

Kansas 4-H Horse Standard of Excellence

ACHIEVEMENT LEVEL III

Horseman Application

Participant's Name:	Knowledge Test (\$5) Online <input type="checkbox"/> Hard Copy <input type="checkbox"/> Horsemanship Skill Test (\$5) <input type="checkbox"/>
Address:	Make checks payable to Kansas 4-H Foundation; send to 201 Umberger, Manhattan, KS 66506-3404.
County:	

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 III

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

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.

Participants who wish to participate in the Level III Horsemanship class at the State Fair must be Achievement Level III certified prior to the entry deadline for the Kansas State Fair 4-H Horse Show.

Expectations/Goals

Achievement Level III participants are expected to have a basic understanding of horses in terms of equine reproductive physiology and management, nutritional management, and horse judging. Level III members are expected to participate in educational and leadership activities. Horse project participants enrolling in the skill level section will be expected to be able to describe and illustrate the use of different training aids, perform patterns containing intermediate maneuvers while maintaining control and collection throughout the pattern.

Procedures

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

1. Use subject matter worksheets to prepare for the Achievement Level III 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:

Julie Voge

Extension Assistant, Youth Coordinator
Animal Science and Industry
214 Weber Hall,
Manhattan KS 66506
785 532-1246
jvoge@ksu.edu

James P. Adams

Associate Professor
4-H Youth Development
201 Umberger Hall,
Manhattan KS 66506-3404
785 532-5800
jadams@ksu.edu

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

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Section I

SUBJECT MATTER ACHIEVEMENT LEVEL III — STUDY GUIDE

Conformation

UNDERSTANDING THE IMPORTANCE OF BALANCE & STRUCTURE: FORM TO FUNCTION

Balance can be evaluated several ways, the ways you evaluate balance will depend on how you are instructed.



Horse 1.



Horse 2.

Use a ruler and determine which horse is “best” balanced. What segments are closest to being equal in length?

Along with balance it is important to evaluate structure. In Level II, you evaluated feet and leg structure and were able to identify common faults. In the horses shown above, evaluate the horse’s shoulder, top line and hip. Length and slope of shoulder are important for length and quality of stride (proper slope allows for absorption of concussion incurred when the horse’s feet strike the ground). Horses that are “correct” over their top line are less likely to become sore after strenuous work. Horses that have adequate length and slope to their croup will be able to use themselves more correctly, and again, will move in a more desirable way.

Which of the horses depicted has the most desirable shoulder? Top line? Hip?

Which has the desirable shoulder angle?

BALANCING RATIONS

Nutritional management of horses requires that producers develop feeding programs that will meet the particular horse's nutrient requirements while minimizing nutritional stress that could lead to digestive disease. The safety issues have already been covered in Level II. Level III requires participants to obtain a basic understanding of how to balance a horse's ration to assure that his/her nutrient requirements are being met. (Possible references include: K-Horse Ration Balancer, Feeding & Care of the Horse, and NRC for Horses.)

1. What is the difference between nutrients and feeds?

2. For each of the nutrients listed, provide the common abbreviation or symbol and the most common unit of measure used when balancing horse rations.

Nutrient	Abbreviation/Symbol	Unit
Crude Protein	_____	_____
Digestible Energy	_____	_____
Calcium	_____	_____
Phosphorus	_____	_____
Copper	_____	_____
Zinc	_____	_____

3. What is considered the most limiting amino acid in the diets of horses?

4. Which mineral must be present in greater amount—Calcium or Phosphorus?

5. Traditionally, if digestible energy is needed in the diet, what is its primary source?

6. What is an alternative source of digestible energy that is seen in high performance grain mixes?

UNDERSTANDING ENERGY AND PROTEIN REQUIREMENTS

For each of the groups of animals listed, look up the daily requirements for dry matter (pounds per day), digestible energy (Mcal per day) and crude protein (pounds per day). Using the numbers found, answer the questions associated with each group. Note: Youth will not be expected to recall absolute requirements on the exam. Rather, they will be expected to answer questions regarding general feeding practices. By completing the tables below, they should be able to answer these questions.

A. Work (1,100-pound body weight)

	DM	CP	DE
No work (maintenance animal)	_____	_____	_____
Light work (pleasure riding)	_____	_____	_____
Moderate work (show riding)	_____	_____	_____
Heavy work (race, endurance)	_____	_____	_____

Which of the above listed animals could meet DE and CP requirements by consuming a high-quality grass hay?

Which could not?

From Level II, you learned that the minimum intake of forage should be 1% of the horse's body weight. Which of the above classes may not be able to consume that amount due to their high energy needs? What intake level (%) would be considered a minimum for these horses?

B. Mare Reproduction (1,100-pound body weight)

	DM	CP	DE
Non-gestating mare (maintenance)	_____	_____	_____
Gestating (1st and 2nd trimester)	_____	_____	_____
Gestating 9th month	_____	_____	_____
Gestating 10th month	_____	_____	_____
Gestating 11th month	_____	_____	_____
Lactating 1st-3rd month	_____	_____	_____

Do non-lactating mares that are in their 1st or 2nd trimester require "extra" feeding when compared to the non-gestating mare?

In general terms, how would you modify the mare's diet as she goes into her 9th, 10th and 11th month of gestation? (Hint: Think in terms of the hay-to-grain ratio in the diet.)

If comparing lactation to work (as listed in "A"), which work intensity is most similar to milk production?

C. Growth (1,100-pound expected mature body weight)

	DM	CP	DE
Weanling (6 months, 500 pounds, moderate growth)	_____	_____	_____
Weanling (6 months, 500 pounds, rapid growth)	_____	_____	_____
Yearling (12 months, 750 pounds)	_____	_____	_____
2-year-old (24 months, 950 pounds, no training)	_____	_____	_____
2-year-old (24 months, 950 pounds, in training)	_____	_____	_____

Does growth rate (the average pounds of body weight gained daily, ADG) influence requirements?

Which animal does a higher degree of "work," the weanling or the 2-year-old not in training? (Hint: Which animal requires the more nutrient-dense ration?)

When feeding growing horses, you must keep in mind the nutrient requirements as well as the fact that the young horse cannot utilize as high a fiber content as the older horse. Generally, young growing horse diets are based on the following hay:grain ratios. Match each ratio with the classes listed above in "C."

Hay: Grain	Class
70:30	_____
70:30	_____
60:40	_____
50:50	_____
35:65	_____

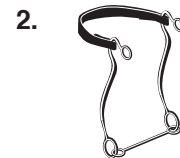
Which class, weanling, yearling or 2-year-old, would you expect to require the greatest quality of protein? (i.e.

Bits and Biting

When selecting a bit to use on your horse, it is important to know the characteristics of each bit. Knowing the characteristics of the bit will help you match the needs of your horse.

Match the bits below to the appropriate description. Each bit may fit several descriptions.

- A. Alternative for a chargey English horse
- B. Good for young horses
- C. Legal for English classes
- D. Legal only in speed events
- E. Option for bit shy young horse
- F. Works well with direct rein
- G. Becomes like a very mild curb with proper rein attachment
- H. Encourages horse to stop
- I. Normally ridden with one hand
- J. Should be ridden with two hands
- K. Legal for most Western classes
- L. Can be very severe when used with heavy hands



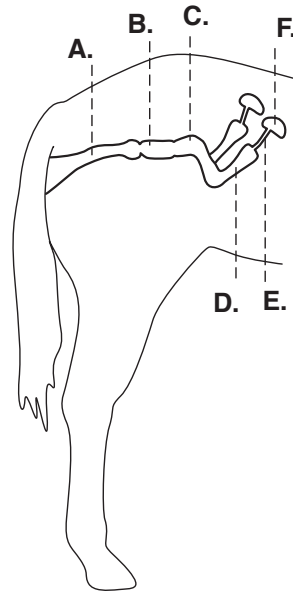
Training Aids

How would the training aids listed below be utilized in a training program? Be able to recognize correct placement on the horse.

- A. Running martingale
- B. German (standing) martingale
- C. Side reins
- D. Draw reins

MARE

In order to manage mares effectively, especially when utilizing artificial insemination, producers need to have a basic understanding of the mare's reproductive tract and her estrous cycle.



- A = Vagina
- B = Cervix
- C = Uterus
- D = Uterine horns
- E = Oviducts
- F = Ovaries

1. For each of the statements listed, indicate which component of the mare's tract is responsible for the specified event.

- a. Oocyte production (oogenesis) _____
- b. Estrogen production _____
- c. Progesterone production _____
- d. Prostaglandin production _____
- e. Site of fertilization _____
- f. Site of oocyte release (ovulation) _____
- g. Fetal development _____

2. Indicate the hormone or protein responsible for each of the events listed.

Event	Hormone	Choices
a. Estrous behavior	_____	GnRH
b. Maintenance of pregnancy	_____	FSH
c. Follicular development	_____	LH
d. Follicular maturation/ovulation	_____	Estrogens
e. Corpus luteum regression	_____	Progesterone
d. Gonadotropin release	_____	Prostaglandin

3. When should a mare be bred during her estrous cycle (assume that ovarian function is not being monitored by the veterinarian)?

4. What environmental factor is responsible for the mare's seasonal polyestrous behavior?

5. What is the term for the estrous cycle that occurs following parturition? When does it normally occur? Is it considered a fertile cycle?

STALLION

1. What hormone is responsible for male secondary sex characteristics?

2. Where is this hormone produced?

3. Where does sperm production take place?

4. What is the name of the structure that stores sperm?

5. Are stallions influenced by photoperiod, as are mares?

6. What male reproductive factors are influenced by photoperiod?

7. What determines the number of mares which can be booked to a particular stallion?

8. What are the three main structures comprising the sperm?

9. Where is the male genetic material found?

Treatment and Control of Internal Parasites

Complete the table below with the appropriate information.

Parasite	Organs Affected	Ages Affected	Injury & Symptoms
Strongyles (Bloodworms)	Larvae: Adult:		
Ascarids (Roundworms)	Larvae: Adult:		
Bots	Larvae: Adults:		
Pinworms	Larvae: Adults:		
Strongyloides (Threadworms)	Larvae: Adults:		
<p>Horses should be dewormed at least _____ times per year.</p> <p>The parasite control treatment should include a boticide in the early _____ and late _____.</p> <p>Foals and weanlings should be dewormed every _____ during the first year.</p>			

Parasite Management and Control

Answer the following questions to learn more about the management, control and treatment of parasites that affect horses.

1. What is the primary means by which parasites are spread?
2. How often do most veterinarians recommend deworming horses?
3. Should foals and weanlings be treated more or less often than mature horses?
4. Is it more important to treat for parasites during the winter or the summer?
5. What is the name of the active ingredient of a newer class of dewormer that is effective against the major parasites?
6. Who should you work with to develop a parasite control program that best fits your horse?

Immunization Schedule for Horses

Complete the following table. Fill in the table with the recommended treatment timing (yearly, monthly, etc.) for each class of horse.

Disease	Foals/Weanlings	Yearlings	Performance Horses	Pleasure Horses	Broodmares
Tetanus					
Encephalomyelitis					
Influenza					
Rhinopneumonitis					
Rabies					
Strangles					
Potomac Horse Fever					

Section II

LEADERSHIP LEVEL III

Participants enrolled in Level III are required to participate in at least one 4-H, religious or community event annually. This event should reflect volunteerism to support his or her club, place of worship or community. In addition, Level III participants are required to participate/attend three educational sessions annually, and provide leadership for two Level I/II activities/learning sessions. 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, RELIGIOUS OR COMMUNITY SERVICE

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

EDUCATIONAL EVENTS

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

LEVEL I/II LEADERSHIP EVENTS

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

Participant Signature Parent/Guardian Signature County Agent

Section III

HORSEMANSHIP SKILL LEVEL III — SCORESHEET

Name _____ County _____

Address _____ Date _____

_____ State Approval _____

Level III Exam:	Points	Comments
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KNOWLEDGE WORK (20)

Be able to explain use, and properly place on horse one or more of the following: Running Martingale, German Martingale, Side Reins, and Draw Reins.

Subtotal	(20) _____	
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PATTERN WORK

Maneuver

Forehand Pivot	(3) _____	
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Walk Straight Line	(2) _____	
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Side Pass Right	(4) _____	
-----------------	-----------	--

Side Pass Left	(4) _____	
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Jog Transition	(2) _____	
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Jog Straight Line	(3) _____	
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Jog Figure Eight	(6) _____	
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Jog-Lope Transition	(2) _____	
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Lope Circle "1"	(3) _____	
-----------------	-----------	--

Simple Change	(3) _____	
---------------	-----------	--

Lope Circle "2"	(3) _____	
-----------------	-----------	--

Lope Straight Line	(3) _____	
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Stop	(3) _____	
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Right Hindquarter Turn	(3) _____	
------------------------	-----------	--

Left Hindquarter Turn	(3) _____	
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(Stop) Back 5-6 Strides	(3) _____	
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Subtotal	(50) _____	
-----------------	-------------------	--

HORSEMANSHIP POSITION (30 POINTS)

Walk	(10) _____	
------	------------	--

Jog	(10) _____	
-----	------------	--

Lope	(10) _____	
------	------------	--

Subtotal	(30) _____	
-----------------	-------------------	--

Exam Total	(120) _____	
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(For hunter under saddle/saddle seat, replace jog with posting trot and lope with canter.)

_____ Evaluator's Signature

Office Use

Evaluator's Name _____ Address _____

Phone _____

PATTERN WORK

50 points, note point range reflective of pattern differences

- A. Forehand Pivot (3 points)—Horse should pivot (180°) on left forehand willingly
- Faults
1. Pivot foot not stationary (-½)
 2. Lack of response by horse (-½)
 3. Inappropriate application of aids and/or failure of rider to respond correctly (-½ to -2)
- B. Walk Straight Line (2 points) — walk should have forward momentum and be straight as indicated by pattern.
- Faults
1. Crooked (-½)
 2. Break of gait (-½ each break)
- C. Side Pass Right/Left (4 points each) — Horse should side pass correctly (feet cross over with front and hind quarters moving laterally in unison) and willingly.
- Faults
1. Feet do not cross over (-½)
 2. Failure to maintain lateral movement (-½)
 3. Lack of response by horse (-½)
 4. Inappropriate application of aids and/or failure of rider to respond correctly (-½ to -2)
- D. Jog Transition (2 points) — Transitions should be crisp (on command, fluid) and at the point indicated by pattern.
- Faults
1. Unwilling response by horse (-½)
 2. Crooked (-½)
 3. Lack of response (-½)
 4. Resisting rider (-½)
 5. Inappropriate application of aids and/or failure of rider to respond correctly (-½ to -2)
- E. Jog Straight Line (3 points)—Line should be straight as indicated by pattern. Gait should be true two-beat gait with horse moving in a collected frame appropriate for size and conformation.
- Faults
1. Failure to use cone/pattern (-½ each occurrence)
 2. Break of gait (-½ each break)
 3. Unwilling response to rider (-½)
 4. Failure to maintain collected frame and impulsion (-½)
 5. Inappropriate application of aids and/or failure of rider to respond correctly (-½ to -2)
- F. Jog Figure Eight (6 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 (-½ each occurrence)
 2. Failure to maintain proper arc (-½ for each quarter circle, -2 maximum)

“F” continued on next page

3. Break of gait ($-\frac{1}{2}$ each break)
 4. Unwilling response to rider ($-\frac{1}{2}$)
 5. Failure to maintain collected frame and 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)
- G. Jog–Lope Transition (2 points) — Transitions should be crisp (on command, fluid) and at the point indicated by the 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)
 3. Lack of response ($-\frac{1}{2}$)
 4. Resisting rider ($-\frac{1}{2}$)
 5. Crooked ($-\frac{1}{2}$)
 6. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)
- H. Lope/Canter Circles (3 points each) — 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 and impulsion ($-\frac{1}{2}$)
 7. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)
- I. Simple Lead Change (3 points)—Change should occur in center of pattern and be fluid and smooth in appearance.
- Faults
1. Failure to use cone/pattern ($-\frac{1}{2}$ each occurrence)
 2. Failure to complete change within one stride ($-\frac{1}{2}$ for each stride)
 3. Break of gait ($-\frac{1}{2}$ each break)
 4. Unwilling response to rider ($-\frac{1}{2}$)
 5. Failure to maintain collected frame and impulsion ($-\frac{1}{2}$)
 6. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)
- J. Lope Straight Line (3 points) — See above (jog straight line)
- K. Stop (3 points) — Stop should occur at point specified in pattern and should be square and performed without resistance.
- Faults
1. Failure to use cone/pattern ($-\frac{1}{2}$ each occurrence)
 2. Unwilling response to rider ($-\frac{1}{2}$)
 3. Failure to maintain collected frame and square ($-\frac{1}{2}$)
 4. Inappropriate application of aids and/or failure of rider to respond correctly ($-\frac{1}{2}$ to -2)

L. Right/Left Hindquarter Turn (3 points each) — Horse should pivot (360°) willingly on inside hind foot.

Faults

1. Pivot foot not stationary (-½)
2. Lack of response by horse (-½)
3. Inappropriate application of aids and/or failure of rider to respond correctly (-½ to -2)

M. Stop/Back (3 points) — The back should reflect a willing gait performed in a straight line.

Faults

1. Lack of response (-½)
2. Resisting rider (-½)
3. Crooked (-½)
4. Inappropriate application of aids and/or failure of rider to respond correctly (-½ to -2)

Note: Level III evaluators are interested in the rider's horsemanship skills as well as the ability of the rider and horse to accomplish the maneuvers. This is not strictly a test of understanding, but one of accomplishment as well. Riders who have not mastered the majority of the maneuvers listed should wait to take this riding exam.

HORSEMANSHIP POSITION

Points for Horsemanship Position

Walk	Jog	Lope	
Hands	2	2	2
Seat	3	3	3
Legs	2	2	2
Upper body/Balance	3	3	3

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 (-½ 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 (-½ 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 (-½ 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 (-½ to -2 for each gait that the fault is displayed)
2. Excessive bouncing (lack of ability to sit horse) (-½ 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 that 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.

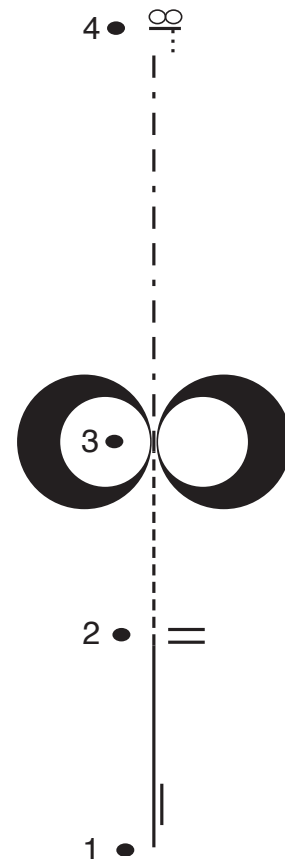
Faults

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

LEVEL III PATTERN

At cone 1, perform a left forehand pivot (180°) and proceed straight ahead until in line with cone 2. At cone 2, side pass right (about 5 to 6 feet), hesitate and proceed back left to original start and then continue in a straight line at a jog. Jog straight line to cone 3 and then jog a figure 8. After closing circle, pick up lope and lope a figure 8 incorporating a simple lead change in center. After completing figure 8, continue in lope and lope straight line to cone 4. At cone 4, stop, hesitate, perform hindquarter pivots (360°) to the right and left. After completing last pivot, back horse 5 to 6 steps.

*Note: Rider can begin figure 8 to either direction.



NOTES

This publication has been reviewed to ensure that the contents reflect current research and practice.
Reviewer: **Pam Van Horn, 4-H Youth Development Specialist;**
Review Date: **January 2019**