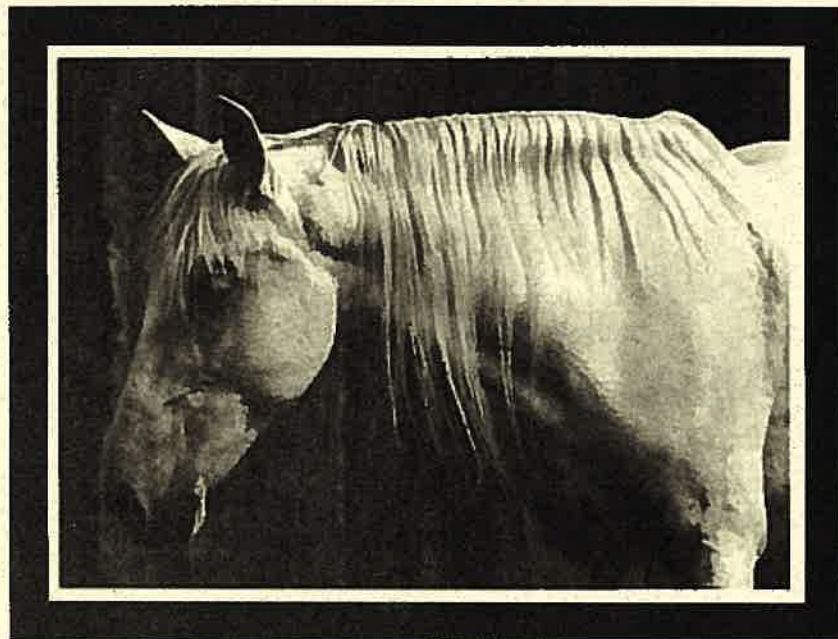


Colorado
State
University

Extension

MA1567
Member's Manual



Horseless Horse—Unit 3
Breaking Ground

Project Goals and General Information

The Horseless Horse program is designed to give an opportunity to non-horse owning youth, and to assist them in acquiring the 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 manual should be answered as completely as possible. The information needed can be found in the Colorado 4-H Horse Manual, the 4-H Cooperative Curriculum System horse books, and the 4-H Horse Judging Guide. These publications are available at your county extension office.

This 4-H project manual 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.

Authored & Sections Revised by:

Brooke L. Balenseifen, Extension Education Graduate Student
Alexa Lamm, 4-H Coordinator, Douglas County
Jonathan Vrabec, 4-H Agent, El Paso County

Reviewed by:

Dr. Dennis Lamm, Professor, Extension Education
Connie Cecil, Extension Specialist



Revised Spring 2016 by:

Angela Mannick & Lori Kelly, Members of the Colorado 4-H State Horse Advisory Horseless Horse Subcommittee.

Past Revision Contributions by:

Angela Mannick, AHA, Youth and Family Programs, Marketing Coordinator.

Colorado State University, U.S. Department of Agriculture and Colorado counties cooperating. Colorado State University Extension programs are available to all without discrimination. To simplify technical terminology, trade names or products and equipment occasionally will be used. No endorsement of products names is intended nor is criticism implied of products not mentioned. This manual updated 3/2016

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 in to 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 reflect 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 and the 4-H Horse Judging Guide 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:

- Teeth – healthy lifestyle choices
- How Much Should You Feed? – healthy lifestyle choices

- Evaluating Horses (Judging) – decision making & communication
- General Health Problems – Healthy lifestyle choices
- Ground Work Comes First – communication & self-discipline
- What Tack to Use? – decision making
- The Riding Aids – self-motivation
- Basic Equitation – cooperation
- Leading others – leadership

The Experiential Learning Process is also prevalent throughout Unit 3. 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 Evaluating Horses section is a great example of this process. The youth learn about the things that should be taken in to consideration when judging a 4-H Horse contest. This pertains to the experience, or do, portion of the model. Youth are then asked to write a set of reasons, have a leader review them and give the set of reasons out loud in front of their group. This is the reflect portion of the process. The next question takes the youth outside of judging by asking them to relate this situation to a time in their life when they had to use criteria to make decisions. They are then asked to come up with another time they have had to justify a decision in front of a group. These questions are the 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
 (Iowa State University Extension, 2005)



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

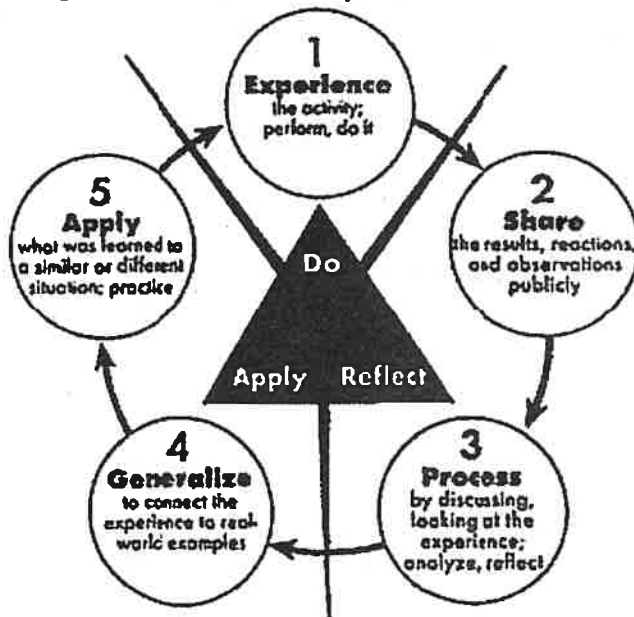


Table of Contents

Title Page	1
Project Goals and General Information	2
Leader Information.....	3
Table of Contents.....	6
Teeth	7
How Much Should You Feed?	10
Evaluating Horses (Judging).....	15
General Health Problems	20
Ground Work Comes First.....	23
What Tack to Use?.....	26
The Riding Aids.....	30
Basic Equitation.....	32
Leading Others	34

Teeth

1. How many teeth does the mature male and female horse have?

Male _____ Female _____

2. Why do you think they have a different number?

3. At what age are all the permanent incisors in place? _____

4. When is a horse considered to be "smooth mouthed"?

5. Draw the shape of a young, middle aged, and old horse's tooth.

Label the parts and the differences between them.

Young

Middle

Old



6. Does a horse need to have their teeth checked on a regular basis?
Why?

7. What does floating mean?

8. What are some signs of possible dental problems in a horse?

9. Do your teeth change over time? If so explain how below.

10. Do you need to have them checked routinely? _____

11. What happens if you don't have your teeth checked on a regular basis?

12. If a horse's teeth were showing excessive wear and never floated, what problems might the horse experience?

13. What teeth are typically removed from young horses?

14. Why are these teeth typically removed?

How Much Should You Feed?

How much should a horse be fed? It can depend on a lot of things. First, determine how much a horse weighs and then how much work they perform on a regular basis. A typical horse needs to get 2% of its body weight every day for maintenance.

1. Fill in the blanks on the chart below:

1,000 lb Horse	Hay	Grain
No Work		-----
Light Work		
Heavy Work	15-20 lbs.	

*Reference nutrition section of Horse Manual for the definition of light and heavy work.

2. Give two examples of roughages?
1. _____
2. _____

3. Give two examples of concentrates?
1. _____
2. _____

4. A horse should be fed no less than ____ % of its body weight in roughage.

5. A horse should be fed no more than 1% of body weight from a _____ source.

6. List the six types of nutrients required by a horse:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. The purpose of the feed tag tells you a number of things. It tells you what age/stage the feed is meant for. It also tells you whether the feed is meant to be fed as a complete feed or as a nutritional supplement. Go to your local feed store or barn and choose a feed and record the following information from the feed tag. Compare your feed samples with your group.

Brand and Company Name:

Product Name:

Net Weight:

Directions for use:

Guaranteed Analysis:

Ingredients:

Precautionary Statements (warnings):

8. On a normal day how many gallons of water does a horse drink?

9. Why does the number of gallons increase with work or heat? Explain.

Every horse is different. A nervous horse that moves around a lot will need more than one that is normally calm. You can judge how a horse's diet is meeting its nutritional needs by assessing its Body Condition Score (BCS).

10. List the six areas on a horse that can be used to determine BCS.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

11. Below, explain what a horse with a BCS of 3 would look like.

12. Below, explain what a horse with a BCS of 9 would look like.

13. What is the ideal BCS? _____

14. Would the ideal vary depending on the horse? Explain your answer.

15. Ask other members in your group if they agree or disagree and why.

16. Can we evaluate ourselves on a similar system?

17. Should every human have the same ideal BCS? Explain your answer.

Evaluating Horses (Judging)

1. What are the two types of classes that are judged in a 4-H horse judging contest?

1. _____ 2. _____

2. When evaluating halter classes of stock breeds, what are the four things you should take into consideration?

1. _____

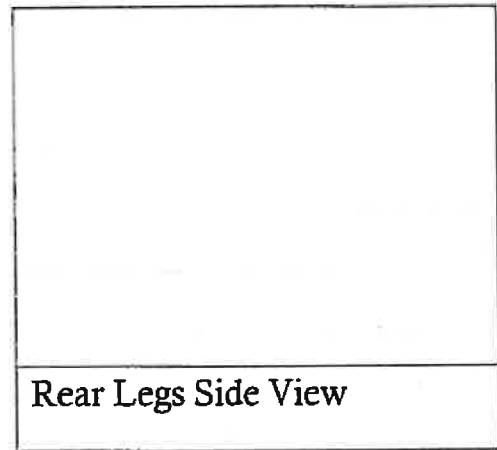
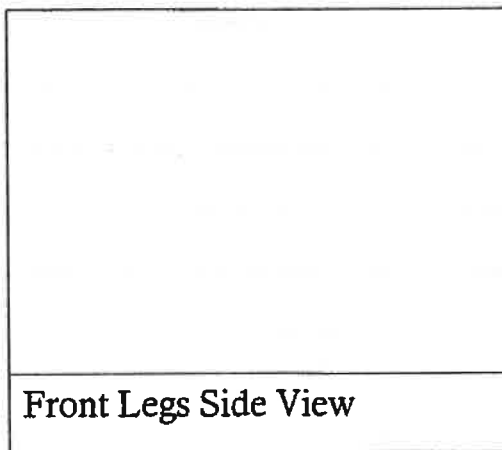
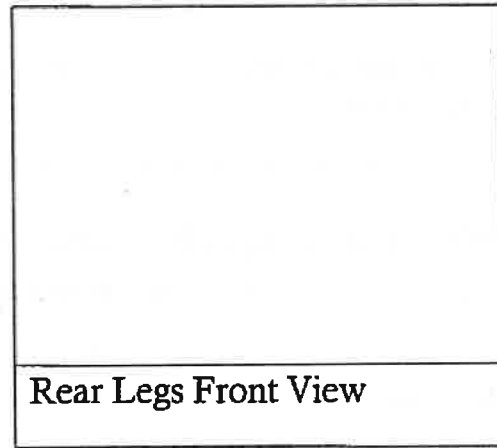
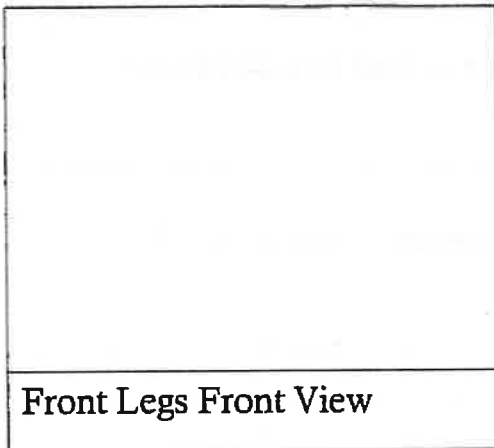
2. _____

3. _____

4. _____

3. Why do we use these four things?

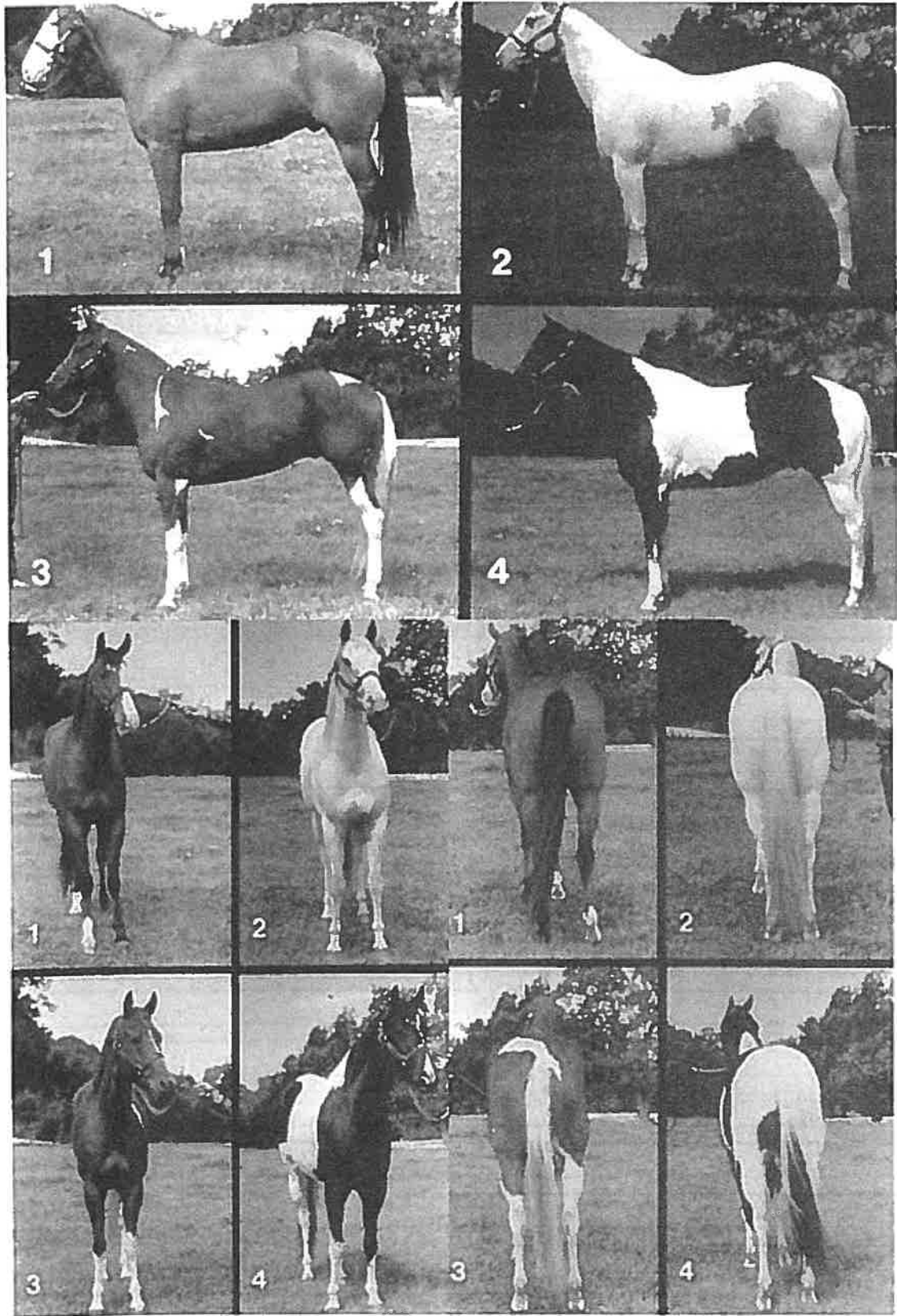
4. Draw and label the correct feet and leg position of the horse.



5. Where can you find the rules for 4-H horse judging? _____

In a contest, you may judge two to four halter classes and four to eight performance classes. Each class consists of four horses. Each member is judged on how he or she placed that class. Two to four classes will be selected by officials for contestants to give reasons on. Reasons are verbal explanations on why you placed the class the way you did.

6. Write a set of reasons for the following class. Have your leader review the reasons and make suggestions. At the next meeting present your reasons out loud to your group.



Lined writing area consisting of 25 horizontal lines.

7. Where else in your life do you use criteria to make decisions?

8. Give an example of when you have had to justify a decision to someone else.

General Health Problems

1. Fill in the following chart as best you can. Some will have empty boxes. If something does not apply, simply put an N/A in the box.

Health Issue	Common Name	Cause	Symptoms	Solution	Prevention
Influenza					
Strangles					
Tetanus					
Sleeping Sickness					
Colic					
Laminitis					

2. List the three forms of Rhinopneumonitis.

1. _____
2. _____
3. _____

3. A Coggins test identifies what equine disease?

4. Name the three forms of Sleeping Sickness.

1. _____
2. _____
3. _____

5. Name and describe two types of genetic diseases in horses?

6. What are the 3 things necessary to transport a horse over state lines?

1. _____ 2. _____ 3. _____

7. Why is it important to have this information?

8. What diseases are of concern in your state at the present time?

9. When do you need proof of your own health?

10. Why is it important to monitor both animal and human health on a worldwide basis?

Ground Work Comes First

Ground work with a horse is one of the most rewarding activities you can do, while being one of the most challenging. Not only can a handler get to know their horse and its personality, but the horse also gets to know the handler.

1. Name three types of ground work and explain each below.

1. _____

2. _____

3. _____

2. Why would you want to teach a horse to lead properly?

3. What does lunging a horse entail?

4. What are the reasons for lunging a horse?

5. A lunge line should be at least how long? _____

6. What can happen if you lunge a horse for an excessive period of time or at excessive speeds?

7. Look in books (or online) at how your body language affects how a horse responds to you. Prepare a presentation to share with your club about body language.

8. How could this new information you found out about body language be used when riding a horse?

What Tack to Use.

1. For each of the six events listed below, decide which piece of tack is most likely to be used. Draw lines to match up the event and tack. Then paste or draw a picture of that tack item in the box below labeled with the event's number.

1. Hunt Seat Equitation

A. Lariat

2. Jumping

B. Kimberwicke Bit

3. Reining

C. Martingale

4. Western Pleasure

D. Australian Saddle

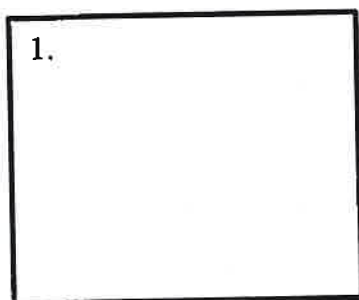
5. Endurance

E. Curb bit

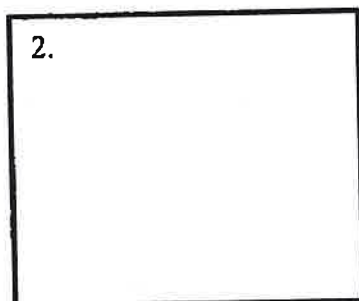
6. Roping

F. Skid Boots

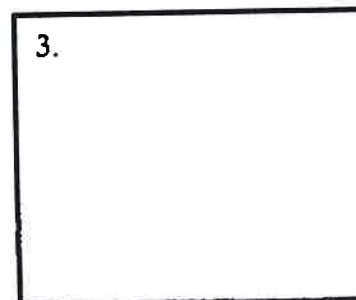
1.



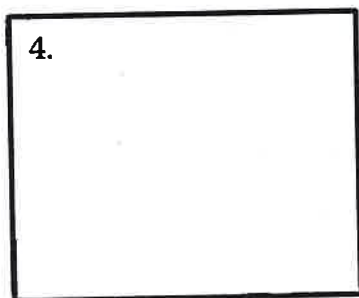
2.



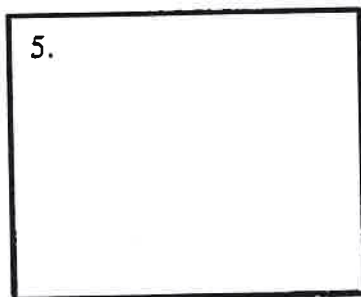
3.



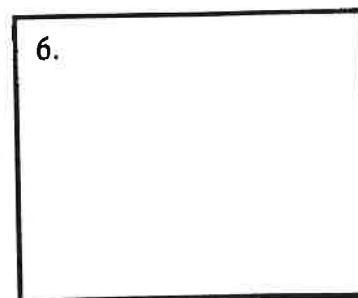
4.



5.



6.



3. _____

4. _____

5. _____

5. Based on what you have learned about different events and the tack they use, what event would you like to get involved with and why?

The Riding Aids

1. List four natural aids.

1. _____

2. _____

3. _____

4. _____

2. List four artificial aids.

1. _____

2. _____

3. _____

4. _____

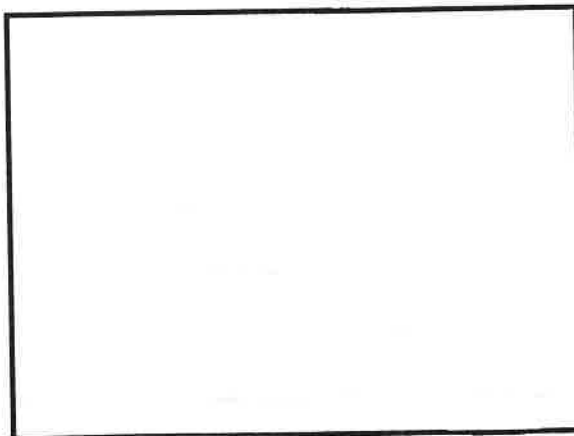
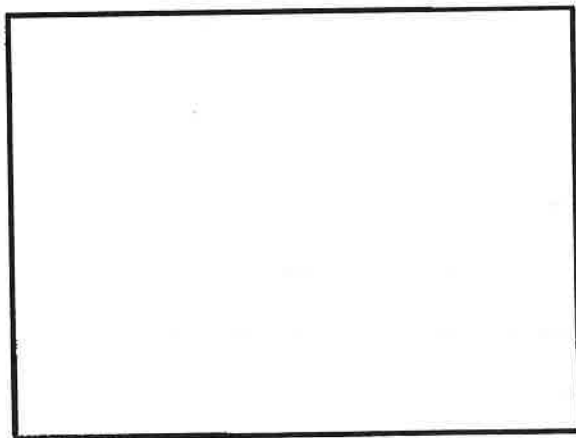
3. What are the differences between natural and artificial aids?

4. Your hands control what part of the horse? _____

5. Your legs control what part of the horse? _____

6. Artificial aids should only be used when? _____

7. Find two pictures of artificial aids and paste below.



8. Choose one of the artificial aids you pasted above. Describe how this aid should be used properly.

9. Describe how the same artificial aid might be used improperly, and how to know the difference between proper and improper use.

10. Does every horse require the same aids to motivate them?

Basic Equitation

1. Always mount and dismount on which side of the horse?

2. Describe how you would mount a horse.

3. When a rider sits in the saddle a vertical line should be able to be drawn from the _____ to the _____ to the _____.

4. What is the major difference in Western and Hunt Seat body position of a rider?

5. Name the three basic styles of English riding.

1. _____

2. _____

3. _____

6. What is another name for the jumping position? _____

7. Why have a variety of riding styles evolved?

8. How can differences between individuals or groups help us achieve more in our community?

Leading Others

By now you should be considered very knowledgeable about horses and ready to share your skills with others. Remember the first time you tried to understand what a huge world you were getting involved in with horses? It was probably a little overwhelming, so keep this in mind when you are working with a beginner.

1. Find someone who is interested in learning about horses but has little experience. Describe how you taught the person in a way that the experience was a positive one. In the table below record what you did and how you were successful in teaching others about horses.

Activity/Event	How Taught	How Successful

2. What did you do to make the experience a positive one?

3. What did you enjoy most about helping someone else learn?

4. What did you learn about the difference between teaching someone and helping them learn that you can use the next time?

5. What would you do different the next time you teach someone to make the learning experience for others more beneficial?
