



# Horseless Horse Unit 3

## Breaking Ground

4-H MANUAL - Revised 12.2022



## 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.

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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 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 and communication
- General Health Problems – healthy lifestyle choices
- Groundwork Comes First – communication and 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*.

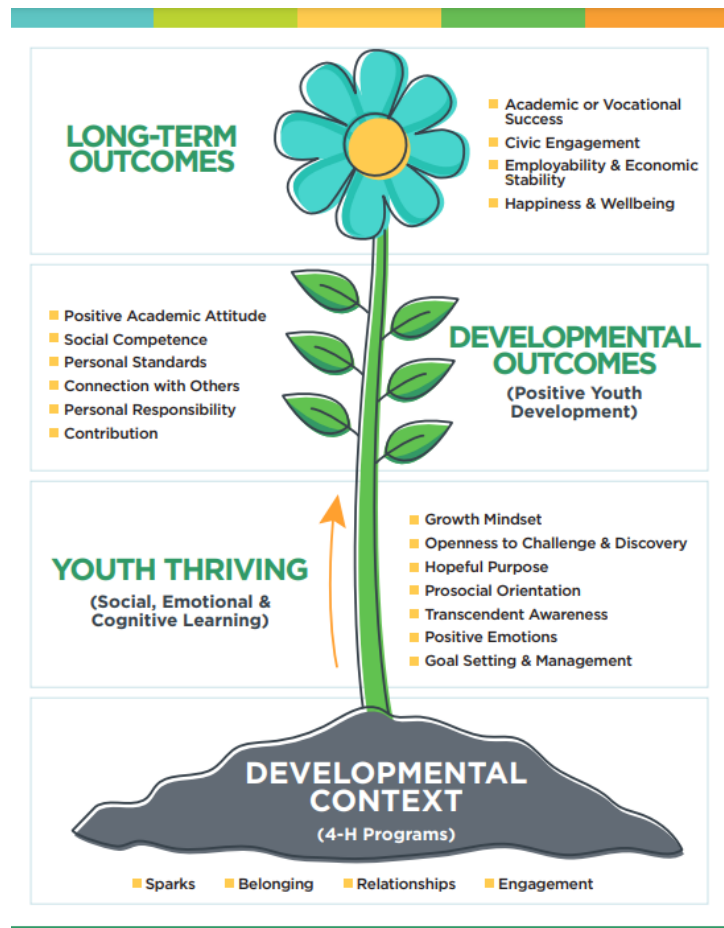
The Evaluating Horses section is a great example of this process. The youth learn about the things that should be taken into consideration when judging a 4-H Horse contest. This pertains to the experience, or do, portion of the model. Youth are then asked to write a set of reasons, have a leader review 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.

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.

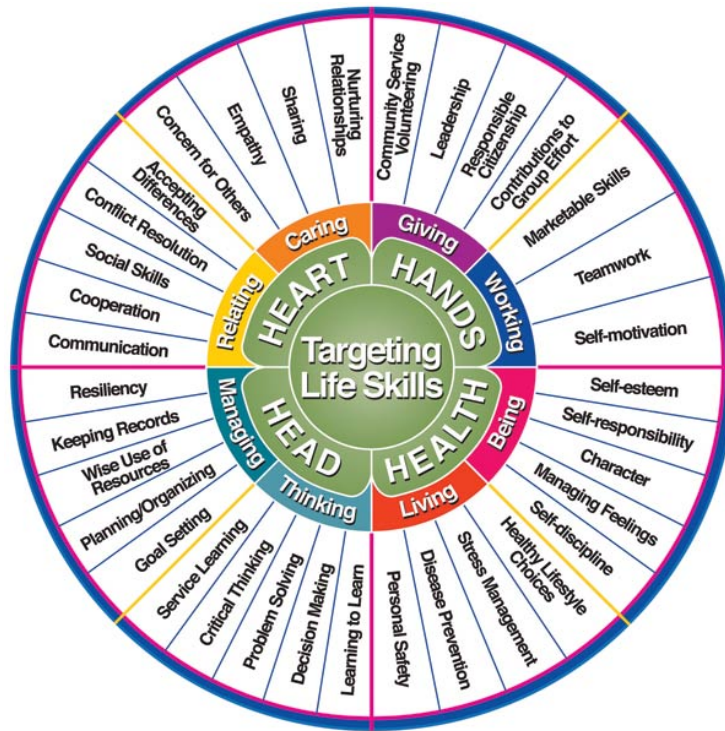


High quality 4-H programs contribute to Positive Youth Development (PYD) through the intentional promotion of social, emotional, cognitive, and behavioral habits of mind. In the 4-H Thriving Model this process of PYD is described by seven indicators of thriving: Openness to challenge and discover, growth 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/>.)

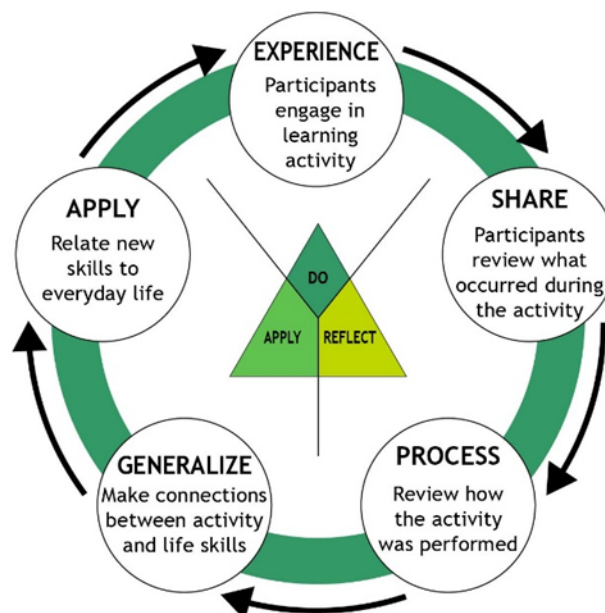
## Figure 1 Targeting Life Skills Model

(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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# 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?

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

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

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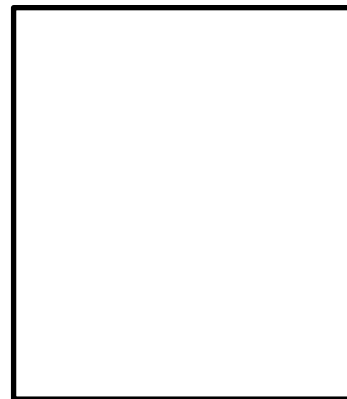
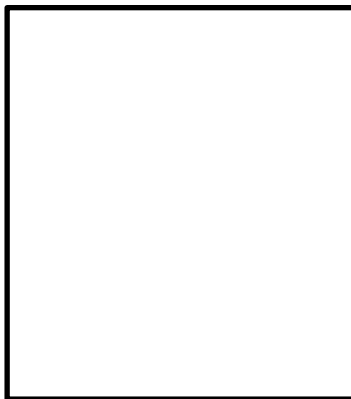
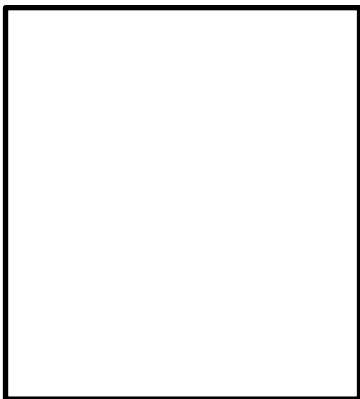
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5. Draw the shape of a young, middle aged, and old horse’s tooth. Label the parts and the differences between them.

Young

Middle

Old



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

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7. What does floating mean?

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

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

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10. Do you need to have them checked routinely?

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

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

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13. What teeth are typically removed from young horses?

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14. Why are these teeth typically removed?

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## 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:

1,100 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 of average size (1000-1100 lbs.) should be fed no more than \_\_\_\_\_ lbs. of grain per feeding?
6. Put together a feed program for a 1100 lb. horse used for light work. Make sure to fulfill all 6 nutrient types. Include types of forage, concentrates, supplements, number of feedings per day.

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

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

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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).

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

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

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

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

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

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

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

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

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

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12. What is the ideal BCS? \_\_\_\_\_

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

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14. Find pictures of horses that represent each of the different BCS. Make a collage of the photos you find and label each photo.

15. Can we evaluate ourselves on a similar system?

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

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## 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.

Front Legs Front View

Rear Legs Front View

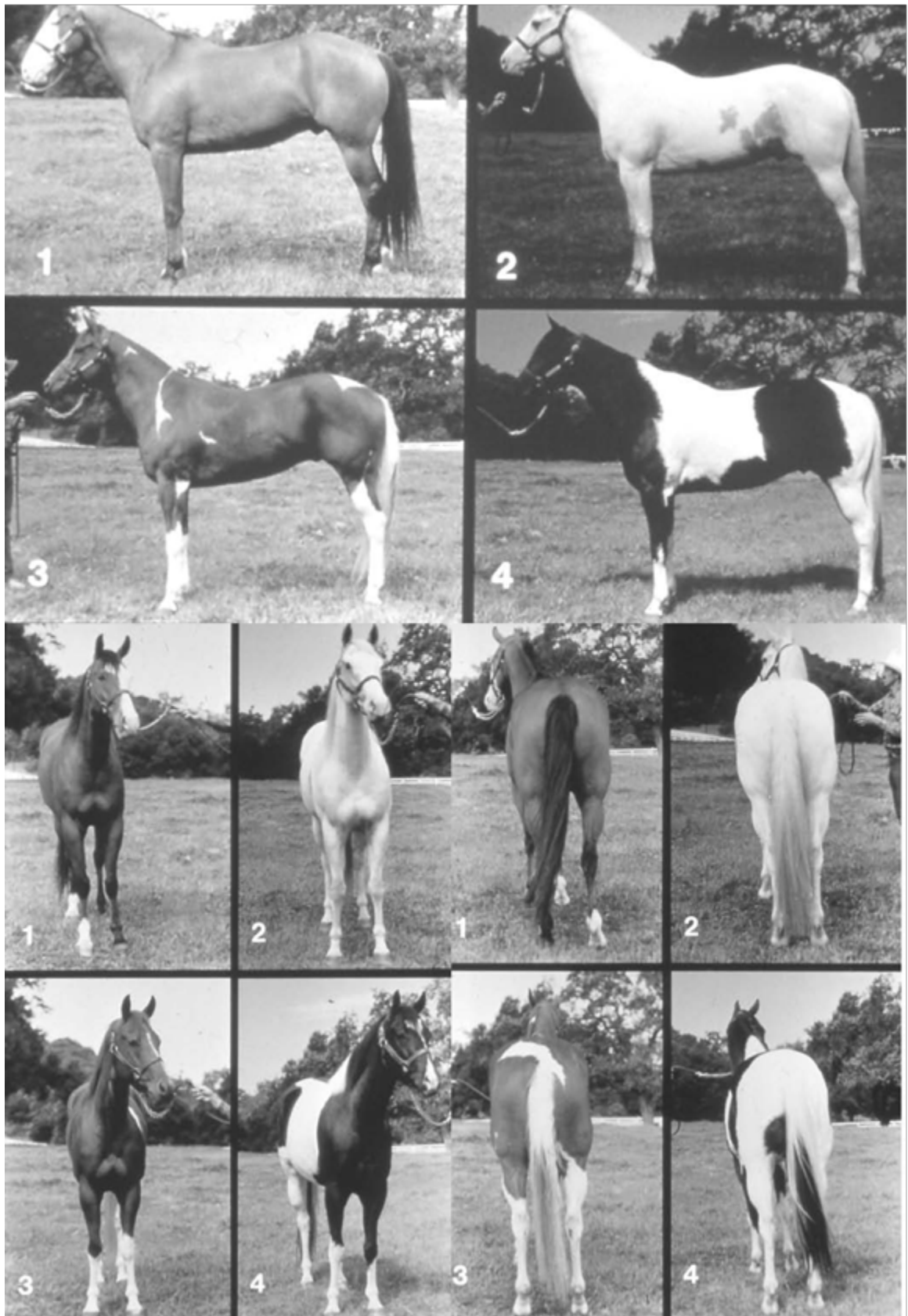
Front Legs Side View

Rear Legs Side View

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.



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

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

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## 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.

<b>Health Issue</b>	<b>Common Name</b>	<b>Cause</b>	<b>Symptoms</b>	<b>Solution</b>	<b>Prevention</b>
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 a type 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. Looking at your State's Veterinarian website, or discussing with your County 4-H Livestock or Large Animal Extension Agent, what diseases are of concern in your state at the present time?

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

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

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## Groundwork Comes First

Groundwork 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 groundwork 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?

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What are the reasons for lunging a horse?

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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?

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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?

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9. If body language effects how a horse responds to you, then can it affect how others perceive you?

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10. By being aware of your body language, how can you be a better communicator?

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# 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. Kimberwick Bit

3. Reining

C. Martingale

4. Western Pleasure

D. Australian Saddle

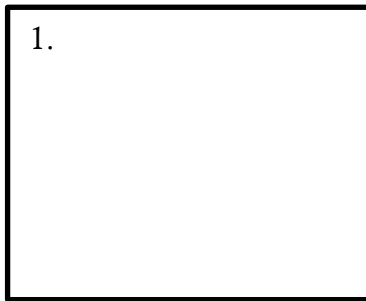
5. Endurance

E. Curb bit

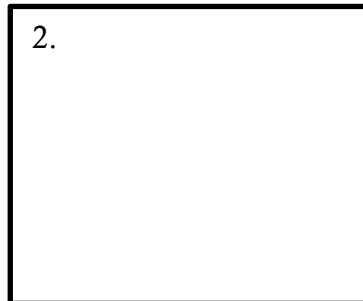
6. Roping

F. Skid Boots

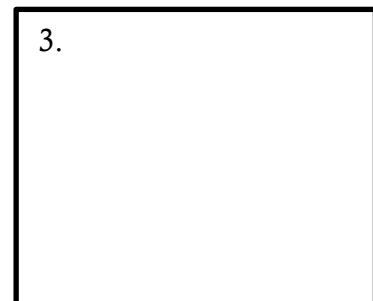
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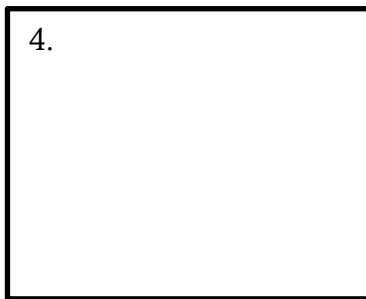
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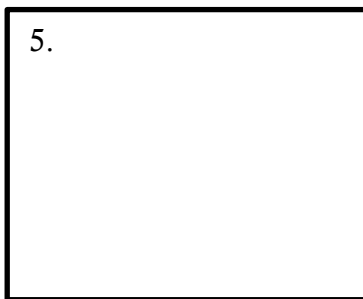
3.



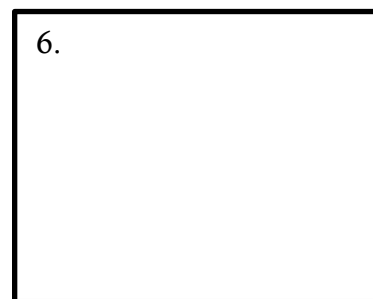
4.



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6.



2. How did you decide which type of tack to use for each event?

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3. What is most important when deciding which type of tack to use? Why?

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4. Research five types of horse events not mentioned in this activity and list the tack you will need to properly participate in them.

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3.	<hr/>	<hr/>
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4. \_\_\_\_\_

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

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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?

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## 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?

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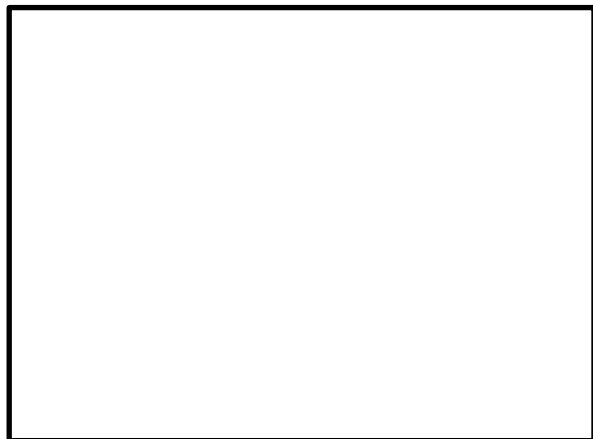
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4. Your hands control what part of the horse? \_\_\_\_\_

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.

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

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

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# Basic Equitation

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

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2. Describe how you would mount a horse.

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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?

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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?

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

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## 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?

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

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

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

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