



# Horsemanship

## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2011 • This workbook was updated in April 2012.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about improving this workbook to: [Workbooks@USScouts.org](mailto:Workbooks@USScouts.org)

1. Do the following:

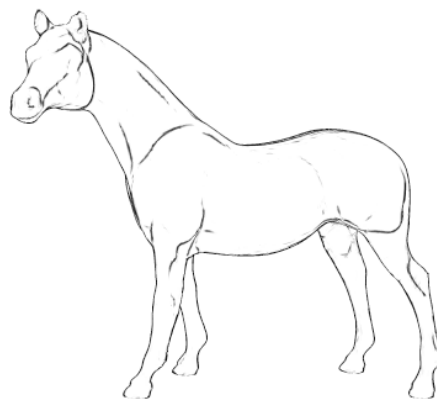
a. Describe the safety precautions you should take when handling and caring for a horse. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Describe the fire safety precautions you should take in a barn and around horses. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Name 15 main parts of a horse.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Name four leading breeds of horses. Explain the special features for which each breed is known.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

4. Describe the symptoms of colic. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name and describe four other horse health problems. \_\_\_\_\_

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

5. Explain what conformation is and why it is important. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain the difference between lameness and unsoundness. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Explain the importance of hoof care and why a horse might need to wear shoes.  
Importance of hoof care \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why a horse might need to wear shoes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Demonstrate how to groom a horse, including picking hooves and caring for a horse after a ride.

- How to groom a horse
- Picking hooves
- Caring for a horse after a ride

8. Explain how to determine what and how much to feed a horse and why the amount and kind of feed are changed according to the activity level and the breed of horse. \_\_\_\_\_

What to feed a horse: \_\_\_\_\_  
\_\_\_\_\_

How much to feed a horse: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Do the following:

a. Name 10 parts of the saddle and bridle that you will use, and explain how to care for this equipment.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

How to care for this equipment. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Show how to properly saddle and bridle a horse.

c. Demonstrate how to safely mount and dismount a horse.

10. Explain and demonstrate how to approach and lead a horse safely from a stall, corral, or field and how to tie the horse securely.

How to approach and lead a horse safely from a stall, corral, or field: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How to tie the horse securely: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. On level ground, continuously do the following movements after safely mounting the horse. Do them correctly, at ease, and in harmony with the horse.
- a. Walk the horse in a straight line for 60 feet.
  - b. Walk the horse in a half-circle of not more than 16 feet in radius.
  - c. Trot or jog the horse in a straight line for 60 feet.
  - d. Trot or jog the horse in a half-circle of not more than 30 feet in radius.
  - e. Lope (canter) the horse in a straight line for at least 60 feet.
  - f. Lope (canter) the horse in a half-circle not more than 30 feet in radius.
  - g. Halt straight.
  - h. Back up straight four paces.
  - i. Halt and dismount.

**Requirement resources can be found here:**

[http://www.meritbadge.org/wiki/index.php/Horsemanship#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Horsemanship#Requirement_resources)

## Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the *official* Boy Scouts of America source on advancement policies and procedures.

- **[ Inside front cover, and 5.0.1.4 ] — Unauthorized Changes to Advancement Program**  
***No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.***  
(There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[ Inside front cover, and 7.0.1.1 ] — The [‘Guide to Safe Scouting’](#) Applies**  
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- **[ 7.0.3.1 ] — The Buddy System and Certifying Completion**  
Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative —or better yet, another Scout working on the same badge— along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
- **[ 7.0.3.2 ] — Group Instruction**  
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.  
  
There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout — actually and *personally*— completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.
- **[ 7.0.3.3 ] — Partial Completions**  
Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.