

Colorado
State
University

Extension

MA1566
Member's Manual



**Horseless Horse — Unit 2
Hooves, Health &
Horsemanship**

Project Goals and General Information

This project provides an opportunity for non-horse owning youth to acquire knowledge necessary to participate in horse-related 4-H events. By offering a unique curriculum that does not rely on live horses to be used as a tool for learning, more youth will have the opportunity to learn about these animals.

This project is intended to teach 4-H youth basic knowledge of horses, equipment and safety that do not have access to a horse. All of the questions in this project record should be answered as completely as possible. The information needed can be found in the Colorado 4-H Horse Manual. This publication is available at your county extension office. All the information used in the horseless horse units has been taken from the 4-H Horse Project Members Manual.

This 4-H project record will be scored out of 100 points based on neatness, completeness, accuracy and activities completed (meetings attended, demonstrations, and special events included).

The leader's signature should be obtained when the book is completed and ready to be turned-in for judging. Books will be graded by a qualified person and scored to a general standard.

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Colorado State University, U.S. Department of Agriculture and Colorado counties cooperating.

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Leader Information

These pages are designed for the leader, parent, and adult volunteer or older youth working with the 4-H Horseless Horse project. Below you will find an explanation of the Targeting Life Skills Model as well as the Experiential Learning Process and how you can incorporate them into the unit while teaching horse-related subject matter.

Life skills are critical in helping young people become self-directing, productive, and contributing members of society. One of the primary goals of this project book is to help youth gain knowledge about horses. However, it is very important to emphasize the learning of “life skills” as well.

Head, heart, hands, and health are the foundations of 4-H. In the Targeting Life Skills Model (Figure 1), each of these foundations reflects a skill. Each “H” has two general categories of skills. The head is “managing and thinking,” the heart is “relating and caring,” the hands are “giving and working,” and the health is “living and being.” The categories are then divided into specific life skills.

This unit incorporates the Targeting Life Skills Model through the subject matter and activities. Youth are expected to use both the 4-H Horse Project Manual from Colorado along with the 4-H Cooperative Curriculum System Horse project booklets to find the answers. Each chapter is focused on a specific life skill listed below:

- Anatomy of the Hoof – teamwork
- Conformation and Movement – critical thinking

- Blemishes and Unsoundness – decision making
- Nutrition – healthy lifestyle choices
- Basic Health – personal safety & concern for others
- Western Tack – critical thinking
- English Tack – critical thinking
- Bits – communication
- Training Aids and Devices – problem solving
- Realities of Horse Ownership – critical thinking

The Experiential Learning Process is also prevalent throughout Unit 2. The Experiential Learning Process (Figure 2) embraces a “learn by-doing” approach to 4-H and emphasizes exploration and critical thinking. The model includes five steps: *experience, share, process, generalize, and apply*. Not every step of the process is necessary for every activity and sometimes steps are combined. However, it is important each lesson embraces the three main processes *do, reflect, and apply*.

The Conformation and Movement section is a great example of this process. The youth give examples of conformation faults by drawing several examples. This pertains to the experience, or “do,” portion of the model. Youth are then asked to share this information with their group and identify differences in opinions. This is the “share” portion of the process. The next few questions take the youth outside of the horse specifics by asking them to relate this situation to more worldly issues. They are then asked to explain how humans would compare. These questions are the “generalize” and “apply” part of the process. As the leader of your group, it is your job to emphasize life skill learning and this process while teaching youth about horses.

Figure 1 Targeting Life Skills Model
Skills Model
 (Iowa State University Extension, 2005)

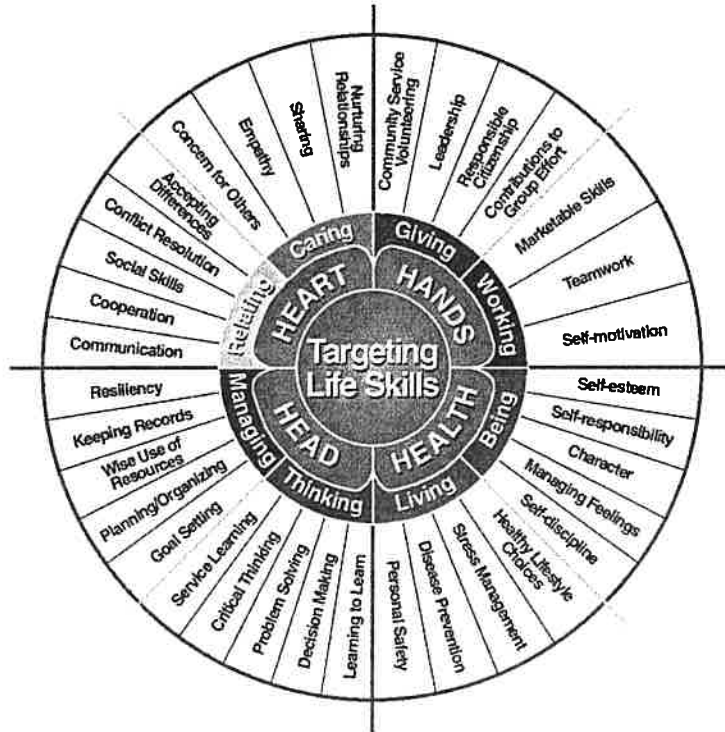


Figure 2 Experiential Learning Process
 (University of Arkansas Cooperative Extension Service, 2005)

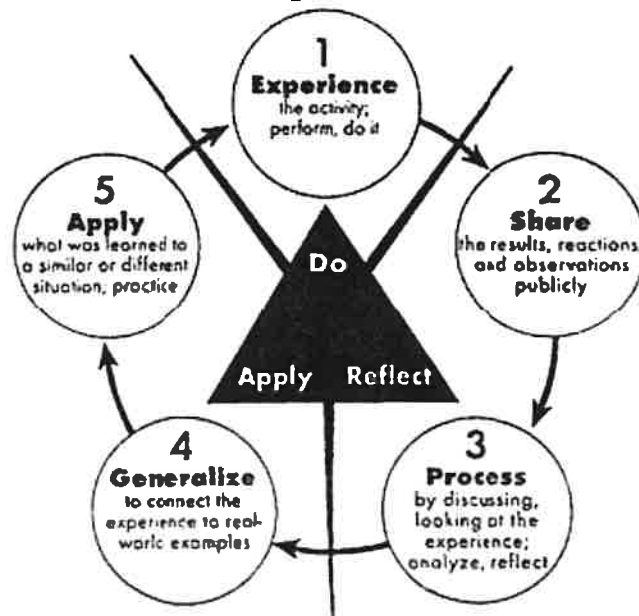
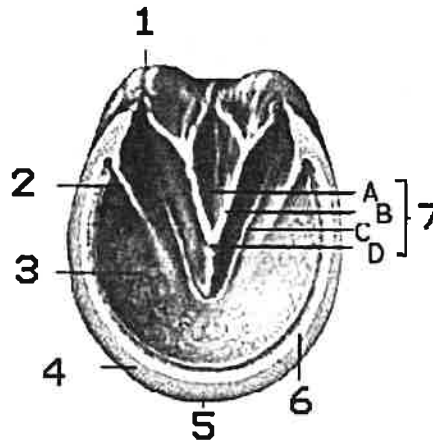


Table of Contents

| | |
|---------------------------------------|---------|
| Title Page | page 1 |
| Project Goals and General Information | page 2 |
| Leader Information | page 3 |
| Table of Contents | page 6 |
| Anatomy of the Hoof | page 7 |
| Conformation and Movement | page 9 |
| Blemishes and Unsoundness | page 16 |
| Nutrition | page 19 |
| Basic Health | page 22 |
| Western Tack | page 26 |
| English Tack | page 28 |
| Bits | page 31 |
| Training Aids and Devices | page 34 |
| Realities of Horse Ownership | page 37 |

Anatomy of the Hoof



1. Fill in the appropriate term for the number.

(1) _____ (5) _____

(2) _____ (6) _____

(3) _____ (7) _____

(4) _____

2. There is more than one type of horseshoe. With members of your group, find three different types of horseshoes and list them below.

(1) _____

(2) _____

(3) _____

3. How often should a horse have its hooves trimmed and why?

4. What part of your body is made out of the same material as a horse's hoof? What is the material called?

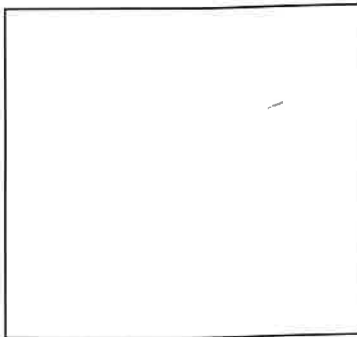
5. Why do your fingernails and hair never stop growing?

Conformation and Movement

A horse that has good conformation will be well balanced, have good muscling and be structurally correct. A correctly built horse will remain sound for a wide variety of equine events. When judging horses, it is important to look at four different qualities:

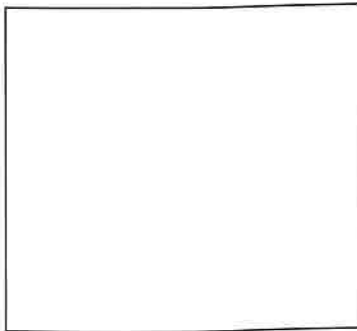
- balance and quality – the overall appearance of the horse
- structural correctness – this describes the way a horse is put together
- breed and sex characteristics – a horse should look like the breed it is representing and possess the characteristics of the breed standard.
- muscling – a horse should be adequate in its muscling for its breed standard. A horse that has poor muscling will not be very athletic.

1. In the boxes provided, draw and explain three examples of a front leg conformation fault.



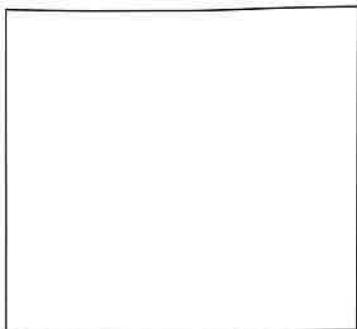
Name: _____

Explanation: _____



Name: _____

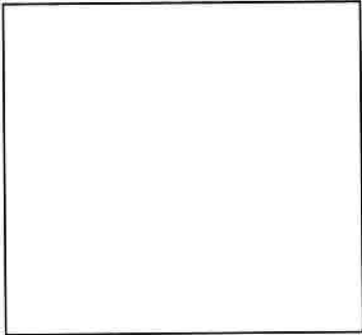
Explanation: _____



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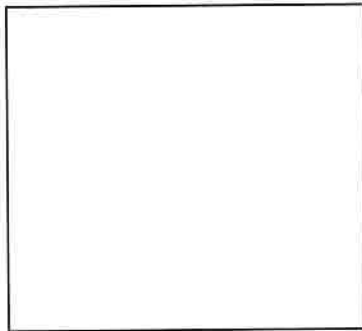
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2. In the boxes provided, draw and explain three examples of a hind leg conformation fault.



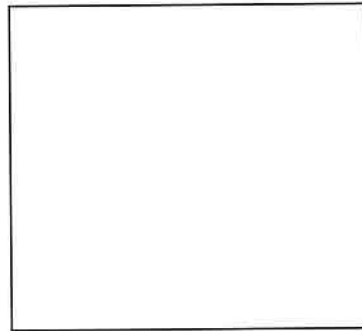
Name: _____

Explanation: _____



Name: _____

Explanation: _____



Name: _____

Explanation: _____

3. Share what you found with other members of your group.
4. How many different conformation faults were found? _____
5. List the other conformation faults members of your group found that you do not have listed above.

6. Could a horse's movement be affected by conformation? _____.
Give three examples.

(1) _____

(2) _____

(3) _____

7. Name three conformation faults that could affect a horse's survival.

(1) _____

(2) _____

(3) _____

8. Can certain conformation faults actually aid a horse in its performance in certain disciplines?

9. How does the angle of the shoulder affect the overall balance of the horse?

10. How can balance affect movement?

11. How can a horse's muscling, or lack of muscling, affect their movement?

12. How would a crooked leg affect you?

If a horse does not have perfect leg conformation, they can still be useful and perform many different tasks. The effect of conformation on usefulness depends on the severity of the problem. No horse is perfect. With leg protection, horses can be utilized while minimizing their chances of injury. There are several types of leg protection available that can protect horses with conformation flaws.

Splint Boots – This type of leg protection provides support to the cannon bones of the front or hind legs. They also prevent the inside of the cannon from being struck by a hoof. The boots are usually made of neoprene or leather and close using Velcro or buckles.



Bell Boots – Bell boots provide protection to the coronary band of the horse. They also prevent shoes from being pulled off by overreaching or sidestepping. Bell boots are usually made of rubber or neoprene and can be solid or have Velcro closures.



Polo Wraps – These are long fleece, cotton or felt bandages that are wrapped around a horse's leg to support the tendons and ligaments and to provide protection to the cannon bones. Wraps are always wrapped from the outside in to prevent bowed tendons.



Skid Boots – these boots are made of leather or neoprene and protect a horse's fetlocks when stopping; they are used mostly on reining horses.



1. Name the type of leg protection you might select if you were teaching your horse how to side pass over a log. Why would you select this type of leg protection?

2. Name the type of leg protection you might select if you were teaching your horse how to do a sliding stop for reining. Why would you select this type of leg protection?

3. Name another type of leg protection you might use on your horse other than those listed above? How does it protect your horse's legs?

Blemishes and Unsoundness

1. Describe five blemishes and where they would be located on the horse.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

2. Describe five unsoundnesses and where they would be located on the horse.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

3. Present the blemishes and unsoundnesses you found to your group. See how many faults everyone found.

4. If you had to choose between a horse with a blemish or a horse with an unsoundness, which one would you choose and why?

5. Blemishes can decrease the value of certain objects. Name five things that would lose some value due to a blemish.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Nutrition

1. A horse requires six types of nutrients. List them below.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____

2. What would happen if a horse was deficient in one of the nutrients mentioned above?

3. How many gallons of water does a horse consume in one day? _____

4. How can you tell if your horse is drinking enough water?

Converting gallons into other units:

1 gallon = 4 quarts

1 quart = 2 pints

1 pint = 2 cups

5. How many cups of water does your horse drink if it consumes 10 gallons of water a day?

10 gallons = _____ quarts

_____ quarts x 2 = _____ pints

_____ pints x 2 = _____ cups

6. What are some good feeding practices we should actively practice?

7. What are the differences between concentrates and roughages?

Basic Health

1. Explain the following vital signs of the horse.

Temperature _____

Respiration rate _____

Pulse _____

2. What does capillary refill time measure?

3. Explain how you would perform this test?

4. With another member of your group, pretend a horse is colicing. One person plays the horse owner and describes the symptoms, while the other person pretends to be a vet and explains what to do for the horse.
5. Explain the symptoms:

6. What would you do for a colicing horse?

7. What are the average temperatures for three other animals? What is your average temperature?

Animals

- | | | | |
|-----|-------|---------------------|-------|
| (1) | _____ | Average Temperature | _____ |
| (2) | _____ | Average Temperature | _____ |
| (3) | _____ | Average Temperature | _____ |
| (4) | Human | Average Temperature | _____ |

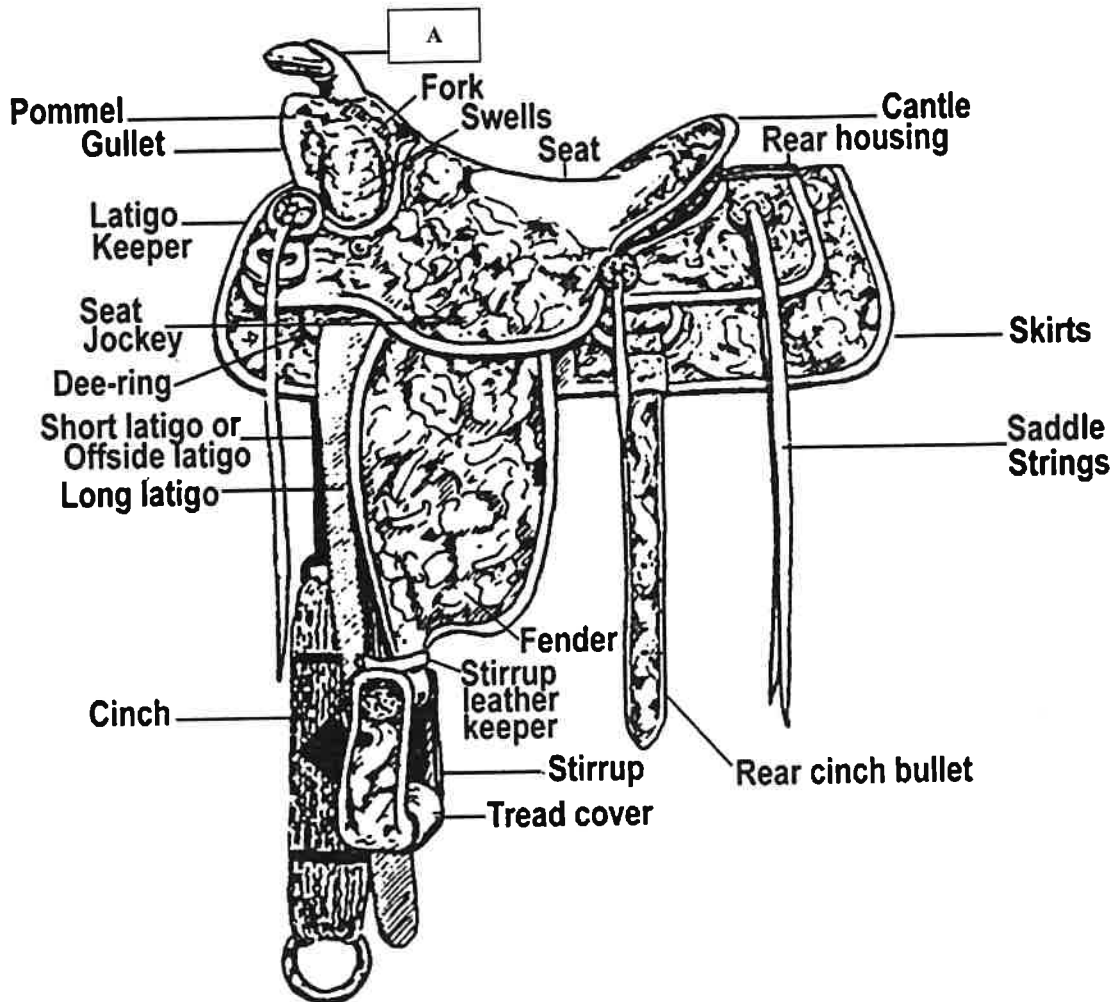
8. Why are the average temperatures all different?

9. What would you need to have in a First Aid kit for horses? Include an explanation of what each item included would be used for.

10. What items did you include that you would not necessarily have in a First Aid kit for humans? Why?

Western Tack

1. Label the following parts of the western saddle. On the designated line, explain what each part is for or what it does.



U

T

S

R

Q

B

C

D

E

F

G

P
O

H

N

J
K
L
M

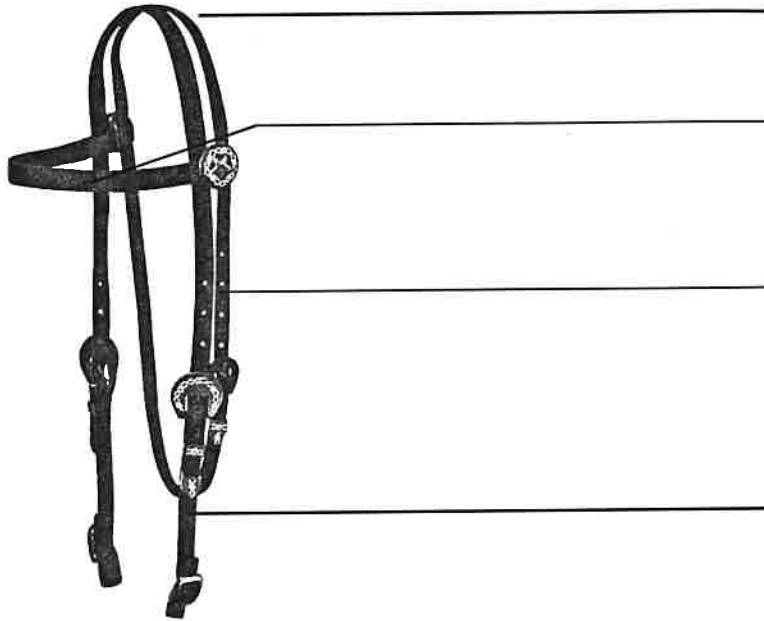
I

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____
- J. _____
- K. _____
- L. _____
- M. _____
- N. _____
- O. _____
- P. _____
- Q. _____
- R. _____
- S. _____

T. _____

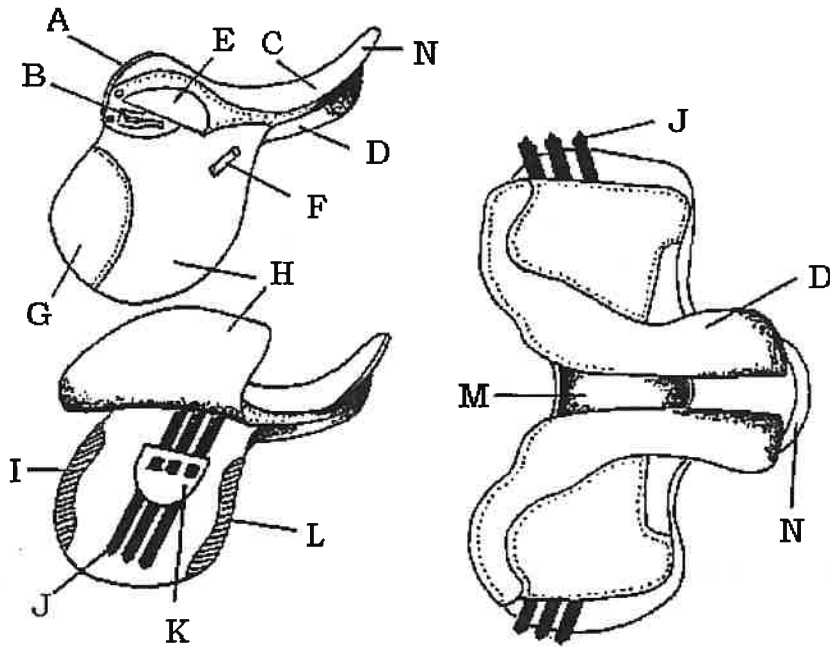
U. _____

2. Label the parts of a western headstall. On the designated line, explain what each part is for or what it does?



English Tack

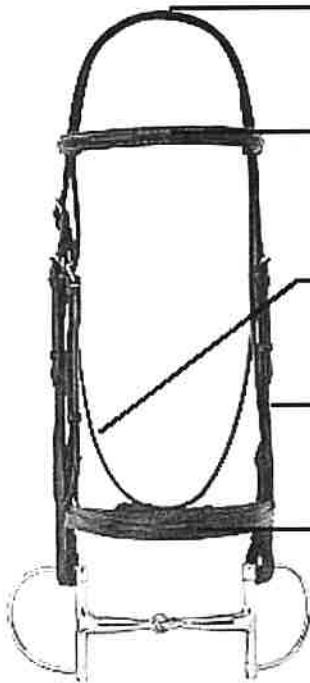
1. Label the parts of the saddle. On the designated line, explain what each part is for or what it does.



- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____

- I. _____
- J. _____
- K. _____
- L. _____
- M. _____
- N. _____

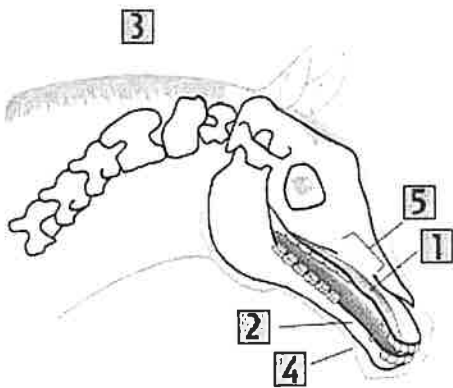
2. Label the parts of the English headstall. On the designated line, explain what each part is and what it does.



Bits

Bits are an important communication tool used between horse and rider. It is important to know the correct use of every bit that you use and how that bit will affect the horse you are riding. Bits apply pressure to several points in a horse's mouth. Each point causes a different reaction from the horse.

1. Fill in the pressure point based on its description.



1. _____ is where the mouthpiece rests in the mouth; pressure and relief give the bit the most control here.

2. _____ are where the horse has no teeth, and the bit rests on these.

3. _____ receives pressure from the headstall; this is where the horse lowers its head.

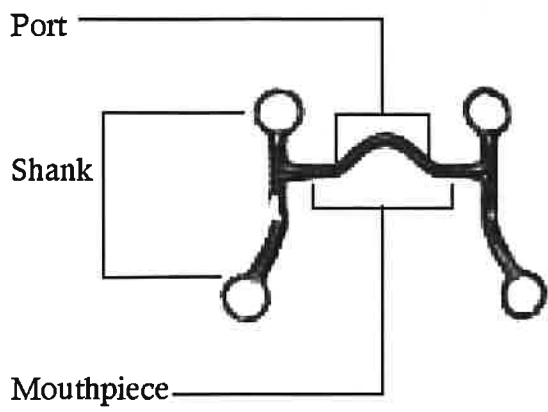
4. _____ or _____ is where the curb strap rests.

5. _____ is the roof of the mouth; bits with ports can affect this area.

Snaffle bits are used when training a horse. Snaffle bits all have common features which include: a mouthpiece that is jointed or straight with a ring at each end to which the reins are attached. There are many different types of snaffles. The most mild have smooth mouthpieces, and stronger snaffles can be made from twisted wire. It is important to remember that a snaffle bit can be severe in the wrong hands.

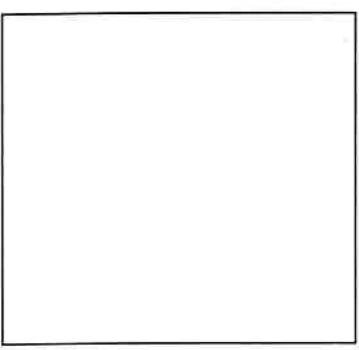


The other type of bit is a curb or shank bit. It applies pressure to the poll, bars and mouth with less contact than a snaffle bit. This contact allows the rider to ride with only one hand and use indirect cues. A shank bit can have many different mouthpieces, including a broken one like the snaffle, and can be mild to severe depending on the style.

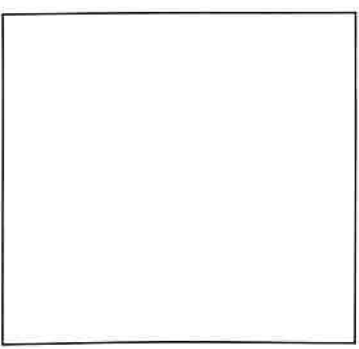


2. With the help of other members of your group, cut out or draw examples of three snaffle and three shank bits. Explain below and also to your group how each bit would work in a horse's mouth and what type of riding you would use the bit for.

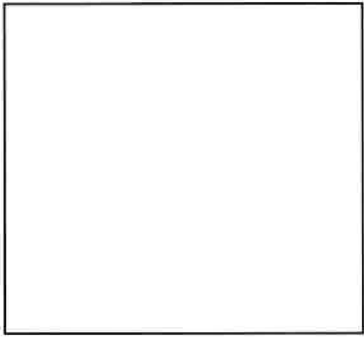
Snaffle:



(1) _____

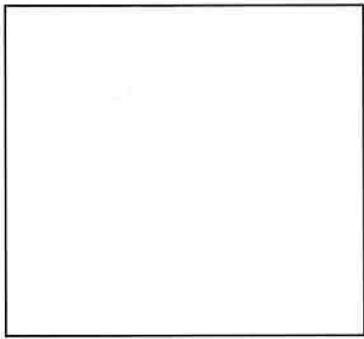


(2) _____

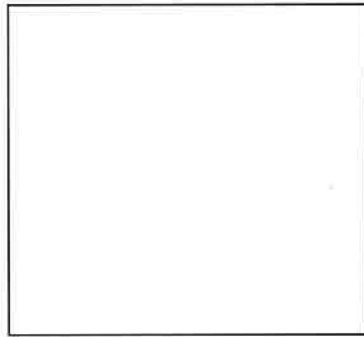


(3)

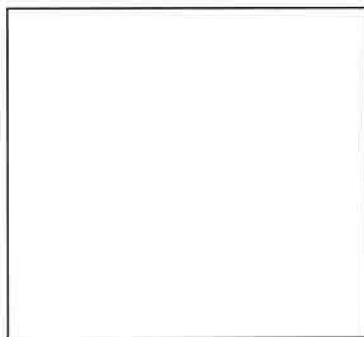
Shank:



(1)



(2)



(3)

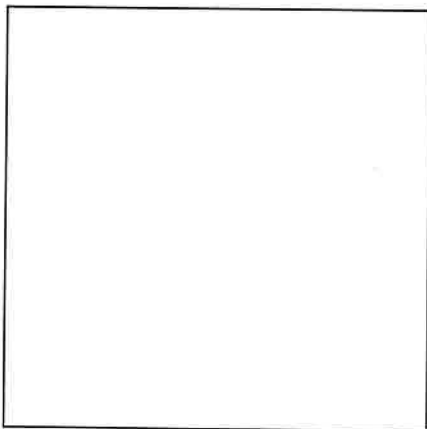
Training Aids and Devices

Training aids are used to encourage a horse to do something that it does not know how to do or to improve upon a skill that is not yet perfected.

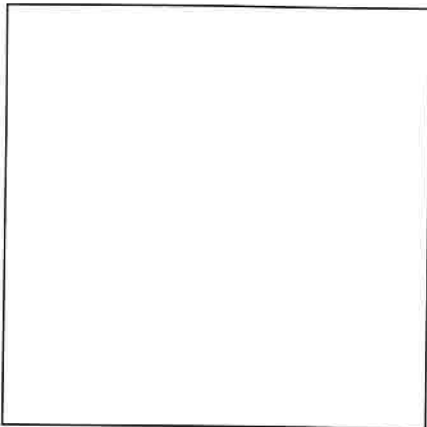
There are many different types of training aids available to you when working with horses. It is important to remember that these aids have a purpose and should never be used to do harm to or force a horse to accomplish a task. Do not use a training aid unless you have been shown how to correctly fit and use it for its intended purpose.

1. Below are a few examples of common training aids. Find a picture of each of these aids and paste them to the page below. Explain next to the picture what the aid should be used for.

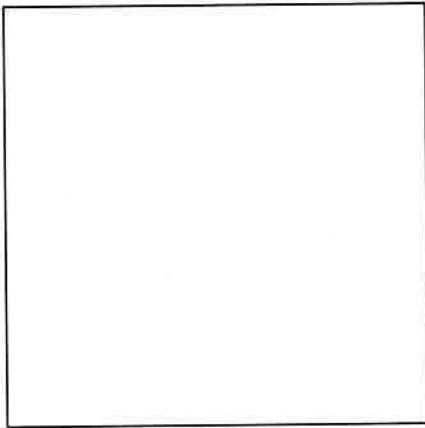
Tie Down or Martingale



Draw Reins



Side Reins



2. Describe two additional training aids and how they work. Share the training aids you found with other members of your group.

(1)

(2)

3. Give an example of how a training aid could be used incorrectly.

4. Why is it important that you don't misuse a training aid?

5. Give an example of another sport that uses training devices to help an athlete improve. What are some of the devices they use?

6. Describe a situation where you used a tool or device to help you improve.
