

Kansas 4-H Horse Standard of Excellence

ACHIEVEMENT LEVEL II

Intermediate Horseman Application

Participant's Name:

Address:

County:

Knowledge Test (\$5)

Online

Hard Copy

Horsemanship Skill Test (\$5)

Make checks payable to Kansas 4-H
Foundation; send to 201 Umberger,
Manhattan, KS 66506-3404.

This certifies that _____ has completed the
leadership requirements for Level I of the 4-H Horse Project.

(Participant Signature)

(Parent/Guardian Signature)

(County/District Agent Signature)

Office Use Only (below)

Exam Date:

Score:

Paid

Horsemanship Skill Test Date:

Score

Paid

Level I Certification Date: _

State Authorization for Advancement: (4-H Extension Specialist-Horses)
(Signature)

Kansas 4-H Horse Standard of Excellence Achievement Level II

General

The Kansas 4-H Horse Standard of Excellence consists of four achievement levels (I, II, III, IV), each of which contains three sections: knowledge, leadership, and horsemanship skill attainment. Once participants successfully pass the required sections, they will receive certification of achievements and be granted the right to advance to the next level. Participants that fail either the written exam, or skill test, can retake the exam at any time.

Horse Project members must pass the written and leadership requirements prior to taking the skills test. Members that start the project without completing the skill section can later complete that section. However, they cannot enter a higher level skill section without going back and completing skill sections previously skipped (e.g. A member who has completed Achievement Level III knowledge exam must complete Achievement Level I and II skill tests before taking the Achievement Level III skill test).

A **Horse Project Member** will be defined as a member who wishes to be eligible to fully participate in the project, including all classes at the district and state level. A **Horseless Horse Project Member** will be defined as a member that does not have access to a horse and can compete in judging and other panorama activities that do not require achievement level testing.

District and State Contests and Show Participation

Intermediate (ages 10 to 13) youth who wish to participate at the District and/or State horse show must have successfully met the requirements of all three sections of Achievement Level I prior to the entry deadlines for their District show. Showmanship and Halter class participants must pass the first two sections of Achievement Level I, plus the Groundwork portion of the skill test prior to their District qualifying 4-H Horse Show entry deadline.

Senior (ages 14 to 18) youth who wish to participate in the District and/or State horse show must complete all three sections of Achievement Level II prior to the entry deadline for their District show. Showmanship and Halter class participants must pass the first two sections of Achievement Level II, plus the Groundwork portion of the Level I skill test prior to their District qualifying 4-H Horse Show entry deadline. Senior youth who wish to participate in the 2-year-old snaffle bit futurity and the 3-year-old futurity projects must be Achievement Level II certified prior to the May 1 nomination deadline.

Expectations/Goals

By completing Achievement Level II of the Horse Standard of Excellence, participants will acquire knowledge about horses, learn the importance of leadership activities in the horse project, and learn horsemanship skills necessary for safe and enjoyable riding. The following list outlines the three parts of the program and what will be accomplished in each section.

<u>KNOWLEDGE</u> <ul style="list-style-type: none"> ■ Conformation ■ Skeletal structure ■ Tack ■ Basic health care ■ Basic nutrition and digestive function ■ Basic reproductive anatomy ■ First aid and hauling safety 	<u>LEADERSHIP AND EDUCATIONAL ACTIVITIES</u> <ul style="list-style-type: none"> ■ One leadership/community service activity ■ Two horse-related educational activities ■ Provide leadership for one horse activity/learning session
	<u>HORSEMANSHIP SKILLS</u> <ul style="list-style-type: none"> ■ Improve upon horsemanship skills learned in Achievement Level I

Procedures

The process for completion of Achievement Level II requirements are as follows:

1. Use subject matter worksheets to prepare for the Achievement Level II knowledge exam.
2. Complete Leadership requirements found in Section II.
3. Fill out front page (Application), including required signatures.
4. Send Application and appropriate fees to: State 4-H Office, 201 Umberger Hall, Manhattan KS 66506-3404. Make checks payable to the Kansas 4-H Foundation.
5. Complete the knowledge test online or send the Application page to the state 4-H office to request the knowledge exam to be completed under supervision of county agent and/or project leader. Exam should be returned in envelope provided.
6. After successfully completing the knowledge test, online or hard copy, the participant or the local K-State Research and Extension office should download the skill test and scoresheet from the the State 4-H Web site, or copy from the Study Guide and present to the skill test evaluator.
7. To schedule a skill test, obtain a list of certified evaluators in your area from your local K-State Research and Extension office.
- 8 Send completed skill tests to the State 4-H office for processing.

** Puzzles and illustrations courtesy of North Central Region Horse Project Activity Guide.

REFERENCE MATERIAL

- National 4-H Council. 2000. *Horse Science and Horses and Horsemanship*. 4-H Sourcebook Catalog.
- Kansas 4-H Horse Show Rule Book* (S133). Kansas Cooperative Extension Service.
- Arns, M. J. *Kansas Youth Horse Judging Manual*. Kansas Cooperative Extension Service.
(www.oznet.ksu.edu/pr_eyas/horseman.pdf)
- American Youth Horse Council. 1993. *Horse Industry Handbook – A Guide to Equine Care and Management*.
Lexington, KY: AYHC.
- Wood, C. H., A. Griffin, A. Parker. 1997. *Youth Leader's Manual – A Resource for Equine Educational Activities*.
Lexington, KY: American Youth Horse Council.
- Evans, J. W., A. Borton, H. F. Hintz, L. D. Van Vleck. 1990. *The Horse*. New York: W. H. Freeman and Co.

*** Note: These references should provide the information necessary to complete Level I material. This is by no means a complete list. There are many other resources available that would provide similar information. Breed association literature, local trainers and your veterinarian are other valuable sources of information.

PROJECT MATERIAL UPDATED BY:

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Kansas State University Agricultural Experiment Station and Cooperative Extension Service

MG56

May 2007

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Section I – Study Guide

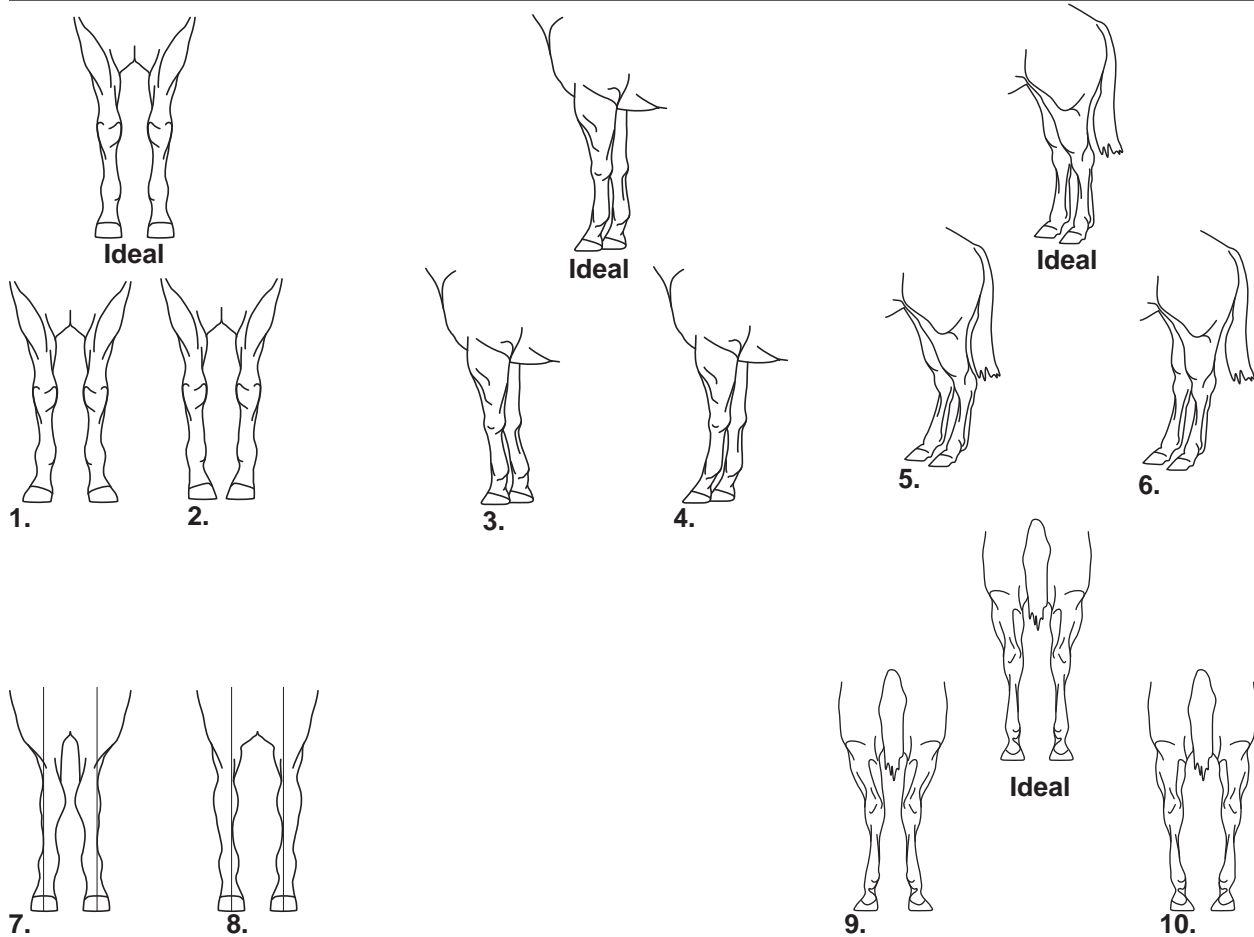
Subject Matter Achievement Level II

Conformation Appraisal

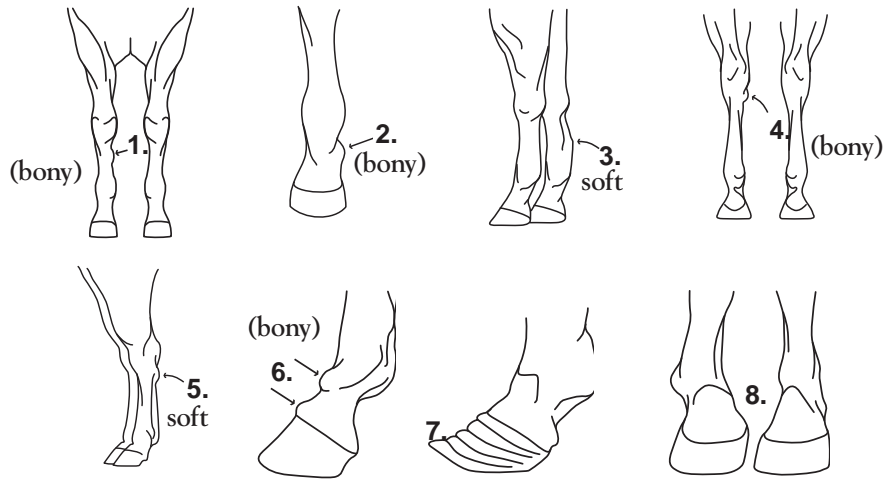
SKELETAL STRUCTURE

I. Deviations in bone alignment can be sources of stress that can lead to unsoundnesses in horses. Identify each of the conformational faults illustrated in the diagrams below.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



II. Deviations in leg structure can influence the way the horse travels. Draw the expected foot fall patterns for a horse that stands correct on his/her legs, one that stands splay footed, and one that stands pigeon toed.



III. Identify each of the blemishes or unsoundnesses illustrated above.

1.
2.
3.
4.
5.
6.
7.
8.

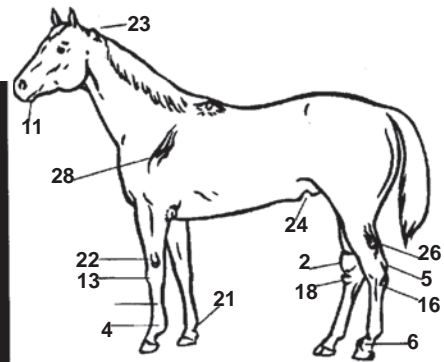
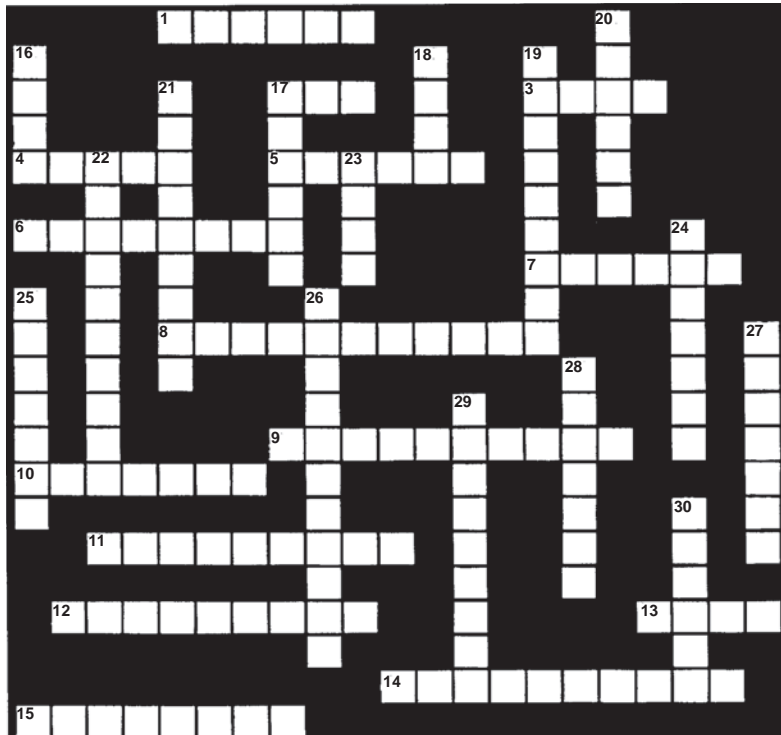
V. Complete the following crossword puzzle that deals with blemish/unsoundness location.

Across

1. Another term for overshot jaw (_____ mouthed).
3. An inflamed thickening and discoloration of the sole, due to rubbing of the shoe on the underlying sole.
4. Enlarged flexor tendons behind the cannon bone, due to inflammation.
5. An enlargement at the point of the hock.
6. New bony growth occurring on the pastern joint or at the coronet band (low or high).
7. Chronic pulmonary emphysema, indicated by the horse having difficulty forcing air out of the lungs.
8. Inflammation of the growth plate of the long bones in young horses.
9. When the heels of the foot are pulled together and the frog is narrower than normal.
10. Arthritic condition in which swelling occurs slightly above or below the ankle joint.
11. When the lower jaw is longer than the upper jaw.
12. Overeating grain, a retained placenta, lush pastures and concussion on hard ground can cause this.
13. When the knees are sprung forward (_____ at the knees).
14. Sudden, spasmodic, involuntary jerking resulting in an exaggerated lifting and forward motion of the hock.
15. A muscle condition that occurs when the horse is overworked following a period of extended rest.
17. Swelling at the front of the hock (_____ spavin).

Down

16. An enlargement on the rear of the cannon bone immediately below the hock.
17. An enlargement on the front of the cannon bone between the knee and fetlock joint (_____ shin).
18. A bony enlargement that appears on the inside and front of the hind legs below the hock (_____ spavin).
19. Dermatitis at the back of the fetlock joint, most frequently on the hind legs.
20. A bacterial infection of the frog.
21. Calcification of the lateral cartilage immediately above and toward the rear quarter of the hoof head.
22. Soft, fluid-filled enlargements that are commonly found on knees, canons and fetlocks.
23. An inflammation and infection of the poll (_____ evil).
24. The protrusions of any internal organ through the wall of its containing cavity.
25. Deep-seated running sore seen at the coronet band.
26. A soft, fluid-filled enlargement in the hollow of the hock that can be pushed through from side to side.
27. Bony growth occurring on the inside of the cannon bone, usually found on the front legs.
28. Atrophy of the muscles of the shoulder due to paralysis of the suprascapular nerve.
29. Inflammation of the navicular bone and bursa of the front foot (_____ syndrome).
30. Condition caused by penetration of the protective covering of the hoof by small pieces of gravel or dirt.



Adapted from North Central Regional Publication

Preventative Health

VITAL SIGNS

Knowing a horse's normal vital signs, and how they are determined, can be important in detecting problems early in their onset. This may be important in limiting how sick the horse actually becomes, as producers will be able to alter the care of the horse to limit further stress, and will be able to contact their veterinarian if it is necessary. Complete the following table for a mature horse.

Resting Heart Rate
Resting Respiration Rate
What is the mucous membrane color (gums)?
If hydration status is normal, how long should the skin remain "stuck?"
Capillary re-fill time in healthy animals occurs how fast?

COMMON ILLNESSES

The following table contains a list of common illnesses that inflict horses. Complete the table in regards to determining if the illnesses are contagious or not, and list their cause in general terms.

Illness	Contagious? (Y/N)	Cause	Vaccination (Y/N)
Colic			
Distemper (Strangles)			
West Nile Virus			
Founder			
Influenza			
Sleeping Sickness (Encephalomyelitis)			
Potomac Horse Fever			
Rhinopneumonitis			
Tetanus			

PARASITE MANAGEMENT

For each of the parasites listed, indicate whether or not they are internal or external.

Parasite	Internal or External
Ascarides (roundworms)	
Bots	
Pin Worms	
Barn Flies	
Mange	
Strongyles	
Stomach Worms	
Ticks	
Lice	
Tapeworms	
Mosquitos/gnats	

Nutritional Management of Horses

DIGESTIVE PHYSIOLOGY

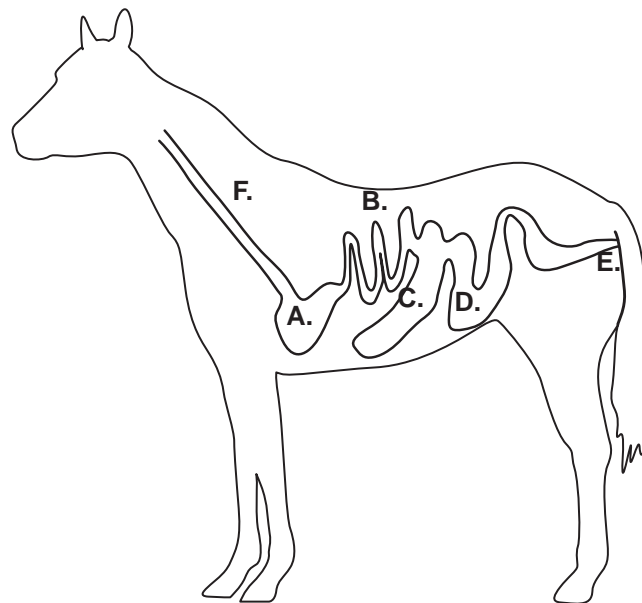
Part I

Identify the parts of the digestive tract labeled in the illustration.

- | | |
|----|----|
| A. | B. |
| C. | D. |
| E. | F. |

Word Choices:

- Cecum
- Esophagus
- Large Intestine
- Small Intestine
- Stomach
- Rectum (Anus)



Part II

The following material is designed to reinforce the participant's understanding of the digestive physiology of the horse, and to take this understanding and apply it to the feeding management of horses. Use the word list provided at the bottom of the next page to help you fill in the blanks.

Horses are considered monogastric _____, as they evolved as an animal that does not have a rumen, but were designed to take in large amounts of forage over long periods of time. The horse's stomach is classified as _____, and is similar to what is found in humans and swine. The relative stomach capacity of horses is considered to be _____, and is an important management consideration for horses that require large amounts of feed. Another important consideration regarding the equine stomach, is that the direction of feed passage is considered _____, as horses cannot regurgitate feed like other species. This becomes important in that any substance consumed by the horse will traverse the entire tract, and can be _____ from the tract. This is the reason horsemen are encouraged to limit their horse's exposure to feeds containing any type of _____ or _____.

The next segment of the digestive tract, after the stomach, is the _____. It is considered the major site of _____ for most of the nutrients. The passage rate through this segment is relatively fast in the horse and necessitates that horses receive feeds that are readily digestible. The digestibility of most cereal grains is _____ if they are processed, although horses can do well on feeds containing whole grains.

The next portion of the digestive tract in the horse is the _____. It is often referred to as a fermentation vat due to the presence of microbes. This segment of the tract is similar to the ruminant's rumen, and may actually contain a similar microbe population, depending on the diets fed. This segment of the tract is important in the horse, as _____ is digested here and results in the formation of _____ that are absorbed by the horse and used as a source of energy. From a management standpoint, this portion of the tract is important, in that if the system is overloaded by _____, which are the major sources of energy in traditional grain mixes, this can lead to excess fermentation, which can result in _____. To reduce the chances of this occurring, producers should limit the amount of _____ fed at any one feeding. For horses requiring a high energy intake, it may be safer to feed these animals _____ to _____ times per day. In addition, horses that require large amounts of energy, such as lactating mares and high intensity performance horses, a diet high in _____ may be advantageous, as it contains _____ times the amount of energy as _____. This difference would result in less feed being fed, and lower amounts of _____ in the total diet, which should lower the chance of digestive disease in these horses.

The type of digestive system in the horse dictates that _____ make up the basis of the equine diet, and cereal grains only be used to meet specific requirements. The minimum daily amount of _____ in the diet should be no less than _____% of the horse's body weight. Often, horses that require large amounts of energy will not be able to consume this amount and may actually be fed at _____% of body weight. Whenever possible, ad libitum amounts should be fed, as again this is how the horse evolved. The exception to this rule is in the case of obese horses, whose diets would have to be restricted for the health of this type of animal. Horses that receive adequate _____ in the diet will have healthier tracts as this helps maintain gastrointestinal motility, which helps maintain flow of digestion through the tract. Inadequate flow can result in impaction, which is another common cause of colic in horses. In addition to _____, all horses require _____ in their diet in order to survive. This is an important point to remember when evaluating diets – there are only two “feeds” that are required to sustain the life of all horses. The additional “feeds” that can be fed, may ensure adequate nutrient intakes, but they are not required for the life of the animal (horse).

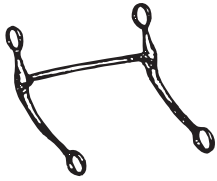
WORD LIST (numbers in parentheses indicate times used)

water	grain	two
roughage	colic	one
herbivores	three	carbohydrates (2)
0.75	fiber (2)	fat
volatile fatty acids	simple	forage (2)
cecum	small	absorbed
2.5	increased	one-way
absorption	weed	mold
small intestine	starches	

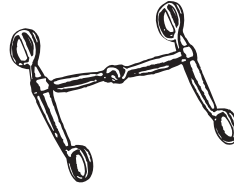
Tack

II. Identify each of the following bits.

- | | | |
|-------------------|-------------------------------|-----------------------------|
| 1. Pelham | 6. Tom Thumb "snaffle" | 11. Curb with mullen mouth |
| 2. Kimberwick | 7. Gag snaffle | 12. Snaffle with slow twist |
| 3. D-ring snaffle | 8. Twisted wire snaffle | 13. Mechanical hackamore |
| 4. O-ring snaffle | 9. Curb with donut mouthpiece | |
| 5. Grazing bit | 10. Curb with high port | |



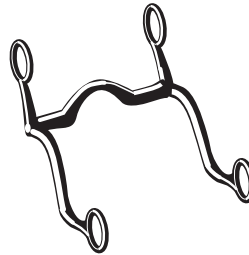




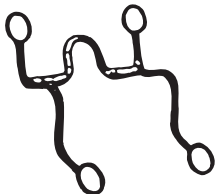


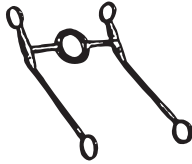




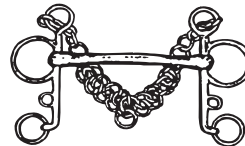














III. Describe the basic difference between how a curb bit works and how a snaffle bit works.

IV. Which of the bits illustrated above are illegal for western horses shown in non-speed events?

Reproductive Anatomy

REPRODUCTIVE TRACT OF THE MARE

Identify the parts of the reproductive tract of the mare identified in the picture below.

A.

B.

C.

D.

E.

F.

WORD LIST

Ovary

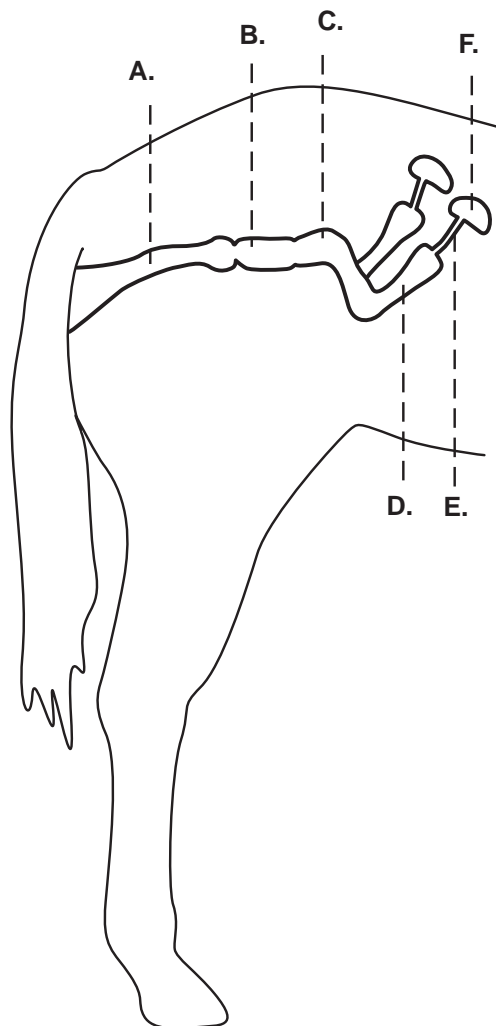
Vagina

Oviduct

Cervix

Uterine Horn

Uterus



REPRODUCTIVE TRACT OF THE STALLION

Identify the parts of the reproductive tract of the stallion identified in the picture below.
A.
B.
C.
D.
E.
F.
G.

WORD LIST

Scrotum

Sheath

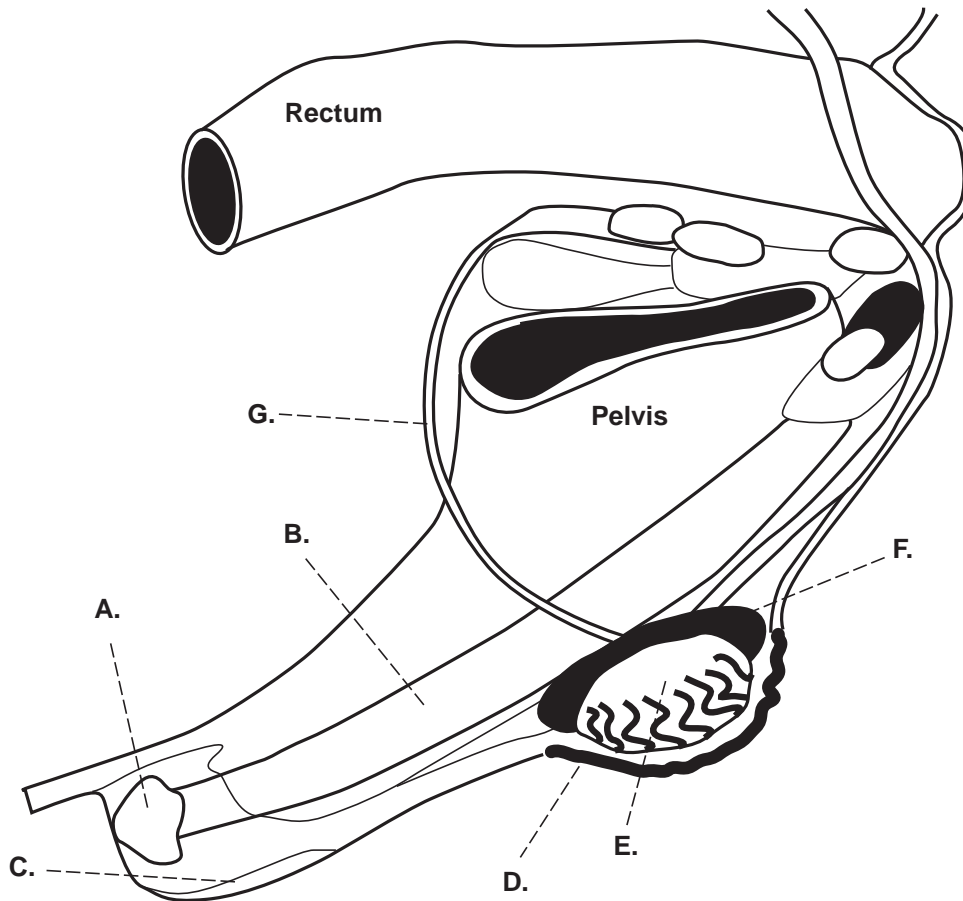
Glans Penis

Testicle

Vas Deferens

Penis

Epididymis



Ethics and the 4-H Horse Program

Ethics. The dictionary describes ethics as a set of moral principles or values. Your own ethics help you make decisions everyday. You most likely believe that you should not steal. You believe it is wrong and so you don't do it. That is an ethical decision. However, there are some decisions that may not seem to be as straightforward as not stealing.

In the horse project there are few questions you can ask yourself to determine whether an action or practice is ethical. Those questions include:

- A. Does the action provide a competitive advantage by misrepresenting my horse?
- B. Does the action require that I break the rules?
- C. Would someone outside the horse project find fault in the practice?
- D. Do I have to lie about the action?

If you answer yes to any of these questions, there is likely something wrong (unethical) about the action. Those actions or practices have no place in the 4-H program.

The following examples are situations you might encounter in the horse project. Determine whether the example is ethical based on the questions above. If you answer "no" to each of the questions, mark that example as ethical. If it is not ethical, identify which question it violates.

1. Your Western Pleasure horse would be even better if you gave it a tranquilizer before going into the ring.

2. Your mare foals on December 28, about a week early. You wanted an early January foal so you go ahead and register him as born on January 3.

3. Your 2-year-old moves really nice but carries his tail high and doesn't place well in the snaffle-bit class. Your trainer suggests you have the tail deadened.

4. Your best Hunter-Under-Saddle horse's feet are sore the day before the show. Your dad gives it a pain killer and you take your other horse to the show.

5. On June 20, a trainer offers to sell you a really good pleasure horse. He looks very similar to your other horse you turned ID papers in on. You decide to take the new horse to the district show.

Traveling With Your Horse

FIRST-AID KITS

When traveling with your horse, it is important to have a first-aid kit handy in case of an emergency. With the supplies in this kit, you can provide basic treatment for your horse until a veterinarian can arrive.

What basic supplies should you pack in your First-Aid kit?

SAFELY HAULING YOUR HORSE

Several factors contribute to your horse arriving safely at your destination. Use a trailer that provides for the comfort and safety of your horse. Prepare your horse for the trip before leaving.

Listed below are some keys to hauling your horse safely. After each term, explain why it is important to safely hauling your horse.

Strong Floor Material
Rubber Mat
Butt Bar
Good Ventilation
Quick-release Knot
Tail Wraps
Leg Wraps

Section II Leadership Level II

Participants enrolled in Achievement Level II are required to participate in at least one 4-H, school, church or community event annually. This event should reflect volunteerism to support his or her club, church or community. In addition, Achievement Level II participants are required to participate/attend two educational sessions in the past year, and provide leadership for one Achievement Level I activity/learning session. These events can include, but are not limited to, quiz bowl, hippology, public speaking, demonstrations, horse judging, KSU Horseman's Conference, local clinics, etc.

Club, Church or Community Service (to be completed within last calendar year):

	Date	Service	Participant Signature	Leader/Parent Signature
1.				
2.				
3.				
4.				
5.				

Educational Event:

	Date	Event	Participant Signature	Leader/Parent Signature
1.				
2.				
3.				
4.				
5.				

Achievement Level I Leadership Event:

	Date	Event	Participant Signature	Leader/Parent Signature
1.				
2.				
3.				
4.				
5.				

Participant Signature

Parent/Guardian Signature

County Agent Signature

Level II Skill Test Scoresheet - Horsemanship Pattern A

Name:	County:
Address:	Date:
State Approval:	

PATTERN WORK

Maneuver	Points	Comments
Walk straight line (3)		
Walk-Jog transition (3)		
Jog straight line (4)		
Jog right circle (5)		
Jog straight line (5)		
Jog-lope transition (5)		
Lope left circle (5)		
Lope-jog transition (5)		
Jog straight line (4)		
Stop (5)		
Back (5)		
Subtotal (50)		

HORSEMANSHIP POSITION

Walk:	Hands (2)		
	Seat (3)		
	Legs (2)		
	Balance (3)		
Jog:	Hands (5)		
	Seat (5)		
	Legs (5)		
	Balance (5)		
Lope:	Hands (5)		
	Seat (5)		
	Legs (5)		
	Balance (5)		
Subtotal (50)			
EXAM TOTAL (100)			

(Note: For Hunter Under Saddle/Saddle Seat replace jog with posting trot and lope with canter.)

Office Use	
Evaluator's Name:	
Address:	Phone:

Level II Skill Test Scoresheet - Horsemanship Pattern B

Name:	County:
Address:	Date:
State Approval:	

PATTERN WORK

Maneuver	Points	Comments
Walk to center (2)		
Walk-Jog transition (3)		
Jog left circle (5)		
Jog-lope transition (3)		
Lope larger left circle (5)		
Lope-jog transition (3)		
Jog right circle (5)		
Jog-lope transition (3)		
Jog end of arena/straight line (3)		
Stop (5)		
Back (5)		
Subtotal (50)		

HORSEMANSHIP POSITION

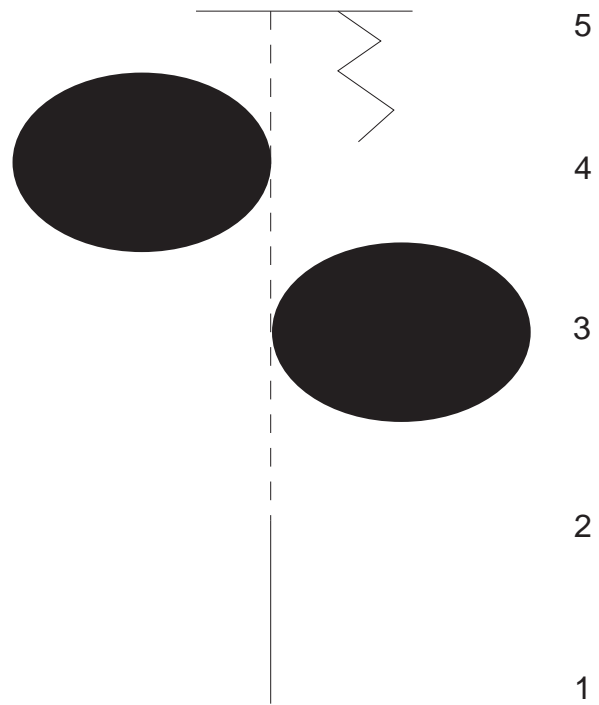
Walk:	Hands (2)		
	Seat (3)		
	Legs (2)		
	Balance (3)		
Jog:	Hands (5)		
	Seat (5)		
	Legs (5)		
	Balance (5)		
Lope:	Hands (5)		
	Seat (5)		
	Legs (5)		
	Balance (5)		
Subtotal (50)			
EXAM TOTAL (100)			

(Note: For Hunter Under Saddle/Saddle Seat replace jog with posting trot and lope with canter.)

Office Use	
Evaluator's Name:	
Address:	Phone:

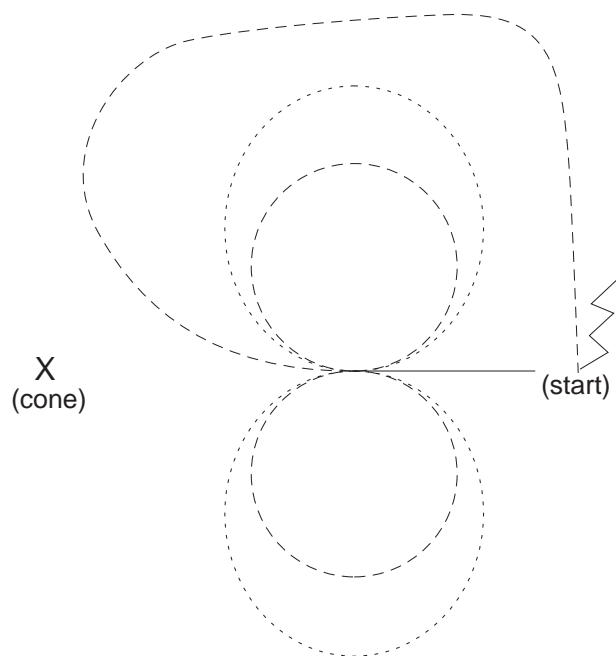
Level II Pattern – Option A

From cone (1), walk straight line. When in line with cone (2), pick up jog and proceed in straight line until in line with cone (3). At cone (3), continue to jog and do a circle to the right. Upon closing of circle, continue jogging and proceed in a straight line until in line with cone (4). At cone (4), pick up a left lead and lope a circle to the left. Upon closing circle, break down to a jog and proceed in a straight line until even with cone (5). At cone (5), stop and back. Wait for instructions from evaluator.



Level II Pattern - Option B

Walk to center, of arena, even with cone. At center, pick up a jog and jog a circle to the left. Close circle at center and pick up lope. Lope a larger circle to the left on the left lead. Close circle at center and drop to a jog. Jog a circle to the right. Close at center and pick up a lope. Lope a larger circle to the right in the right lead. Close circle at center and drop to a jog. Jog around end of arena to the cone. Stop and Back.



Pattern Work

50 points, note point range reflective of pattern differences

- A. Walk Straight Line (2 to 3 points) – walk should have forward momentum and be straight as indicated by pattern.
- Faults
1. Crooked ($-\frac{1}{2}$)
 2. Break of gait ($-\frac{1}{2}$ each break)
- B. Transition (3 points) – transitions should be crisp (on command, fluid) and at the point indicated by pattern.
- Faults
1. Unwilling response by horse ($-\frac{1}{2}$)
 2. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)
- C. Jog/Trot Straight Line (4 to 5 points) – jog/trot should be a true two-beat gait with horse traveling at proper speed for size and conformation. Horse should display proper frame and collection.
- Faults
1. Crooked ($-\frac{1}{2}$)
 2. Break of gait ($-\frac{1}{2}$ each break)
 3. Failure to maintain collected frame & impulsion ($-\frac{1}{2}$)
 4. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)
- D. Jog/Trot Circles (5 points) – circles should be round and uniform with body on proper arc from tail to poll. Circle should begin and end at point indicated by pattern
- Faults
1. Failure to use cone/pattern ($-\frac{1}{2}$ each occurrence)
 2. Failure to maintain proper arc ($-\frac{1}{2}$ for each quarter circle, -2 maximum)
 3. Break of gait ($-\frac{1}{2}$ each break)
 4. Unwilling response to rider ($-\frac{1}{2}$)
 5. Failure to maintain collected frame & impulsion ($-\frac{1}{2}$)
 6. Failure to be on the correct diagonal ($-\frac{1}{2}$ per quarter)
 7. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)
- E. Lope/Canter Circles (5 points) – circles should be round and uniform and horse should travel on correct lead with a three-beat gait. Circles should begin and end at point indicated by pattern.
- Faults
1. Failure to use cone/pattern ($-\frac{1}{2}$ each occurrence)
 2. Failure to maintain proper arc ($-\frac{1}{2}$ for each quarter circle, -2 maximum)
 3. Break of gait ($-\frac{1}{2}$ each break)
 4. Unwilling response to rider ($-\frac{1}{2}$)
 5. Wrong Lead ($-\frac{1}{2}$ each quarter)
 6. Failure to maintain collected frame & impulsion ($-\frac{1}{2}$)
 7. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)

F. Stop (5) – performed at site designated by pattern. Horse should stop square without hesitation or refusal.

Faults

1. Lack of response ($-\frac{1}{2}$)
2. Resisting rider ($-\frac{1}{2}$)
3. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)

G. Back (5) – the back should reflect a willing gait performed in a straight line.

Faults

1. Lack of response ($-\frac{1}{2}$)
2. Resisting rider ($-\frac{1}{2}$)
3. Crooked ($-\frac{1}{2}$)
4. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)

Horsemanship Position

(50 points)

Walk

- Hands (2)
- Seat (3)
- Legs (2)
- Upper body/Balance (3)

Jog

- Hands (5)
- Seat (5)
- Legs (5)
- Upper body/Balance (5)

Lope

- Hands (5)
- Seat (5)
- Legs (5)
- Upper body/Balance (5)

For each of the gaits, the following will be evaluated. The point differences between the gaits reflect the “increased difficulty” of maintaining proper position as the horse increases speed.

- A. Hands – The hands should remain light and sensitive, and in a position to be effective. The hands should form a straight line with the rider’s elbow and the horse’s mouth. Hands located too high or too low are not effective and do not present the rider in a professional manner. Likewise, heavy abusive hands are not desired if one is going to develop a willing, responsive mount.

Faults

1. Hands that are located too high or too low ($-\frac{1}{2}$ to -2 for each gait that fault is displayed). A good rule of thumb is that they should be located in front of the saddle and within 2 inches on the horn.
2. Reins that are held incorrectly ($-\frac{1}{2}$ to -2 for each gait that the fault is displayed. Note: riders can ride either one- or two-handed and should reflect the type of bit/bridle being used).
3. Excessive hand movement or using the hands to support rider’s balance ($-\frac{1}{2}$ to -2). The rider’s hands need to move with the horse and be independent of the rider’s seat.

B. Seat – The rider should sit over his/her seat bones which remain in contact with the saddle (exception–posting trot) over the horse's center of gravity.

Faults

1. Seat too far forward or back ($-\frac{1}{2}$ to -2 for each gait that the fault is displayed)
2. Excessive bouncing (lack of ability to sit horse) ($-\frac{1}{2}$ to -2 for each gait the fault is displayed)

C. Legs – The legs should hang down below the rider's hip with a slight bend to the knee and ankle. The heels should be down and in line with the hip, shoulder and ear.

Faults

1. Legs too far forward or too far back ($-\frac{1}{2}$ to -2 for each gait the fault is displayed)
2. Heels not down ($-\frac{1}{2}$ to -2 for each gait the fault is displayed)
3. Unstable (too much swing/movement) ($-\frac{1}{2}$ to -2 for each gait the fault is displayed)

D. Upper body/balance – The rider should sit up straight and over the horse's center of gravity. His/her shoulders should remain square.

Faults

1. Leaning too far forward or too far back ($-\frac{1}{2}$ to -2 for each gait the fault is displayed)
2. Leaning to one side or another ($-\frac{1}{2}$ to -1 for each gait that the fault is displayed)
3. Failing to maintain square shoulders ($-\frac{1}{2}$ to -1 for each gait that the fault is displayed)