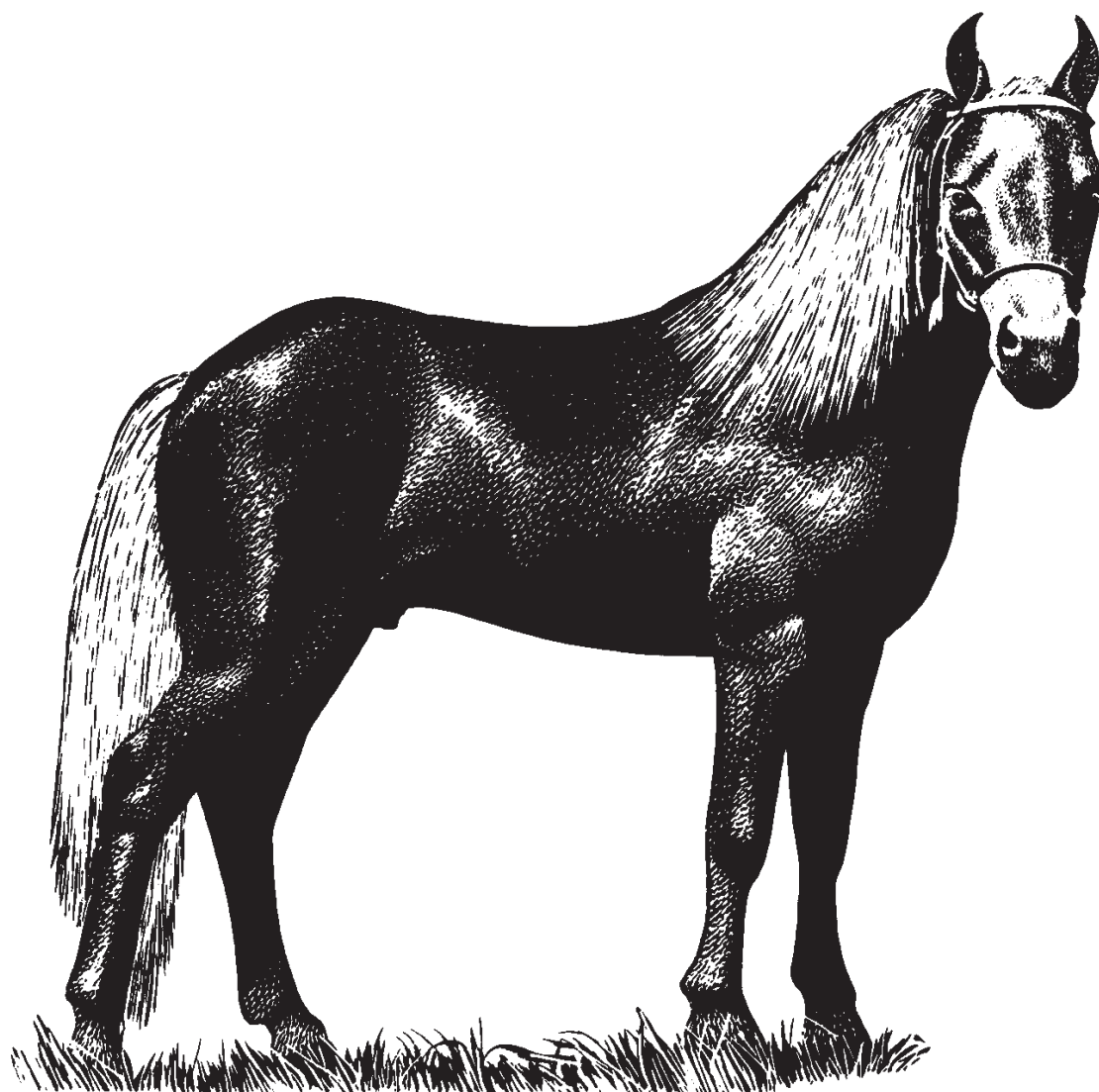




# 4-H Horse Project

## LEADER GUIDE



This guide will help you to organize and lead a successful 4-H horse club. If you emphasize positive youth development through learning and fun, leading a 4-H club will be a rewarding experience for you and your club members. Contact your local office of the Oregon State University Extension Service for additional guidance.

## Table of Contents

<b>Getting Started</b>	
What is the 4-H Horse Project all about? .....	3
Do I have to be a horse expert to lead a club?.....	3
Do members need to own a horse?.....	3
May I limit the size of my club?.....	3
Who will help me?.....	4
How could a junior leader help?.....	4
How can I get parents involved? .....	4
<b>Organizing Your Club</b>	
How can I let members know about meetings and other events?.....	4
How do I handle finances? .....	4
What about insurance? .....	5
Should we have officers?.....	5
Should we keep project records?.....	5
What about friends and family members?.....	5
<b>Planning Meetings</b>	
How do I prepare for the first meeting?.....	6
What should we do at the first meeting? .....	6
How do I plan for future meetings?.....	7
How long should club meetings last?.....	8
<b>Teaching Your Club Members</b>	
What are the qualities of a good teacher?.....	8
A leader is a teacher. ....	8
Teaching business meetings.....	9
Teaching riding meetings.....	11
How do I organize my riding lessons? .....	11
How can I improve my teaching?.....	13
<b>Basic Risk Management</b>	
What do I do in case of an accident?.....	14
How do I deal with unsuitable horses or equipment?.....	14
<b>Setting Long-term Goals</b>	
Why should we set goals? .....	15
<b>4-H and Competition</b>	
How can I make 4-H horse shows and contests a good experience for my members?.....	16
What about sportsmanship?.....	16
<b>4-H Meeting Planning Outline</b> .....	17
<b>4-H Riding Lesson Planning Outline</b> .....	18
<b>4-H Horse Project Goal-setting Worksheet</b> .....	19

Revised by Tonya Aitkin, 4-H Youth Development faculty. Original publication prepared by Carol Jacobson, 4-H leader; and Alden Hilliker, former Extension specialist, 4-H Youth Development, Oregon State University; with the assistance of the Oregon 4-H Development Committee for the Horse Project.

## GETTING STARTED

### What is the 4-H Horse Project all about?

The goal of all 4-H programs is youth development. The 4-H Horse Project is a fun, “learn-by-doing” program that helps youth to develop responsibility, work ethic, self esteem, sportsmanship, and horse skills. Members progress at their own level, and can choose which 4-H events they wish to participate in. Competition can enhance the learning process, but “winning” is not a goal of the 4-H Horse Project.

The Oregon 4-H Horse Project supports several statewide contests in which youth can demonstrate their skills and knowledge. The Oregon 4-H Spring Horse Classic includes horse judging, horse bowl, hippology, individual presentation, team presentation, and public speaking contests. The Oregon State Fair 4-H Horse Show offers showmanship, English and Western equitation, trail, dressage, hunt seat equitation over fences, driving, colt training, and gaming events. Additional 4-H horse events may be offered at the county level.

### Do I have to be a horse expert to lead a club?

The most important quality in a 4-H horse leader is a sincere interest in working with youth. The horse is a means through which youth learn life skills such as leadership, responsibility, sportsmanship, and self-reliance. Each activity can be designed with these goals in mind.

The 4-H leader provides information and opportunities to help members enjoy horses and care for them properly. There is nothing wrong with learning alongside your members. Invite experienced trainers, farriers, veterinarians, breeders, and horse judges to teach at your club meetings. Many counties schedule clinics, programs, or tours, and can provide visual aids and teaching materials for club use. As club leader, you might research a subject and teach the club, or club members may take turns giving presentations.

The most important quality in a 4-H horse leader is a sincere interest in working with youth.

### Do members need to own a horse?

Many 4-H horse events do not require members to own or lease horses. However, if the majority of your club activities involve handling or riding horses, the horseless member may not have a good experience. Horseless members may choose to borrow or lease animals; or, they may choose to focus on areas of the 4-H horse project that do not require a horse.

### May I limit the size of my club?

Generally, yes, but check with your local OSU Extension staff. Lead a group whose size you are comfortable with. It is a good idea to start with a small number, such as six or seven. Working with a group of more than 20 members may require a competent assistant, and it requires more organization and communication.

Bear in mind that the 4-H Horse Project is open to all youth in grades 4–12 without discrimination, and prospective members should be enrolled on a “first come, first served” basis. Your OSU Extension office may provide you with a list of potential members, or you may wish to recruit new members on your own.

## Who will help me?

Your local OSU Extension staff will provide you with the training, ideas, and resources you need to lead your club and keep your club on track. Don't hesitate to ask for help! Many leaders enlist the help of one or more co-leaders. Co-leaders can share responsibilities such as teaching, working with youth, and club paperwork. Parents, junior leaders, experienced leaders, and local horse professionals can also serve as resources.

You may feel overwhelmed at first, but after a few months you will become more familiar with the job. Many leaders report that they find their role more and more rewarding as they learn new skills and form new friendships.

If you feel like you've "done it all" with your 4-H club, talk to your local OSU Extension staff about additional opportunities within the 4-H program. You might consider becoming a 4-H horse show judge, or taking on a new 4-H leadership role at the county or state level.

## How could a junior leader help?

Junior leaders are club members in 7th through 12th grade. They start with small tasks and, over time, assume more responsibility for managing the club and/or helping younger members. You may have one or more junior leaders in your club. Your OSU Extension agent can provide you with more information on the junior leader program.

## How can I get parents involved?

Communicate 4-H Horse Project goals to parents, invite them to club meetings, and take the time to visit with them personally. Once you know the parents' interests, ask them to help the club with short, specific jobs. The 4-H Horse Project must have parental involvement to be successful. Expect parents to be involved with your club, and don't hesitate to ask for assistance. Parents can make good assistant leaders or co-leaders as your club gets larger or more active.

Expect parents to be involved with your club, and don't hesitate to ask for assistance.

# ORGANIZING YOUR CLUB

## How can I let members know about meetings and other events?

At the first meeting, provide a datebook or calendar for each member to bring to every meeting. If the program is pre-planned for the year, hand out copies of the schedule. An email list or "phone tree" may be helpful to remind members several days before a meeting or activity. Your club may want to elect a "phone caller," or you may want to rotate the job among members.

## How do I handle finances?

Check with your local OSU Extension staff about county policy regarding finances. Dues are optional, but they can cover small expenses for refreshments, club supplies, or inexpensive programs. Be sensitive to

less affluent members, and keep dues as low as possible. Consider holding club fund-raising activities such as a horse show concession stand or a tack swap for specific major expenses, such as a horse clinic, club shirts, stall decorations, or trail equipment for club use.

Many banks offer free checking accounts to clubs. Your county 4-H Leaders' Association may have a non-profit tax identification number for you to use. The *4-H Club Treasurer's Book* (4-H 0361) is helpful for keeping track of your club's finances. The treasury should contain enough to cover the year's needs, and the money should be spent by and for the members of that year's club. Avoid large carryover from year to year.

Leaders cannot charge for 4-H club lessons. 4-H policy is that the tax-supported program be available to all, regardless of financial means. However, some of your expenses may be tax deductible. Keep a record of your mileage and other legitimate expenses you incur as a leader, and deduct them from your income taxes under "Contributions, other than cash."

## **What about insurance?**

Most counties purchase low-cost accident insurance for 4-H members and leaders. If your county does not provide insurance, it is strongly recommended that you enroll your club members and yourself in a low-cost accident insurance policy. Ask your local OSU Extension agent for forms and information.

As a volunteer, you are covered by liability insurance while you are serving under the supervision and control of OSU employees (Extension staff), as long as you are currently registered as an adult volunteer leader.

## **Should we have officers?**

Electing club officers is a great way to develop leadership skills in your members. Wait until the second or third meeting to have elections, so members will have more time to get to know each other. The *4-H Club Officer Handbook* (4-H 035) gives descriptions of officers' duties and a simplified version of the rules for conducting businesslike meetings.

## **Should we keep project records?**

Recordkeeping is an important life skill. 4-H records teach members how to keep track of expenses and to schedule horse health care such as shoeing and vaccinations. Records also can help members keep track of goals and accomplishments. County medals, awards, and scholarships often are based upon progress shown in a member's records. Help members to keep their records up-to-date, and enlist the parents' help with recordkeeping.

## **What about friends and family members?**

Only currently enrolled 4-H members may participate in 4-H club activities. Be sure that new members are properly enrolled and insured prior to working with horses. Non-members, including friends and family members, may not ride horses at 4-H meetings or events. In accordance with Oregon 4-H policy, children younger than fourth grade are not allowed to handle horses under any circumstances.

Children younger than fourth grade are not allowed to handle horses under any circumstances.

## PLANNING MEETINGS

### How do I prepare for the first meeting?

Decide where you would like the group to meet; it may be a home, classroom, church, or public meeting room. Schedule a date and set a time to start and end the meeting. Let prospective members know about the first meeting, and ask them to attend with their parents. You may want to ask the local OSU Extension staff for the name of an older 4-H member or experienced leader who can be at the meeting to help you describe the program and answer questions.

Visit the local OSU Extension office to pick up member enrollment forms, health forms, recordkeeping materials, and project guides for each new member. Once members are enrolled, they are eligible to start participating in 4-H events. 4-H Horse Project members need the **primary publications** listed here to get started. Other materials can be added later, depending on the members' interests.

#### Primary publications for 4-H Horse Project members

*Oregon 4-H Horse Project* (4-H 130)  
*4-H Horse Contest Guide* (4-H 13011) (PNW 574)  
*Oregon 4-H Horse Advancement Program* (4-H 1302R)  
*My 4-H Permanent Record* (4-H 033R)  
*4-H Horse Record* (4-H 130R)

#### Special-interest publications for 4-H Horse Project members

*4-H Colt and Horse Training Manual* (4-H 1303)  
*4-H Horse and Pony Driving Manual* (4-H 1321) (PNW 229)  
*Oregon 4-H Dressage Project Manual* (4-H 1311)  
*Hunt Seat and Jumper Manual* (4-H 1307) (PNW 488)  
*4-H Horse Judging Manual* (4-H 1308) (PNW 575)

#### Publications for 4-H Horse Project leaders

*4-H Horse Project Leader Guide* (4-H 130L)  
*Exciting Meetings for Great Groups* (4-H 0256L)  
*Active Teaching—Active Learning: Teaching Techniques and Tools* (4-H 0259L)

#### Publications for 4-H Club Officers

*4-H Club Officer Handbook* (4-H 035)  
*4-H Club Treasurer's Book* (4-H 0361)  
*4-H Reporter* (4-H 037) (PNW 325)  
*4-H Secretary's Book* (4-H 036)  
*Parliamentary Procedures: Teach Yourself* (4-H 034)

### What should we do at the first meeting?

Plan some icebreakers to help you and your members get acquainted. Ask questions or play games to help you find out what your members want to learn about horses. Next, you'll want to find out what the members' expectations are for their club. Some clubs want to do a broad range of equine activities, while others focus on one activity, such as showing, trail riding, or horse judging.

After listing the members’ goals and suggestions, outline your expectations as a leader. These might include good attendance, proper behavior at meetings, and parents’ participation. Parents need to be aware that the 4-H Horse Project requires their support and a significant time commitment. If one or more parents will volunteer to assist regularly, they can be enrolled as assistant or co-leaders.

Finally, help your members come up with a name for their new club. Your local OSU Extension office may have guidelines to help you.

Don’t forget to leave time during the meeting for socializing and refreshments!

## How do I plan for future meetings?

Once you have an idea of what the members want to learn and do, you can plan your club program. Many horse clubs alternate between “business” or educational meetings, and “riding” meetings to which members bring their horses. Regardless of the format you choose, plan for the entire year (see the sample calendar below). Involve members and parents in the planning process.

<b>Hoof’n It 4-H Club Annual Calendar</b>			
<p><b>October</b> <i>Orientation meeting: introductions, records, set goals, and plan for the year ahead</i></p>	<p><b>November</b> <i>Business meeting: elections, plan holiday party, “horse bowl” game</i> <i>Riding meeting: showmanship, arena safety, rider position</i></p>	<p><b>December</b> <i>Business meeting: holiday party</i> <i>Riding meeting: equitation and rail work, games</i></p>	<p><b>January</b> <i>Business meeting: update records, horse judging video</i> <i>Riding meeting: changing leads</i></p>
<p><b>February</b> <i>Business meeting: oral reasons, horse bowl game</i> <i>Special event: County Horse Classic</i></p>	<p><b>March</b> <i>Business meeting: field trip to veterinarian, assign member presentations</i> <i>Riding meeting: showmanship and equitation patterns</i></p>	<p><b>April</b> <i>Business meeting: plan fundraiser, member presentations</i> <i>Riding meeting: trail courses</i></p>	<p><b>May</b> <i>Business meeting: update records and goals, member presentations</i> <i>Riding meeting: guest clinician</i></p>
<p><b>June</b> <i>Business meeting: guest speaker on grooming and dressing for show</i> <i>Riding meeting: gaming events</i></p>	<p><b>July</b> <i>Business meeting: County Fair plans, guest speaker on show-ring ethics</i> <i>Riding meeting: local schooling show</i></p>	<p><b>August</b> <i>Business meeting: final County Fair plans</i> <i>Special event: County Fair</i></p>	<p><b>September</b> <i>Business meeting: year-end party</i> <i>Riding meeting: group trail ride</i></p>

Use a list of county, state, and regional 4-H-sponsored activities, along with the members' suggestions, to lay out the year's programs on a calendar. Decide how often you would like to meet, and then use members' input to prioritize activities. The publication *Exciting Meetings for Great Groups* (4-H 0256L) can help you with the planning process.

## How long should club meetings last?

The length of your club meetings will vary depending on the activities you schedule and the age of your members. You may find it helpful to schedule the starting and ending time for each meeting. Most club meetings include the following: the Pledge of Allegiance and the 4-H Pledge, a business session (see page 9), time for project work, recreational activity, and time for refreshments. However, all meetings should be flexible: times, content, and order of activities may vary. See *Exciting Meetings for Great Groups* (4-H 0256L).

# TEACHING YOUR CLUB MEMBERS

Stay organized,  
start on time,  
and maintain a  
helpful attitude.

## What are the qualities of a good teacher?

A good teacher makes educational activities productive and fun. Stay organized, start on time, and maintain a helpful attitude. It's okay if you don't know all of the answers, but help members to find the correct information. Always keep an optimistic and patient attitude toward horses and members, and take care never to embarrass a club member. With practice, you can improve the effectiveness of your teaching.

## A leader is a teacher

As a 4-H Leader, you are responsible for teaching the material found in the 4-H Horse Project books. Use them as references for all of your club activities. Your local OSU Extension office may have additional horse resources such as videos, DVDs, games, or computer programs available for check-out.

Your club's planning calendar can help you decide what you will teach. Once you know what members want to learn, you can decide which topics you can cover. You do not need to teach your members everything yourself. You can bring in guest instructors when you need them.

Use the 4-H Meeting Planning Outline (page 17) and the 4-H Riding Lesson Planning Outline (page 18) to organize how you will teach each lesson. The format and content of your lessons will depend on the age and knowledge of your members. *Active Teaching—Active Learning: Teaching Techniques and Tools* (4-H 0259L) and *Exciting Meetings for Great Groups* (4-H 0256L) contain good ideas for keeping meetings educational and fun.



## Teaching business meetings

A “business meeting” is one to which members do not bring their horses. The club president generally conducts club business at the beginning of these meetings, but the bulk of the time is devoted to educational activities. Business meetings also are a good time to help members develop leadership and recordkeeping skills. The *Oregon 4-H Horse Advancement Program* (4-H 1302R) and contests such as public speaking, horse judging, horse bowl, and hippology can be good measures of members’ horse knowledge.

Once you have chosen a topic for the education portion of your meeting, develop a lesson plan (see the sample plans below and on the next page). List the activities you will use and all of the materials you will need. Incorporate hands-on activities whenever possible. Member presentations, guest speakers, field trips, skill-a-thons, and games are all good educational tools. You also may decide to use educational kits, videos, or 4-H project materials to teach new skills to members.

### Sample Lesson Plan: Colors and Markings

**Objective:** *Correctly identify and describe horses*

**Explanation:** *Descriptive terminology is important for horse judging, horse bowl, and hippology contests.*

**Materials:** *Oregon 4-H Horse Project (4-H 130); photos from magazines showing a variety of colors and markings; names of each color and marking written on separate pieces of paper.*

**Activities:**

- 1. Have youth take turns describing their own horse’s color and markings to the rest of the club.*
- 2. Have members work in pairs to match photos of different colors and markings with the correct names.*
- 3. Use the photos as flashcards for the entire group. Hold up the photo and have members raise their hands to be called on.*
- 4. Have a “quiz.” Hold up photos of different colors and markings and have members individually write the correct names.*

**Questions/Review:** *Score quizzes during snack time, then go over correct answers and present prizes for correct answers.*

## **Sample Lesson Plan: Safety Scavenger Hunt**

**Objective:** *Identify safe and unsafe horse handling procedures*

**Explanation:** *Understanding and using safe procedures is important at all times when handling or riding horses.*

**Materials:** Oregon 4-H Horse Project (4-H 130); 4-H Colt and Horse Training Manual (4-H 1303); Oregon 4-H Horse Advancement Program (4-H 1302R)

**Activities:**

1. *Members visit a show or riding facility and list unsafe actions they observe when others are handling horses. (No names, please, if members are observing people they know.) The scavenger hunt may be done during club time or as “homework.”*
2. *Members then list a safer way to handle the horse in the given situation.*
3. *At the next business meeting, each member gives a brief summary of the safety concerns he or she has observed and the solutions he or she would suggest. Allow time for the other club members to offer additional safety ideas.*

**Questions/Review:** *Upon conclusion of the safety scavenger hunt, members should be ready to pass Step 1, Skill Option #8 of their 4-H Horse Advancement Program.*

## Teaching riding meetings

Working around horses can be dangerous, so **make safety your first concern** and the focus of your program. Be sure that all members are enrolled in 4-H and covered by accident insurance prior to working with their horses at a 4-H event. 4-H members younger than 4th grade may not handle horses under any circumstances.

Take every opportunity to teach members safety around horses. Many accidents occur on the ground, so don't overlook safe leading, tying, grooming, tacking, and hauling. Always have at least one responsible adult to assist you when members are working with horses. In case of an accident, you can tend to the injured member while your assistant takes charge of the rest of the club.

Members must wear ASTM/SEI approved helmets at all times when riding or driving their horses. Members must wear hard-soled shoes or boots with a heel when riding or working around horses. Check members' tack and equipment before every ride. It is strongly recommended that club leaders adhere to 4-H boot and helmet policies as well. Fancy or special tack is not required in 4-H, but all equipment must be safe, properly adjusted, and in good repair. Inspect all tack regularly, and check helmet chinstraps and saddle cinches at the beginning of each ride.

Close all gates and use cones to mark footing hazards prior to beginning your riding meeting. Take the time to discuss and practice arena etiquette and safety, including maintaining safe spacing, passing, reversing, and stopping safely. Members should be able to demonstrate these skills at a walk before trotting, and at a trot before cantering.

In the event of a fall, all members halt and await further directions. In the event of a runaway or loose horse, members halt and dismount. Practice these drills until they are second nature to your members. Establish the habit of addressing members by name while you are teaching. It can make the difference in getting a member's attention in time to prevent an accident.

Keep lesson groups small. Crowded arenas can be dangerous, and larger groups can be difficult to supervise properly. Consider dividing lessons with eight or more riders into groups of similar ability. If lessons are divided, ask a parent or co-leader to monitor safety in the barn or parking area while you are in the arena.

Do not ride while you are teaching the lesson. You need to give your undivided attention to your members, and in the case of a fall you will not want the added distraction of handling your own horse. If you must ride to demonstrate a skill, be sure there is another adult on the ground. Have a 4-H member demonstrate the skill instead, whenever possible.

## How do I organize my riding lessons?

Create a lesson plan to help you stay focused (see the sample on the next page). Start each lesson with an introduction and an equipment safety check. Next, spend a few minutes doing some warm-up exercises that prepare the horse and rider for the lesson. Follow the warm-up with a demonstration and explanation of the lesson's key concepts. The lesson exercises should take up the bulk of the lesson time. Start with easier exercises and advance to more difficult ones as riders are successful. At the end of the lesson, review concepts and allow time for additional questions and cool-down.

Practice safety drills until they are second nature to your members.

If a member is unable to do an exercise, stop and explain the skill again.

Dividing lesson groups by ability can make lesson planning easier. However, it is possible to use the same lesson plan for groups of varying skill levels. Using the same base exercises, make slight modifications for more or less experienced riders so that all members can feel challenged without feeling frustrated. If a member is unable to do an exercise, stop and explain the skill again. Ask questions to help determine whether the member misunderstood, or whether you should modify the exercise so he or she can succeed.

You may find it necessary to alter your lesson plans to fit arena conditions. Divide the arena if it is too large for students to hear you well. Wind or rain can make hearing more difficult, and sun angles can affect vision. Weather can make footing too hard, too deep, or too slick for some exercises. Always keep safety your top priority!

## **4-H Riding Lesson Planning Outline**

**Topic:** *Simple Lead Changes*

**Objective:** *Members will explain the purpose and cues for simple lead changes. Performance objectives will vary for each horse/ rider combination.*

### **Materials**

*Cones to mark figure 8, cones dispersed around rail, demo rider.*

### **Introduction & Safety Check (5 minutes)**

*Check tack; define and explain the purpose of simple changes.*

### **Warm-up Exercises (10 minutes)**

*(Group) While jogging on rail, use cones as markers to break to walk for a few steps then resume jogging. Review lope cues, then practice picking up right and left leads on rail.*

### **Demonstration & Explanation (10 minutes)**

*Explain how to ride figure 8, cues for simple change. Have rider demo riding figure 8, doing simple changes in center.*

### **Lesson Exercises (25 minutes)**

*(One at a time) Riders practice riding figure 8 at trot. If they're successful, then lope figure 8 and try simple changes in center. Stress smoothness and accuracy. Advanced riders may progress to simple changes on arena diagonal, then simple changes on arena centerline, using cones as markers. Stress smoothness, accuracy, and straightness.*

### **Questions/Review (5 minutes)**

*Quiz riders to review figure 8, simple changes. Assign "homework" if needed.*

### **Cool-down (5 minutes)**

*(Group) Walk figure 8's and arena diagonals on long rein, using weight and leg aids to guide horse.*

## How can I improve my teaching?

Have another riding instructor or 4-H leader watch one of your riding lessons or club meetings. Were you organized? Were you easy to hear and understand? Did kids seem to be learning? Were they having fun? This type of positive feedback can help you to improve your teaching.

Continue your own horse education by taking riding lessons or attending clinics or workshops. Pay attention to other instructors' teaching skills. How did they organize their lessons? Were they effective communicators? What exercises and activities worked well for their students? Incorporate their strengths into your own teaching program.

### Use positive comments to teach members

*William, did you notice how looking ahead helped you ride a straighter line? Do it exactly like that every time!*

*Michelle, keep your hands low and quiet—that's much better!*

*Sharla, even though you picked up the incorrect lead, you were doing a better job of controlling your speed. That's progress!*

*Wow, Keri! I can tell you've been practicing your oral reasons because your format is very good. Now let's see if we can add some more specific terms.*

*Stephanie, your presentation is really coming along nicely! You may find it helpful to lay out all of your visual aids in the order you will use them.*

### An effective teacher

- Considers safety above all else
- Is familiar with students' goals
- Has a lesson plan
- Keeps students engaged in the lesson
- Keeps control of the lesson
- Calls kids by name and speaks loudly
- Gives short, concise directions
- Divides complex skills into small parts
- Asks questions to check for understanding
- Uses constructive criticism
- Shows enthusiasm
- Gives lots of positive feedback
- Uses 'do' statements, not 'don't' statements
- Focuses on improvements
- Praises effort and progress
- Encourages sportsmanship
- Uses games and has fun

## BASIC RISK MANAGEMENT

### What do I do in case of an accident?

Before an accident happens, be sure all members complete the Oregon 4-H Health and Code of Conduct form, and keep these forms available at all club meetings and activities. Always have a phone and emergency numbers available.

Remain calm, and help the injured person and others to stay calm.

If an accident occurs, remain calm, and help the injured person and others to stay calm. If a rider falls off, halt the class and go to the aid of the rider. Do not concern yourself with the horse until the rider is cared for. Examine the rider, and if you are in doubt about his or her condition, call for help. Most falls are not serious, but they can be frightening, so give the member time to recover. Regardless of the seriousness of the fall, report the incident to the member's parent(s). Your county may require you to file an accident report as well.

Enrollment in a first aid/CPR course is one of the best investments you can make. You also may want to develop a risk management plan that is specific to your club's needs and meeting place.

### Hoof'n It 4-H Club Risk Management Plan

Have a first-aid trained adult present at every riding meeting.

Have emergency numbers and the barn address/directions posted by the phone.

Have completed health forms on hand.

Have an adult monitor the grooming and tacking area at all times.

Close all arena gates, and mark areas that have dangerous footing.

No riding on pavement.

No running on bleachers.

### How do I deal with unsuitable horses or equipment?

If a horse is too green for the member or is dangerous in any way, discuss your concerns with the parent(s). Consulting with a professional horseperson might offer other solutions. Keep in mind that some members may not be able to afford another horse.

Learning to train a horse or correct bad habits is often part of the 4-H growing experience, and should be encouraged. Members who do their own training can gain the most from the 4-H program. However, the member's safety must be the prime consideration.

Though no special equipment is required for 4-H, all tack must be clean and safe. Recommend repair or replacement only if equipment is unsafe or ill-fitting. If members want to show their horses, check the *4-H Horse Contest Guide* (4-H 13011) for any additional tack requirements.

## SETTING LONG-TERM GOALS

### Why should we set goals?

Goal setting is a good way to help members track their personal growth and progress in the 4-H program. Help members set 4-H goals that are reasonable for their age and ability. Achieving individual goals can help members feel success, and can reduce competitiveness between members.

Examples of goals might be:

- Teach my horse to pick up the right lead.
- Learn to tell which diagonal I'm on.
- Pick up the lope with no walk or jog steps.
- Earn a blue ribbon score in my showmanship class.
- Give a set of oral reasons without using my notes.
- Give a presentation to my 4-H club.

Members can keep track of their progress on the project planning worksheet found in the *4-H Horse Record* (4-H 130R). The *Oregon 4-H Horse Advancement Program* (4-H 1302R) is another useful tool for keeping track of individual progress. Help members learn to measure their success by their own accomplishments, rather than horse show placings. Don't forget to celebrate with members once they achieve their goals! Developing self-esteem is an important part of the 4-H program.

### 4-H Horse Project Goal-setting Worksheet

4-H Horse Project members can use this outline to plan quarterly 4-H goals. Record progress in the *4-H Horse Record* (4-H 130R).

#### Planning goals for (circle one):

Oct-Dec

Jan-Mar

Apr-Jun

Jul-Sept

#### Goal

*Teach Buster to pick up the right lead more consistently.*

#### Action steps

*Lope Buster on right lead on longe line. When he's doing well, ride a circle the same size. When he picks up the right lead, praise him lots!*

#### I can get help from

*My leader or an assistant on the ground.*

## 4-H AND COMPETITION

### How can I make 4-H horse shows and contests a good experience for my members?

First, remember to focus on safety. Have members' Oregon 4-H Health and Code of Conduct forms available at all times. Horses and kids can react strangely in new environments, so review proper etiquette and safety procedures. Have members arrive early, so they can avoid feeling rushed and their horses can settle in to the new environment.

Go over the rulebook and schedule with your members well ahead of the show or contest. Help members plan a strategy that includes when to arrive, what to wear, and what equipment to bring or use. Many 4-H members are unfamiliar with horse shows and contests, and may not plan well on their own. Be sure that your members understand and follow the rules and know what is expected for each competition.

Help your members set realistic expectations for shows and contests. Appropriate goals might be to "Pick up the right lead," or "Give oral reasons without using my notes." Teach members to keep competition in perspective and focus on their personal achievements for the day. Communicate these goals to parents so they can help members celebrate their successes.

Teach members to keep competition in perspective and focus on their personal achievements for the day.

### What about sportsmanship?

Encourage good sportsmanship by expecting members to encourage and help each other. Set an example by thanking parents, show volunteers, and judges. Include ethics in your program, and expect members to do their own project work and follow 4-H rules. Finally, help members to be proud of their personal accomplishments, regardless of the ribbons they may have won.

#### WHEN I COMPETE,

I have a performance goal...never a goal "only to beat someone else."

I respect and learn from other competitors more skilled than myself.

I don't criticize other competitors, officials, or judges.

I do my best today.

I have fun.

I stay home if I can't follow the above rules.

Adapted from a presentation by Doug Householder, PhD, Extension horse specialist, Texas A&M University, at the 1997 National Youth Horse Council Meeting



---

# 4-H Meeting Planning Outline



## **Business Meeting Sample Agenda (10–15 minutes)**

- Call to order
- Pledge of Allegiance and 4-H Pledge
- Roll call
- Introduction of visitors
- Review and approve agenda
- Read and approve minutes
- Read club correspondence
- Present treasurer's report
- Officer and committee reports
- Old or unfinished business
- New business
- Announcements
- Adjourn

## **Educational Program Planning Outline (45–60 minutes)**

**Topic**

**Objective**

**Materials**

**Demonstration/Explanation**

**Activities**

**Questions/Review**

## **Social Time/Refreshments (15–20 minutes)**

---

# **4-H Riding Lesson Planning Outline**



**Topic**

**Objective**

**Materials**

**Introduction & Safety Check (5 minutes)**

**Warm-up Exercises (10 minutes)**

**Demonstration & Explanation (10 minutes)**

**Lesson Exercises (25 minutes)**

**Questions/Review (5 minutes)**

**Cool-down (5 minutes)**

---

# 4-H Horse Project



## Goal-setting Worksheet

4-H Horse Project members can use this outline to plan quarterly 4-H goals. Record progress in the *4-H Horse Record* (4-H 130R).

### Planning goals for: (circle one)

Oct-Dec

Jan-Mar

Apr-June

Jul-Sept

---

**Goal**

**Action steps**

**I can get help from**

---

**Goal**

**Action steps**

**I can get help from**

---

**Goal**

**Action steps**

**I can get help from**

---

© 2005 Oregon State University. This publication was produced and distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914. Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials—*without discrimination based on race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, or disabled veteran or Vietnam-era veteran status*. Oregon State University Extension Service is an Equal Opportunity Employer.

---

Revised August 2005. Reprinted February 2006.