



# HORSE EVALUATION

2017-2021



NATIONAL FFA  
CAREER AND LEADERSHIP  
DEVELOPMENT EVENTS

## IMPORTANT NOTE

Please thoroughly read the introduction section located on [FFA.org/cdeintro](https://www.ffa.org/cdeintro) for complete rules and procedures that are relevant to all National FFA Career/Leadership Development Events.



### **Purpose**

*The purpose of the National FFA Horse Evaluation Career Development Event is to:*

- promote the study of and interest in equine science, selection, care and well-being, management and production through the agricultural education curriculum.
- encourage experiential learning through use of practical skills, critical thinking and applied knowledge.
- provide recognition for those who have demonstrated skills and competencies as a result of instruction in equine science.

## Objectives

Through participation in the national event, participants will be able to:

- Instill leadership and motivate learning in the classroom through development of student skills in cooperative learning, observation, analysis, critical thinking and communication.
- Develop and exercise competitive spirit in a team atmosphere.
- Create a foundation for career choices by building an awareness of opportunities within the equine industry.
- Advance knowledge in equine science, selection, care and well-being, management and production of horses.
- Provide the opportunity to evaluate, make decisions and orally justify decisions on conformation traits and performance of horses.



## Event Rules

- Each team will be comprised of four members. All scores will be used to determine the total team score.
- It is highly recommended that participants wear FFA Official Dress for this event. Black slacks and black boots are acceptable (for ladies and gentlemen) during the selection and reason portions of the contest.
- All attire of riders and handlers and all tack is to be considered legal in the selection classes.
- All halter horses will be judged as sound, and all performance classes will be judged as they go, in regard to soundness.
- AQHA novice rules will be used in Hunter Under Saddle, Ranch Pleasure and Western Pleasure classes in reference to head set and head carriage.
- Any participant in possession of an electronic device in the event area is subject to disqualification.

## Event Format

Materials each participant needs to provide:

- Two sharpened No. 2 pencils for placing classes
- No pre-printed materials will be allowed during the event

National FFA will provide:

- Clipboard and blank paper
- Blank AQHA approved score sheet for use during the selection classes – See Reference Section, AQHA Score sheets
- Scantron sheet(s) needed for the event

## INDIVIDUAL ACTIVITIES

### IDENTIFICATION CLASS (50 POINTS)

Participants will identify breeds and/or colors and markings of horses, tack and equipment as well as leg deviations (i.e., toed out, toed in, sickle hocked etc.,) items. Each problem will be worth two points each, 25 items total.

### SELECTION CLASSES (400 POINTS)

There will be a total of eight classes evaluated, consisting of halter and performance classes.. There will be four classes of reasons, two reasons classes in each area. Classes will be approximately 12–15 minutes in length. All classes will be 50 points.

Halter classes will be evaluated. Halter classes may be represented by the following breeds and types: Quarter Horse, Conformation Hunter, Appaloosa, Arabian, Paint, American Saddlebred and Morgan. All halter classes will be evaluated as sound.

Performance classes will be evaluated. Performance classes may include: Western Horsemanship, Hunt Seat Equitation, Western

Pleasure, Ranch Pleasure, Western Riding, Reining, English Pleasure (Saddle Seat), Hunter Under Saddle (Hunt Seat), Trail and Hunter Hack. Performance classes will be evaluated as presented (unsoundness to be penalized accordingly). Patterns and scoresheets will be provided to the teams prior to the start of the event for all classes requiring patterns.

### **ORAL REASONS (200 POINTS)**

There will be two performance oral reasons classes selected from Western Pleasure, Ranch Pleasure, Western Riding, Western Horsemanship, Hunt Seat Equitation Reining, English Pleasure (Saddle Seat) and Hunter Under Saddle (Hunt Seat). (50 points each)

There will be two Halter oral reasons classes selected from the halter classes listed above (50 points each)

**Note:** Major points will be deducted if participants use notes during oral reasons presentations.

### **TEAM ACTIVITY (250 POINTS TOTAL)**

#### **Part 1 – Practical Application Activities (200 points; 50 points per activity)**

Participants will be answering questions and gathering information from practical application activities. Teams will complete four activities. Participants will have up to ten minutes for each activity. Examples of practical activities include (but not limited to) feed/hay selection, injections, lameness, and selecting equipment to properly shoe a horse.

#### **Part 2 – Team Scenario and Presentation (50 points)**

This part of the team activity requires all members to work cooperatively to complete the problem solving portion. Teams will orally present solutions to problems found in the given scenario. Teams will have ten minutes to organize and prepare information and ten minutes to present solutions to judges. Judges

may ask clarifying questions to the teams.

For a sample scenario, see the reference section of this handbook.

Examples topics include but not limited to:

- Nutrition
- Management
- Anatomy
- Marketing/current trends
- Health and Animal welfare (care and well-being)
- Reproduction

## Scoring

The event is organized into the following parts, classes and point values:

| <b>INDIVIDUAL ACTIVITY</b>                       | <b>Points per individual</b> |
|--|------------------------------|
| Identification Class                             | 50                           |
| Halter/Performance Classes – eight total classes | 400                          |
| Halter Oral Reasons – two                        | 100                          |
| Performance Oral Reasons – two                   | 100                          |
| <b>TOTAL INDIVIDUAL CLASSES SCORE</b>            | <b>650</b>                   |
| <b>TEAM ACTIVITY</b>                             | <b>Points per team</b>       |
| Team Practical Application Activities – four     | 200                          |
| Team Scenario/Presentation                       | 50                           |
| <b>TOTAL TEAM ACTIVITY SCORE</b>                 | <b>250</b>                   |
| <b>TOTAL SCORE*</b>                              | <b>2,850</b>                 |

### TIEBREAKERS

Ties will be broken in the following order:

#### INDIVIDUAL:

1. Oral reasons total
2. Performance classes total
3. Halter classes total

#### TEAM

1. Team oral reasons total
2. Team performance classes total
3. Team halter classes total





## Awards

*Awards will be presented to individuals and/or teams based upon their rankings at the awards ceremony.*

Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation.

Specialty awards certificates will be presented for the top five individuals in the following areas:

- Halter placing classes
- Performance placing classes
- Total Oral Reasons score

## References

*This list of references is not intended to be all-inclusive.*

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

National FFA – CDE Questions and Answers [FFA.org](http://FFA.org)

AQHA Resources, score sheets – <http://aqha.com>

- Score Sheet for
  - Pattern Classes (Horsemanship, Showmanship & Hunt Seat Equitation)
  - Trail
- Under the section titled “Ranch Riding”
  - All score sheets
- Under the section titled “Reining”
  - All score sheets
- Under the section titled “Western Riding”

AQHA Resources Patterns – <https://www.aqha.com/journal/resources/exhibitors/patterns>

- Patterns for
  - Ranch riding
  - Reining
  - Western riding

American Quarter Horse Association, Amarillo Texas – Video References  
<http://www.aqhastore.com/Gear-DVDs/>

Heird, James C. and The American Quarter Horse Association, Competitive Horse Judging. First Edition. The American Quarter Horse Association, 1990. – [www.aqha.com/en/~/media/99CC10097D56497EBDE93F18F672A0CD.ashx](http://www.aqha.com/en/~/media/99CC10097D56497EBDE93F18F672A0CD.ashx)

CEV Videos on horse judging – <http://www.cevmultimedia.com>

Evans, J. Warren, Borton, Anthony, Hintz, Harold F., and Van Vleck, L. Dale, *The HORSE*, current edition. W. H. Freeman and Company, 41 Madison Avenue, New York, NY 10010 ISBN 0-7167-1811-1

The American Youth Horse Council. [http://ayhc.com/Resources\\_\\_\\_\\_News.html](http://ayhc.com/Resources____News.html)

Equine Science Curriculum – a special project from the National Council for Agricultural Education <https://www.ffa.org/thecouncil/resources>

Tack Identification: Horses and Tack, Howard Ensminger  
<http://teskeys.com/tack.html>

Oklahoma State University horse breed website <http://www.ansi.okstate.edu/breeds/horses/>

University of Kentucky Agripedia website <http://www2.ca.uky.edu/agripedia/Agmania/HORSE/INDEX.asp>

Official Judging Guide from each of the various breed associations and audiovisuals

## Sample Team Activity Scenario

### TEAM ACTIVITY – PART 2 TEAM SCENARIO AND PRESENTATION – 50 POINTS

Teams will have ten minutes to organize and prepare information and ten minutes to present solutions to judges. This part of the team activity requires all members of the team to work cooperatively to complete the problem-solving portion. Teams will orally present solutions to problems found in the given scenario. Judges may ask clarifying questions to the teams.

#### Health/Facility – Management

You are the manager of one of the premier showing and breeding barns in the United States. At your facility you are in charge of the training/boarding barn and then also breeding and managing about twenty broodmares. Your mares are healthy and are about to start foaling and it is show season for all your show horses. A group of clients who board and show out of your barn have just returned from a week long show held in Minnesota. You notice about ten days after your clients return from the show that two of the show horses have developed signs of fever, excessive salivation, blister-like lesions on their dental pad, tongue, and coronary band. You are worried as to what disease might be spreading through the barn, and start to answer the following questions:

- What do you think is the problem? Why?
- How would you treat this after you make the diagnosis?
- What other short-term and long-term preventative practices would you make to insure the problem does not arise again?
- What else would you ask?



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# Team Scenario and Presentation Scorecard

50 Points Possible

CHAPTER \_\_\_\_\_ STATE \_\_\_\_\_ TEAM NUMBER \_\_\_\_\_

|   | 5-4 points<br>Excellent | 3-2 points<br>Moderate | 1-0 points<br>Poor | Weight | Total<br>Points |
|---|-------------------------|------------------------|--------------------|--------|-----------------|
| <b>Organization and content</b> <ul style="list-style-type: none"> <li>• Introduction of team members</li> <li>• Overview of scenario</li> <li>• Presentation of key components</li> <li>• Solution is relevant to scenario</li> <li>• Presentation contains accurate information</li> <li>• Conclusion summarizing the presentation</li> </ul> |                         |                        |                    | X6     |                 |
| <b>Presentation</b> <ul style="list-style-type: none"> <li>• Team spoke articulately without hesitation</li> <li>• Team was extremely well poised</li> <li>• Team made eye contact with the judge</li> <li>• Team exhibited confident body language</li> </ul>  |                         |                        |                    | x2     |                 |
| <b>Evidence of teamwork</b> <ul style="list-style-type: none"> <li>• Each member sufficiently contributed to the presentation</li> <li>• Professional attitude/confidence was demonstrated</li> </ul>   |                         |                        |                    | x2     |                 |
| <b>TOTAL POINTS</b>   |                         |                        |                    |        |                 |
| <b>50</b>   |                         |                        |                    |        |                 |

JUDGE'S NAME \_\_\_\_\_ JUDGE'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

## Resources — AQHA Performance Classes

### SHW416 RANCH RIDING

The purpose of the Ranch Riding horse should reflect the versatility, attitude and movement of a working horse. The horse's performance should simulate a horse riding outside the confines of an arena and that of a working ranch horse. This class should show the horse's ability to work at a forward, working speed while under control by the rider. Light contact should be rewarded and horse shall not be shown on a full drape of reins. The overall manners and responsiveness of the horse while performing the maneuver requirements and the horse's quality of movement are the primary considerations.

**SHW416.1** For horses three years of age and older, offered as a junior, senior or all-age open division class, and as an all age class for Level 1 (Novice) and higher, as an all age class for amateur, (including Select) and youth.

**SHW416.2** No horse may cross enter, a western pleasure and ranch riding class at the same show regardless of division (youth, amateur, select or open).

### SHW417 CLASS REQUIREMENTS:

**SHW417.1** Each horse will work individually, performing both required and optional maneuvers, and scored on the basis of 0 to 100, with 70 denoting an average performance.

**SHW417.2** The required maneuvers will include the walk, trot, and lope both directions: and the extended trot and extended lope at least one direction; as well as stops, and back.

**SHW417.3** Three optional maneuvers may include a side pass, turns of 360 degrees or more, change of lead (simple or flying), walk, trot, or lope over a pole(s); or some reasonable combination of maneuvers that would be reasonable for a ranch horse to perform.

**SHW417.4** The maneuvers may be arranged in various combinations with final approval by the judge.

**SHW417.5** The overall cadence and performance of the gaits should be as those described in GAITS, with an emphasis on forward movement, free-flowing, and ground covering for all gaits. Transitions should be performed where designated, with smoothness and responsiveness.

**SHW417.6** No time limit.

**SHW417.7** One of the suggested patterns may be used, however a judge may utilize a different pattern as long as all required maneuvers and the three (or more) optional maneuvers are included. Should a judge use one of his/her own patterns, it is recommended to not have the stop following an extended lope.

**SHW417.8** The use of natural logs is encouraged.

**SHW417.9** Posting at the extended trot is acceptable.

**SHW417.10** Touching or holding the saddle horn is acceptable.

#### **SHW418 RANCH RIDING APPAREL AND EQUIPMENT**

**SHW418.1** No hoof polish.

**SHW418.2** No braided or banded manes or tail extensions.

**SHW418.3** Trimming inside ears is discouraged.

**SHW418.4** Trimming bridle path is allowed, also trimming of fetlocks or excessive (long) facial hair.

**SHW418.5** Equipment with silver should not count over a good working outfit. Silver on bridles and saddles is discouraged.

**SHW418.6** It is suggested competitors use a breast collar and a rear cinch.

## SHW419 RANCH RIDING PENALTIES

A contestant shall be penalized each time the following occur:

### SHW419.1 One point penalties

- Too slow/per gait
- Over-bridled
- Out of frame
- Break of gait at walk or jog for 2 strides or less

### SHW419.2 Three point penalties

- Break of gait at walk or jog for more than 2 strides
- Break of gait at lope
- Wrong lead or out of lead
- Draped reins
- Out of lead or cross-cantering more than two strides when changing leads
- Trotting more than three strides when making a simple lead change
- Severe disturbance of any obstacle

### SHW419.3 Five point penalties

- Blatant disobedience (kick, bite, buck, rear, etc.) for each refusal

### SHW419.4 Placed below horses performing all maneuvers

- Eliminates maneuver
- Incomplete maneuver

### SHW419.5 Zero score

- Illegal equipment including hoof black, braided or banded manes, or tail extensions
- Willfull abuse
- Major disobedience or schooling



**SHW419.6 6** No specific penalties will be incurred for nicks/hits on logs but deduction may be made in maneuver score.

**SHW419.7 6** No specific penalties will be incurred for over/under spins but deduction may be made in maneuver score.

### **SHW480 REINING**

Reining is a judged event designed to show the athletic ability of a ranch type horse in the confines of a show arena. In reining competition, contestants are required to run one of several approved patterns. Each pattern includes small slow circles, large fast circles, flying lead changes, rollbacks over the hocks, a series of 360 degree spins done in place, and the exciting sliding stops that are the hallmark of the reining horse. To rein a horse is not only to guide him, but also to control his every movement. The best reined horse should be willingly guided or controlled with little or no apparent resistance and dictated to completely. Any movement on his own must be considered a lack of control. Any one of the 13 AQHA-approved reining patterns may be used and is to be selected by the judge of the class and used by all contestants in the class. Each contestant will perform the required pattern individually and separately. All horses will be judged immediately upon entering the arena. Any fault incurred prior to the commencement of a pattern will be scored accordingly. All deviations from the exact written pattern must be considered a lack of or temporary loss of control, and therefore faulted according to severity of deviation. Credit will be given for smoothness, finesse, attitude, quickness and authority in performing the various maneuvers while using controlled speed.

### **SHW481 SCORING**

Scoring will be on the basis of 0-Infinity, with 70 denoting an average performance. Points will be added or subtracted from the maneuvers on the following bases, ranging from plus 1 1/2 to minus 1 1/2: -1 1/2 extremely poor, -1 very poor, -1/2 poor, 0 average, +1/2 good, +1 very good, +1 1/2 excellent. Maneuver scores are to be determined independently of penalty points.

**SHW482 THE FOLLOWING WILL RESULT IN NO SCORE**

- Abuse of an animal in the show arena and/or evidence that an act of abuse has occurred prior to or during the exhibition of a horse in competition.
- Use of illegal equipment, including wire on bits, bosals or curb chains.
- Use of illegal bits, bosals or curb chains; when using a snaffle bit, optional curb strap is acceptable; however, curb chains are not acceptable.
- Use of tack collars, tie downs or nose bands
- Use of whips or bats.
- Use of any attachment which alters the movement of or circulation to the tail.
- Failure to provide horse and equipment to the appropriate judge for inspection.
- Disrespect or misconduct by the exhibitor.
- Closed reins are not allowed except as standard romal reins.
- Excess rein may be straightened at any place a horse is allowed to be completely stopped during a pattern; rider's free hand may be used to hold romal in the normal fashion.

**SHW482.1**

The following will result in a score of zero:

- Use of more than index or first finger between reins.
- Use of two hands (exception in junior, snaffle bit, or hackamore classes designated for two hands) or changing hands.
- Use of romal other than as outlined in WESTERN EQUIPMENT.
- Failure to complete pattern as written.
- Performing the maneuvers other than in specified order.
- The inclusion of maneuvers not specified, including, but not limited to:
  - Backing more than two strides.
  - Turning more than 90 degrees.
  - Equipment failure that delays completion of pattern; including dropping a rein that contacts the ground while horse is in motion.

- Balking or refusal of command where performance is delayed.
- Running away or failing to guide where it becomes impossible to discern whether the entry is on pattern.
- Jogging in excess of one-half circle or one-half the length of the arena.
- Overspins of more than 1/4 turn.
- Fall to the ground by horse or rider.

#### **SHW483**

Neither a no score nor a zero are eligible to place in a go round or class, but a zero may advance in a multi-go event while a no score may not.

#### **SHW484**

The following will result in a reduction of five points:

- Spurring in front of cinch.
- Use of either hand to instill fear or praise.
- Holding saddle with either hand.
- Blatant disobediences including kicking, biting, bucking, rearing and striking.

#### **SHW48**

The following will result in a reduction of two points:

- Break of gait.
- Freeze up in spins or rollbacks.
- On walk-in patterns, failure to stop or walk before executing a canter departure.
- On run-in patterns, failure to be in a canter prior to the first marker.
- If a horse does not completely pass the specified marker before initiating a stop position.

### SHW486

Starting or performing circles or eights out of lead will be judged as follows:

**SHW486.1** Each time a horse is out of lead, a judge is required to deduct one point. The penalty for being out of lead is cumulative and the judge will deduct one penalty point for each quarter of the circumference of a circle or any part thereof that a horse is out of lead. A judge is required to penalize a horse 1/2 point for a delayed change of lead by one stride where the lead change is required by the pattern description.

**SHW486.2** Deduct 1/2 point for starting circle at a jog or exiting rollbacks at a jog up to two strides. Jogging beyond two strides, but less than 1/2 circle or 1/2 the length of the arena, deduct two points.

**SHW486.3** Deduct 1/2 point for over or under spinning up to 1/8 of a turn; deduct one point for over or under spinning 1/8 to 1/4 turn.

**SHW486.4** A 1/2 point penalty deduction will be given for failure to remain a minimum of 20 feet (6 meters) from the wall or fence when approaching a stop and/or rollback.

### SHW487

In patterns requiring a run-around, failure to be on the correct lead when rounding the end of the arena will be penalized as follows: for 1/2 the turn or less, one point; for more than 1/2 turn, two points.

### SHW488

Faults against the horse to be scored accordingly, but not to cause disqualification:

- Opening mouth excessively when wearing bit.
- Excessive jawing, opening mouth or head raising on stop.
- Lack of smooth, straight stop on haunches—bouncing or sideways stop.
- Refusing to change leads.

- Anticipating signals.
- Stumbling.
- Backing sideways.
- Knocking over markers.

### SHW489

Faults against the rider to be scored accordingly, but not to cause disqualification:

- Losing stirrup.
- Failure to run circles or figure eights within the markers is not considered a fault depending on arena conditions and size; however, failure to go beyond markers on rollbacks and stops is considered a fault.

### SHW490

A show may have up to three approved reining classes and no horse may be entered in both junior bit and hackamore/snaffle bit reining classes at the same show.

**SHW490.1** If three reining classes are to be held at a show, they shall be the following:

**SHW490.1.1** Senior reining shown with bit.

**SHW490.1.2** Junior reining shown with bit.

**SHW490.1.3** Hackamore/snaffle bit reining (five years old and younger, shown with hackamore or snaffle bit).

**SHW490.2** If two reining classes are to be held at a show, they shall be the following:

**SHW490.2.1** Senior reining shown with bit.

**SHW490.2.2** Junior reining shown with either bit, hackamore or snaffle bit at the discretion of the exhibitor.

**SHW490.3** If only one reining class is to be held at a show, it shall be reining – all ages – horses six years old and older must be shown in bit; horses five years old and younger may be shown in either bit, hackamore or snaffle bit at the discretion of the exhibitor.

#### **SHW461 TRAIL.**

This class will be judged on the performance of the horse over obstacles, with emphasis on manners, response to the rider and quality of movement. Credit will be given to horses negotiating the obstacles with style and some degree of speed, providing correctness is not sacrificed. Horses should receive credit for showing attentiveness to the obstacles and the capability of picking their own way through the course when obstacles warrant it, and willingly responding to the rider's cues on more difficult obstacles. Horses shall be penalized for any unnecessary delay while approaching or negotiating the obstacles. Horses with artificial appearance over obstacles should be penalized. Horses must not be required to work on the rail. The course must be designed, however, to require each horse to show the three gaits (walk, jog, lope) somewhere between obstacles as a part of its work. The quality of movement and cadence should be considered part of the maneuver score. While on the line of travel between obstacles, the horse shall be balanced, carrying his head and neck in a relaxed, natural position, with the poll level with or slightly above the withers. The head should not be carried behind the vertical, giving the appearance of intimidation, or be excessively nosed out, giving a resistant appearance.

#### **SHW462**

The course to be used must be posted at least one hour before scheduled starting time of the class.

#### **SHW463 SCORING**

Scoring will be on the basis of zero to infinity, with 70 denoting an average performance. Each obstacle will receive an obstacle score that should be added or subtracted from 70 and is subject to a penalty that

should be subtracted. Each obstacle will be scored on the following basis, ranging from plus 1 1/2 to minus 1 1/2: -1 1/2 extremely poor, -1 very poor, -1/2 poor, 0 correct, +1/2 good, +1 very good, +1 1/2 excellent. Obstacle scores are to be determined and assessed independently of penalty points.

### **SHW464**

Penalties should be assessed, per occurrence, as follows:

#### **SHW464.1 One-half point.**

- Each tick or contact of a log, pole, cone, plant, or any component of an obstacle.

#### **SHW464.2 One point**

- Each hit, bite, or stepping on a log, cone, plant or any component of the obstacle.
- Incorrect or break of gait at walk or jog for two strides or less.
- Both front or hind feet in a single-strided slot or space at a walk or jog.
- Skipping over or failing to step into required space.
- Split pole in lope-over.
- Incorrect number of strides, if specified.

#### **SHW464.3 Three points**

- Incorrect or break of gait at walk or jog for more than two strides.
- Out of lead or break of gait at lope (except when correcting an incorrect lead).
- Knocking down an elevated pole, cone, barrel, plant, obstacle, or severely disturbing an obstacle.
- Falling or jumping off or out of a bridge or a water box with one foot once the horse has got onto or into that obstacle.
- Stepping outside of the confines of an obstacle with designated boundaries (i.e., Back through, 360 degree box, side pass) with one foot once the horse has entered the obstacle.

- Missing or evading a pole that is a part of a series of an obstacle with one foot.

#### **SHW464.4 Five points**

- Dropping slicker or object required to be carried on course.
- First or second cumulative refusal, balk, or evading an obstacle by shying or backing.
- Letting go of gate or dropping rope gate.
- Use of either hand to instill fear or praise.
- Falling or jumping off or out of a bridge or a water box with more than one foot once the horse has got onto or into that obstacle.
- Stepping outside of the confines of an obstacle with designated boundaries (i.e., Back through, 360 degree box, side pass) with more than one foot once the horse has entered the obstacle.
- Missing or evading a pole that is a part of a series of an obstacle with more than one foot.
- Blatant disobedience (including kicking out, bucking, rearing, striking).
- Holding saddle with either hand.

#### **SHW464.5 Disqualified 0 – Score**

- Use of two hands (except in snaffle bit or hackamore classes designated for two hands) or changing hands on reins; except for junior horses shown with hackamore or snaffle bit, only one hand may be used on the reins, except that it is permissible to change hands to work an obstacle as outlined in WESTERN EQUIPMENT, or to straighten reins when stopped.
- Use of romal other than as outlined in western equipment.
- Performing the obstacle incorrectly or other than in specified order.
- No attempt to perform an obstacle.
- Equipment failure that delays completion of pattern.
- Excessively or repeatedly touching the horse on the neck to lower the head.



- Entering or exiting an obstacle from the incorrect side or direction.
- Working obstacle the incorrect direction; including overturns of more than 1/4 turn.
- Riding outside designated boundary marker of the arena or course area.
- Third cumulative refusal, balk, or evading an obstacle by shying or backing.
- Failure to ever demonstrate correct lead and/or gait as designated.
- Failure to follow the correct line of travel between obstacles.
- Excessive schooling, pulling, turning, stepping or backing anywhere on course.
- Failure to open and shut gate or failure to complete gate (except for novice or rookie classes where they place below all who complete course correctly).

#### SHW464.6

Faults scored according to severity which occur on the line of travel between obstacles include:

- Head carried too high.
- Head carried too low (tip of ear below the withers).
- Over-flexing or straining neck in head carriage so the nose is carried behind the vertical.
- Excessive nosing out.
- Opening mouth excessively.

**SHW464.7** Faults which will be cause for disqualification that occur on the line of travel between obstacles, except in Level 1 (Novice) amateur or Level 1 (Novice) youth classes which shall be faults scored according to severity, include: head carried too low (tip of ear below the withers consistently); over-flexing or straining neck in head carriage so the nose is carried behind the vertical consistently.

## SHW465 TRAIL COURSE

Management, when setting courses, should keep in mind that the idea is not to trap a horse, or eliminate it by making an obstacle too difficult. All courses and obstacles are to be constructed with safety in mind so as to eliminate any accidents. If difficult courses are set, Level 1 (Novice) trail should be less difficult. When the distances and spaces are measured between all obstacles, the inside base to inside base measurement of each obstacle considering the normal path of the horse should be the measuring point. Enough space must be provided for a horse to jog [at least 30 feet (9 meters)] and lope [at least 50 feet (15 meters)] for the judges to evaluate these gaits.

**SHW465.1** If disrupted, the course shall be reset. In the case that an obstacle is used in combination, the obstacle cannot be reset until the contestant finishes the entire obstacle.

**SHW465.2** The judge must walk the course and has the right and duty to alter the course in any manner. The judge may remove or change any obstacle he deems unsafe or non-negotiable. If at any time a trail obstacle is deemed to be unsafe by the judge, it shall be repaired or removed from the course. If it cannot be repaired and horses have completed the course, the score for that obstacle shall be deducted from all previous works for that class.

**SHW465.3** At least six obstacles must be used, three of which must be from the mandatory list of obstacles and at least three others selected from the list of optional obstacles.

## SHW466. MANDATORY TRAIL COURSE OBSTACLES INCLUDE:

**SHW466.1** Opening, passing through and closing gate. (Losing control of gate is to be penalized.) Use a gate which will not endanger horse or rider. If the gate has a metal, plastic or wooden support bar under the opening, contestants must work the gate moving forward through it.

## SHW466.2

Ride over at least four logs or poles. These can be in a straight line, curved, zigzag or raised. The space between the logs is to be measured and the path the horse is to take should be the measuring point.

Trotovers and lopeovers cannot be elevated in Novice classes. All elevated elements must be placed in a cup, notched block, or otherwise secured so they cannot roll. The height should be measured from the ground to the top of the element. Spacing for walkovers, trotovers, and lopeovers should be as follows or increments thereof.

**SHW466.2.1** The spacing for walkovers shall be 20" to 24" (50 – 60 cm) and may be elevated to 12" (30 cm). Elevated walkovers should be set at least 22" (55 cm) apart.

**SHW466.2.2** The spacing for trotovers shall be 3' to 3'3" (90 –100 cm) and may be elevated to 8" (20 cm).

**SHW466.2.3** The spacing for lopeovers shall be 6' to 6 1/2' (1.8 – 2 meters) or increments thereof, and may be elevated to 8" (20 cm).

**SHW466.3** Backing obstacle. Backing obstacles to be spaced a minimum of 28" (70 cm). If elevated, 30" (75 cm) spacing is required. Entrants cannot be asked to back over a stationary object such as a wooden pole or metal bar.

**SHW466.3.1** Back through and around at least three markers.

**SHW466.3.2** Back through L, V, U, straight or similar-shaped course. May be elevated no more than 24" (60 cm).

## SHW467

Optional trail course obstacles include but are not limited to:

**SHW467.1** Water hazard (ditch or small pond). No metal or slick bottom-boxes will be used.

**SHW467.2** Serpentine obstacles at walk or jog. Spacing to be minimum of 6' (1.8 meters) for jog.

**SHW467.3** Carry object from one part of arena to another. (Only objects which reasonably might be carried on a trail ride may be used.)

**SHW467.4** Ride over wooden bridge. (Suggested minimum width shall be 36" (90 cm) wide and at least six feet long). Bridge should be sturdy, safe and negotiated at a walk only.

**SHW467.5** Put on and remove slicker.

**SHW467.6** Remove and replace materials from mailbox.

**SHW467.7** Side pass (may be elevated to 12" (30 cm) maximum).

**SHW467.8** An obstacle consisting of four logs or rails, laid in a square. Minimum width of the square should be 6' (1.8 m). Each contestant will enter the square by riding over log or rail as designated. When all four feet are inside the square, rider should execute a turn, as indicated, and depart.

**SHW467.9** Any other safe and negotiable obstacle which could reasonably be expected to be encountered on a trail ride and meets the approval of the judge may be used.

**SHW467.10** A combination of two or more of any obstacle is acceptable.

## **SHW468**

Unacceptable trail course obstacles include:

- Tires
- Animals
- Hides
- PVC pipe
- Dismounting
- Jumps
- Rocking or moving bridges
- Water box with floating or moving parts

- Flames, dry ice, fire extinguisher, etc.
- Logs or poles elevated in a manner that permits such to roll
- Ground ties

### SHW451 WESTERN RIDING

The horse is judged on quality of gaits, lead changes at the lope, response to the rider, manners and disposition. The horse should perform with reasonable speed, and be sensible, well-mannered, free and easy moving. Credit shall be given for and emphasis placed on smoothness, even cadence of gaits (i.e., starting and finishing pattern with the same cadence), and the horse's ability to change leads precisely, easily and simultaneously both hind and front at the center point between markers. In order to have balance, with quality lead changes, the horse's head and neck should be in a relaxed, natural position, with his poll level with or slightly above the level of the withers. He should not carry his head behind the vertical, giving the appearance of intimidation, or be excessively nosed out, giving a resistant appearance. The horse should have a relaxed head carriage showing response to the rider's hands, with a moderate flexion at the poll. Horses may be ridden with light contact or on a reasonably loose rein. The horse should cross the log both at the jog and the lope without breaking gait or radically changing stride.

### SHW452

The judge will select one of the eight patterns to be performed. The judge is responsible for the pattern being correctly set. The three Level 1 (Green) western riding patterns may be used for Level 1 (Novice) amateur or Level 1 (Novice) youth. On the pattern:

**SHW452.1** The small circles represent pylon markers which are recommended. These should be separated by a uniform measured distance of not less than 30 feet (9 meters) nor more than 50 feet (15 meters) on the sides with 5 markers (see diagram). In Pattern 1, the three markers on the opposite side should be set adjacent to the appropriate markers. It is recommended that markers be set a

minimum of 15 feet (4 1/2 meters) from the fence and with 50 to 80 foot (15 to 24 meters) width in the pattern, as the arena permits.

**SHW452.2** A solid log or pole should be used and be a minimum of 8 feet (2.5 meters) in length.

**SHW452.3** The long serpentine line indicates the direction of travel and gaits at which the horse is to move. The shaded area represents the lead changing area between the markers. The dotted line (...) indicates walk, the dash line (- -) jog, and the solid line (-) lope.

**SHW452.4** A cone shall be placed along the wall or rail of the arena to designate where the exhibitor should initiate the walk. On Pattern 1, the cone should be placed a minimum of 15 feet before the first pylon. On Patterns 2,3,4 and 5, the cone should be placed even with the first pylon. The on-deck exhibitor should not go to the start-cone until the contestant on pattern has cleared the working area by the start-cone for the final time.

### SHW453 SCORING

Exhibitors will be scored on a basis of 0-100 with 70 denoting an average performance. Points will be added or subtracted from the maneuvers on the following bases, ranging from plus 1 1/2 to minus 1 1/2: -1 1/2 extremely poor, -1 very poor, -1/2 poor, 0 average, +1/2 good, +1 very good, +1 1/2 excellent. Maneuver scores are to be determined independently of penalty points.

### SHW454

Penalties should be assessed each time the following occur:

#### SHW454.1 One-half point

- Tick or light touch of log
- Hind legs skipping or coming together during lead change
- Non-simultaneous lead change (front to hind or hind to front)

**SHW454.2 One point**

- Hitting or rolling log
- Out of lead more than one stride either side of the center point and between the markers
- Splitting the log (log between the two front or two hind feet) at the lope
- Break of gait at the walk or jog up to two strides

**SHW454.3 Three points**

- Not performing the specific gait (jog or lope) or not stopping when called for in the pattern, within 10 feet (3 meters) of the designated area
- Simple change of leads
- Out of lead at or before the marker prior to the designated change area or out of lead at or after the marker after the designated change area
- Additional lead changes anywhere in pattern (except when correcting an extra change or incorrect lead)
- Pattern 1 and 3 failure to start the lope within 30 feet (9 meters) after crossing the log at the jog
- Break of gait at walk or jog for more than two strides
- Break of gait at the lope

**SHW454.4 Five points**

- Out of lead beyond the next designated change area (note: failures to change, including cross-cantering. Two consecutive failures to change would result in two five point penalties).
- Blatant disobedience including kicking out, biting, bucking and rearing
- Holding saddle with either hand
- Use of either hand to instill fear or praise

**SHW454.5 Disqualified – 0 score**

- Illegal equipment
- Willful abuse
- Off course
- Knocking over markers
- Completely missing log
- Major refusal – stop and back more than two strides or four steps with front legs
- Major disobedience or schooling
- Failure to start lope prior to end cone in pattern 1
- Four or more simple lead changes and/or failures to change leads (except for level 1 (novice) and rookie classes)
- Failure to start lope beyond 30 feet of designated area in patterns 2, 3, 4, 5 and level 1 (green) western riding patterns 1, 2 and 4 (except for level 1 (novice) classes).
- Overturn of more than 1/4 turn

**SHW454.6**

Faults scored according to severity, which will be cause for disqualification, except in Level 1 (Novice) amateur or Level 1 (Novice) youth classes, include:

- Head carried too low (tip of ear below withers consistently)
- Over flexing or straining neck in head carriage so the nose is carried behind the vertical consistently.

**SHW454.7**

The following characteristics are considered faults and should be judged accordingly in maneuver scores:

- Opening mouth excessively
- Anticipating signals
- Stumbling



- Head carried too high
- Head carried too low (tip of ear below the withers)
- Over-flexing or straining neck in head carriage so the nose is carried behind the vertical
- Excessive nosing out

### **SHW454.8**

#### **Credits**

- Changes of leads, hind and front simultaneously
- Change of lead near the center point of the lead change area
- Accurate and smooth pattern
- Even pace throughout
- Easy to guide and control with rein and leg
- Manners and disposition
- Conformation and fitness





NATIONAL FFA  
CAREER AND LEADERSHIP  
DEVELOPMENT EVENTS

AQHA  
AMERICAN QUARTER  
HORSE ASSOCIATION

# REINING SCORE SHEET

|       |
|-------|
| JUDGE |
| CLASS |
| DATE  |

MANEUVER SCORES: -1/2 Extremely Poor, -1 Very Poor, -1/2 Poor, 0 Correct, +1/2 Good, +1 Very Good, +1 1/2 Excellent

| MANEUVER DESCRIPTION |       | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | PENALTY TOTAL | SCORE |  |
|----------------------|-------|----------|---|---|---|---|---|---|---|---------------|-------|--|
| DRAW                 | EXH # | MANEUVER |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |
|                      |       | PENALTY  |   |   |   |   |   |   |   |               | ↓     |  |
|                      |       | SCORE    |   |   |   |   |   |   |   |               |       |  |

JUDGES SIGNATURE



NATIONAL FFA  
CAREER AND LEADERSHIP  
DEVELOPMENT EVENTS

# Agriculture, Food and Natural Resources Content Standards

|   |                                  |   |
|---|----------------------------------|---|
| <b>ABS.01.01. Performance Indicator: Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.</b>               |                                  |   |
| <b>ABS.01.01.01.c.</b> Create strategies to maximize the efficiency of AFNR business inputs and outputs using microeconomic principles.                     | Team Activity Scenario (Product) | CCSS.ELA-Literacy.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4<br>CCSS.MATH.CONTENT.HSS.ID.C.7<br>CCSS.MATH.CONTENT.HSS.IC.B.6<br>Financial Investing: Benchmarks:<br>Grade 12, Statement 9 |
| <b>ABS.01.01.02.c.</b> Analyze the impact of the current macroeconomic environment on decisions related to AFNR businesses.                                 | Team Activity Scenario (Product) | CCSS.ELA-Literacy.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4<br>CCSS.MATH.CONTENT.HSS.ID.C.7<br>CCSS.MATH.CONTENT.HSS.IC.B.6<br>Financial Investing: Benchmarks:<br>Grade 12, Statement 9 |
| <b>ABS.01.03. Performance Indicator: Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.</b> |                                  |   |
| <b>ABS.01.03.01.c.</b> Devise strategies to improve the operation of AFNR businesses using management skills. – Team Activity Scenario (Product)            |                                  | CCSS.ELA-LITERACY.SL.9-10.6<br>CCSS.ELA-LITERACY.SL.11-12.6<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4   |
| <b>ABS.01.03.02.c.</b> Devise management or operational strategies to address and adhere to local, state, federal, international and industry regulations.  | Team Activity Scenario (Product) | CCSS.ELA-LITERACY.SL.9-10.6<br>CCSS.ELA-LITERACY.SL.11-12.6<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4   |
| <b>ABS.01.03.02.c.</b> Devise management or operational strategies to address and adhere to local, state, federal, international and industry regulations.  | Team Activity Scenario (Product) | CCSS.ELA-LITERACY.SL.9-10.6<br>CCSS.ELA-LITERACY.SL.11-12.6<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4   |

*Agriculture, Food and Natural Resources Content Standards continued*

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| <b>ABS.05.01. Performance Indicator: Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.</b>  |                                  |  |
| ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).  | Team Activity Scenario (Product) | AFNR Career Cluster, Statement 7<br>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1  |
| <b>ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.</b>   |                                  |  |
| ABS.05.03.03.b. Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards, etc.). | Team Activity Scenario (Product) | AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4<br>CCSS.ELA-LITERACY.W.9-10.2<br>CCSS.ELA-LITERACY.W.11-12.2<br>CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.ELA-LITERACY.SL.9-10.6<br>CCSS.ELA-LITERACY.SL.11-12.6 |
| <b>AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.</b>  |                                  |  |
| AS.01.01.01.c. Evaluate the implications of animal adaptations on production practices and the environment.  | Team Activity Scenario (Product) | HS-LS4-3   |
| AS.01.01.02.b. Describe the historical and scientific developments of different animal industries and summarize the products, services and careers associated with each.   | Team Activity Scenario (Product) | HS-LS4-3   |
| <b>AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.</b>  |                                  |  |
| AS.01.02.01.c. Evaluate the effectiveness of different production methods and defend the use of selected methods using data and evidence. – Team Activity Scenario (Product)   |                                  | AFNR Career Cluster, Statement 1<br>AFNR Career Cluster – Animal Systems Pathway, Statement 3<br>STEM Career Cluster, Statement 1<br>Buying Goods and Services, Benchmarks: Grade 12, Statement 1<br>Buying Goods and Services, Benchmarks: Grade 12, Statement 3  |

*Agriculture, Food and Natural Resources Content Standards continued*

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|---|---|---|
| <p><b>AS.01.02.02.c.</b> Devise and evaluate marketing plans for an animal agriculture product or service.</p>  | <p>Team Activity Scenario (Product)</p>   | <p>AFNR Career Cluster, Statement 1<br/>AFNR Career Cluster – Animal Systems Pathway, Statement 3<br/>STEM Career Cluster, Statement 1<br/>Buying Goods and Services, Benchmarks: Grade 12, Statement 1<br/>Buying Goods and Services, Benchmarks: Grade 12, Statement 3</p>                  |
| <p><b>AS.01.03. Performance Indicator: Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.</b></p>  |   |   |
| <p><b>AS.01.03.01.c.</b> Evaluate the impact of laws pertaining to animal agriculture (e.g., pros, cons, effect on individuals, effect on businesses, etc.) and assess the compliance of production practices with established regulations.</p> | <p>Team Activity Scenario (Product)</p>   | <p>AFNR Career Cluster, Statement 2<br/>AFNR Career Cluster – Animal Systems Pathway, Statement 1<br/>STEM Career Cluster, Statement 1, 4<br/>CCSS.ELA-Literacy.W.9-10.9b<br/>CCSS.ELA-Literacy.W.11-12.9b<br/>CCSS.ELA-Literacy.RI.9-10.1<br/>CCSS.ELA-Literacy.RI.11-12.1<br/>HS-ETS1-1</p> |
| <p><b>AS.01.03.02.c.</b> Select, evaluate and defend the use of sustainable practices in animal agriculture. – Team Activity Scenario (Product)</p>   |   | <p>AFNR Career Cluster, Statement 2<br/>AFNR Career Cluster – Animal Systems Pathway, Statement 1<br/>STEM Career Cluster, Statement 1, 4<br/>CCSS.ELA-Literacy.W.9-10.9b<br/>CCSS.ELA-Literacy.W.11-12.9b<br/>CCSS.ELA-Literacy.RI.9-10.1<br/>CCSS.ELA-Literacy.RI.11-12.1<br/>HS-ETS1-1</p> |
| <p><b>AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare.</b></p>  |   |   |
| <p><b>AS.02.01.01.b.</b> Design programs that assure the welfare of animals and prevent abuse or mistreatment.</p>  | <p>Team Activity Scenario (Product)</p>   | <p>HS-ETS1-2</p>  |
| <p><b>AS.02.01.02.c.</b> Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses</p>  | <p>Team Activity Scenario (Product) and Team Activity Practical Application</p> | <p>HS-ETS1-2</p>  |
| <p><b>AS.02.01.03.c.</b> Devise economical recommendations to increase the welfare of animals in animal systems.</p>  | <p>Team Activity Scenario (Product)</p>   | <p>HS-ETS1-2</p>  |
| <p><b>AS.03.01. Performance Indicator: Analyze the nutritional needs of animals.</b></p>  |   |   |
| <p><b>AS.03.01.01.c.</b> Assess nutritional needs for an individual animal based on its growth stage and production system</p>  | <p>Team Activity Scenario (Product) and Team Activity Practical Application</p> |   |
| <p><b>AS.03.01.02.c.</b> Design and defend the use of a nutritional program by demonstrating the relationship between the nutrient requirements and the feedstuffs provided.</p>  | <p>Team Activity Scenario (Product) and Team Activity Practical Application</p> |   |

*Agriculture, Food and Natural Resources Content Standards continued*

| <b>AS.03.02 Performance Indicator: Analyze feed rations and assess if they meet the nutritional needs of animals.</b>   |  |  |
|---|--|--|
| AS.03.02.01.c. Select appropriate feedstuffs for animals based on a variety of factors (e.g., economics, digestive system and nutritional needs, etc.).   | Team Activity Scenario (Product) and Team Activity Practical Application |  |
| AS.03.02.02.c. Select and utilize animal feeds based on nutritional requirements, using rations for maximum nutrition and optimal economic production   | Team Activity Scenario (Product) and Team Activity Practical Application |  |
| AS.03.02.03.c. Make and defend decisions regarding whether to use feed additives and growth promotants after researching and considering scientific evidence, production system needs and goals, and input from industry professionals. | Team Activity Scenario (Product) and Team Activity Practical Application |  |
| <b>AS.03.03 Performance Indicator: Utilize industry tools to make animal nutrition decisions.</b>   |  |  |
| AS.03.03.01.b. Utilize tools and equipment to perform animal nutrition tasks.   | Team Activity Practical Application                                      |  |
| AS.03.03.02.c. Evaluate and summarize the potential impacts, positive and negative, of compliance and/or noncompliance with a feed label and feeding directions.  | Team Activity Scenario (Product) and Team Activity Practical Application |  |
| <b>AS.04.01. Performance Indicator: Evaluate animals for breeding readiness and soundness.</b>  |  |  |
| AS.04.01.01.b. Analyze the functions of major organs in the male and female reproductive systems.   | Team Activity Practical Application                                      |  |
| <b>AS.04.02. Performance Indicator: Apply scientific principles to select and care for breeding animals.</b>  |  |  |
| AS.04.02.01.c. Select and evaluate a breeding system based on the principles of genetics  | Team Activity Scenario (Product)   | CCSS.MATH.CONTENT.HSS.MD.A.3<br>HS-LS3-2<br>HS-LS3-3 |
| AS.04.02.02.c. Select and evaluate breeding animals and determine the probability of a given trait in their offspring.  | Team Activity Scenario (Product)   | CCSS.MATH.CONTENT.HSS.MD.A.3<br>HS-LS3-2<br>HS-LS3-3 |
| AS.04.02.04.c. Create a plan to differentiate care of a species of breeding animals throughout their growth stages.   | Team Activity Scenario (Product)   | CCSS.MATH.CONTENT.HSS.MD.A.3<br>HS-LS3-2<br>HS-LS3-3 |
| <b>AS.04.03 Performance Indicator: Apply scientific principles to breed animals.</b>  |  |  |
| AS.04.03.01.c.) Select animal breeding methods based on reproductive and economic efficiency.   | Team Activity Scenario (Product)   |  |
| AS.04.03.02.c. Evaluate the implementation and effectiveness of artificial insemination techniques.   | Team Activity Scenario (Product)   |  |
| AS.04.03.03.c. Create and evaluate plans and procedures for estrous synchronization, superovulation, flushing, embryo transfer and other reproductive management practices  | Team Activity Scenario (Product)   |  |
| AS.04.03.04.c. Select and assess animal performance based on quantitative breeding values for specific characteristics.   | Team Activity Scenario (Product) and Team Activity Practical Application |  |

Agriculture, Food and Natural Resources Content Standards continued

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|--|--|---|
| <b>AS.05.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.</b>   |  |   |
| AS.05.01.01.b. Critique designs for an animal facility and prescribe alternative layouts and adjustments for the safe, sustainable and efficient use of the facility.  | Team Activity Scenario (Product) and Team Activity Practical   | AFNR Career Cluster – Animal Systems Pathway, Statement 2<br>STEM Career Cluster, Statement 4<br>STEM Career Cluster, Statement 5 |
| <b>AS.05.02. Performance Indicator: Comply with government regulations and safety standards for facilities used in animal production.</b>  |  |   |
| AS.05.02.01.c. Evaluate facility designs and make recommendations to ensure that it meets standards for the legal, safe, ethical, economical and efficient production of animals.                            | Team Activity Scenario (Product) and Team Activity Practical   | CCSS.ELA-Literacy.W.9-10.9b<br>CCSS.ELA-Literacy.W.11-12.9b   |
| <b>AS.06.01. Performance Indicator: Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).</b>   |  |   |
| AS.06.01.03.b. Analyze the visual characteristics of an animal or animal product and select correct classification terminology when referring to companion and production animals.                           | Team Activity Scenario (Product) and Team Activity Practical – Evaluation and Oral Reasons – Identification (all parts of the event) |   |
| <b>AS.06.02. Performance Indicator: Apply principles of comparative anatomy and physiology to uses within various animal systems.</b>  |  |   |
| AS.06.02.03.c. Apply knowledge of anatomical and physiological characteristics of animals to make production and management decisions  | Team Activity Scenario (Product) and Team Activity Practical   | HS-LS1-2  |
| <b>AS.06.03. Performance Indicator: Select animals for specific purposes and maximum performance based on anatomy and physiology.</b>  |  |   |
| AS.06.03.01.c. Evaluate and select animals to maximize performance based on anatomical and physiological characteristics that affect health, growth and reproduction   | Team Activity Scenario (Product) and Team Activity Practical – Evaluation  | STEM Career Cluster, Statement 5  |
| AS.06.03.02.b. Compare and contrast procedures to sustainably and efficiently develop an animal to reach its highest performance potential with respect to its anatomical and physiological characteristics. | Team Activity Scenario (Product) and Team Activity Practical   | STEM Career Cluster, Statement 5  |
| AS.06.03.03.c. Evaluate and select animals to produce superior animal products based on industry standards.  | Team Activity Scenario (Product) and Team Activity Practical – Evaluation  | STEM Career Cluster, Statement 5  |
| <b>AS.07.01. Performance Indicator: Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.</b>   |  |   |
| AS.07.01.01.c. Select and use tools and technology to meet specific animal health management goals   | Team Activity Scenario (Product) and Team Activity Practical   | CCSS.MATH.CONTENT.HSN.Q.A.1<br>CCSS.MATH.CONTENT.HSN.Q.A.2<br>CCSS.MATH.CONTENT.HSN.Q.A.3   |
| AS.07.01.02.c. Determine when an animal health concern needs to be referred to an animal health professional.  | Team Activity Scenario (Product) and Team Activity Practical   | CCSS.MATH.CONTENT.HSN.Q.A.1<br>CCSS.MATH.CONTENT.HSN.Q.A.2<br>CCSS.MATH.CONTENT.HSN.Q.A.3   |
| AS.07.01.03.c. Treat common diseases, parasites and physiological disorders of animals according to directions prescribed by an animal health professional.  | Team Activity Scenario (Product) and Team Activity Practical   | CCSS.MATH.CONTENT.HSN.Q.A.1<br>CCSS.MATH.CONTENT.HSN.Q.A.2<br>CCSS.MATH.CONTENT.HSN.Q.A.3   |



*Agriculture, Food and Natural Resources Content Standards continued*

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| AS.07.01.04.c. Design and implement a health maintenance and a disease and disorder prevention plan for animals in their natural and/or confined environments      | Team Activity Scenario (Product) and Team Activity Practical | CCSS.MATH.CONTENT.HSN.Q.A.1<br>CCSS.MATH.CONTENT.HSN.Q.A.2<br>CCSS.MATH.CONTENT.HSN.Q.A.3        |
| AS.07.01.05.c. Identify and describe surgical and nonsurgical veterinary treatments and procedures to meet specific animal health care objectives.                 | Team Activity Scenario (Product) and Team Activity Practical | CCSS.MATH.CONTENT.HSN.Q.A.1<br>CCSS.MATH.CONTENT.HSN.Q.A.2<br>CCSS.MATH.CONTENT.HSN.Q.A.3        |
| AS.07.02.01.c. Design and evaluate a biosecurity plan for an animal production operation.  | Team Activity Scenario (Product) and Team Activity Practical | CCSS.MATH.CONTENT.HSN.Q.A.1<br>CCSS.MATH.CONTENT.HSN.Q.A.2<br>CCSS.MATH.CONTENT.HSN.Q.A.3        |
| <b>AS.07.02. Performance Indicator: Analyze biosecurity measures utilized to protect the welfare of animals.</b>   |  |  |
| AS.07.02.02.b. Analyze the health risk of different zoonotic diseases to humans and identify prevention methods.   | Team Activity Scenario (Product) and Team Activity Practical |  |
| <b>AS.08.01. Performance Indicator: Design and implement methods to reduce the effects of animal production on the environment.</b>                                |  |  |
| AS.08.01.01.b. Assess methods of reducing the effects of animal agriculture on the environment.  | Team Activity Scenario (Product) and Team Activity Practical | AFNR Career Cluster – Environmental Service Systems Pathway, Statement 1<br>HS-LS2-6<br>HS-LS2-7 |
| <b>AS.08.02. Performance Indicator: Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.</b> |  |  |
| AS.08.02.02.b. Implement and evaluate the effectiveness of methods to ensure optimal environmental conditions for animals.   | Team Activity Scenario (Product) and Team Activity Practical | HS.LS4-6   |
| <b>CS.01.01. Performance Indicator: Examine issues and trends that impact AFNR systems on local, state, national and global levels.</b>                            |  |  |
| CS.01.01.01.c. Evaluate and explain AFNR issues and their impacts to audiences with limited AFNR knowledge   | Team Activity Scenario                                       |  |
| CS.01.01.02.c. Evaluate emerging trends and the opportunities they may create within the AFNR systems  | Team Activity Scenario                                       |  |
| <b>CS.01.02. Performance Indicator: Examine technologies and analyze their impact on AFNR systems.</b>   |  |  |
| CS.01.02.01.c. Solve problems in AFNR workplaces or scenarios using technology.  | Team Activity Scenario                                       |  |
| <b>CS.01.03. Performance Indicator: Identify public policies and their impact on AFNR systems.</b>   |  |  |
| CS.7.02.01.c. Evaluate a public policy within AFNR systems and defend or challenge it  | Team Activity Scenario                                       |  |
| CS.7.02.02.c. Create a plan for implementing a new public policy that will positively impact AFNR systems.   | Team Activity Scenario                                       |  |
| <b>CS.02.01. Performance Indicator: Research geographic and economic data related to AFNR systems.</b>   |  |  |
| CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data.  | Team Activity Scenario                                       |  |

*Agriculture, Food and Natural Resources Content Standards continued*

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| <b>CS.02.02. Performance Indicator: Examine the components of the AFNR systems and their impact on the local, state, national and global society and economy.</b>                         |  |  |
| CS.02.02.01.c. Devise a strategy for explaining components of AFNR systems to audiences with limited knowledge.   | Team Activity Scenario   |  |
| CS.02.02.03.c. Evaluate how positive or negative changes in the local, state, national or global economy impacts AFNR systems.  | Team Activity Scenario   |  |
| <b>CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems.</b>  |  |  |
| CS.04.01.01.b. Analyze available practices to steward natural resources in AFNR systems (e.g., wildlife and land conservation, soil and water practices, ecosystem management, etc.).     | Team Activity Practical  |  |
| CS.04.01.02.b. Analyze and assess sustainability practices that can be applied in AFNR systems (e.g., energy efficiency, recycle/reuse/repurpose, green resources, etc.).                 | Team Activity Practical  |  |
| <b>CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.</b>  |  |  |
| CRP.01.01.02.b. Assess personal level of responsibility and examine opportunities for improvement.  | Evaluation and Reasons   |  |
| <b>CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.</b> |  |  |
| CRP.01.02.01.c. Make and defend personal decisions after analyzing their near- and long-term impacts on self and others.  | Evaluation and Reasons Evaluation and Reasons – Team Activity – Scenario Product |  |
| CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.   | Team Activity – Scenario Product   |  |
| <b>CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.</b>   |  |  |
| CRP.01.03.01.c. Devise strategies for involvement in professional service opportunities at work and in the community (e.g., coaching/mentorship, presentations at meetings, etc.).        | Team Activity – Scenario Product   |  |
| <b>CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.</b>            |  |  |
| CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved  | The entire event – all parts   |  |
| CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved  | Team Activity – Scenario Product   |  |
| <b>CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.</b>                                 |  |  |
| CRP.02.02.01.c. Apply technical concepts to solve problems in the workplace and reflect upon the results achieved.  | Team Activity – Practical Application  |  |

*Agriculture, Food and Natural Resources Content Standards continued*

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| <b>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</b>                                    |   |  |
| CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.                                  | Oral Reasons – Team Activity – Scenario Product     |  |
| <b>CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.</b>  |   |  |
| CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written communications (e.g., emails, reports, presentations, technical documents, etc.).                | Oral Reasons – Team Activity – Scenario Product     |  |
| <b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>  |   |  |
| CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).  | Team Activity – Scenario Product and Team Practical |  |
| CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.<br>Team Activity – Scenario Product and Team Practical                              |   |  |
| <b>CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.</b>         |   |  |
| CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.  | Team Activity – Scenario Product and Team Practical |  |
| <b>CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.</b> |   |  |
| CRP.05.02.01.c. Evaluate and defend decisions applied in the workplace and community situations.  | Team Activity – Scenario Product and Oral Reasons   |  |
| <b>CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.</b>              |   |  |
| CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.  | Team Activity – Scenario Product                    |  |
| CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information etc.) to challenge common assumptions in workplace and community situations.        | Team Activity – Scenario Product                    |  |
| <b>CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.</b>       |   |  |
| CRP.06.02.02.c. Construct and implement methods to improve workplace and community processes and procedures.  | Team Activity – Scenario Product                    |  |
| <b>CRP.06.03. Performance Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.</b>                      |   |  |
| CRP.06.03.01.c. Design a plan of action to introduce a new idea or innovation into the workplace and community.   | Team Activity – Scenario Product                    |  |

*Agriculture, Food and Natural Resources Content Standards continued*

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| CRP.06.03.02.b. Elicit and assimilate input and feedback from individuals and organizations about new ideas or innovations for the workplace or community.                              | Team Activity – Scenario Process             |  |
| <b>CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.</b>  |  |  |
| CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.   | All section of the event                     |  |
| CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.  | All section of the event                     |  |
| <b>CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.</b>   |  |  |
| CRP.08.02.01.c. Devise strategies to evaluate the effectiveness of solutions for resolving workplace and community problems.  | Team Activity – Scenario Product and Process |  |
| CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.  | Team Activity – Scenario Product and Process |  |
| <b>CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.</b>  |  |  |
| CRP.08.03.01.b. Analyze and determine the best problem-solving model to apply to workplace and community problems.  | All sections of the event                    |  |
| <b>CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).</b> |  |  |
| CRP.09.01.01.c. Evaluate ethical and effective leadership characteristics demonstrated by others.   | Team Activity – Scenario Product             |  |
| <b>CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.</b>                     |  |  |
| CRP.11.01.01.b. Analyze advantages and disadvantages of new technologies, tools and applications to maximize productivity in the workplace and community.                               | Team Activity – Scenario Product             |  |
| CRP.11.01.02.b. Select, apply and use new technologies, tools and applications in workplace and community situations to maximize productivity.  | Team Activity – Scenario Product             |  |
| <b>CRP.11.02. Performance Indicator: Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.</b>     |  |  |
| CRP.11.02.01.b. Assess the physical, financial and professional risks associated with using technology in the workplace and community.  | Team Activity – Scenario Product             |  |

*Agriculture, Food and Natural Resources Content Standards continued*

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| <b>CRP.12.01. Performance Indicator: Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.</b>  |                           |  |
| CRP.12.01.01.b. Formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions.  | Team Activity – all parts |  |
| CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.   | Team Activity – all parts |  |
| <b>CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).</b> |                           |  |
| CRP.12.02.01.b. Assess team dynamics and match strategies to increase team member engagement.  | Team – all parts          |  |
| CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.   | Team – all parts          |  |



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