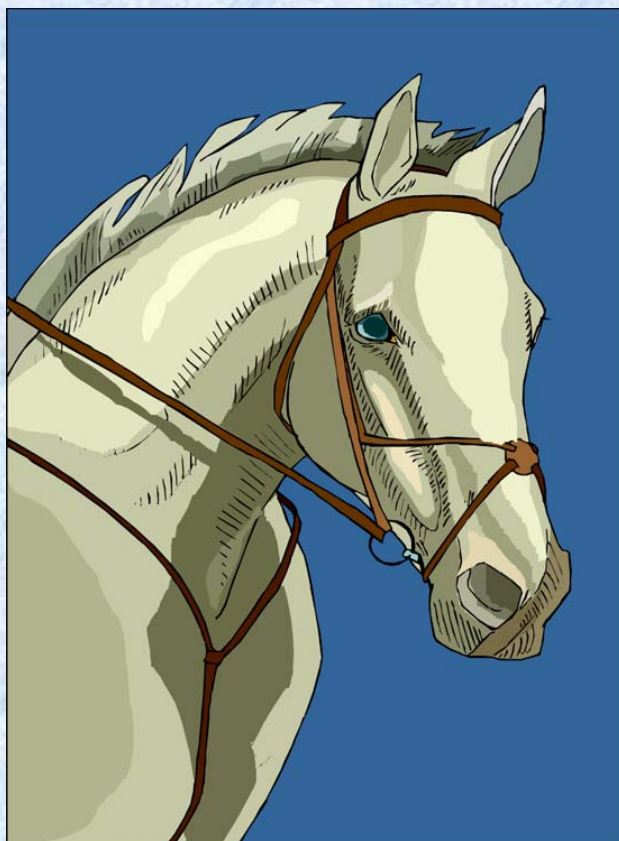


# *Placer County 4-H*



## *Horse Project Leaders' Guide*

Horse lesson developed by National 4-H Cooperative Curriculum System.

Goat lessons developed by University of Minnesota, 4-H Animal Science Project Meeting, MI.

Sheep lessons developed by North Central Region of the University of California Extension

Cattle lessons developed by National 4-H Cooperative Curriculum System.

Swine lesson developed by National 4-H Cooperative Curriculum System.



University of California Cooperative Extension  
Division of Agriculture and Natural Resources



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# Characteristics & Implications...for Youth Ages 9 to 11

<b>CHARACTERISTICS</b>	
<ul style="list-style-type: none"> <li>Very active with boundless energy</li> <li>Extremely curious--constantly asks "why?"</li> <li>Enjoy hands-on activities</li> <li>Use concrete thinking</li> <li>Likes group activity</li> <li>Like to be with members of own sex</li> <li>Admire and imitate older boys and girls</li> <li>Usually do best when work is laid out in small pieces</li> <li>Do not like keeping records-do not see value in them</li> <li>Like symbols and regalia</li> </ul>	<ul style="list-style-type: none"> <li>Easily motivated-eager to try new things</li> <li>Use concrete thinking</li> <li>Learn to locate resources</li> <li>Like to explore ideas</li> <li>Learn about self through relationships</li> <li>Has rapidly changing interests</li> <li>Guidance from parents and other adults important if youth are to stay on task and achieve optimum performance</li> <li>Find difficulty in delaying immediate pleasure for future goals</li> <li>Need recognition and praise for doing good work</li> </ul>
<b>IMPLICATIONS FOR PROJECT LEADER</b>	
<ul style="list-style-type: none"> <li>Use detailed outlines of sequential learning experiences</li> <li>Build in activities where youth exchange resources for personal or group goals</li> <li>Incorporate many brief learning experiences</li> <li>Encourage learning experiences be done with youth of the same sex – if to be done with the opposite sex, avoid competitions between girls and boys</li> <li>Keep written work simple – review forms and worksheets with the group step-by-step</li> <li>Clarify and enforce reasonable limits for this group – provide the safety net of an adult who will maintain boundaries</li> <li>Involve older teens in helping youth in this group plan and carry out activities together</li> <li>Be present for this group – visible and accessible but in the background</li> </ul>	<ul style="list-style-type: none"> <li>Use hands-on learn-by-doing activities</li> <li>Allow groups to develop parts of a larger plan</li> <li>Use activities where youth need to locate resources</li> <li>Plan activities that allow youth to move about and use their bodies – but vary activities for many interests (not just sports)</li> <li>Emphasize group learning experiences</li> <li>Use activities where youth achieve and produce a product</li> <li>Give clear instructions with set deadlines</li> <li>Do NOT play favorites – treat ALL youth fairly</li> <li>Encourage group free time</li> <li>Make recognition available to those who earn it – let youth know they will receive rewards for completing activities, and present recognition in front of peers and parents</li> </ul>
<b>SHARE</b>	
<ul style="list-style-type: none"> <li>Have youth share what interests, talents, abilities, and skills they developed in the activities</li> <li>Ask youth how teamwork, cooperation, friendship, and sportsmanship played out in activities completed</li> <li>Plan group time to talk about beliefs and values as related to activities completed</li> <li>Ask group members to share options considered in the activities</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to share personal or group adjustments made during the activities</li> <li>Ask youth to verbalize or demonstrate opposing points of view they observed in the activities</li> <li>Ask youth to share opinions about activities completed – personal and group member performance, results of group work, etc.</li> <li>Ask youth to identify stressors and dangerous situations encountered in the activities completed</li> </ul>

# Characteristics & Implications...for Children Ages 9 to 11

## Continued

<b>PROCESS</b>	
<ul style="list-style-type: none"> <li>Ask youth what questions they still have about the activities just completed – encourage them to find some of the answers on their own, or encourage a few youth to find the answers and report back to the group</li> <li>Help youth identify successes achieved in the activities – give positive feedback to the efforts and successes you see</li> <li>Avoid generalized praise – this group sees through it and feels manipulated</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to demonstrate sequenced steps completed in the activities</li> <li>If tools were used in the activities, ask youth how they shared the use of them in their groups</li> <li>Have youth explain rationale for choosing some options over other ones in the completed activities</li> <li>Provide correction quietly – one on one – in a caring and consistent manner</li> </ul>
<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Have youth generate alternative solutions to problems solved in the activities – or speculate other problems that could be solved in similar ways</li> <li>Ask youth to describe how the relationships that were formed or strengthened in the activities could be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth what general categories were formed or needed to complete the necessary activities</li> <li>Provide active experiences that generally relate to or reinforce activity content presented such as nature walks, ropes courses, trips to significant sites, etc.</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Based on the content of activities completed, help youth form groups or clubs with common “collecting” interests or hobbies – ball cards, stamps, bugs, rocks, buttons, etc.</li> <li>Build in ways parents, teachers, and other adults can help youth complete follow-up additional activities</li> <li>Encourage youth to incorporate technology into follow-up related activities</li> <li>Build in community service roles to reinforce content taught – help this group work on environmental issues in their community</li> </ul>	<ul style="list-style-type: none"> <li>Give related assignments for youth to manage and complete</li> <li>Encourage apprenticing with teen volunteers in related activities</li> <li>Provide opportunities for parental involvement such as homework or “things to do” lists – solicit the help of parents to assist youth with written work</li> <li>Provide opportunities to set two or three goals for a six-month period</li> <li>Work with youth to identify and study related careers</li> </ul>

# Characteristics & Implications...for Youth Ages 12 to 14

<b>CHARACTERISTICS</b>	
<ul style="list-style-type: none"> <li>Ready for in-depth, longer learning experiences</li> <li>Self-conscious – many need help overcoming inferiority complexes</li> <li>Interested in activities involving boys and girls together</li> <li>Like fan clubs – many have adult idols</li> <li>Often unclear of needs and values</li> <li>Want to explore outside their own community</li> </ul>	<ul style="list-style-type: none"> <li>Concerned about physical development – sometimes practice excessive grooming behaviors</li> <li>Want to be liked by friends</li> <li>Interested in sports and active games</li> <li>Getting over the age of fantasy – beginning to think of what they will do when they grow up</li> <li>Desire independence – but want and need their parents’ help</li> </ul>
<b>EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>Concentrate on developing individual skills – help youth compare skills to their own standards</li> <li>Encourage active and fun learning experiences such as canoeing, hiking, and environmental stewardship – but not weighted toward physical prowess</li> <li>Provide hands-on and skill-centered experiences in specific subject matter, and allow for quiet time</li> <li>During activities, ask questions to encourage predicting and problem solving such as “What if this doesn’t work? What could then happen?”</li> <li>Encourage working with older teens and adults to complete learning experiences and apprenticing</li> <li>Encourage deeper exploration of leadership roles – provide opportunities to practice leadership roles with coaching, and encourage keeping more detailed records of leadership experiences</li> <li>Involve the group in setting rules for the group or for the program</li> <li>Do NOT use put-downs or “in-the-face” behaviors with this group</li> <li>Provide learning experiences outside of the community</li> </ul>	<ul style="list-style-type: none"> <li>Encourage learning experiences related to understanding self and getting along with others</li> <li>Encourage learning experiences involving boys and girls – provide activities to be with the opposite sex in healthy ways such as planning groups, parties, fund-raising activities, etc.</li> <li>Give youth a chance to choose when and if they are “on stage”</li> <li>Tasks can be more difficult and of longer duration – making a model, keeping a journal, etc. – allow for creativity!</li> <li>Help youth find necessary information and support activities</li> <li>Teen and adult leaders must be well-liked to be effective – teen leaders should be three or four years older than the youth and considerably more mature</li> <li>Encourage involvement in teen councils and planning boards</li> <li>Provide realistic parameters – explain why they are necessary</li> <li>Avoid singling youth out in front of others either to commend or to criticize</li> </ul>
<b>SHARE</b>	
<ul style="list-style-type: none"> <li>Ask youth to reflect on what they learned in the activities</li> <li>Have youth prepare and give presentations on what they gained from or thought of the activities completed</li> <li>Based on observations of the activities completed, ask youth to state what they think would be appropriate symbol for the group</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to share any emotions they observed in the group and to share feelings about any relational interferences they encountered during the activities</li> <li>Ask youth to share how their personal values interfaced with the decisions of the group</li> <li>Ask youth to define their leadership style based on their performance in the activities completed</li> </ul>

# Characteristics & Implications...for Youth Ages 12 to 14

## Continued

<b>PROCESS</b>	
<ul style="list-style-type: none"> <li>Ask youth to explain the plan of action undertaken to complete the activities – or the steps involved in creating the resulting product</li> <li>Ask youth to share observations they made of how different group members went through the same experiences</li> <li>Have youth list and examine varying points of view surfaced in the activities</li> <li>Have youth describe ethical dilemmas they observed in the activities and how they were resolved</li> <li>Pose abstract questions to help youth process realizations made during activities, and present similar scenarios, and ask youth to predict results</li> </ul>	<ul style="list-style-type: none"> <li>When activities result in a product, ask youth what could have been done to improve the product</li> <li>Have youth articulate or demonstrate in a creative way how they benefit from their association with the group</li> <li>Provide opportunities for youth to ask and question ways of doing things in the group</li> <li>Find time to talk with them individually to help them work through problems or to discuss personal issues</li> <li>Provide honest information for the sexual issues and questions they have – listen to their fears and worries about their sexual development without judging or trivializing</li> </ul>
<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Present multiple alternatives in related situations, and ask youth to compare and choose the best possible option</li> <li>Assist youth in identifying ways they can practice assertiveness around the results of the activities completed</li> <li>Ask youth to share, in detail, skills and education needed for related jobs</li> </ul>	<ul style="list-style-type: none"> <li>As a result of the activities, ask youth to set long-term goals and to plan strategies for reaching those goals</li> <li>Ask youth to explain actions or decisions that took place in the activities related to healthy or safe living</li> <li>Ask youth to construct simple budgets to reach stated goals</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Have youth keep a journal of personal decisions and changes they make related to the activities experienced</li> <li>Encourage technological application to key concepts presented</li> <li>Relate activities completed to career choices</li> </ul>	<ul style="list-style-type: none"> <li>Help youth identify and perform personal and group community contributions that meet special needs within their community</li> <li>Relate activities completed to career choices</li> <li>Have youth shadow experienced workers in related fields</li> </ul>
<b>CHARACTERISTICS</b>	
<ul style="list-style-type: none"> <li>Social needs and desires are high</li> <li>Interested in co-educational activities</li> <li>Want adult leadership roles</li> <li>Beginning to think about leaving home for college, employment, marriage, or other relationships</li> </ul>	<ul style="list-style-type: none"> <li>Often need guidance in selecting careers</li> <li>Developing community consciousness</li> <li>Want/need a strong voice in planning programs</li> <li>Have interest areas that are more consistent with earlier ones – patterns of interest are emerging</li> </ul>

# Characteristics & Implications...for Youth Ages 15 to 19

EXPERIENCE	
<ul style="list-style-type: none"> <li>• Concentrate on developing individual skills – help Provide opportunities for self-expression – emphasize leadership life skills related to social development</li> <li>• Provide activities to test out interactions with the opposite sex such as trips, dances, work groups, etc.</li> <li>• Plan some group time where youth can discuss ideas and abstract concepts such as current political issues, world peace, virtual reality, etc.</li> <li>• Plan activities where youth can experiment with different roles</li> <li>• Involve youth in more direct developmental activities such as tutoring, helping coach, leading groups, speaking to community groups, mentoring younger children, etc. activities that place them “in front” of others</li> <li>• Support youth as they set, work to reach, and evaluate long-term goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provide some experiences around body image, etiquette, grooming, hair styles, health and fitness, etc. – avoid comments that criticize or compare stature, size, or shape!</li> <li>• Provide opportunities for youth to talk about their own beliefs</li> <li>• Involve youth in carrying out plans – they are ready to be creative at a level of action, and they are at a level of responsibility to do this</li> <li>• Encourage greater in-depth study of leadership roles and life skills</li> <li>• Encourage youth to plan programs (even social activities) with guidance and support from involving adults</li> <li>• Encourage working with adult role models – emphasize guidance and counsel from adults rather than controlling direction</li> <li>• Be willing to admit mistakes as an adult!</li> </ul>
SHARE	
<ul style="list-style-type: none"> <li>• Ask youth what new information they learned in the activities</li> <li>• Ask youth to share personal strengths accessed in the activities</li> <li>• Ask youth to share what constraints they encountered in the educational activities</li> <li>• Ask youth to share personal and group risks associated with the activities completed</li> <li>• Ask youth to detail personal and group records kept in the activities completed</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge youth to interpret and creatively communicate what was learned through symbols, pictures, graphs, etc.</li> <li>• Ask youth to share how they prioritized roles and functions in completed activities</li> <li>• Ask youth to share emotions and feelings witnessed in the activities</li> <li>• Ask youth to summarize how the group made decisions together throughout the activities</li> </ul>
PROCESS	
<ul style="list-style-type: none"> <li>• Ask youth how the activities could have been structured differently to more efficiently accomplish the same educational goals</li> <li>• Ask youth to detail resources needed (available and missing) to complete activities just finished</li> <li>• Ask youth to generate and evaluate additional alternatives to activities completed</li> <li>• Ask youth to describe underlying rules or principles at play in the activities completed and how they influenced the results</li> </ul>	<ul style="list-style-type: none"> <li>• Ask youth to describe or demonstrate how they compensated for unexpected challenges and changes in the activities</li> <li>• Ask youth to list adjustments made in behavior and plans while completing the activities</li> <li>• Ask youth to share personal value criteria they used in the activities completed – if in a trusting relationship, ask them to compare what they did to what they SHOULD have done in certain situations</li> </ul>

# Characteristics & Implications...for Youth Ages 15 to 19

## Continued

<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>• Ask youth to identify related instances where they need to convey personal opinions and ideas to persuade or convince others</li> <li>• Ask youth to identify skills used in their group that are also needed in the workplace</li> <li>• Encourage application of leadership life skills to living on their own – incorporate budgeting and money management applications in activities</li> <li>• Assist youth in making related wise, healthy, and safe lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>• Ask youth to speculate long-term consequences of results of the activities completed</li> <li>• Challenge youth to find answers to similar problems</li> <li>• Ask youth how they contribute to the well being of their families in similar ways to their participation in this group</li> <li>• Construct experiences that expose youth to and involve with the larger society</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>• Support youth as they design follow-up related independent learning experiences</li> <li>• Assist youth in applying leadership life skills to career exploration – especially decision making</li> <li>• Offer Career or College Days – including the wide spectrum of options (not just white collar positions)</li> <li>• Encourage career exploration within specific subject matter – offer vocational activities</li> <li>• Provide activities (actual and theoretical) to explore the job market</li> </ul>	<ul style="list-style-type: none"> <li>• Ask youth to develop plans for future life transitions</li> <li>• Arrange or locate internships (paid or unpaid) based on skill-specific career interests</li> <li>• Provide guidance and support to youth as they work to meet actual and real community needs</li> <li>• Encourage learning activities involving the community such as service groups, political parties, Habitat for Humanity, ecology, Adopt a Highway, etc. – involve them as spokespersons for the activities</li> <li>• Organize experiences for youth outside of their own community</li> </ul>



## HORSE PROJECT GUIDE

### First Meeting:

- Project leader discusses their background and interest in being a leader for this project.
- Typically, youth who want to stay end up getting an animal, and those who do not purchase an animal end up leaving the group or wanting the educational information.
- Ask your youth questions about their background and interest with swine. This will allow for the project leader to tailor the program to the youth.
- Usually have an all breeds poster visible.
- Does not require an animal to be in the group.
- Hand out a sheet of meeting times and dates at the first meeting. Project begins in October, does not meet in December, and ends in May. (This is based upon individual leader, and communication with youth and adults may occur via online.)
- Make sure to discuss about market versus breeding animal options, and find the interest in each category from the youth in the project.
- Create a game or fun activity to quiz youth on their existing knowledge of Swine. Could be a Swine Jeopardy or fill-in the blank for Swine Parts.

### Facilities and Equipment

- There is no one "right" facility for raising your pigs. The important factors to consider are:
  - Will the facility protect your pig from the weather?
  - Is it affordable?
  - Is it easily cleaned and disinfected?
- An animal that is not stressed by its environment (too hot or too cold) grows better and tends to be healthier. The primary goal is to provide an environment that allows the animal to fulfill its genetic potential to the greatest extent.
- Facilities do not have to cost a lot of money.
- The pen should be long and rectangular in shape and open to the south, out of the north wind. In most situations, animals need access to a covered or enclosed area as well as an outside pen. Most pens have more than enough space, many being at least 6 feet wide and 12 feet long, although this varies a great deal. The more space you have, the more pigs you can put into the pen.
- The flooring of a pen can be dirt, sand, wood or concrete. There are advantages to each.
  - Some type of bedding (straw, sand, shavings) should be used to keep the pigs warm, especially during the winter. It also helps keep them cleaner.
  - After animals are gone, remove the sand, disinfect the concrete, and lay new sand before the next group of animals arrive.
  - Dirt and sand are the cheapest and the easiest on the feet and legs of an animal, but it is impossible to completely remove microorganisms from such floors. To reduce pathogens from one year to the next, till the soil and expose it to sunlight for at least 3 days. Then you can put a new group of animals into the pen.
  - Concrete is the most expensive flooring and the hardest on the feet and legs of a pig. However, it is the easiest to clean and disinfect.
  - A combination of sand and concrete is often used to get the advantages of both. Concrete laid in a portion of the pen, such as around the water, prevents mud holes from forming. Or you might lay sand on top of a concrete floor to ease the stress on an animal's joints.

## HORSE PROJECT GUIDE (Continued)

### Feeding/Nutrition

- Ideally you will leave the pig on a self-feeder until the day of the show. **(Self-feeder usage can be determined by project leader and owner.)**
- With show pigs you try to have the pig reach the point when it looks its very best on the day of the show. Because the show might have weight restrictions, you may need to control the pig's growth rate so that its best weight occurs at the time of the show.
- It is important to check the self-feeder twice a day to make sure that it has feed in it and that the feed is flowing to the bottom of the feeder.
- Feeders should be allowed to run empty occasionally to keep feed from spoiling. Adding fresh feed to the top does not ensure that the feed on the bottom gets eaten first. Of course, to promote maximum growth, feeders should not be left empty for more than a few hours.
- When a pig reaches about 125 pounds it is time to start monitoring its growth closely. Start by weighing the pigs once a week. The pigs should be weighed at the same time of day and on the same day of the week since a pig's weight will change throughout the day, depending on the amount of feed or water it has consumed.
- It is helpful to use scales that are stationary.
- Record the weight of each pig every week. After a few weeks, the average daily gain can be calculated by dividing the weight gain by the number of days between weigh-ins. It is important to know how your pig is growing for a few weeks and knowing exactly how many days until the show, you can start controlling the feed intake.
- The desired weight is different for each animal, and depends on the animal's frame size and degree of muscling and fat.
- Depending on the animal's growth rate and length of the growing period, you will probably start hand-feeding your pig at some point to control how much it eats.
- Hand-feeding means feeding a known amount of feed to each pig individually. Pigs should be fed at least twice a day.
- As the pig gets closer to its target weight, adjust the amount of feed you give it to achieve the target weight gain. You should not feed pigs less than 4.5 to 5 pounds of feed each day.
- Most diets are formulated for animals that are allowed to eat all they want. When limit-feeding, you may need to add vitamins and minerals to the pig's diet to provide necessary nutrients. Diets with a higher percentage of protein are often used when limit-feeding.

### Nutrients

- Water is the most essential of all nutrients. If you use nipple water dispensers, check them often to make sure the flow rate is right.
- Nipple water dispensers for grow-finish pigs (40 pounds to market weight) should provide 1 quart of water per minute. Fresh, clean water should never be withheld from an animal. Lack of water harms an animal's health and also causes muscles to lose shape and expression, because muscle is made up mostly of water.
- Carbohydrates give the animal energy and should make up the majority of its diet.
- Energy is needed for growth. However, over-feeding carbohydrates can cause an animal to store the excess in the form of fat.
- Proteins are made up of amino acids that are linked together to form long microscopic chains. There are 10 amino acids that a pig's body does not produce in adequate amounts and that must be added to the diet. Of these, lysine, threonine, tryptophan and methionine are the most important.
- Most diets contain grains such as corn and soybean meal, which are low in these amino acids.
- Most commercial rations are balanced to give an animal what it needs during a certain stage of growth.
- The diet provides adequate amounts of energy, protein, vitamins and minerals according to the amount the animal will eat in a single day.

## HORSE PROJECT GUIDE (Continued)

### Health

- The prevention of diseases begins before pigs are purchased or born. Show pigs that are farrowed (born) at one location, fed at that location and never exposed to other swine until exhibition should be very healthy.
- It is best to buy show pigs directly from a single farm that has a history of excellent herd health. Pigs purchased from a single farm can be housed together unless they are fighting too much (a common cause of lameness) or need to be fed different rations. You should never buy a sick or lame pig.
- If you purchase show pigs directly from several farms, it is best to keep the pigs from each farm isolated in separate pens (even during transport) and away from fence line contact with other pigs for 60 days.
- Consider these separate isolation pens as totally different farm locations. Wash and disinfect boots, equipment, etc. before going from one pen to another.
- If show pigs are bought at a sale, or if pigs from more than one source are mixed while being transported, they may be exposed to disease. The longer the exposure, the greater the risk.
- Treating sick pigs with antibiotics to compensate for poor health management is a common practice but only a temporary cure. Highly effective vaccines are not available for all swine diseases, and vaccines must be given weeks before exposure to protect animals.
- It is important to make sure that the pigs find the water and start drinking as soon as they arrive. Some pigs accustomed to trough or bowl-type water dispensers may not drink from nipple-type. Temporarily wedge a small piece of cardboard in the nipple so that water will drip into a pan and the pigs can find it quickly. If using a trough-type dispenser, make sure it is secured to a solid object or is heavy enough that it cannot be rooted over.

### Vaccination

- There are effective vaccines for a number of diseases and they should be used.
- Vaccines for **erysipelas** (causes sudden death, skin disease and lameness) and **APP**, commonly called **pleuropneumonia** (causes pneumonia, sudden death and chronic unthriftiness), are routinely used in a combination vaccine. It should be administered to healthy pigs within 1 week of arrival and repeated 1 month later. Within 2 weeks after the second vaccination, pig should have developed an immunity that should make either disease less severe if it occurs.
- Another extremely important disease is **porcine reproductive and respiratory syndrome (PRRS)** virus. This disease can cause pneumonia and death or become a chronic disease that causes a pig to gain weight more slowly or stop growing. Modified-live PRRS vaccines are effective, but vaccinated pigs can still spread (shed) the virus to non-vaccinated swine. Therefore, veterinarians often recommend using an inactivated, or killed, vaccine in show pigs that are housed near breeding stock. This inactive vaccine causes no virus shedding to other animals.

### Deworming

- Deworm healthy pigs upon arrival and again 1 month later. Use a dewormer that is effective against whipworms, such as Safe-Guard® (fenbendazole) or Atgard-C® (dichlorvos) at least once.
- Pigs suffering from diarrheal disease can be especially sensitive to deworming products. Safe-Guard® is probably the least toxic product for pigs with diarrhea from whipworm infections. Ivomec® (ivermectin) and Dectomax® (doramectin) are excellent injectable dewormers that also kill lice and mange, but they are not always effective against whipworms.

## HORSE PROJECT GUIDE (Continued)

### Showing

- Training the hog for exhibition is an important part of the weeks leading up to the show. Your hog should be walked regularly to improve fitness and give you a chance to train it.
- Purchase or make a "pig stick" or "pig bat." This is a stick about 30 to 40 inches long. As you walk the pig, lightly tap it on the left side of the neck and shoulder to make it turn right. Tap it on the right side to make it turn left. When the pig is walking straight, gently tap it on the top of the back between the shoulder blades.
- Eventually the animal will learn that if you tap it on the top of the back you mean for it to walk straight.
- It is important to be able to control your pig, because when you are exhibiting it you will want the animal to keep walking about 10 to 15 feet in front of the judge's viewing area. You'll need many weeks of practice to train the animal well. At a show, it is obvious which exhibitors have worked with their animals and which have not. Pigs that have never been out of their pens and worked with usually run around in circles and are unruly.
- When a pig places its nose in the corner of the show ring, an easy way to get it to move out is to place your palm over the pig's eye. It will move away in the opposite direction and turn out.
- When show day arrives, you will want the judge to get a good look at your pig. The way pigs are shown in the arena will depend on the size of the show.
- At most shows, announcers tell you when a particular breed and weight range should come to the holding pen. From the holding pen, pigs are released one at a time into the larger show arena.
- As the pigs come out of the holding pen the judge will have a good look at each one. Sometimes, if the judge really likes the pig, he or she will point to the pig and ask that it be penned. If that happens, you (the exhibitor) should put your hand up in the air so the ring helpers will know your pig is to be penned. It is up to you to walk your pig to the pen, but the ring helpers usually assist. Once the judge pens the pigs he or she likes best, the other pigs will be excused from the show ring and the penned pigs released into the show ring for a more detailed evaluation.

### Written Guides/Information Sheets

<http://extension.oregonstate.edu/catalog/4h/4-h130l.pdf>

<http://www.unce.unr.edu/4h/programs/stem/files/pdf/horseprojectsouthdakota.pdf>

[http://equineextension.colostate.edu/files/4h\\_horse\\_projects/4H\\_horse\\_project.pdf](http://equineextension.colostate.edu/files/4h_horse_projects/4H_horse_project.pdf)

### Videos

<https://www.youtube.com/watch?v=XJif22DLGII&list=PLY-aHHxCwggQUs8ILHZF1WTs7HI-OPRIm>

<https://www.youtube.com/watch?v=Vj9OwCeyPUY&list=PLY-aHHxCwggQUs8ILHZF1WTs7HI-OPRIm>

<https://www.youtube.com/watch?v=dU9Z5GW0iqU&list=PLY-aHHxCwggQUs8ILHZF1WTs7HI-OPRIm>

<https://www.youtube.com/watch?v=B74AytQSZK0&list=PLY-aHHxCwggQUs8ILHZF1WTs7HI-OPRIm>

<https://www.youtube.com/watch?v=9U7VAhfGz6I&list=PLY-aHHxCwggQUs8ILHZF1WTs7HI-OPRIm>

<https://www.youtube.com/watch?v=4SLNkWnaPls&list=PLY-aHHxCwggQUs8ILHZF1WTs7HI-OPRIm>

## **Keeping Track: Annual Project Report**

This section is used by the 4-H member to document their specific project work. Please remember to complete an Annual Project Report form for every project a member completes.

Copies of the Annual Project Report Form are available online at <http://ucanr.edu/sites/placercounty4h/files/167230.pdf> and within the 4-H Office.

Members are required to chart their progress in their Annual Report.

As a project leader, please help your youth fill in their Annual Project Report. Project Leaders may have surplus forms at each project meeting and allow youth members to fill in the form the last five to ten minutes of each project meeting. Or Project Leaders may want to send out summary descriptions for project meetings via email or Facebook.

Please remember to have youth chart their progress as they go.

Record Books may be done online with the Online Record Book or a paper copy. Please see the links below for additional information and resources.

### **Record Book Manual with Instructions**

<http://4h.ucanr.edu/files/165564.pdf>

### **Placer County 4-H Record Book Resources**

[http://ucanr.org/sites/placercounty4h/Community\\_Clubs/Resources\\_-\\_Forms/Record\\_Books/](http://ucanr.org/sites/placercounty4h/Community_Clubs/Resources_-_Forms/Record_Books/)

### **Online Record Book Resources**

<http://4h.ucanr.edu/Resources/Members/RecordBook/RBResources/>

<http://4h.ucanr.edu/files/121045.pdf>

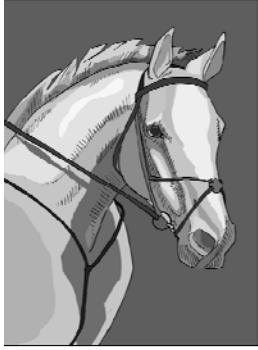
If you have any questions about the Record Book, please feel free to contact:

Jessica Trumble-Pitel

[jctrumble@ucanr.edu](mailto:jctrumble@ucanr.edu)

530 889-7393





# Horse Project

## Lesson 1: Horse Body Language

**Time:**

60 minutes

**Materials:**

- ✧ Pen or pencil, and paper for notes
- ✧ Horse Behavior Chart

**Objectives:**

- ✧ Describing common horse behaviors
- ✧ Relating horse behaviors which can affect horse handling and training

**Directions:**

1. Hold this project meeting at a horse show, riding stable, or an area where youth can observe horses exhibiting their natural behaviors.
2. Have youth members observe horses in several different settings (ie in stalls, in the ring, being groomed, in pasture).
3. Have members write down/chart the behaviors they observe. Once youth have a tally of ranging behaviors have youth work alone or together to identify what emotions are tied to the observed behaviors.
4. Once youth have completed this step, come back together as a group to discuss the behaviors charted and the emotions tied with those behaviors.
5. Additionally if time is remaining, have youth work in groups to answer the following:
  - ✧ How many different types of behavior did you see? What behavior surprised you the most?
  - ✧ Why is it important to understand how horses show their feelings? What happens if you don't understand a horse's body language?

**Developed by:**

National 4-H Council

**Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

# Horse Project

## Horse Behaviors:

Horses use body language to show people and other horses how they feel, and have many of the same emotions as humans. From the ten behaviors listed, identify the matching emotion in the second column.

- |  |                  |
|--|------------------|
| A. Nose stretched out, soft look in the eye                  | _____ Aggressive |
| B. Head dropped, ears drooped, sluggish movement             | _____ Angry      |
| C. Head lowered, quiet expression                            | _____ Tired      |
| D. Tight muscles, worried expression                         | _____ Afraid     |
| E. Ears pinned back, rapidly swishing the tail               | _____ Friendly   |
| F. Ears pricked forward and looking intently                 | _____ Nervous    |
| G. Teeth bared, ears pinned back, charging a horse or person | _____ Tense      |
| H. Looking away  | _____ Interested |
| I. Head up, ears forward, ready to run, or jumping sideways  | _____ Ignoring   |
| J. Constant fidgety movement, sweating                       | _____ Relaxed    |



# Horse Project

## Leaders Notes

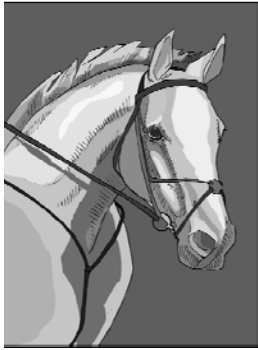
Horse Body Language - Horses use their bodies to show other horses or people how they feel. Rapidly swishing or ringing of the tail can signal anger. When a horse lowers its head, licks and makes chewing motions, it is showing readiness to cooperate. If a horse raises its head up high and pricks its ears forward, it is checking out something that it thinks may be dangerous. Horses show affection to each other by standing side-by-side facing opposite directions and scratching the other horse's withers with their teeth. A horse can tell another horse to stay away or leave. It does this by laying back its ears, opening its mouth and showing its teeth or biting, turning its rear toward the other horse and lifting a hind leg, or by kicking and charging the other horse.

## Horse Behaviors Answer Key:

Horses use body language to show people and other horses how they feel, and have many of the same emotions as humans. From the ten behaviors listed, identify the matching emotion in the second column.

- |  |                         |
|--|-------------------------|
| A. Nose stretched out, soft look in the eye                  | <u>  G  </u> Aggressive |
| B. Head dropped, ears drooped, sluggish movement             | <u>  E  </u> Angry      |
| C. Head lowered, quiet expression                            | <u>  B  </u> Tired      |
| D. Tight muscles, worried expression                         | <u>  J  </u> Afraid     |
| E. Ears pinned back, rapidly swishing the tail               | <u>  A  </u> Friendly   |
| F. Ears pricked forward and looking intently                 | <u>  I  </u> Nervous    |
| G. Teeth bared, ears pinned back, charging a horse or person | <u>  D  </u> Tense      |
| H. Looking away  | <u>  F  </u> Interested |
| I. Head up, ears forward, ready to run, or jumping sideways  | <u>  H  </u> Ignoring   |
| J. Constant fidgety movement, sweating                       | <u>  C  </u> Relaxed    |

# Horse Project



# Horse Project

## Lesson 2: Parts of a Horse

### **Time:**

60 minutes

### **Materials:**

- ✧ Pen or pencil, and paper for notes
- ✧ Horse Body Parts Chart
- ✧ Live Demonstration Horse (if possible)

### **Objectives:**

- ✧ Learning to judge horses
- ✧ Identifying different parts of a horse

### **Directions:**

1. Create a large poster of a horse and post on the wall with points that need to be labeled by youth. Give youth labels of the body parts and allow members to work together, placing labels on the poster. If there is a larger number of members, you may need to create several posters.
2. Once youth have had the opportunity to label as many parts as they can come back together as a group. As a leader, go over the correct labeling of parts through the aid of a demonstration horse and/or images. Allow youth to take notes, ask questions, and examine the different parts on the live horse.
3. Once the previous activity is completed, have members work in pairs to answer the following:
  - ✧ Why is it important to know what horse body parts are called?
  - ✧ What body parts did you know? What body parts do you still need to learn?

### **Developed by:**

National 4-H Council

### **Adapted by:**

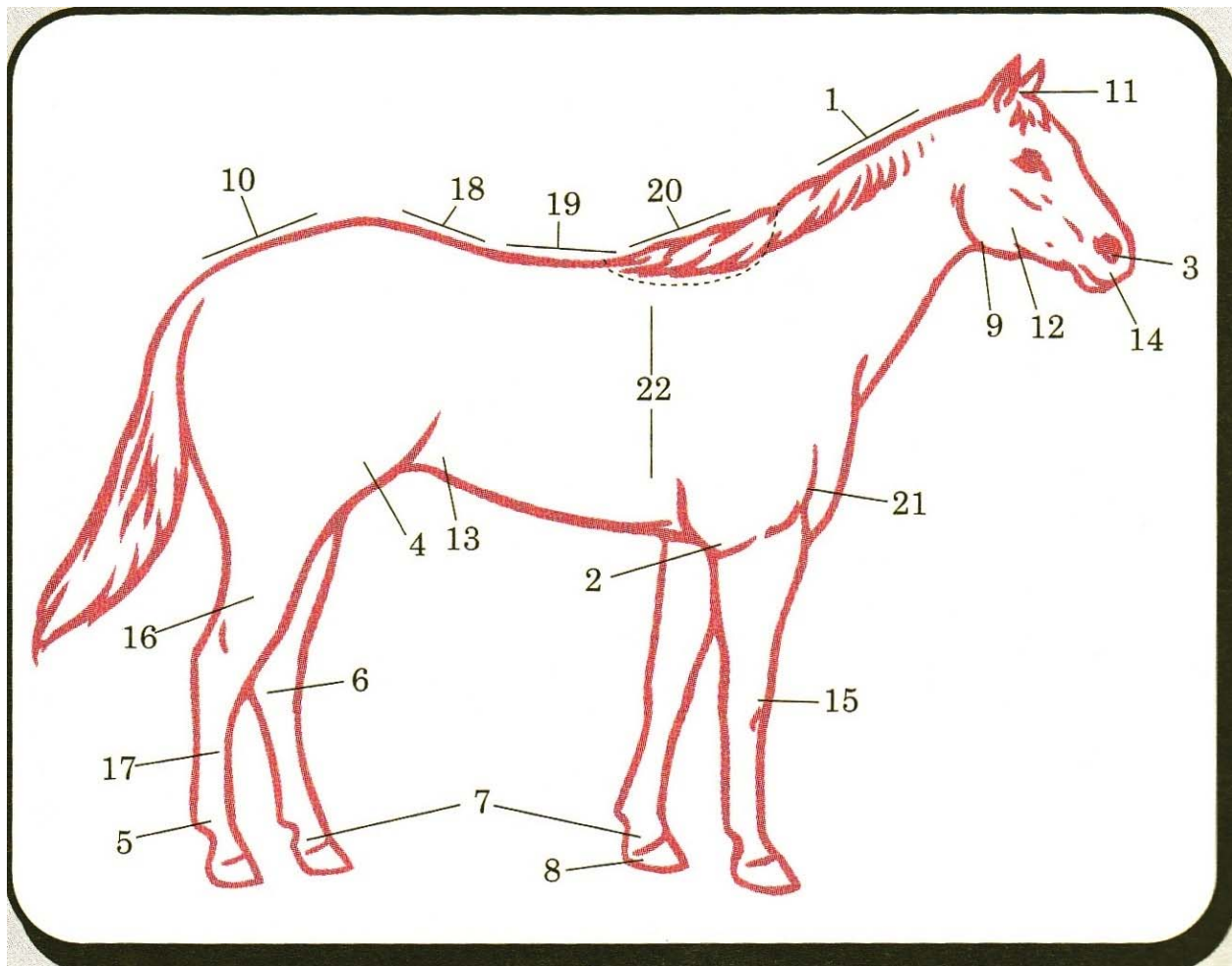
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# Horse Project

## Horse Parts:

Identify the names of the horse's body parts:

Arm	Croup	Hoof	Poll
Back	Elbow	Knee	Stifle
Barrel	Fetlock	Loin	Throatlatch
Cannon	Flank	Muzzle	Withers
Cheek	Gaskin	Nostril	
Crest	Hock	Pastern	

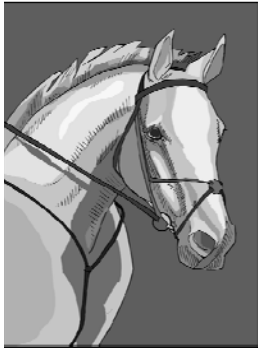


# Horse Project

## Leaders Notes

21. Arm	10. Croup	8. Hoof	11. Poll
19. Back	2. Elbow	15. Knee	4. Stifle
22. Barrel	5. Fetlock	18. Loin	9. Throatlatch
17. Cannon	13. Flank	14. Muzzle	20. Withers
12. Cheek	16. Gaskin	3. Nostril	
1. Crest	6. Hock	7. Pastern	

# Horse Project



# Horse Project

**Time:**

60 minutes

**Materials:**

- ✧ Pen or pencil, and paper for notes
- ✧ Rope (cut into lengths for each member)

**Developed by:**

National 4-H Council

**Adapted by:**

University of California  
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## Lesson 3: Knots

**Objectives:**

- ✧ Learning common knots
- ✧ Problem solving to properly complete knot tying

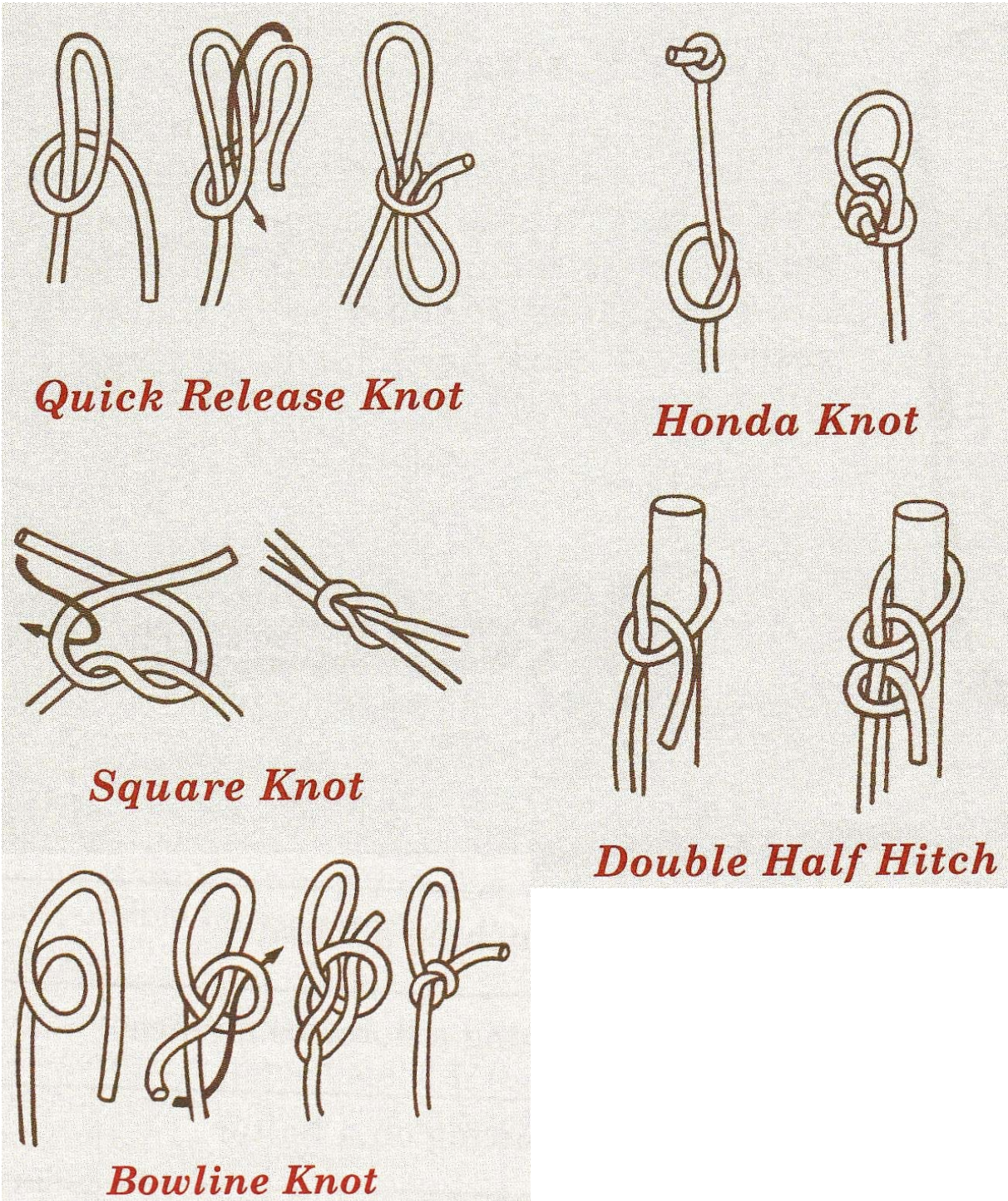
**Directions:**

1. This activity is great for youth when they can't be hands-on with their horse. It takes problem solving and patience, and as a leader, help youth navigate this task of knot tying that can be quite challenging.
2. Have youth work alone or together, whatever they prefer and feel more comfortable. Have youth start by writing down three thoughts that makes a good knot. They can discuss with others.
3. Now allow youth the time to design their own knot. Have them first do a sketch and then practice with real rope. Once youth have attempted to create their own knot. Go through the different common knots and what they are most optimal for.
4. Give additional time for youth to practice the common knots.
5. If time permits, go over the following questions as a group:
  - ✧ Describe the features that make a good knot?
  - ✧ What problem solving did you have to do to learn your knot and the common knots?

# Horse Project

## Knot Again!

Here are some knot to try:





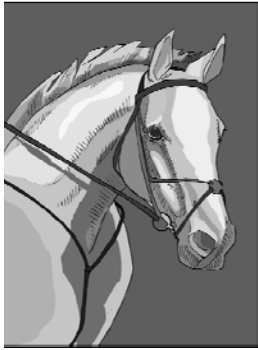
# Horse Project

## Leaders Notes

### Tying It Up:

- ✧ A good knot should be easy to tie, strong and hold firmly. If the knot is used to tie up livestock, it should be easy to undo quickly.
- ✧ Quick release knot- the standard knot used to tie an animal. It is secure, easy to learn and can be released quickly.
- ✧ Bowline knot- forms a loop that will not tighten when pulled.
- ✧ Double half hitch knot- quick and easy to tie but acts like a slip knot.
- ✧ Honda knot- forms a small loop at one end for the other end to pass through, creating a lasso.
- ✧ Square knot- can join two pieces of rope together to make a longer rope, or join two ends of one rope together to make a loop.

# Horse Project



# Horse Project

## Lesson 4: Horse Safety

### **Time:**

60 minutes

### **Materials:**

- ✧ Pen or pencil, and paper for notes
- ✧ Horse Safety Chart

### **Objectives:**

- ✧ Learning safe practices when working with horses
- ✧ Having personal safety with horses

### **Directions:**

1. Have members get into partners, and have each role-play the following situations listed on the chart. One youth should be the handler and the other a horse and vice versa (allow them to role-play what they think it should be/good test of knowledge learned for leader).
2. After youth have all had the opportunity to play out all the situations, come back together and go over the safety rules for each situation. Have youth fill in their charts and keep with them for future reference.
3. Then have youth get into groups to discuss the following:
  - ✧ What horse safety rules did you practice? How did role-playing help you practice horse safety?
  - ✧ Why is it important to know the characteristics of a horse in order to practice good horse safety?
  - ✧ What will you do to be safer when around horses?

### **Developed by:**

National 4-H Council

### **Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

# Horse Project

<b>Situations to Role-play</b>	<b>Safety Rules</b>
Catching a horse:	
Tying a horse to a fence:	
Putting on a halter:	
Leading a horse:	
Grooming the mane and tail:	
Picking up a horse's foot:	
Praising a horse:	
Reprimanding a horse:	

# Horse Project

## Leaders Notes: Horse Safety

### Approaching a Horse

Approach a horse near its shoulder so it can see you. Avoid its blind area (directly behind the horse's backside). Touch its shoulder with the back of your hand while speaking softly. Then with the palm of your hand, gently and firmly stroke the horse's neck and shoulder, rather than patting, slapping or touching it so lightly it's like tickling.

### Haltering a Horse

Slip the lead rope of the halter around its neck so you can hold the horse it starts to move away. Keep talking slowly and soothingly to the horse. Unbuckle the halter and hold the halter for the horse to put its head into. Fasten the throat latch.

### Combining the Mane and Tail

Talk to the horse to let it know you're there. Stand to its side to groom its tail so you won't be kicked. Never stand directly behind a horse.

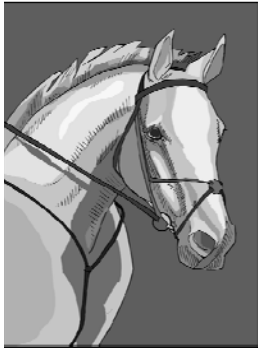
### Tying a Horse

Tie your horse a safe distance away from other horses so they can't fight. Tie the lead rope in a quick-release knot that can be untied in a second if there's an emergency. Tie the horse's head at eye level with about 15" to 18" of lead rope so it can move around but it can't eat or get its foot over the lead rope, possibly hurting itself.

### Biting and Kicking

Biting and kicking cannot be tolerated. If a horse bites you or at you, correct it immediately. If the horse is not reprimanded within a few seconds of biting, it doesn't remember why. Also within seconds of reprimanding the horse, find something good for which to stroke and praise it so it isn't left in shame or learns to fear you.

# Horse Project



# Horse Project

## Lesson 5: Horse Health

### **Time:**

60 minutes

### **Materials:**

- ✧ Pen or pencil, and paper for notes
- ✧ Horse Examination Chart
- ✧ Live Horse (if possible)

### **Objectives:**

- ✧ Assessing horse health
- ✧ Knowing how to check and mitigate horse health

### **Directions:**

1. As a project leader go over the Horse Examination Chart. Inform members how to fill in the chart and the characteristics they will be gaining data on. Preferably, several horses will be available during the project meeting for observation. If not, allow members to observe other horses and report back at the next meeting.
2. Additionally, make sure to go over common diseases or other health issues that arise in horses. Youth members need to be able to identify illness, but also how to treat illness once identified.
3. Allow youth to observe horses and fill in chart.
4. After everyone has had time to ask questions, observe, and fill in data on their chart bring everyone back together to discuss the following:
  - ✧ Why is it important to know signs of sickness in your horse?
  - ✧ What decisions do you have to make about your horse's health?
  - ✧ What health problems have you observed in horses?

\*This lesson make be a longer project meeting or can be broken up into two meetings.

### **Developed by:**

National 4-H Council

### **Adapted by:**

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# Horse Project

## Horse Health Chart

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

Date: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Weight: \_\_\_\_\_

Vaccinations: \_\_\_\_\_

Deworming: \_\_\_\_\_

Temperature: \_\_\_\_\_ Heart Rate: \_\_\_\_\_

Respiration rate: \_\_\_\_\_

Reproductive history: \_\_\_\_\_

Farrier work: \_\_\_\_\_

Attitude: \_\_\_\_\_

Appetite: \_\_\_\_\_

Behavior: \_\_\_\_\_

Gait and movement: \_\_\_\_\_

Stance/posture: \_\_\_\_\_

Voice/Sounds: \_\_\_\_\_

Body condition: \_\_\_\_\_

Mucous membranes: \_\_\_\_\_

Skin and coat: \_\_\_\_\_

Eyes: \_\_\_\_\_

Ears: \_\_\_\_\_

Teeth: \_\_\_\_\_

Hooves: \_\_\_\_\_

Manure: \_\_\_\_\_



# Horse Project

## Leaders Notes:

### Daily Horse Check Up

It's very important to check your horse's health every day! Once you learn how your horse acts and looks when it is healthy, it will be easier to tell when your horse is sick. An alert owner can detect early signs of founder, colic, flu and many other diseases. Simple things like appetite and manure production can give clues about how your horse feels. The earlier an illness is found, the sooner the horse can get help. Be sure to contact your veterinarian if you ever have any questions about your horse's health.

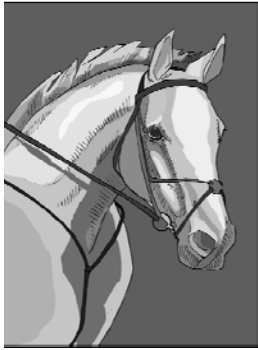
### Normal Resting Vital Signs:

- ✧ Temperature: 99.5 – 101.5 F
- ✧ Heart rate = 28 - 40 beats per minute
- ✧ Respiration rate = 8 - 20 breaths per minute

### Common Health Problems

Colic	Founder
Pneumonia	Capped hock
Thrush	Ringworm
Pinkeye	Twisted intestine
Chills	Rough hair coat
Cough	Scours

# Horse Project



# Horse Project

## Lesson 6: Horseshow Patterns

### **Time:**

60 minutes

### **Materials:**

- ✧ Pen or pencil, and paper for notes
- ✧ Arena or large area to practice patterns
- ✧ Markers (cones)
- ✧ Horses (if possible)

### **Developed by:**

National 4-H Council

### **Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

### **Objectives:**

- ✧ Memorizing show patterns
- ✧ Practicing show patterns with horse

### **Directions:**

Directions:

1. Have youth get into groups and allow time for them to create a pattern. With the creation of the pattern youth need to draw out the pattern on paper, be able to describe the pattern, and run through the pattern with no horses first. Once these steps are completed, give youth time to share their pattern with the rest of the group.
2. After everyone has had the opportunity to demonstrate the pattern they created. Set-up pattern stations, for the leader to determine, and to regulate how many youth and horses can be going through the stations at once. Make sure to have additional adult volunteers to assist in this project meeting.
3. Leaders may also choose to hand out sheets with the patterns for the stations to youth, but encourage youth to not continually look at the visual patterns since they will need to be able to memorize the patterns.
4. If there is additional time come back together and discuss as a group the following:
  - ✧ What was the most fun part of this activity?
  - ✧ What do you need to know before riding any pattern?
  - ✧ What other patterns are common to working with horses?

\*This lesson make be a longer project meeting or can be broken up into two meetings.

# Horse Project

## Leaders Notes:

### Patterns

Many horses and breed association manuals devote several pages to patterns. Sample patterns can be found in sections about showing in hand, and in Western, dressage and English classes.

Patterns are primarily completed in the three main gaits: walk, trot/jog, canter/lope, but they may also call for an extended trot or a hand gallop, as well as halts and turns.

At higher levels of pattern riding, patterns are called "tests" and require and excellent performance by both the rider and horse. Exhibitors are asked to face the wall in some cases so they cannot watch the performers who precede them.