

Colorado  
State  
University

Extension

MA1568  
Member's Manual



**Horseless Horse—Unit 4  
Brushing up on Horses**

# 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 4-H Horse Advisory Board, 2004

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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 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 from Colorado and the 4-H Cooperative Curriculum System Horse project booklets to find the answers. Each chapter is focused on a specific life skill listed below:

Digestive Tract – decision making & healthy lifestyle choices  
Ration Balancing – decision making & healthy lifestyle choices  
Parasites – planning  
Reproduction – critical thinking  
Showmanship – self responsibility  
Advanced Movements – teamwork & accepting differences  
Ethics-decision making & critical thinking  
Housing and Pasture Management –planning  
Equine Management—decision making & record keeping

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 that each lesson embraces the three main processes *do, reflect, and apply*.

The ration and balancing section is a great example of this process. By balancing a ration for a horse, youth experience the activity directly, this is the "do" portion of the process. Youth are then asked to look at the ration and discuss why it was on a dry matter basis. They must explain why they chose the feeds and exactly what feeds were used to balance the ration. Youth are reflection on the choices they made as part of the process. They then must work through the information by explaining why we balance rations. The balance horse ration is generalized in a way that makes youth realize the benefits of maintaining a balance diet in their own lives. As the leader of your group, it is your job to emphasize life skill learning and this process while teaching youth about horses.

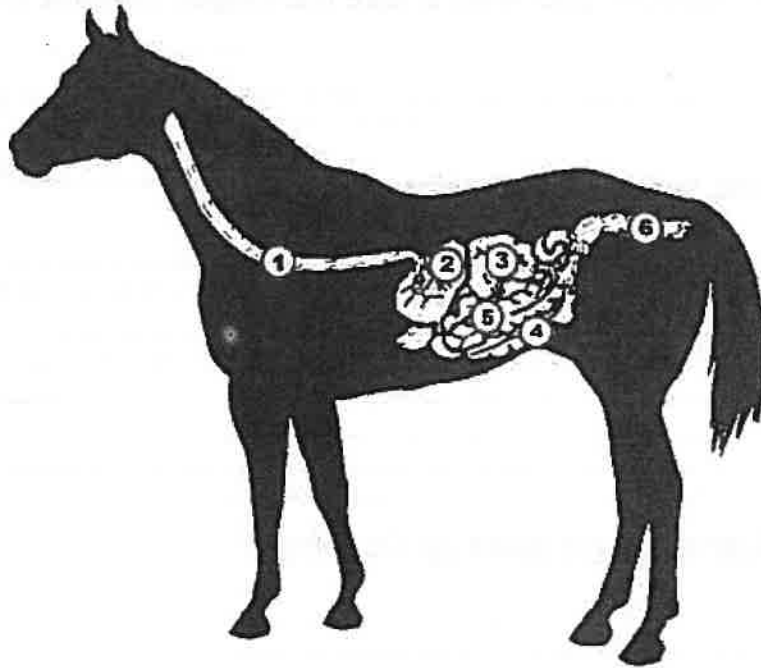


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# Digestive Tract

1. Label the following parts of the digestive tract.



1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

2. Fill in the table below:

	Horse		Human	
	Volume (gal)	Length (ft)	Volume (gal)	Length (ft)
Stomach				
Small Intestine				
Cecum				
Large Colon				
Small Colon				

3. What is the length of time required for food to completely pass through the digestive tract?

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4. In which part of the digestive tract does it take the longest for food to pass?

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5. Describe what a horse would look like if it were choking?

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6. What parts of the digestive tract make up the foregut?

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7. What parts of the digestive tract make up the hindgut?

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8. List four things you should take into consideration when determining a horse's diet?

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

9. Are these the same things you would take into consideration when determining your own diet? Why or Why not?

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10. How does your digestive tract and diet compare to a horses digestive tract and diet?

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11. Present a poster to your group showing similarities between human and horse digestive tracts.

## Ration Balancing

1. What are two measures of energy?

1. \_\_\_\_\_ 2. \_\_\_\_\_

2. What are the 7 steps that should be taken when balancing a ration?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

3. Why do you calculate a ration on a dry matter basis?

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4. Using Tables 5, 6, and 7 in your Horse Manual construct a balanced ration for an 8 year old gelding weighing 1,100 lbs., which performs heavy work, and has a body condition score of 6. Show your work.

5. What is your calcium to phosphorus ration? \_\_\_\_\_

6. Explain what feed or feeds you used to balance your ration.

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7. Why did you choose the feed or feeds?

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8. Why do we balance rations?

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9. Should people balance what they eat? Why or Why not?

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10. What are the benefits of a balanced ration?

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# Parasites

1. What are parasites?

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2. What are two categories of parasites?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. Describe ways that a parasite can enter the horse's body.

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4. What is the most common way a parasite can enter a horse's body?

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5. Describe the symptoms of a horse that has contracted internal parasites.

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6. Name the three most dangerous internal parasites to horses.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

7. How would you remove botfly eggs from a horse?

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8. What are the best ways to control internal parasites in horses?

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9. What type of parasite causes a horse to rub its tail?

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10. Name four external parasites.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

11. Funguses can be transmitted from horse to horse by what?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Can you get a fungus from your horse? YES NO

13. Below, construct an annual deworming plan for a horse.



14. Why is it important to have a preventative plan in place before owning a horse?

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15. What are other areas of your life that a plan is needed before starting?

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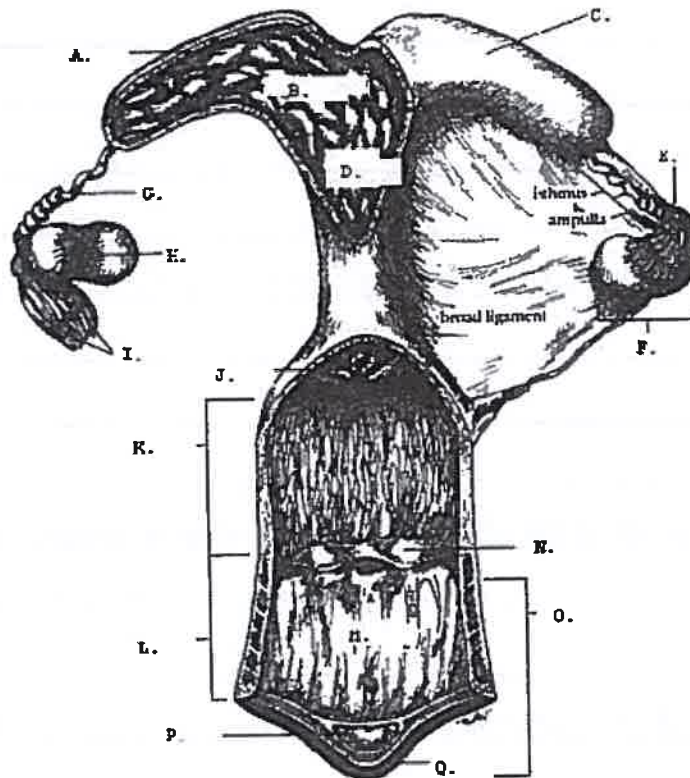
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# Reproduction

1. Label the parts of the Mare Reproduction Tract.



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



3. Why are horses the most difficult domestic species to breed?

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4. Explain what artificial insemination means.

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5. Why would a breeder choose to use artificial insemination to breed a mare compared to natural breeding?

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# Showmanship

1. What is showmanship?

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2. What are two things judged in showmanship class?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. What are the three basic rules when training for showmanship?

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

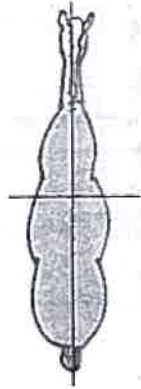
4. Using the picture below, put a star where the safe zones of a horse are and a circle where the danger zones are when handling a horse?



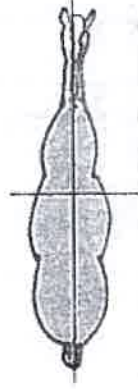


7. Place an X where the showman should be in relation to the judge (which is signified by the letter J).

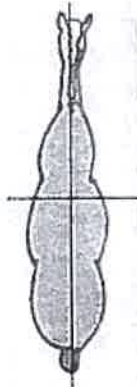
**J**



**J**



**J**



**J**



8. When showing your horse, the judge is watching you, so you must be as professional and polished as possible. Give an example of another time you would need to present yourself as a professional?

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# Advanced Movements

1. What is a counter canter?

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2. If a horse performs a turn on the forehand to the left, which way do its hindquarters move?

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3. When a horse performs a turn on the hindquarters, which leg remains stationary?

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4. Explain the difference between a side pass and two-tracking.

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5. Why would you want to teach your horse bending exercises, shoulder in and haunches in?

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6. By being more flexible, does this help your horse with other tasks?

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7. How can being a flexible person in the way you do and see things allow you to be more versatile?

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8. In a group setting, when have you had to be flexible for the good of the group?

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# Ethics

A person uses their values and beliefs to determine if something is right or wrong. These values and beliefs form ethics.

1. Read the following ethical issues. Fill in the table with pros and cons to each issue.

Issue	Pros	Cons
A lame horse that is buted before a show should not be allowed to show		
Someone who enters a horse show one day late should not be allowed to show		
Someone treating a horse roughly should be reported		
A brother does all the care, grooming, and training for a horse. The sister just rides the horse at the show		

2. List below another issue that may be thought of as ethical to some and unethical to others?

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3. Discuss the issue you came up with in your group. Summarize the discussion below.

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4. Did personal values affect how you and others felt about the issues?

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## Housing and Pasture Management

A horse is an outdoor animal and normally needs little shelter. However, all horses should be protected from the elements. Horses need a place to get out of the rain, wind, snow or sun. Without adequate shelter, a horse can become sick.

1. Why should a horse have shelter in your area? What type of weather do you need to protect them from?

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2. What elements should you consider in designing a barn?

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3. What are the recommended space requirements for a box stall?

\_\_\_\_\_ x \_\_\_\_\_ to \_\_\_\_\_ x \_\_\_\_\_

4. Brainstorm ideas about what a good barn for two horse should include. Use your local library or the Internet to find different barn designs. Draw a floor plan for your ideal barn below, be sure to label where things go and give measurements. Outline your points to be discussed below your drawing.

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5. How can drawing plans help people make good decisions before building "the real thing"?

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6. Depending where you live, what other surrounding, environmental factors should you consider when deciding the perfect location for your barn?

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7. What other important decisions require planning?

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8. Fill in the table below; list five different types of fence, the cost per linear foot, pros and cons.

Type of Fence	Cost per Foot	Pros	Cons

9. What are some concerns regarding the health of a pasture when grazing horses?

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10. Fill in the table below with 5 common poisonous plants you should be aware of when pasturing a horse in your area.

Plant Name	Description	Symptoms

## Equine Management

Do you have time and resources to own a horse? Owning a horse requires proper financing and adequate time.

1. Consider the things you do during a typical day. Use a school day and estimate the amount of time you spend doing each activity.

Activity	Hours per Day
Breakfast	
School	
After School Activities	
Sports	
Watching TV	
Dinner	
Homework	
Chores	
Free Time	
Sleeping	
<b>Total</b>	<b>24 hours</b>

Now that you know how you spend your day do some research and find how many hours a day a horse would require.

Horse Care	Hours per Day
Feeding and Watering	
Grooming	
Cleaning Out Stall	
Training/Exercising/Lessons	
<b>Total Time Required</b>	

2. Do you have time for a horse with all of your activities?

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3. Fill in the budget below to see how much it would cost to purchase and own a horse for one year.

Item	Quantity	Units	Average Cost/Unit	Total Cost
Horse Purchase				
<b>Tack and Equipment:</b>				
Halter & Lead Rope				
Water and Feed Buckets				
Saddle				
Saddle Pad				
Bridle				
Grooming Kit				
Winter Blanket				
<b>Riders Outfitting:</b>				
Helmet				
Boots				
Proper Clothing				
<b>Feed:</b>				
Forage				
Grain				
Salt & Minerals				
<b>Maintenance:</b>				
Farrier Service				
Dewormer				
Vaccines				
Veterinary Expense				
Riding/Horsemanship Lessons				
Miscellaneous				

Facility:				
Boarding/Pasture Rent				
Fencing/Shelter				
Transportation				
<b>Total</b>				

4. What are some other expenses that have not been included and how do they affect your budget?

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5. How will you transport your horse?

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6. Is the total cost of owning a horse more or less than what you expected? Why?

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7. When else is it important to budget your time and resources to assist in decision making?

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