

Horseless Horse

Unit 1 - Making Horse Sense

4-H MANUAL - Revised 12.2022



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.

We acknowledge the contributions of the following people to the 2004 curriculum:

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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, the Experiential Learning Process, and the 4-H Thriving Model 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:

- Breeds – communication & social skills
- Coat Colors and Markings – decision making
- Measurement of the Horse – record keeping
- Parts of the Horse – communication
- Gaits of the Horse – accepting differences
- Horse behaviors – communication & social skills
- Safety around Horses – critical thinking & personal safety
- Grooming – self-responsibility
- Fire Safety – concern for others & personal safety

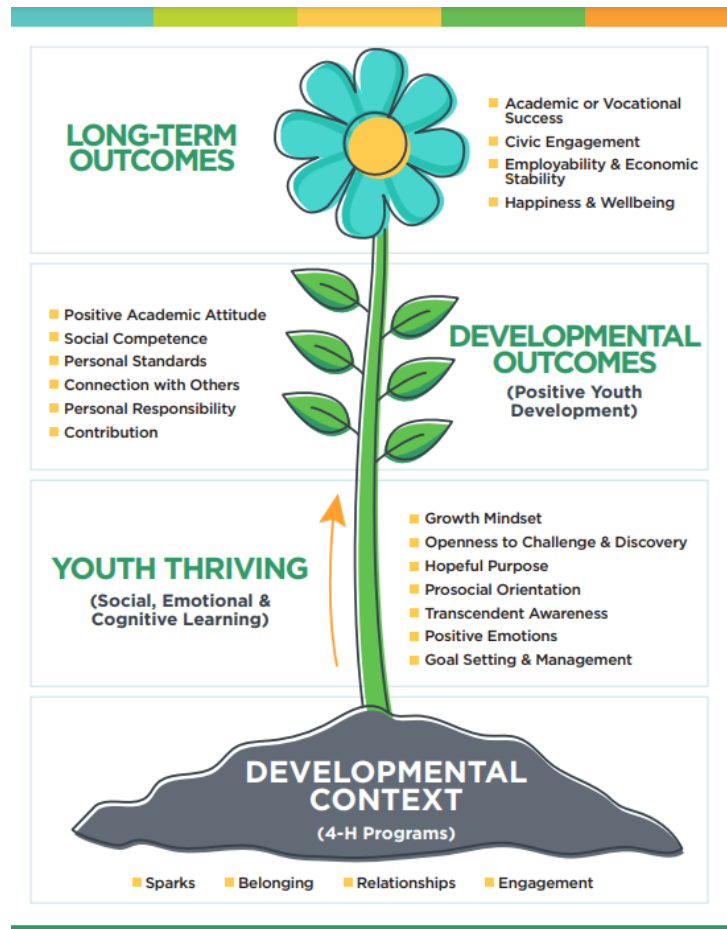
The Experiential Learning Process is also prevalent throughout Unit 1. The Experiential Learning Process (Figure 2) embraces a “learn by-doing” approach to 4-H and emphasizes exploration and critical thinking. The model includes five steps: *experience, share, process, generalize, and apply*. Not every 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 Grooming section is a great example of this process. The youth learn about grooming tools and how to groom a horse. This pertains to the experience, or *do*, portion of the model. Youth are then asked to come up with a skit in a group setting that will display what they have learned about safe grooming techniques. This is the *share* portion of the process. The next question takes the youth outside of grooming by asking them to relate this situation to

their own personal grooming habits. They are then asked to explain what would happen if things around them were not kept clean. 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.

The 4-H Program Leaders' Working Group developed the 4-H Thriving Model (figure to the right) to advance and support the accomplishment of the 4-H Youth Development 2025 National Strategic Plan. The 4-H Thriving Model illustrates the process of positive youth development in 4-H programs by connecting high quality program settings to the promotion of youth thriving.

High quality 4-H program settings provide youth a place to belong, matter and explore their personal spark. High quality settings foster developmental relationships with youth, relationships that express care, challenge growth, and share power. These components help ensure that 4-H programs provide a nourishing developmental context – a place where youth can belong and grow.



High quality 4-H programs contribute to Positive Youth Development (PYD) through the intentional promotion of social, emotional, cognitive, and behavioral habits of mind. In the 4-H Thriving Model this process of PYD is described by seven indicators of thriving: Openness to challenge and discover, growth mindset, hopeful purpose, pro-social orientation, transcendent awareness, positive emotionality and self-regulation through goal setting and management. Youth who experience high quality developmental settings in 4-H with an emphasis on these key social-emotional skills achieve key positive youth development outcomes, including academic motivation and success, social competence, high personal standards, connection with others, personal responsibility, and contribution to others through leadership and civic engagement.

Youth who achieve positive developmental outcomes are more likely to also achieve long-term outcomes marked by vocational or academic success, civic engagement, employability and economic stability and happiness and well-being. (Learn more at <https://helping-youth-thrive.extension.org/>.)

Figure 1 Targeting Life Skills Model

(Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>)

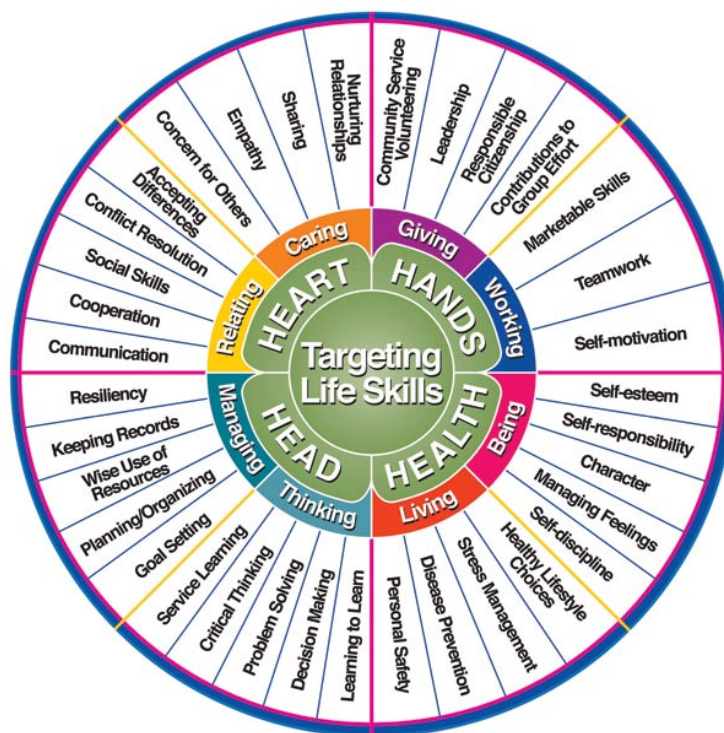


Figure 2 Experiential Learning Process

(University of Arkansas Cooperative Extension Service, 2005)

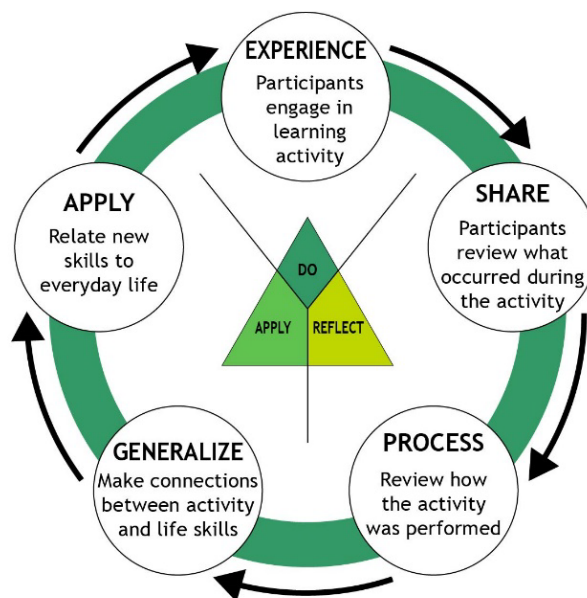


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Breeds

1. Find, cut out, and paste pictures of five different breeds of horses below. Next to the picture, label each breed. You may attach blank pages as necessary.

2. What are each of your breeds designed for and how are they different from each other? Fill in the chart below.

Breed _____

Where did they come from? _____

Type of work? _____

Unique characteristics? _____

Breed _____

Where did they come from? _____

Type of work? _____

Unique characteristics? _____

Breed _____

Where did they come from? _____

Type of work? _____

Unique characteristics? _____

Breed _____

Where did they come from? _____

Type of work? _____

Unique characteristics? _____

Breed _____

Where did they come from? _____

Type of work? _____

Unique characteristics? _____

3. Discuss with members of your 4-H club the breeds you chose to attach and what makes each of them different from other types of horses.

4. What other animals have breeds and why?

5. Animal breeds look different (coat color, hair length, tall versus short, etc.) because they have adapted to survival in their typical surroundings. Have you ever had to adapt to fit into a new surrounding? Explain the experience and how you adapted.

Coat Colors and Markings

1. List five of the basic body colors, with each describing what the color looks like, and list two breeds that may exhibit each color. You may use a crayon or marker to show the color.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

2. Look in the Horse Project Manual and identify the face markings. Write the correct term for the marking on the corresponding blank.

1. _____

5. _____

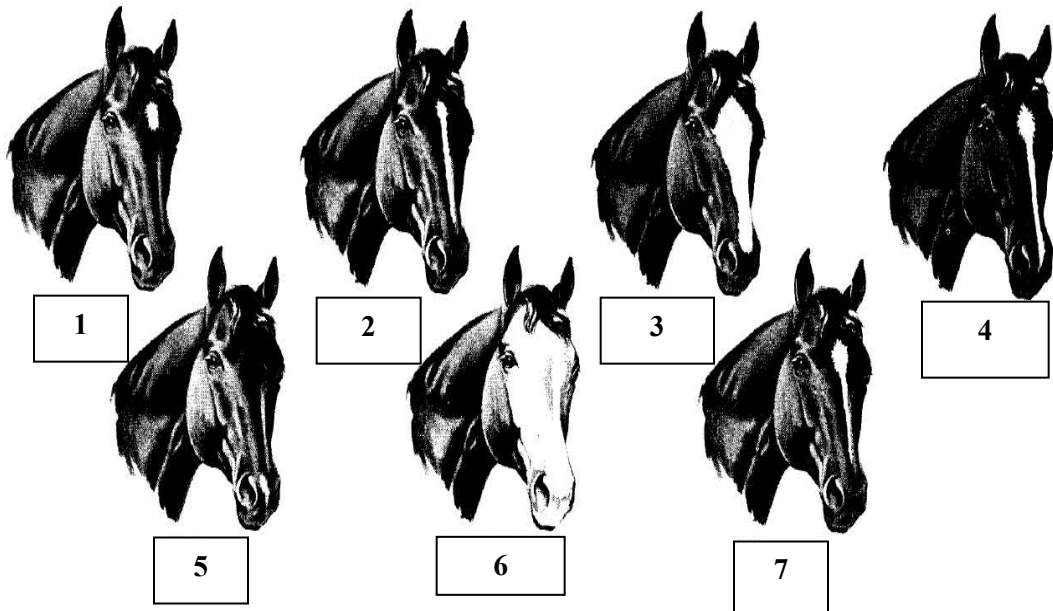
2. _____

6. _____

3. _____

7. _____

4. _____



3. Look in the Horse Project Manual and identify the leg markings shown in the picture. Write the correct term for each marking on the corresponding blank.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

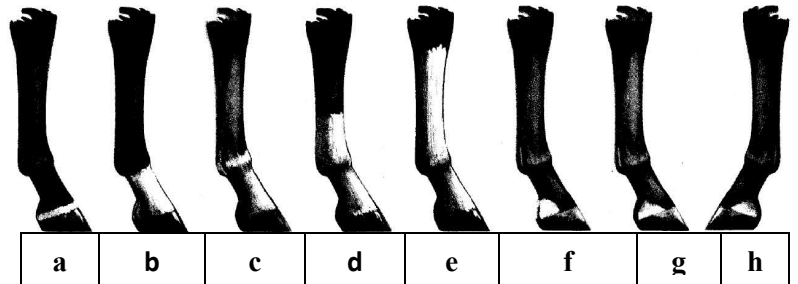


Figure 2: Leg Markings

4. Draw a picture of your favorite horse in the box below. Be sure to color it and give it markings.

6. We can identify horses using _____ and _____.

7. Choose two colored pictures of horses and name the colors and markings.

(1)

Color _____

Markings

(2)

Color _____

Markings

8. List five other things you could identify by color or markings.

- (1) _____

- (2) _____

- (3) _____

- (4) _____

- (5) _____

Measurement of the Horse's Height

A horse's height is measured in hands. A hand is equal to 4 inches.

When measuring horses, always make sure they are standing on level ground with all four feet underneath them. Always measure them at the withers, where the neck meets the back.

1. Given this information, fill in the blanks in the table below.

Hands	Inches
13.1	
14.2	
	63
	50

2. Measure the height in inches of three members in your club or family. After you are done, figure out everyone's height in hands. How many hands tall are you? Enter the information in the chart below.

Name	Height in Inches	Height in Hands
You		

3. Explain why the height of humans is measured to the top of their head and a horse is measured to the top of their wither.

4. Name three other things that can be measured and explain how they are measured differently.

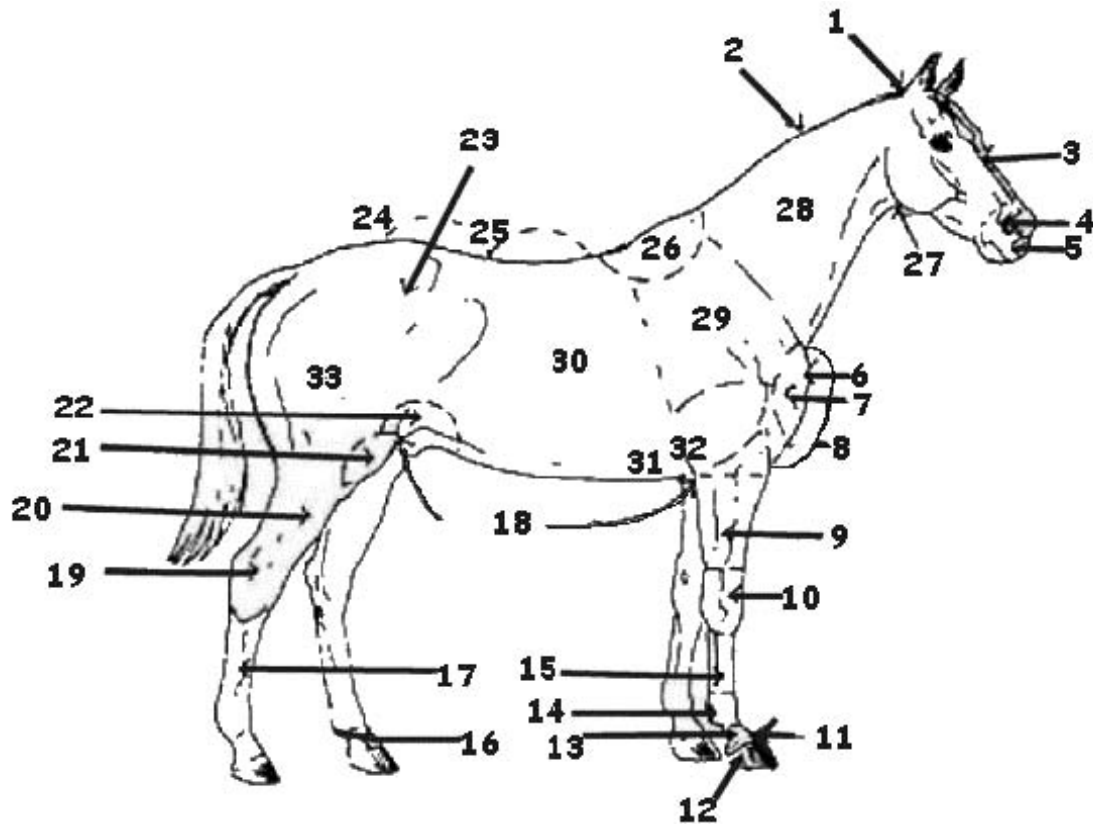
1.

2.

3.

Parts of the Horse

The following information can be found in Chapter 4 of the 4-H Horse Manual.



1. Fill in the blanks with the correct body part of the horse.

- | | |
|------------|------------|
| (1) _____ | (2) _____ |
| (3) _____ | (4) _____ |
| (5) _____ | (6) _____ |
| (7) _____ | (8) _____ |
| (9) _____ | (10) _____ |
| (11) _____ | (12) _____ |
| (13) _____ | (14) _____ |

(15) _____
(17) _____
(19) _____
(21) _____
(23) _____
(25) _____
(27) _____
(29) _____
(31) _____
(33) _____

(16) _____
(18) _____
(20) _____
(22) _____
(24) _____
(26) _____
(28) _____
(30) _____
(32) _____

2. Draw a line to match the parts of the horse to the same part of your body.

Horse Parts

Hock
Knee
Coffin Bone
Cannon Bone
Pastern
Stifle

Human Parts

Middle Fingertip
Finger
Ankle
Palm or Sole
Knee
Wrist

3. Discuss with members of your group how these parts are alike.

4. Why do some types of horse joints move like some people's joints but are named differently? Explain your thoughts below.

5. Compare and contrast the body parts of two different animals. What is similar and what is different?

Gaits of the Horse

1. The walk is a _____ beat gait. Below, draw the order in which the hooves touch the ground at the walk. Be sure to label.

2. The trot or jog is a _____ beat gait. Below, draw the order in which the hooves touch the ground. Be sure to label.

3. The canter or lope is a _____ beat gait. Below, draw the order in which the hooves touch the ground. Be sure to label.

4. With members of your 4-H club, find three other types of horse gaits. What are the names of these gaits and what breeds are known to use them?

(1) _____ Breed: _____

(2) _____ Breed: _____

(3) _____ Breed: _____

5. Name three other mammals that move differently from the horse and explain how each of them moves.

(1) _____

(2) _____

(3) _____

6) Demonstrate on foot to your group a walk, trot, and canter as if you were a horse. If you are unable to walk or run, use your fingertips on a table or other hard surface for this demonstration.

Horse Behaviors

Horses naturally have a “fight or flight” instinct. This instinct kicks in every time a horse feels it is in danger, so be extremely careful how you interact with a horse every time you deal with one. You can keep yourself safe and your horse happy by learning to read its behavioral cues. Since horses cannot talk to us, we must try and understand their language.

1. Go out to a barn or rent a movie about horses. Sit back for ten to twenty minutes and watch how they interact with one another. From your observations, write down what they do or how they look – including ears, eyes, stance, etc. – when they are doing the following:

Determining superiority: _____

Greeting one another: _____

Grooming themselves: _____

Sleeping: _____

Eating: _____

2. Cut out and paste below five different pictures of horses. Label what you believe they are trying to communicate. You may attach blank pages as necessary.

3. What things can you do or say to communicate with a horse?

4. Is it helpful to read a horse's mood before approaching it? Why?

5. Name three ways we can tell that a horse is relaxed based on his body language.

1.

2.

3.

6. How do you communicate your mood or feelings with others? Give three examples:

1.

2.

3.

Safety Around Horses

1. Watch the video *Every Ride, Every Time* and give three reasons why it is important to be safe around horses. (You can find this video at your local Extension office.)

(1) _____

(2) _____

(3) _____

2. Why is it important to wear safety equipment around horses?

3. What other activities require safety equipment to be worn to participate?

4. Where else would you need to be aware of being safe? Describe a time when you would want to be careful.

5. Choose three knots from your horse manual and learn to tie them. Describe how or why these knots are used.

1.

2.

3.

6. Demonstrate to your group how to tie all three knots.

Grooming

1. Match the grooming tool to its intended use by writing the correct letter in the blank.

- | | |
|-------------------------|--|
| Metal Curry Comb _____ | A. Used on the body to remove dirt. |
| Hoof Pick _____ | B. Used to remove dirt from legs. |
| Body Brush _____ | C. Removes dirt and rocks from hooves. |
| Rubber Curry Comb _____ | D. Used on head, body, and legs. This brush has soft bristles. |
| Dandy Brush _____ | E. Removes caked-on dirt from the body. |

2. In what order would the above tools be used to groom your horse?

3. What would happen if you did not groom your horse regularly?

4. What are some of the things you use to keep yourself groomed? Describe what you do every day to keep yourself “groomed.”

5. What other kinds of tools can be used for grooming a horse?

6. What type of tools would you use to bathe a horse?

7. With the members of your club, create a skit that shows the dos and don'ts of being safe while grooming a horse. Be sure to explain how to use all the brushes, where to stand, and why it is important to be safe.

Fire Safety

Fire safety may not be on every horse owner's mind, but it should be in order to prevent tragedy from occurring. Here are some fire facts:

- "Fire has three basic needs: Oxygen, Fuel and Heat"
- The burning rate of loose straw is 3 times that of gasoline.
- The burning time of a 12' by 12' stall is approximately 90 seconds.
- You have 30 seconds to get a horse from a stall after the stall ignites.

1. Name five ways that a fire could be prevented in a barn or stable.

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

2. Even though you have done everything you could to prevent a fire, there are always ways you can be prepared if a fire does occur. What are five things you can do to prepare yourself for a fire.

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

3. Share your prevention and preparation techniques with members of your group.

4. In the event of a fire, what would you do and who would you call?

5. What other types of emergencies should you try to prevent and be prepared for when working with a horse?

6. Choose one of your ideas and list three ways you would prepare yourself.

(1)

(2)

(3)

7. Design a barn and make sure to share where you would store things safely in case of a fire or other emergency.