responsibilities? Do you feed and clean stalls?

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**Project Activities**

Number of club meetings held: \_\_\_\_\_ Number of meetings you attended: \_\_\_\_\_

List any 4-H committees you serve on:

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Did you hold an officer position in your 4-H club?  Yes  No

If yes, what position? And what were your duties?

President  Vice President  Secretary  Treasurer  Other

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Do you belong to any other 4-H clubs? And if so, what other projects did you complete in 2020?

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Visit a feed store. Talk to an owner, manager, or sales staff. Ask them about their knowledge of the horse industry. Inquire about the responsibilities their job entails. If they have a business card, include it in the appendix section of your notebook.

Feed Store Name: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Who did you speak with? \_\_\_\_\_

What was their position at the business? \_\_\_\_\_

How did they become involved in the feed/horse industry?

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Does this business employ experts in horse nutrition? If so, what is that person's educational background? (College, apprenticeship, industry workshops, etc.)

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## Feeding Summary

Horse Name	Age	Weight**	Status (circle one)	Work Load (circle one)	Production Level (circle one)	Amount Fed per Day
			Easy Keeper (gains weight easily)  Average Keeper (weight fluctuates)  Hard Keeper (horse needs more than forage to continually keep weight, it is hard to keep weight on it)	Maintenance (0-1 hours/day)  Light (1-2 hours/day)  Medium (2-4 hours/day)  Heavy (+4 hours/day)	Growing  Performance  Maintenance/Idle  Senior	Grain _____ lbs.  Forage _____ lbs.  Supplements _____ oz.

\*\* Please calculate the weight of your horse/pony, showing all work below.

$$(HG^2 \times BL) \div 330 = W$$

What does HG stand for? \_\_\_\_\_

What does BL stand for? \_\_\_\_\_

What type of forage does your horse/pony eat? \_\_\_\_\_

If you feed grain, what type does your horse/pony receive? \_\_\_\_\_

If you feed supplements, what type (s) does your horse/pony receive? \_\_\_\_\_

**Health**

What is the normal temperature range of a horse/pony (Degrees in Fahrenheit)? \_\_\_\_\_

How do you take the temperature? \_\_\_\_\_

What is your horse/pony's temperature? \_\_\_\_\_ Date Taken: \_\_\_\_\_

What is the normal heart rate of a horse/pony (Beats per Minute)? \_\_\_\_\_

How do you take a horse/pony's pulse? \_\_\_\_\_

What is your horse/pony's resting pulse? \_\_\_\_\_ Date Taken: \_\_\_\_\_

What is the normal respiration rate of a horse/pony (Breaths per Minute)? \_\_\_\_\_

What is your horse/pony's resting respiration rate? \_\_\_\_\_ Date Take: \_\_\_\_\_

Name your equine dentist. \_\_\_\_\_

Has your horse/pony had any dental work done this past year? If so, what kind of work did they receive?

Name your farrier. \_\_\_\_\_

Does your horse/pony need shoes? If so, what type?

What are four health problems for horses that are common during the hotter months of the year?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Health, cont.**

What are three ways that you can prevent heat-related health problems?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name five diseases that you can (and should) vaccinate your horse for. For each vaccination, list who administers it, how it is administered and the length of its effectiveness.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Has your horse been treated for any injuries or illnesses this past 4-H season? If so, please explain what they were and how they were treated.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Health, cont.**

What are the six essential nutrients? For each nutrient, list how your horse acquires it and one reason it is needed in the diet. (refer to:

<http://extension.uga.edu/publications/detail.cfm?number=B1355> ; How to Feed a Horse: Understanding the Basic Principles of Horse Nutrition )

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_

Match the following grains (on the left) with their descriptions (on the right). Draw a line from the grain to its description.

- |           |  |
|-----------|--|
| A. Oats   | 1. Susceptible to ergot fungus           |
| B. Barley | 2. Easy to digest; soft and easy to roll |
| C. Corn   | 3. Must be fed crimped or rolled         |
| D. Wheat  | 4. Can be lethal when moldy              |
| E. Rye    | 5. High in energy; expensive             |

## Horse Conformation & Anatomy

**Match the following unsoundness and/or conformation faults (on the left) to their definitions (on the right). Draw a line from the unsoundness/conformation fault to its definition.**

- |                |   |
|----------------|---|
| A. Bone spavin | 1. Depression of the muscle mass in the shoulder caused by an injury to a nerve |
| B. Bog spavin  | 2. Puffy condition in the hollow of the hock                                    |
| C. Thoroughpin | 3. Soft filling of the natural depression on the inside and front of the hock   |
| D. Calf-knees  | 4. Knees that protrude too far forward when viewed from the side                |
| E. Buck-knees  | 5. Knees that break backward when viewed from the side                          |
| F. Sweeney     | 6. Bony enlargement on the inside and front of the hock                         |

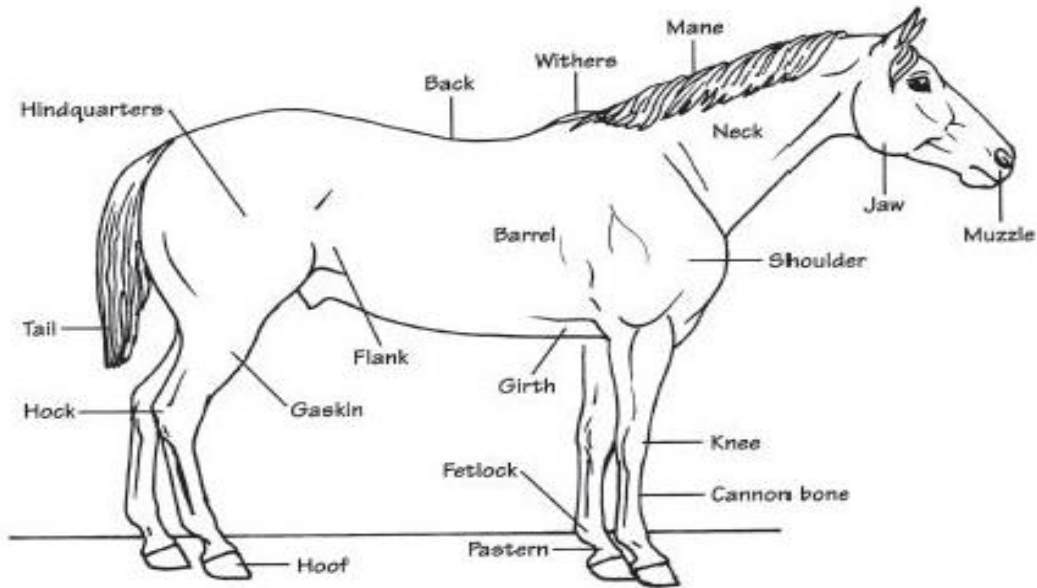
**Using vocabulary from the word bank, complete the following conformation statements.**

<u>WORD BANK</u>				
COARSENESS	CROUP	ELBOW	FETLOCK	FLESHY
FOREQUARTER	GENDER	HEARTGIRTH	HEIGHT	HINDQUARTER
HOOVES	SKIN	SMOOTH	STIFLE	TOP LINE
UNDERLINE	WITHERS			

- A. The length of the leg from the \_\_\_\_\_ to the elbow should be equal to the depth of the \_\_\_\_\_ from the elbow to the top of the \_\_\_\_\_.
- B. The point of the \_\_\_\_\_ should be on the same \_\_\_\_\_ as or lower than the top of the withers, so that the horse naturally travels “uphill”.
- C. When the horse is divided through the center of the back, the \_\_\_\_\_ (not including the head and neck), should be equal in size to the \_\_\_\_\_. Note that the center of gravity is different from the center of the horse. Because of the weight of the head and neck, the center of gravity is just behind the \_\_\_\_\_ when the horse is standing. When the horse is divided through the middle of the back, approximately 60% of the weight is carried on the front legs, because of the additional weight of the head and neck.
- D. The well balanced horse has a shorter \_\_\_\_\_ (from the point of the withers to the point of the hip) in comparison to a longer \_\_\_\_\_ (from the point of the elbow to the \_\_\_\_\_).
- E. Refinement is a general lack of \_\_\_\_\_. The factors closely associated with quality and refinement are:
- a. A refinement of body parts - the horse should be \_\_\_\_\_ and clean-cut, not coarse, with body parts that blend smoothly together.
  - b. Tendons and joints should be well defined, not \_\_\_\_\_.
  - c. Tight, thin \_\_\_\_\_.
  - d. Hard, smooth, durable \_\_\_\_\_.
  - e. Obvious \_\_\_\_\_ characteristics.

**Horse Conformation & Anatomy, cont.**

**Circle or highlight the indicated parts of the horse in the puzzle below.**



**Parts of the Horse Word Search**

J D H I N D Q U A R T E R S D F A L N P  
 A B O Z Z E G J B M A C X H P K N E E A  
 W U C M P S N R F O O H T O F I P R V S  
 X M K G A H T P J C E K Q U D E Y B L T  
 A S I Z W M A N E T A I L L I O N A D E  
 G M F Z P I O G H Y M J N D X P T R I R  
 A Q E V C A N N O N B O N E C L E R S N  
 S R T H M S B K P W S I T R L A T E L W  
 K P L A C M R U E B A C K I N S A L G I  
 I P O K L F U P G R N K R V H N J P W T  
 N B C D E K C Z F A R L P G O E G J F H  
 D A K Z U L E T Z D H M I J P C J E A E  
 J S U D A Q V O P L N C A B D K V N Q R  
 F L A N K A B S T R E N L G I R T H Y S

**Identify the following TRAVEL conformational problems.**

_____	Base Narrow	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
_____	Winging-in and Splayed Footed					
_____	Paddling and Pigeon Toed					
_____	Normal					
_____	Base Wide					

# PATTERNS

Create your own REINING pattern that could be performed at a show. You must include the arena dimensions needed. Please have a key that identifies all instructions (should include a written list.) Also, label a start, finish and position of the judge.

**KEY:**



## **HUNT SEAT EQUITATION**

Describe or draw the desirable position of the rider's upper body, seat, legs, feet, arms and hands.

Describe or draw the desirable position of the horse. Refer to the University of Arkansas' **Hunt Seat Equitation**: [https://www.uaex.edu/farm-ranch/animals-forages/horses/hunt\\_seat\\_equitation.pdf](https://www.uaex.edu/farm-ranch/animals-forages/horses/hunt_seat_equitation.pdf)

RIDER:

HORSE:

Identify some of the commonly observed faults with a rider's body position when riding hunt seat.

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### **Riding & Training Record**

Month	Number of Days Riding/Training	Total Hours	Description of Activity
<i>Example</i>	8	18	<i>Trail ride, practice over fences</i>
January 2020			
February 2020			
March 2020			
April 2020			
May 2020			
June 2020			
July 2020			
August 2020			
<b>Total Number of Days Spent Riding/Training</b>		<b>Total Hours <u>for Project</u></b>	

## **Competitions**

Please make a list of the shows or competitions that you have attended or participated in. Explain what kind of show it was and list the date and location. If possible, please include classes entered, ribbons & awards (or pictures of them).



## Presentation

As a Level 4 rider, it is important to not only broaden your riding skills but also your knowledge as an equine enthusiast! From the options below please choose a topic, research it and present it to your 4-H Horse/Pony Club. You will gain valuable knowledge and skills such as public speaking, and you will also help teach others about your project!

- Create a model of a parasite life cycle. Explain what the parasite is, what it does and how it is treated.
- Create an exhibit of poor conformation compared to a horse with desirable conformation. Explain the differences and why you want a horse with 'good conformation'.
- Draw/illustrate/build a horse's internal conformation such as their skeleton, digestive system, reproductive tract etc. Explain how this system works.
- At a riding meeting demonstrate how to calculate a horse's weight, take its temperature, measure its heartbeat and respiration rate.
- Gather samples of different hay & grains. Try to include some poor quality samples as well. Explain why these samples are good or bad. Also explain what the good hay/grain does for a horse and explain what the poor hay/grain will do to the horse.
- Do a presentation on your tack; what you use each piece for and how you care for it.
- Do a presentation on aids (natural or artificial). What do they do? How do you use them? How do they help you with your horse?

What presentation did you choose? \_\_\_\_\_

Why did you choose this? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did you create for your presentation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please attach an outline of your presentation. Also attach either drawings or pictures of you presenting to your club. Below, have your leader sign acknowledging your completion of this project presentation.

I, \_\_\_\_\_, here by acknowledge that \_\_\_\_\_  
presented their topic on \_\_\_\_\_ to our 4-H Horse/Pony club.

Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 4-H Story

There are many things to learn in 4-H. Mark each item that you have learned or improved on during the past 4-H year.

### ***I've learned or improved my ability to...***

#### **HEAD (Independence)**

- try something new
- set goals for myself
- plan a project
- keep myself organized
- keep track of finances
- keep records of my work
- gain knowledge of my project
- use resources wisely
- run a meeting
- solve a problem

#### **HEART (Belonging)**

- give a public presentation
- share my feelings or point of view
- being a part of a committee
- listen to others
- respect another's opinion
- make new friends
- stand up for others
- appreciate others

#### **HANDS (Generosity)**

- work with others
- work in a group setting
- work with adults
- help others succeed
- lead others
- perform community service
- get past differences to reach a goal
- make something with my hands
- using my efforts to make a difference
- taking initiative to start something on my own

#### **HEALTH (Mastery)**

- understand my strengths and weaknesses
- finish something I started
- accept change
- take responsibility for myself
- stay healthy
- deal with winning and losing
- be careful and practice safety
- understand the importance of my health

The motto of 4-H is "learn by doing." Each year we learn something new by participating in a 4-H project.

### **Please write a story that explains:**

- Horsemanship accomplishments you achieved this year.**
- Skills you had difficulty with and how you did/could fix them.**
- Goals you are setting for next year.**

***Stories should be at least two paragraphs.*** Please attach additional pages as needed.

Other examples that you may consider including: something that happened that was funny, sad, or exciting; challenges you faced and how you overcame them; who helped you with your project and how they contributed; things you are most proud of. Feel free to relate your 4-H experience to other parts of your life (school, home, family, friends, etc.).

