



4-H HORSE ADVANCEMENT PROGRAM LEADER GUIDE

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Resources to Complete the 4-H Horse Advancement Program

- Welcome to 4-H: New Member's Information ([EM4487E](#))
- Beginning Horsemanship ([EM4842E](#))
- The 4-H Horse Project ([PNW587](#))
- Equestrian Helmet Safety ([EM4849E](#))
- 4-H Horse Judging Manual ([PNW575](#))
- National 4-H Curriculum Units 1-5/Helper's Guide ([01518Y](#), [01523F](#))
www.4-Hmall.org
- [WSU 4-H Horse Project website](#)
- [WSU 4-H website](#)

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4-H Horse Advancement Program

Leader Guide

Welcome to the Washington 4-H Horse Advancement Program. This is a competency-based program designed for 4-H leaders to assist junior, intermediate, and senior 4-H Horse members. This publication is a companion guide to the 4-H Horse Advancement Program—Member Guide.

This Advancement Program is designed as a checklist to build the competency and confidence of 4-H Horse members. During the process of working through the Steps, the 4-H members will gain skills and experiences necessary to have success in the 4-H Horse Program. Each county program or 4-H club has the flexibility to make adaptations and provide oversight to the 4-H Horse Advancement Program, relative to the riding discipline and the needs of their local audience. This Advancement Program will measure the 4-H member's knowledge and skills in general 4-H knowledge, horsemanship, selecting and judging, equine science, leadership, and personal development.

It is important to emphasize that the Advancement Program is skill-based, not competition-based. It provides an opportunity to develop skills and mastery that fits individual learning styles and abilities. Most importantly, it is to encourage and recognize competency. This Advancement Program can be completed at the member, club, or county level.

How to Use the 4-H Horse Advancement Program

Each Step in the 4-H Horse Advancement Program builds upon the previous Step based in terms of skill level and age appropriateness. Each age group will experience activities around the Essential Elements of 4-H Youth Development—**Belonging, Mastery, Independence, and Generosity** (Kress 2004).

The 4-H club or project leader will work with each 4-H member to develop skills and knowledge in the Steps and provide recognition for members as they complete each Step. Each club or county can design the recognition model that best fits the needs and interests of the 4-H club member. As with all 4-H program planning, 4-H club members should have input into the recognition model.

Essential Elements of Positive Youth Development

Belonging

- A positive relationship with a caring adult
- An inclusive environment (affirming, belonging)
- A safe environment—physically and emotionally
- Opportunities for relationships

Mastery

- Engagement in learning
- Building and demonstrating knowledge, skills and attitudes
- Opportunities for meaningful achievements to develop skills
- Competency NOT competition

Independence

- Opportunity to see oneself in the future
- Opportunity for self-determination
- Believing you have impact over life
- Opportunities to be able to influence people

Generosity

- Opportunity to value and practice service for others
- All youth need to practice helping others
- Giveback to family, club, and community

Equine resources to support the Advancement Program are listed in Appendix A. Additional information related to the equine program can be found at the [Washington State University Extension Online Store](#) and on the [Washington State University 4-H Youth Development Program](#) websites.

For the Personal Development and Leadership Skills portion of the guide, youth will select from the lists provided, which are grounded in the Essential Elements of Belonging, Mastery, Independence, and Generosity.

For each step, the 4-H member and leader will collectively select age-appropriate Personal Development and Leadership activities, considering the interests and abilities of each individual 4-H member. The activities should be sequentially more challenging based on the 4-H member's ability.

To encourage continued personal growth, the following standards are recommended:

- Juniors (8–10 years old): Select one Personal Development skill and one Leadership skill
- Intermediates (11–13 years old): Select two Personal Development skills and two Leadership skills
- Seniors (14–18 years old): Select three Personal Development skills and three Leadership skills

Why the Advancement Program and Why Positive Youth Development?

As the 4-H leader, you are an essential partner in creating a positive and safe environment by focusing on the strengths of your 4-H members through positive activities and program elements (Brendtro et al. 1990).

The framework and rationale behind the 4-H Horse Advancement Program is based on the Essential Elements of 4-H Youth Development. In promoting positive youth development, 4-H gives youth opportunities to get involved and develop to their full potential. Positive youth development is a framework of characteristics that young people need to become successful, focuses on strengths instead of limitations, and is associated with the five Cs: competence, confidence, character, connection, and caring. Once a youth has achieved the five Cs, then they will be at a high level of contribution (the sixth “C”), which is contribution to oneself and others (Samuel and Rose 2011). Because of conscientious 4-H volunteers and their focus on positive youth development, research shows that 4-H helps young people excel beyond their peers. This means 4-H members have improved outcomes, such as making more healthy choices, excelling in school and the sciences, and being more committed to improving their communities (Lerner 2012). The following describes the Essential Elements of 4-H Youth Development and how they are incorporated within the 4-H Horse Advancement Program.

BELONGING (CARING RELATIONSHIPS)

All youth need a positive, supportive relationship with a caring adult in an inclusive and safe environment.

The caring adult acts as the advisor and mentor in an environment that creates a sense of belonging by encouraging and supporting their members with positive and specific feedback.

Healthy 4-H clubs and county programs celebrate the success of all 4-H members—recognizing the collective efforts of everyone. It is important that 4-H members actively participate in 4-H club activities to fully develop a sense of belonging that is critical for youth to develop prosocial and positive healthy behaviors. This happens only through sustained relationships with positive, caring adults.

Within the 4-H Horse Advancement Program, examples of belonging could be welcoming new member to the club or mentoring members in the club, thus creating a sense of belonging for all.

MASTERY (CONSTRUCTIVE LEARNING EXPERIENCES)

Mastery is defined as gaining knowledge, practicing skills, demonstrating the competent use of this knowledge and abilities as a skilled practitioner, and reflecting on their successes and mistakes along the way.

All youth need to experience opportunities for meaningful achievement as they develop and master skills. It creates a sense that “I can do” and “that I matter” by striving for a personal goal. The focus is to gain proficiency at a task rather than to measure up to others. This is the goal of the 4-H Horse Advancement Program.... *mastery rather than competition.*

Mastering a skill takes time and repeated practice, ultimately bringing a sense of accomplishment. It is achieved from finishing a project and participating in a positive evaluation experience, such as completing the Steps, Personal Development skills, and Leadership skills in the Advancement Program.

INDEPENDENCE (LEADERSHIP OPPORTUNITIES)

Creating opportunities for youth to develop skills, gain confidence in their leadership abilities, and build self-discipline is a cornerstone of 4-H. These experiences help young people recognize the connection between independence and responsibility.

This chance and sense of independence provides an opportunity to see oneself as an active participant in the future. It also provides an opportunity for self-determination, meaning 4-H members will be able to influence people and events as well as face the consequences of their actions.

Youth need places where they can regularly contribute to what happens in a meaningful and developmentally appropriate way so that their voices are heard and respected. Being involved in a successful 4-H club means members learn how to set priorities in developing their club programs, projects, and activities while wisely managing their time.

GENEROSITY (SERVICE TO COMMUNITIES)

The 4-H Pledge focuses on the importance of larger service and recognizing a responsibility for the welfare of others. This helps 4-H members focus on developing concern for others and taking action to demonstrate that concern. Service forges bonds between members

and their community. Doing something valued by others raises feelings of self-worth and competence.

All members need to practice helping others through generosity—to give to others and experience being needed. By helping others, they create a sense of their own worthiness. Generosity completes the circle of belonging by allowing members to attach to others by caring for them and helps youth understand the “big picture” by developing a sense of purpose. Generosity is important in the formation of identity.

The Advancement Program Is “Learn by Doing” —Do, Reflect, and Apply

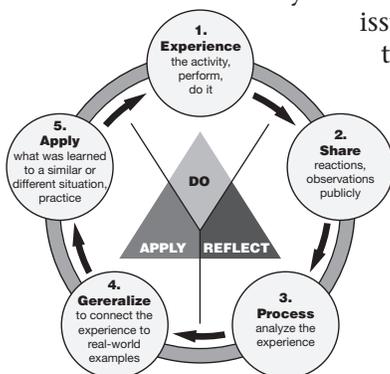
This 4-H Horse Advancement Program was prepared to help leaders and parents focus on education and to keep youth safe. Utilizing the Experiential Learning model youth are engaged in a series of hands-on activities that promote “learning by doing,” which is critically important when working with youth and horses.

Research says that “In order for the ‘Do, Reflect, Apply’ Experiential Learning model to be most effective, participants should have an opportunity to apply their learning from one activity to another, resulting in a series of activities being linked together. For best results, some time and thought should be invested in the best sequence for reaching group goals” (VanderWey et al. 2014).

Many 4-H Horse leaders devote most of their time and energy to planning a learning experience (doing) by riding or practicing various aspects of horsemanship, horse care, and safety. Frequently overlooked is the need to spend time on the “reflecting” and “applying” part of the Experiential Learning Model. For true learning to occur, it is critical to plan and devote time to reflecting and applying by asking key questions of the 4-H member. It is ok to answer questions with questions (Horse Project Helper’s Guide 2004).

“Doing” safely engages youth in hands-on experiences, such as leading, riding, and feeding. The role of the leader is to observe and encourage, not always to show or tell how. This approach works well with horses and youth unless there is a safety

issue, then the leader needs to change to a teaching and directing role.



“Reflecting” is the second part of the experiential learning model and is achieved by the leader asking questions that encourages the 4-H member to share their

experiences, observations, and feelings from doing the activity. The leader facilitates a discussion that encourages youth to share; the leader is not someone looking for a right or wrong answer.

Begin by having youth share what happened during the activity. Example questions could be:

- Tell me what you did?
- What happened when you did the activity?
- What was new or different when doing this activity?
- What were you thinking or feeling during this activity?

To encourage deeper reflection, the leader can ask more questions to help them identify common patterns or themes. Sample questions include:

- What did you discover by doing this activity?
- How was what you did today like what you have experienced before?
- How was what you did today different than what you have done before?

The final part is “Applying.” 4-H members will discover how what they did, saw, or learned can be applied to their 4-H Horse project, or to other aspects of their life. For example, learning about various components of equine nutrition can apply to their personal nutrition. Learning about health and vaccinations can apply to maintaining their own health.

The best way to assure that youth understand and can use what they learned is through planned and intentional application. This can be accomplished by having the 4-H Horse member either verbally share how they will use the information, such as through public presentations (illustrated talk, demonstration, or public speech), or record it in a written form, such as their record book or personal goal setting.

For the 4-H Leader and Parents— Considerations Regarding Mastery versus Competition

Many aspects of the 4-H Horse program involve competition. However, this 4-H Horse Advancement Program is a competency-based program with an emphasis on mastery.

Mastery is the building of knowledge and skills and eventually demonstrating the use of their acquired knowledge and skills in a proficient manner. The degree of mastery is dependent upon the developmental level or age of the 4-H member. The development of mastery is a process over time (Brendtro et al. 1990).

It is striving for attainment of personal goals and not superiority. In other words, it is competency and not competition (Brendtro et al. 1990).

Starting at third grade (age 8), members are discovering that they can make and achieve goals on their own (Wallace 2016). This fits very well with the Advancement Program, because this program encourages the member to assess their own work and make their best better.

The achievement of mastery is directly tied to self-esteem. It is recognizing one's own effort, experiencing the struggle, and then finally experiencing the success that is what builds self-confidence (Brendtro et al. 1990). It is an internal feeling of achievement determined by self-reflection and not by the opinion of the judge. The opportunity for the member to focus on project skills and knowledge has more impact than the results found in competition, especially if the member is self-conscious.

4-H senior members (age 14 and older) are at an age suitable for deeper reflection on the outcomes of their choices; where making the best better really becomes an act of self-determination. Teens need to be given the autonomy to choose their level of engagement. However, there must be a clear understanding of the guidelines and mutual endorsement of the goals of mastery for the best results. These individuals will eventually assume responsibility for their choices and actions (Wallace 2016).

Some parents may feel the need to defend their children from assessment, judgment, mistakes, and, eventually, even comparison. Parents who attempt to control the outcomes of either the Steps in the Advancement Program or competitive events may be denying their child valuable learning opportunities.

Navigating the Steps

The 4-H Horse Advancement Program should be included as part of the 4-H member's project records. The Advancement Program is divided into six progressive Steps, which should be completed sequentially as the skills build upon those previously learned. Members may work through the skills at their own pace. When a skill is mastered, the 4-H leader will date and initial that skill. Once all the skills for that Step are completed, members qualify to receive a 4-H Horse Advancement certificate (Appendix B). Members are encouraged to complete all six Steps.

Members can practice skills for higher Steps while they are working on skills from lower Steps. They should not complete a higher Step until they have qualified for the preceding Steps. Most of the information to complete these Steps can be found in the Additional Resources listed at the end of this document (Appendix C).

The six Steps were developed to support 4-H members that join at any age. The Steps can be aligned with the 4-H age divisions as designated below.

- Juniors (ages 8–10) Steps 1–2
- Intermediates (ages 11–13) Steps 1–4
- Seniors (ages 14–19) Steps 1–6

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The 4-H Horse Advancement Checklist

Step 1

Name of 4-H Member: _____

Age Division: ___ Junior ___ Intermediate ___ Senior

Number of Years in 4-H Horse Project: _____

4-H Knowledge	Date Passed	Approved By
1. Learn and recite the 4-H Pledge and Motto		
2. Describe the 4-H clover and what the colors (green and white) represent		
3. Explain why it is mandatory to wear an approved helmet and boots while riding or driving during 4-H		

Horsemanship	Date Passed	Approved By
1. Demonstrate how to safely approach and halter your horse		
2. Demonstrate and explain how to safely hold the lead rope		
3. Demonstrate how to safely tie your horse, using a quick release knot		
4. Demonstrate how to safely move around your horse		
5. Demonstrate the correct method to lead your horse at the walk and jog/trot		
6. Demonstrate a controlled stop while leading your horse		
7. Demonstrate the correct and safe method to groom a horse		
8. Demonstrate how to turn a horse when turning more than a ¼ of a turn while leading		
9. Demonstrate that your horse can stand quietly in a "set up" position for three minutes		
10. Explain and demonstrate safety precautions for saddling a horse		
11. Demonstrate how to safely and correctly bridle a horse		
12. Demonstrate how to safely mount and dismount a horse		
13. Demonstrate, with a correct riding position, how to safely walk and jog/trot your horse		
14. Describe what light/soft hands means and why it is important while riding a horse		

Selecting and Judging	Date Passed	Approved By
1. Locate and name at least five parts of the horse		
2. Identify and describe the breed or breed type of your horse		
3. Identify and describe the color and markings of your horse		
4. Name six horse breeds and six horse colors		
5. Give an example of an oral reason while judging your horse		

Equine Science	Date Passed	Approved By
1. Share three tips on encouraging a horse to drink more water		
2. Weigh and record your horse's feed for one week		
3. Describe four senses that the horse has and how that relates to how they react		

Please note your Personal Development and Leadership Skills on the highest Step completed for the year. See Appendix A for list of Skills.

Personal Development:

Item: _____

Leadership:

Item: _____

4-H member has attended at least 6 club/ride meetings for the 4-H program year ___ yes ___ no

Step #1 Completed: _____ Date: _____

Approved by 4-H Club Leader or Authorized Leader for the County Advancement Program.

The 4-H Horse Advancement Checklist

Step 2

Name of 4-H Member: _____

Age Division: ___ Junior ___ Intermediate ___ Senior

Number of Years in 4-H Horse Project: _____

4-H Knowledge	Date Passed	Approved By
1. Explain what each "H" of the 4-H Clover stands for		
2. Define the horse terms—filly, colt, mare, gelding, stallion, sire, dam, weanling, and yearling		
3. Identify and describe at least five grooming tools		
4. Locate and name at least five parts of the bridle		

Horsemanship	Date Passed	Approved By
1. Demonstrate how to safely pick up and clean the front feet of a horse		
2. Demonstrate or describe how to clean and care for your tack		
3. Explain how to check the condition of your tack for safety		
4. Explain three safety precautions to take when exposing a horse to a new area		
5. Explain how to do an emergency stop while riding		
6. Demonstrate how to do a haunch turn when leading your horse		
7. Demonstrate how to do a forehand turn when leading your horse		
8. Demonstrate how to stop your horse with control but with soft hands while riding		
9. Demonstrate backing at least four steps with soft hands in a straight line while riding		

Selecting and Judging	Date Passed	Approved By
1. Name and locate the following parts of the horse—gaskin, stifle, chestnut, ergot, loin, pastern, coronet band, frog, and cannon bone		
2. Name and describe three leg markings of horses		
3. Name and describe three facial markings of horses		
4. Give an example of three oral reasons when judging horses		

Equine Science	Date Passed	Approved By
1. Explain why water is the most important nutrient to keep a horse healthy		
2. Explain what you are feeding your horse and why, include amount and type of feed		
3. Demonstrate the use of an equine weight tape and height to estimate the weight of your horse		
4. Describe and give an example of a grain and a roughage		
5. Describe two methods to reduce the spread of illness from one horse to another		

Please note your Personal Development and Leadership Skills on the highest Step completed for the year. See Appendix A for list of Skills.

Personal Development:

Item: _____

Leadership:

Item: _____

4-H member has attended at least 6 club/ride meetings for the 4-H program year ___ yes ___ no

Step #2 Completed: _____ Date: _____

Approved by 4-H Club Leader or Authorized Leader for the County Advancement Program.

The 4-H Horse Advancement Checklist

Step 3

Name of 4-H Member: _____

Age Division: ___ Junior ___ Intermediate ___ Senior

Number of Years in 4-H Horse Project: _____

4-H Knowledge	Date Passed	Approved By
1. Explore three 4-H projects in addition to the horse project		
2. Explain the 4-H Danish Award system		
3. Locate and name at least five parts of the saddle		
4. Explain why a Feed/Lease Agreement is helpful when you borrow a horse		

Horsemanship	Date Passed	Approved By
1. Explain why you should approach a horse carefully when it is tied		
2. Demonstrate leading your horse from the off side at the walk		
3. Explain safety considerations when riding in a group and alone		
4. Demonstrate side passing in both directions at least four steps with front feet crossing over while leading a horse		
5. Demonstrate having your horse stand still for ten seconds on a loose rein while mounted		
6. Demonstrate, in a correct riding position, how to lope/canter your horse on both the left and right circle		
7. Demonstrate smooth transitions between walk, jog/trot, lope/canter while riding your horse		
8. Demonstrate, in a correct riding position, how to stop your horse with control and softness from a lope/canter		
9. Describe the differences between natural aids and artificial aids		
10. Demonstrate/explain how to safely load/unload a horse from a trailer		

Selecting and Judging	Date Passed	Approved By
1. Show how to divide a horse's body into sections when judging		
2. Describe two desirable and two poor conformation qualities of a horse related to leg structure		
3. Describe the difference between an unsoundness and a blemish; give at least one example of each		
4. Describe the characteristics, origin, and use of one Light Horse breed; one pony breed; and one draft breed		
5. Explain the terms action, balance, and conformation when judging horses		

Equine Science	Date Passed	Approved By
1. Explain the amount and quality of water that a horse needs		
2. Explain how being a prey animal influences the behavior		
3. Describe the differences feeding stalled horse vs. pastured horse		
4. Identify good and bad qualities in two or more samples of hay		
5. Collect two samples of grains, describe nutritional differences		
6. Explain the at-rest temperature, pulse rate, and respiration rate		
7. Explain how to feed and water a horse when it is hot from work		
8. Describe two different methods to prevent parasites in horses		

Please note your Personal Development and Leadership Skills on the highest Step completed for the year. See Appendix A for list of Skills.

Personal Development:

Item: _____

Item: _____

Leadership:

Item: _____

Item: _____

4-H member has attended at least 6 club/ride meetings for the 4-H program year ___ yes ___ no

Step #3 Completed: _____ Date: _____

Approved by 4-H Club Leader or Authorized Leader for the County Advancement Program.

The 4-H Horse Advancement Checklist

Step 4

Name of 4-H Member: _____

Age Division: ___ Junior ___ Intermediate ___ Senior

Number of Years in 4-H Horse Project: _____

4-H Knowledge	Date Passed	Approved By
1. Explore Teen Leadership opportunities offered in 4-H		
2. Describe the monocular and binocular vision of the horse		
3. Explain three behavioral responses a horse may exhibit when it is afraid		

Horsemanship	Date Passed	Approved By
1. Explain function and differences between snaffle and curb bits		
2. Demonstrate, using correct riding position, how to lope/canter your horse on both the left and right lead		
3. Demonstrate, while mounted, a 360-degree forehand turn in both directions, maintaining forward motion		
4. Demonstrate and describe a 360 degree turn on the haunches in both directions when mounted, maintaining forward motion		
5. Demonstrate side passing at least six steps in both directions while mounted		
6. Demonstrate a balanced stop from a walk; jog/trot; and lope/canter while riding a circle		
7. Demonstrate a figure eight at a lope or canter with a simple change of leads		
8. Demonstrate circles at walk; jog/trot; and lope/canter, using correct size circles for area		

Selecting and Judging	Date Passed	Approved By
1. Describe and give three examples of a "fault" and an "ideal" in terms of judging horses		
2. Define three ways a horse can be unsound		
3. Describe what to look for when identifying lameness in the forelimbs and hind limbs of the horse		
4. Explain the following conformation terms—balance, smoothness; blending of parts; correctness; slope; straightness; forequarter, barrel, and quarter		

Equine Science	Date Passed	Approved By
1. Describe two different methods to prevent the spread of illness when watering horses		
2. Explain the basic facility needs for a horse		
3. Describe precautions to take when feeding and caring for a sick horse around healthy horses		
4. Explain how to recognize colic and describe common causes		
5. Explain or demonstrate how to treat minor horse wounds		
6. Explain the Henneke Body Condition Scoring Chart and score the body condition of your horse		
7. Identify and describe three internal parasites and three external horse parasites		
8. Identify the six essential nutrients that are necessary for the horse, and describe each nutrient's basic purpose		
9. Conduct a safety inspection of your barn, corral, stall, or pasture, and identify safety issues		

Please note your Personal Development and Leadership Skills on the highest Step completed for the year. See Appendix A for list of Skills.

Personal Development:

Item: _____

Item: _____

Leadership:

Item: _____

Item: _____

4-H member has attended at least 6 club/ride meetings for the 4-H program year ___ yes ___ no

Step #4 Completed: _____ Date: _____

Approved by 4-H Club Leader or Authorized Leader for the County Advancement Program.

The 4-H Horse Advancement Checklist

Step 5

Name of 4-H Member: _____

Age Division: ___ Junior ___ Intermediate ___ Senior

Number of Years in 4-H Horse Project: _____

4-H Knowledge	Date Passed	Approved By
1. Draw, identify, and label the teeth in the horse's mouth		
2. List at least three poisonous plants common to your area		
3. Describe what it means and how long to quarantine a horse		

Horsemanship	Date Passed	Approved By
1. Demonstrate how to safely pick up and clean the back feet of a horse		
2. Demonstrate lunging or ground driving with control in both directions		
3. Demonstrate transitioning a canter/lope to a hand gallop and back to a canter/lope		
4. Demonstrate at least two figure eights at a lope/canter, one slow and one fast		
5. Demonstrate two tracking/half pass in both directions at a walk, jog, and lope while riding		
6. Pick up a lope/canter from a walk, in both directions, with correct leads		
7. Demonstrate collected and extended gaits at the walk, jog/trot, and canter/lope		
8. Demonstrate, in a correct riding position, a balanced stop from a walk, jog/trot, and lope/canter while riding a straight line		
9. Demonstrate a counter canter in both directions		

Selecting and Judging	Date Passed	Approved By
1. Explain two unsoundnesses and blemishes that can affect a horse's movement		
2. Locate and explain the following unsoundness problems: ringbone, curb, thoroughpin, splint, side bone, and hernia		
3. Give an example of a well-structured statement to begin and end your oral reasons		
4. Explain the term "cut" related to judging contest scoring		

Equine Science	Date Passed	Approved By
1. Explain three ways the horse's body uses water		
2. Describe how to determine the age of a horse by using the teeth as a guide		
3. Explain the different parts of the horse's digestive system and identify what is unique to the horse		
4. Describe under what conditions one should bandage a horse for a leg injury		
5. Demonstrate correct bandaging techniques for cannon bone, pastern/fetlock, and hock/knee wraps		
6. Describe different methods of processing feeds for horses		
7. Explain what conditions determine the amount of feed, type of feed, and quality of feed for a horse ridden for pleasure and for work		
8. Define the terms overgrazing, rotational grazing; and sacrifice/holding area		
9. Describe what constitutes appropriate manure management		

Please note your Personal Development and Leadership Skills on the highest Step completed for the year. See Appendix A for list of Skills.

Personal Development:

Item: _____

Item: _____

Item: _____

Leadership:

Item: _____

Item: _____

Item: _____

4-H member has attended at least 6 club/ride meetings for the 4-H program year ___ yes ___ no

Step #5 Completed: _____ Date: _____

Approved by 4-H Club Leader or Authorized Leader for the County Advancement Program.

The 4-H Horse Advancement Checklist

Step 6

Name of 4-H Member: _____

Age Division: ___ Junior ___ Intermediate ___ Senior

Number of Years in 4-H Horse Project: _____

4-H Knowledge	Date Passed	Approved By
1. Explain the history of when and why 4-H started in Washington State		
2. Name six ethical items to consider while demonstrating good sportsmanship at an event		
3. Identify, label, and explain functions for each part of the hoof		

Horsemanship	Date Passed	Approved By
1. Demonstrate, using correct riding position, simple changes of leads in a straight line—at least two changes are required		
2. Demonstrate the ability to do each gait in a straight line—walk; jog/trot; and canter/lope from a stop		
3. Demonstrate at least three figure eights at a lope/canter, include simple, interrupted, and flying lead changes		
4. Demonstrate a roll back—both left and right from a lope/canter		

Selecting and Judging	Date Passed	Approved By
1. Evaluate a group of four horses in regard to their conformation and leg structure from most ideal to least ideal		
2. Describe what an ideal set of oral reasons should include		

Equine Science	Date Passed	Approved By
1. Explain how knowing the correct temperature, pulse rate, and respiration rate for a normal horse at rest and at work can help to identify potential health issues		
2. Explain the difference between concentrates and roughage as related to their basic nutritional value, such as energy and protein		
3. Describe each of these genetic terms, such as chromosome, heterozygous dominant, homozygous dominant, recessive gene, and dominant gene		
4. Identify three common equine diseases and their symptoms and if vaccinations are available		
5. Identify where to give intra-muscular injections on the horse		
6. List and describe three safe and appropriate types of horse fencing; compare the advantages and disadvantages of each		
7. Describe appropriate pasture management techniques for your area such as weed control, fertilization, soil health, and grazing management		
8. Develop an emergency evacuation plan and kit for your horse		
9. Conduct a safety inspection of your trailer and identify any safety issues		

Please note your Personal Development and Leadership Skills on the highest Step completed for the year. See Appendix A for list of Skills.

Personal Development:

Item: _____

Item: _____

Item: _____

Leadership:

Item: _____

Item: _____

Item: _____

4-H member has attended at least 6 club/ride meetings for the 4-H program year ___ yes ___ no

Step #6 Completed: _____ Date: _____

Approved by 4-H Club Leader or Authorized Leader for the County Advancement Program.

APPENDIX A

Personal Development and Leadership Skills

Select and complete the appropriate number from each list—Juniors select one Personal Development and one Leadership Skill, Intermediates select two of each, and Seniors select three of each. Record these Skills on the Step you are working to complete.

Personal Development Skills

- Host a 4-H meeting. See that everyone is welcomed and made comfortable.
- Invite a speaker to your club or share an educational webinar at a club meeting.
- Plan a fun activity for your club or project group.
- Develop and exhibit a science display related to horses.
- Present a demonstration or illustrated talk to your club, project group, or community.
- Prepare an educational display on conserving natural resources or practicing safety.
- Write a news story for a local newspaper or participate in a radio/television program.
- Write a blog/short story for the 4-H website or 4-H approved Facebook page.
- Research and explain a section of a 4-H record book at a club meeting.
- Explore a career associated with horses and report on that career to your club.
- Attend a county or state-level 4-H event outside 4-H Horse project: report back to club.
- Develop a 4-H promotional or recruitment piece—flyer, poster, brochure, webpage, etc.
- Prepare a 4-H Demonstration/Educational Poster on Disease Prevention or Bio-Security.
- Participate in a Horse contest—Judging, Hippology, Groom Squad, or Horse Bowl.
- Participate in a state Horse contest—Judging, Hippology, Groom Squad, or Horse Bowl.
- Attend a 4-H county or state teen event, camp, or Leaders Forum.
- Watch disease prevention modules from an approved research university website.
- Be an apprentice judge at a 4-H Horse show and give oral reasons.
- Develop your own personal development skill with your leader's approval.

Leadership Skills

- Lead an icebreaker or game at a club or project meeting.
- Participate in, or help organize, a community service project.
- Participate in, or help organize, a fund-raising activity.
- Hold an office in your club.
- Recruit one or more potential 4-H Horse project members for a club.
- Plan and implement a 4-H promotional or 4-H recognition event for your 4-H club.
- Find three useful horse related apps and demonstrate their use at a 4-H meeting.
- Plan a field day/tour for your club or county.
- Teach a class, or lead an activity, at a county event.
- Participate in an exchange program or be a camp counselor.
- Be a clerk, show chairperson, or apprentice judge at a 4-H show or driving clinic.
- Bring a horse judging activity (using photos, websites, video) to a meeting.
- Mentor younger 4-H members on mastering items on Advancement Checklists.
- Help organize and conduct a trail ride, educational tour, field day, or judging event.
- Help organize a Horse Bowl or a Horse Skill-a-thon.
- Promote a 4-H county, state, or national 4-H Teen Leadership opportunity.
- Be a teen leader in your county, state, or nationally.
- Develop a leadership skill of your own, with the approval of your leader.



4-H Horse Member Advancement Program

Achievement Certificate

Step _____

I Certify that

Has completed all the requirements
in Step _____ of the
4-H Horse Member Advancement Program

Leader Signature

Date

APPENDIX C

Resources to Complete the 4-H Horse Advancement Program:

- Welcome to 4-H: New Member's Information ([EM4487E](#))
- Beginning Horsemanship ([EM4842E](#))
- The 4-H Horse Project ([PNW587](#))
- Equestrian Helmet Safety ([EM4849E](#))
- 4-H Horse Judging Manual ([PNW575](#))
- National 4-H Curriculum Units 1-5/Helper's Guide ([01518Y](#), [01523F](#)) www.4-Hmall.org
- [WSU 4-H Horse Project website](#)
- [WSU 4-H website](#)

Additional 4-H Equine Resources

- Light Horse Chart (C0015)
- Hunt Seat and Jumper Manual (PNW488)
- 4-H Dressage Manual (PNW608)
- 4-H Driving Manual (PNW229)
- Horse Science, National 4-H Council (CO-201)
- The PNW 4-H Horse Contest Guide (PNW574)
- Washington State 4-H Horse Bowl Contest Rules (EM4874E)
- Washington State 4-H Fair Groom Squad Contest (C1114E)
- Judging Horses 101, Kinder, University of Idaho
- Equine Awareness Youth Education Program (MISC582)
- Every Time...Every Ride DVD (DVD131)
- Ground Handling Horses Safely (DVD132)
- Feeding the Performance Horse (EB1612E)
- Fencing Considerations for Livestock Owners (FS265E)
- Pasture and Grazing Management in the Northwest (PNW614)
- Individual Horse Record (C0856)
- Horse Management Record (C0857)
- Horse Production Breeding Record (C0858)
- [HorseQuest Instructional Videos and Articles](#)

General 4-H Resources:

- Public Speaking 4-H Member Manual (EM4903E)
- Getting to the Point: How to Do a 4-H Public Presentation (EM4787E)
- Public Presentations, Demonstrations, and Illustrated Talks (EM4788E)
- Teaching 4-H Oral Reasons (EM4789E)
- 4-H Leader Guide to Record Keeping (C0954E)
- 4-H Record Book, Level 1 (C0932) and 4-H Permanent Record Level 1 (C0933)
- 4-H Record Book Level 2 (C0934) and 4-H Permanent Record Level 2 (C0935)



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