

Kalamazoo County 4-H

Light Horse Project Guidelines

Horse Project Leaders:

Cooper - Bekah Coburn
Hickory Corners - Kim Berggren & Amy Newman
Richland – Sarah Balkema
Tri- United -Pam VanDongen
VB Wild Mustangs and Mini horse - Julie Sheppard
Wild Wranglers – Samantha Bierman

Project Social Media:

Cooper - <https://www.facebook.com/groups/422514501278199>
Hickory Corners -<https://www.facebook.com/groups/858063144249820>
Richland - <https://www.facebook.com/groups/778263852547747>
Tri-United - <https://www.facebook.com/groups/KalamazooTri.United4H>
VB Wild Mustangs -<https://www.facebook.com/groups/197891810388721>
Wild Wranglers – N/A

Horse Project Objectives & Life Skills*

- Learn the basic principles of animal science by caring for, working with, keeping records or owning a horse, pony, donkey or mule.
- Explore knowledge of sound management, nutrition, reproduction and selection practices.
- Discover how you can start a career in the equine industry.
- **Head**
 - Problem Solving
 - Record Keeping
 - Service Learning
 - Decision Making
- **Heart**
 - Social Skills
 - Cooperation
 - Communication
 - Nurturing Relationships
- **Hands**
 - Responsible Citizenship
 - Teamwork
 - Self-motivation
 - Leadership
- **Health**
 - Self-responsibility
 - Self-discipline
 - Disease Prevention
 - Personal Safety

**note these life skills are just some examples of what 4-H members will learn in this project*

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Light Horse Project

Guidelines:

Each year 4-H Members may choose to do either:

- A notebook/ poster or tri-fold – including **ALL** the requirements **for each appropriate year**. (may be organized by topic or by years if you can denote newly added material)
- A PowerPoint/ Prezi/web-site presentation – including all the requirements **for the specific year with a paper copy, in a binder or 3 ring display folder** or overview to keep on display with the paperwork.
- A Video Documentary – including all the requirements **for the specific year with a paper copy, in a binder or 3 ring display folder** or overview to keep on display with the paperwork.
- Create your own project – A member may choose to come up with their own idea for a project **with leader permission. (minimum 4th year participant).**
- Group project – (limited to up to 4 members per group) Members have the option to do a group or partner project in place of the individual project. The topic for the project may come from any of the years between and including the years the oldest member has completed. (I.e. If the oldest member is in their 4th year, the project can cover any of the topics from years 1-4). It can be presented in any of the above formats and must contain the appropriate paperwork. Group projects must have visual representation and the required paperwork.

***The projects will be judged in their respective categories for each year and awarded a ribbon.** (Members may be asked questions pertaining to past year's requirements if choosing to do a web based or video project for clarification of growth.)

**** Each project must include: a Table of Contents; a personal story (including your accomplishments from this year and goals for next year); and the community service, goals and accomplishment form (found on page 29 of this document). If choosing to present using something other than a notebook, the project still needs to include all of the project year requirements. The personal story and goal sheet must be submitted to the judge in a presentation folder or a 3-ring binder. Papers may not be loose in a folder.**

- Include plenty of pictures with your information
- Include plenty of pictures of YOU and YOUR HORSE!
- Make it personal! Mention stories or personal experiences that you have had with horses
- Know your information to be able to answer questions up to and include your year's goals
- Be sure this represents the member's work

Individual and group evaluation forms start on page 10 of this document.

Community service, goals and accomplishments form starts on page 30 of this document.

Example of some good educational info links:

- <https://www.youtube.com/playlist?list=PLIyGxXr5CUt3P9ZPH-8ALUSexiGAFIv0j>
- MSU Extension news articles are a great resource! Here's one on trailering: http://msue.anr.msu.edu/news/horse_trailer_safety
- Here's a direct link to more: https://www.canr.msu.edu/horses_ponies/

Youth may choose to participate in the fun costume class during the fair.

- Costume class is based on creativity and originality.
- Youth may dress up the horse by itself or the youth and the horse may have matching costumes.
- The purpose is to create a costume for the animal. Participants usually dress up also. However, a costume should not adopt someone else's culture, skin color, customs, traditions, speech, or way of being.

Section A –Fitting and showing (Showmanship)

Section B–Horse Science

- **Cloverbuds**
 - Members 7 and under may choose to do a poster of their choice that shows basic horse knowledge, safety, and care.
- **Year One**
 - General Care of the horse
 - Water (How much do they drink? Where can they drink from?)
 - Food (basic choices/needs)
 - Grooming tools (show/label)
 - Safety
 - Ground Safety (walking around or with your horse)
 - Safely mounting and dismounting your horse
 - Equipment (helmets/boots with heels/etc.)
 - Parts of the horse
 - Label the MAIN parts of the horse (age appropriate)
 - Health care
 - Worming (how often and types of wormers)
 - Tack Care
 - Cleaning tack
 - Gaits of the horse
 - Walk
 - Trot/Jog
 - Canter/Lope
 - Diseases/Illness
 - Equine first aid kit basics
 - Food and Nutrition
 - Feeding schedule: Write out your feeding schedule for your horse with the times, feed and amounts
 - Horse breeds and basics:
 - Give examples of the following terms: Mare, stallion, gelding, foal, colt, filly
 - list 4 of the most common horse coat colors and show examples

- **Year Two**

- General Care of the Horse:
 - Fly Control
 - Exercise
 - Grooming
- Safety
 - Ground Safety and tying (What to do vs what NOT to do)
- Parts of the horse
 -
 - Add to and Label 5 additional parts of the horse (age appropriate)
 - Parts of the Hoof labeled
- Health care
 - Worming- Parasites-list and show an example of 3
 - Hoof Care
- Tack care
 - Tack Storage
 - Parts of the Western Saddle and bridle
- gaits of the horse
 - gallop
 - hand gallop
 - extended trot
- Diseases/illness
 - Colic basics-symptoms, prevention, treatment
- Food and Nutrition
 - Details what work your horse does per day and why you chose your feeding schedule
 - Horse tank and bucket care
- Horse breeds and basics
 - Identify the common face and leg markings
 - Include any unusual colors or markings you may find

- **Year Three**

- General care of horses
 - Stabling-indoor/outdoor, types and construction materials
- Safety
 - Riding (Ring etiquette/trail/safe areas)
- Parts of the horse
 - Add to and Label 5 additional parts of the horse (age appropriate)
 - Basic Parts of the Digestive System labeled
- Health care
 - Vaccines- types given
- Tack care
 - parts of the English saddle and bridle
- diseases/illness
 - Choose 1 equine disease-give details about what it is, symptoms, treatment, prevention
- Gaits of the horse
 - Leads-explain what a lead is, how the horse is moving and how to cue a horse to take a lead.
- Food and nutrition
 - List the types of hay and how to look for the quality
- Horse breeds and basics
 - Identify three breeds of light horses and identify their: country of origin; average height; characteristics; colors and uses today

- **Year Four**

- General care of horses
 - Pasture Management: Explain what good pasture management is, including fencing & types, safety hazards, rotation and number of horses per pasture
- Safety
 - Vices- explain and possible solutions: barn sour, cribbing, pawing
- Parts of the horse
 - Basic Parts of the eye with an explanation of horse vision and blind spots
- Health care
 - dental care
- Gaits of the horse
 - Give an example of a gaited horse breed and explain at least one of the gaited movements
- Tack care
 - Explain their use and label 4 other pieces of equipment such as: tie downs, hackamores, shipping boots, blankets, crops, etc.
- Diseases/illness
 - Choose 1 equine disease-give details about what it is, symptoms, treatment, prevention
- Food and nutrition
 - Identify the different types of grain and detail why they would be fed
 - Identify at least 2 supplements and minerals given to horses
- Horse breeds and basics
 - Identify the Colored horse breeds and describe what makes them unique and what qualifies them to be a colored breed.
- **Year Five**
 - General care of horses
 - Winter Horse Care: exercise, waste management, feed, water, weather protection
 - Safety
 - Training: Example or a Problem-solving example
 - Parts of the horse
 - Skeletal system chart with labels
 - Health care
 - Normal Vital signs: respiration, temperature, heart rate, color of gums/eyes/tongue
 - Tack Care
 - Bit basics- choose 2 types of bits to label and explain their uses and safety
 - Gaits of the horse
 - Pick 2 riding styles or sports and give details about them including gaits needed to perform
 - Diseases/illness
 - Choose 1 equine disease-give details about what it is, symptoms, treatment, prevention
 - Food and nutrition
 - How much does it cost to keep a horse for a month? Make a list of all of the expenses you have each month for your horse include hoof care, feed, board, equipment, vet bills, worming, etc.
 - Horse breeds and basics
 - Identify 1 breed of Heavy horse (work horse) and identify: country of origin, average height, characteristics, colors and uses today
 - Identify the common horse colors WITH their appropriately identified genes (i.e. Chestnut is ee)

- **Year Six**

- General care of horses
 - Summer Horse Care: exercise, waste management, feed, water, hot/dry weather protection
- Safety
 - Training: Provide another Example of training or a Behavior problem solving example
- Parts of the horse
 - Muscular system chart with labels
- Health care
 - Lameness versus Sound- explain and give examples
- Tack care
 - Bit basics- choose 2 additional types of bits to label and explain their uses and safety
 - Show grooming- supplies and suggestions
- Gaits of the horse
 - Judging: Pick a class or discipline and detail what a judge looks for when placing horses. OR contact a judge of your chosen discipline and conduct an interview to find out the specific things they like and look for when judging a class.
- Diseases/illness
 - Choose 1 equine illness prevention detail about what it is, symptoms, treatment, prevention. List common vaccines and what they prevent, including the times/stages vaccines are given
- Food and nutrition
 - Equine Body Scoring-Explain and show examples
- Horse Breeds and Basics:
 - Conformation: Show a horse with ideal Breed conformation and then pick 2 other horses and detail their conformation faults.

- **Year Seven**

- General Care of the Horse
 - Describe the basic needs/care of the horse in training (old and young)
- Safety
 - Breaking and training a young horse: explain the process and training a horse from colt to under saddle
- Parts of the Horse
 - Explain when a horse is at an age bearing stage or developed enough to begin saddle training.
- Health Care
 - The Age of a Horse- explain how as a horse ages his teeth change
- Tack Care
 - Pick 2 different pieces of training equipment and identify what they are used for, how to use them properly and any safety precautions
- Gaits of the Horse
 - Judging: Pick a class or discipline related to showing a young horse and detail what a judge looks for when placing horses OR contact a judge of your chosen discipline and conduct an interview to find out the specific things they like and look for when judging a class.
- Diseases/illness
 - List at least 3 parasites, lice or mites. Include symptoms, treatment and prevention
- Food and Nutrition
 - List at least 3 plants that are toxic to horses and how to treat them if eaten
- Horse Breeds and Basics
 - Conformation: Show a horse with ideal Breed conformation and then pick 2 other horses and detail their conformation faults

- **Year Eight**
 - General Care of the Horse
 - Methods of Breeding-detail the procedures for each: A.I., Live Cover, Pasture Breeding
 - Stall preparation for foaling
 - Safety
 - Long distance trailering
 - Protective parent, desensitizing the foal- briefly explain or give an example
 - Parts of the Horse
 - Reproductive System- mare and stallion labeled
 - Estrus cycle of the mare
 - Health Care
 - Gestation period and stages: examples and labels
 - Mare and foal care-during pregnancy, during foaling, after foaling including feed, worming, and vaccinations
 - Tack Care
 - Basic equipment for a growing foal (halter/blanket etc.)
 - Foaling Kit
 - Disease/illness
 - List at least 3 parasites, lice, mites and/or skin problems. Include the symptoms, treatment, and prevention (different from previous years)
 - Food and Nutrition
 - List basic nutritional needs of the Stallion, Pregnant mare, new foal
 - Horse Breeds and Basics
 - Conformation: Choosing a Stallion-what you look for, contracts etc.
- **Year Nine**
 - Horse Professions
 - Pick 3 horse professions and give details. Where do they get training for this field?
 - Horses in Human Health Care
 - List and describe 2 ways that horses are used in Human Health Care today
 - Interview a Professional:
 - Pick a desired profession and interview a professional that works in that area.
 - Choose an independent equine topic not previously listed to research and give information about.
- **Year Ten**
 - Giving back
 - Become an approved MSUE 4-H youth leader in your 4-H group.
 - This includes the [application](#) and interview with MSU Extension staff
 - Help the younger children and assist in group meetings, help with notebooks, and assist with ride meetings
 - Take an active part in teaching the younger 4-Her's about horses and what it means to be in 4-H
 - Keep a blog or diary on the activities you participate in along with any "feel good" moments you have while working with the younger kids
 - Write down any memories and thoughts you have about your time in 4-H, good or bad and any suggestions for improvements to the program
 - Choose an independent equine topic not previously listed to research and give information about

Group Project-Horse Evaluation Sheet

Names, ages, and years in project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

1. Topic: _____

___ Presented in a clean and professional manner

___ Clear information and evidence of research

___ Each member demonstrates that they have contributed to the overall project

___ Members shows interest and enthusiasm about chosen topic

Comments:

2. Accomplishments and Goals

___ Accomplishments for the year and goals for next year for each member

Comments:

Project of Choice-Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

Topic: _____

- ___ Presented in a clean and professional manner
- ___ Clear information and evidence of research
- ___ Members shows interest and enthusiasm about chosen topic

Comments: _____

Accomplishments and Goals

- ___ Accomplishments for the year and goals for next year

Comments: _____

Notebook Year 1–Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

General Care of the Horse:

___ Water (how much and from where)

___ Grooming tools (shown and labeled)

___ Food (basic choices/needs)

Comments: _____

Safety:

___ Ground safety (walking around or with)

___ Equipment (helmets, boots with heels, etc.)

___ Safely mounting and dismounting the horse

Comments: _____

Parts of the Horse:

___ Label the MAIN parts of the horse (age appropriate)

Comments: _____

Health care:

Worming (how often and types)

Comments: _____

Tack:

Cleaning/maintenance

Comments: _____

Gaits of the Horse:

Walk

Trot

Canter

Comments: _____

Diseases/Illness:

Equine First Aid Kit basics

Comments: _____

Food and Nutrition

Feeding Schedule/amounts

Comments: _____

Horse Breed and Basics

Terms (mare, stallion, gelding, foal, colt, filly)

Comments: _____

List 4 of the most common horse coat colors and show examples

Comments: _____

Notebook Year 2–Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

General Care of the Horse:

___ Fly control Exercise Grooming

Comments: _____

Safety:

___ Ground Safety and tying (what to do vs. what not to do)

Comments: _____

Parts of the horse:

___ 5 additional parts of a horse labeled correctly (age appropriate)

___ Parts of a hoof labeled

Comments: _____

Health care:

___ Worming – parasites, list and show an example of 3

___ Hoof care

Comments: _____

Tack care:

- tack storage
- Parts of the western saddle and bridle

Comments: _____

Gaits of a horse:

- Gallop
- Hand Gallop
- Extended trot

Comments: _____

Diseases/illness:

- Colic basics – symptoms, prevention, treatment

Comments: _____

Food and Nutrition:

- Detailed work of what horse does daily and why feed schedule was chosen
- Horse tank and bucket care

Comments: _____

Horse breeds and basics:

- Common face and leg markings identified

Comments: _____

Unusual colors or markings included:

Comments: _____

Notebook Year 3-Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

General care of the horse:

___ Stabling-indoor/outdoor, types and construction materials

Comments: _____

Safety:

___ Riding (ring etiquette/trail/safe areas)

Comments: _____

Parts of the horse:

___ 5 additional parts of the horse identified (age appropriate)

___ Basic parts of the digestive system labeled

Comments: _____

Health care:

___ Vaccines, types given

Comments: _____

Tack care:

___ Parts of the English saddle and bridle

Comments:

Gaits:

___ Gaited horse and movements

Comments:

Diseases/illness:

___ One equine disease given (symptoms, treatment, prevention)

Comments:

Food and nutrition:

___ List the types of hay and how to look for the quality

Comments:

Horse breed and basics:

___ Three breeds of light horses identified (country of origin, average height, characteristics, color and used today included)

Comments:

Notebook Year 4-Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

General care of the horse:

___ Pasture management (what is good pasture management, fencing types, safety hazard, rotation and number of horses per pasture)

Comments: _____

Safety:

___ Vices - is it explained and possible solutions (barn sour, cribbing, pawing)

Comments: _____

Parts of the horse:

___ Basic parts of the eye, explanation of vision and blind spots

Comments: _____

Health care:

___ Dental Care

Comments:

Tack care:

___ 4 pieces of equipment labeled and uses

Comments:

Gaits of the horse:

___ Leads (what is it, how the horse is moving, how to cue the horse, explain at least one of the gaited movements)

Comments:

Diseases/illness:

___ 1 equine disease (different from previous year, symptoms, treatment, prevention)

Comments:

Food and nutrition:

___ Different types of grain and details why they are fed

___ 2 supplements and minerals

Comments:

Horse breeds and basics:

___ Identify the colored horse breeds, why are they unique and what qualifies them to be a colored breed

Comments:

Notebook Year 5–Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

General care of the horse:

___ Winter care (exercise, waste management, feed, water, weather protection)

Comments: _____

Safety:

___ Training: Examples of problem-solving examples

Comments: _____

Parts of the horse:

___ Skeletal system – correctly labeled

Comments: _____

Health care:

___ Normal vital signs (respiration, temperature, heart rate, color of gums/eyes/tongue)

Comments:

Tack care:

___ 2-bit basics (label, uses, safety)

Comments:

Gaits of the horse:

___ 2 riding styles or sports, examples given, gaits used to perform

Comments:

Diseases/illness:

___ 1 equine disease (different from previous years), symptoms, treatment, prevention

Comments:

Food and nutrition:

___ Cost to keep horse for a month, list of expenses (hoof care, feed, board, equipment, vet bills, worming)

Comments:

Horse breeds and basics:

___ 1 breed of heavy horse identified (work horse), country of origin, average height, characteristics, colors and uses today

___ Common horse colors WITH appropriate identified genes

Comments:

Notebook Year 6–Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

General care of the horse:

___ Summer horse care (exercise, waste management, feed, water, hot/dry weather protection)

Comments: _____

Safety:

___ Training, example of training or behavior problem solving (different than previous year)

Comments: _____

Parts of the horse:

___ Muscular system with labels

Comments: _____

Health care:

___ Lameness vs. Sound, explained with examples

Comments: _____

Tack care:

- ___ 2 bit basics (label, uses, safety) (different than previous year)
- ___ Show grooming, supplies and suggestions

Comments: _____

Gaits of the horse:

- ___ Judging - class or discipline chosen, what does the judge look for OR interview report of a judge from a specific discipline on what they look for

Comments: _____

Diseases/illness:

- ___ 1 equine disease (different than previous year), symptoms, treatment, prevention

Comments: _____

Food and nutrition:

- ___ Equine body scoring- explain and examples

Comments: _____

Horse breeds and basics:

- ___ Conformation- One shown with ideal breed conformation, two with details on conformation faults

Comments: _____

Notebook Year 7–Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

General care of the horse:

 ___ Basic needs/care of the horse in training (old and young)

Comments: _____

Safety:

 ___ Process of breaking and training a young horse, from colt to under saddle, explained

Comments: _____

Parts of the horse:

 ___ Age bearing stage or stage where horse is developed enough to be saddle trained explained

Comments: _____

Health care:

 ___ Explanation of how a horses teeth changes as it ages

Comments: _____

Tack care:

___ Two types of bits (different from previous years), uses, safety and stages of training they are used

Comments: _____

Gaits of the horse:

___ Judging - class or discipline chosen for a young horse, what does the judge look for OR
interview report of a judge from a specific discipline on what they look for

Comments: _____

Diseases/illness:

___ List of at least 3 parasites, lice or mites – symptoms, treatment, prevention

Comments: _____

Food and nutrition:

___ List of 3 plants toxic to horses, how to treat if eaten

Comments: _____

Horse breeds and basics:

___ Conformation – one ideal breed conformation and two with conformation faults

Comments: _____

Notebook Year 8-Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

General care:

___ Detailed methods of breeding procedures (A.I., Live Cover, Pasture breeding)

___ Stall preparation for foaling explained

Comments: _____

Safety:

___ Long distance trailering explained

___ Protective parent, desensitizing a foal explained with examples

Comments: _____

Part of a horse:

___ Reproductive system – mare and stallion labeled

___ Estrus cycle of a mare explained

Comments: _____

Health care:

- ___ Gestation period and stages explained and label
- ___ Mare and foal care (during pregnancy, during foaling, after foaling, including feed, worming and vaccinations)

Comments: _____

Tack care:

- ___ Basic equipment for growing foal (halter/blanket/etc.)
- ___ Foaling kit

Comments: _____

Diseases/illness:

- ___ List of at least 3 parasites, lice or mites – symptoms, treatment, prevention (different from previous year)

Comments: _____

Food and Nutrition:

- ___ List of basic nutritional needs for a stallion, pregnant mare, new foal

Comments: _____

Horse breeds and basics:

- ___ Conformation – examples of what to look for when choosing a stallion, contracts, etc.

Comments: _____

Notebook Year 9–Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

Horse Professions:

___ Three horse-professionals listed, with details about the profession and where to obtain the training for that profession.

Comments: _____

Horses and Human Health:

___ Two ways that horses are used in human health care today.

Comments: _____

Interview a professional:

___ Interview report after interviewing a professional in a desired profession.

Comments: _____

Independent topic, not previously done:

Comments: _____

Notebook Year 10–Horse Evaluation Sheet

Name: _____ 4-H Age: _____ Number of years in Project: _____

Club: _____ Horse Leader: _____

Table of Content: Excellent Good Incomplete

Comments: _____

Personal Story: Excellent Good Incomplete

Comments: _____

Giving back:

- ___ Documentation that shows approved 4-H teen volunteer
- ___ Documentation of your volunteer activities
- ___ Documentation of your experiences
- ___ Memories and experiences

Comments: _____

Independent topic, not previously done:

Comments: _____

Community Service, Goals and Accomplishments

Community Service

Date	Type of Service/ Event	Hours	Signature

Personal Accomplishments:

1. _____

2. _____

3. _____

Accomplishments with my Horse

1. _____

2. _____

3. _____

Personal goals for next year

1. _____

2. _____

3. _____

Goals for next year with my horse

1. _____

2. _____

3. _____
