

CLOYERBUD

HORSE

&

PONY

WORKBOOK

Note to Leaders and Parents

The purpose of this workbook is to introduce the Cloverbud Horse & Pony members to learning about horses and horse care. It is a collaboration of many different sets of materials.

The different sections offer many different activities for each subject.

Encourage the members to work in groups, but most of all, at their pace.

The goal is too keep them eager to learn so as they advance to the more difficult books they won't be overwhelmed and become discouraged.

They are NOT required to go through all the activities in one year and will not be evaluated for how much they accomplished if they choose to enter their book at Fair.

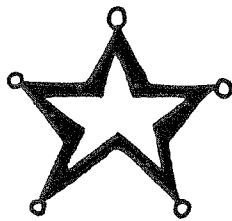
They will be asked very basic questions about the areas they have completed.

I hope this will give you some assistance in educating your Cloverbuds.

CLOVERBUD HORSE AND PONY PROJECT

WRITE A STORY OR DRAW A PICTURE ABOUT THE HORSE OR PONY YOU ARE USING
FOR YOUR PROJECT THIS YEAR

• DESIGN ALL THESE
BORDERS - THEN ...
PASTE YOUR FAVORITE
HORSE PHOTO HERE •



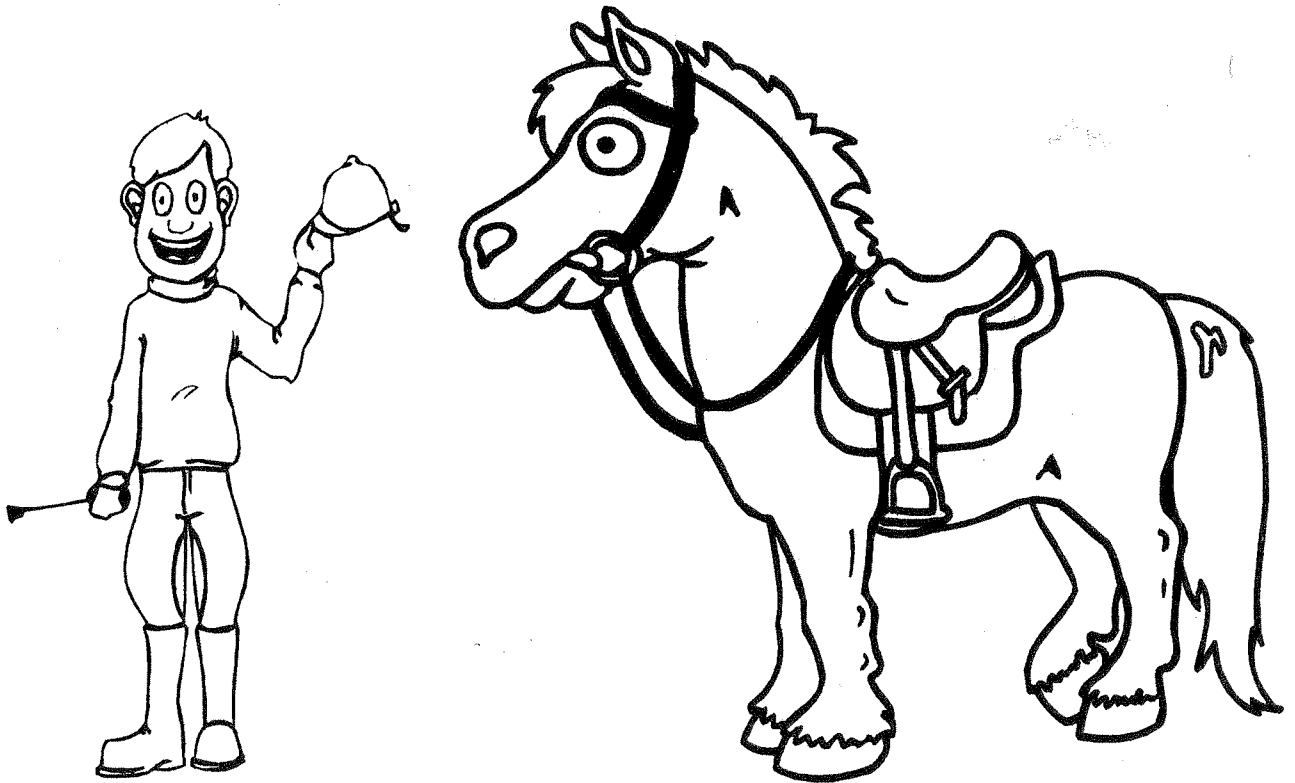
RULES OF GOOD HORSEMANSHIP

1. APPROACH, MOUNT, DISMOUNT, AND LEAD FROM THE LEFT SIDE OF THE HORSE.
2. KEEP HANDS AND VOICE SOFT AND QUIET. ANNOUNCE YOUR PRESENCE TO THE HORSE BY TALKING AND TOUCHING HIM FIRMLY, SO AS NOT TO STARTLE HIM/HER. NO LOUD VOICE OR JERKING OF REINS, WHEN RIDING.
3. APPROACH, MOUNT, DISMOUNT AND LEAD FROM THE LEFT SIDE OF THE HORSE.
4. DO NOT MAKE SUDDEN LOUD SOUNDS OR QUICK MOVEMENTS AROUND A NEW HORSE.
5. PET THE HORSE ON THE SHOULDER OR THE NECK. THEY CAN'T SEE YOU IF YOU STAND RIGHT IN FRONT OR RIGHT BEHIND THEM.
6. SIT IN THE CORRECT POSITION FOR THE STYLE OF RIDING YOU ARE DOING.
7. KEEP THE PROPER TENSION ON THE REINS-NOT TOO LOOSE OR TOO TIGHT, FOR SEAT RIDDEN.
8. ALWAYS WEAR PROPERLY FITTED HEAD GEAR, BOOTS AND LONG PANTS WHEN WORKING WITH HORSES
9. KEEP TACK CLEAN, DRY, AND IN GOOD REPAIR. CHECK IT BEFORE EACH RIDE TO BE SURE IT IS SAFE AND IN GOOD CONDITION.
10. CLEAN BITS AND OTHER SOILED TACK AFTER EACH RIDE.
11. WARM UP AND COOL DOWN THE HORSE SLOWLY AND CORRECTLY FOR THE TIME OF YEAR, WHEN RIDING.
12. IF HORSE REARS UP - LEAN FORWARD AND LOOSEN THE REINS.
13. IF HORSE BUCKS - KEEP THE REINS AND HIS/HER HEAD UP, KEEPING YOUR BACK STRAIGHT, WITH YOUR LEGS DOWN LONG. DO NOT DRAW YOUR KNEES UP. YOU WILL FALL OFF.
14. LOOSEN REINS AND URGE HORSE FORWARD WITH LEGS IF HORSE BACKS UP WHEN NOT ASKED.
15. NEVER LOSE YOUR TEMPER WITH A HORSE. IF THINGS ARE NOT GOING RIGHT, ASK THE HORSE TO DO SOMETHING YOU KNOW HE/SHE CAN DO, THEN QUIT. ALWAYS STOP ON A POSITIVE NOTE. AN ANGRY PERSON CAN MAKE AN ANGRY HORSE. **BE KIND AND PATIENT.**
16. DO NOT ALLOW YOUR HORSE TO DRINK MORE THAN A SIP OF WATER AFTER HARD WORK WHEN HE/SHE IS STILL HOT. THEY MUST BE COOLED OUT COMPLETELY TO DRINK FREELY.
17. DO NOT RUN YOUR HORSE AWAY FROM OR TO THE BARN, ALWAYS WALK. THIS WILL PREVENT A BARN SOUR, RUN AWAY HORSE.
18. IF A RIDER IS THROWN OFF OR FALLS OFF THEIR HORSE, STOP YOUR HORSE IMMEDIATELY AND KEEP HIM/HER QUIET UNTIL THE LOOSE HORSE IS CAUGHT AND THE FALLEN RIDER IS SAFE. DO NOT CHASE THE LOOSE HORSE. IT WILL ONLY RUN, AWAY, FASTER.
19. KEEP ABOUT 6 FEET BETWEEN YOU AND ANOTHER HORSE AT YOUR SIDE. KEEP AT LEAST A FULL HORSE'S LENGTH BETWEEN YOU AND THE HORSE IN FRONT OF YOU.
20. IF PASSING ANOTHER HORSE, GOING THE SAME DIRECTION, GO A HORSES LENGTH BEFORE CUTTING IN FRONT OF THE HORSE YOU ARE PASSING. DO NOT CUT THEM OFF SHORT. YOU COULD CAUSE AN ACCIDENT. THIS IS ESPECIALLY TRUE IN THE SHOW RING. BE COURTEOUS.
21. NEVER CANTER OR GALLOP YOUR HORSE UP TO ANOTHER HORSE OR GROUP OF HORSES. YOU COULD STARTLE THEM AND CAUSE AN ACCIDENT.
22. WAIT QUIETLY, WHEN IN A GROUP OF RIDERS, IF ONE RIDER HAS TO DISMOUNT AND THEN REMOUNT.
23. BE FIRM WITH YOUR HORSE TO MAKE HIM/HER OBEY, BUT DO NOT JERK ON THEM OR HIT THEM.
24. ALWAYS BE KIND, GENTLE AND QUICK TO GIVE PRAISE AND REWARDS, WITH YOUR VOICE, AND A GENTLE RUB ON THE NECK WHEN MOUNTED AND A TREAT FROM YOUR HAND CAN BE ADDED TO THAT AFTER YOU HAVE DISMOUNTED. BE VERY SLOW TO PUNISH.
25. HORSE PEOPLE SHOULD ALWAYS PRACTICE SAFETY AND SHOW CONSIDERATION AND KINDNESS TO OTHER RIDERS AND THEIR HORSES.

FOOD FOR THOUGHT.....

Not everyone is able to own a young halter champion, that is truly beautiful beyond compare, just the right color, size, disposition and trained to do everything. However, in the eye of the rider and/or the owner, their horse is very special. Whether it is an Arabian, Morgan, Quarter Horse, Thoroughbred, Appaloosa, Peruvian Paso, or any combination of these or other breeds, that horse, if used as a 4-H Horse, is **TRULY A WONDERFUL HORSE!** Please remember to be kind and not say anything that may hurt someone's feelings.

**REMEMBER THERE ARE WONDERFUL HORSES IN EVERY
BREED OF HORSE,
NOT ONE OF THEM TRULY PERFECT.
JUST LIKE PEOPLE,
WE ALL HAVE OUR FLAWS.**



**HE'S *HALF* QUARTER HORSE, *HALF* ARABIAN, *HALF* MORGAN
AND *HALF* TENNESSEE WALKER, AND *HE'S ALL MINE!***

SAFETY

AIMS: To teach common sense handling of horses. To promote better attitudes to the learning of new words, health, grooming and educational experience

INTRODUCTION TO HORSES – LEADERS TO STUDENTS

Is it nicer to be around a person who talks quietly to you, or someone who hollers at you?
(Ask for the answer. Show 1st key word – SOFTLY)

All horses like someone with a nice soft, quiet voice. It keeps them from becoming scared of you and helps them like you.

Horses do not see with their eyes the same way we look at them. We will show you why later. This is why we always work and approach them slowly. If you jump and wave your arms around you will frighten the horse and it will take longer to make friends.
(Show the 2nd key word – SLOWLY)

Do you like mean people or kind, nice people? (ask for discussion & examples) Do dogs like mean people or nice people?
(Ask for answers and show 3rd key word – KINDLY)

All animals and people like kindness. Being nice and gentle to the horse helps him to be your friend. He wants to be your friend, and he will be your friend if you are kind to him.

How to approach a horse – (SLOWLY, SOFTLY, KINDLY)

1. Talking to the horse with a quiet voice - SOFTLY.
2. Go up to the horse so he can see you.
3. Walk up SLOWLY.
4. Pet horse on shoulder and neck KINDLY – most horses do not like too much handling of their head.
5. Do not stand too close to his head – some times he can bump you with it by accident.
6. Do not approach the horse from the rear, or tail end – he could kick you.
7. Always talk to your horse – he likes the sound and he will know where you are so you won't surprise him and scare him.

SAFETY SCRAMBLE

UNSCRAMBLE THE LETTERS IN EACH SENTENCE TO FIND THE KEY WORDS
FOR HORSE SAFETY.

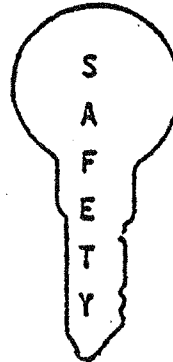
- (1) When you talk to your horse don't be loud, talk (fystol).
- (2) Handle your horse gently - pat him (ldkyni) on the neck.
- (3) Running toward your horse may spook him. Instead walk (wsylol).

PUT YOUR ANSWER ON THE

SAFETY KEY



(1) _____



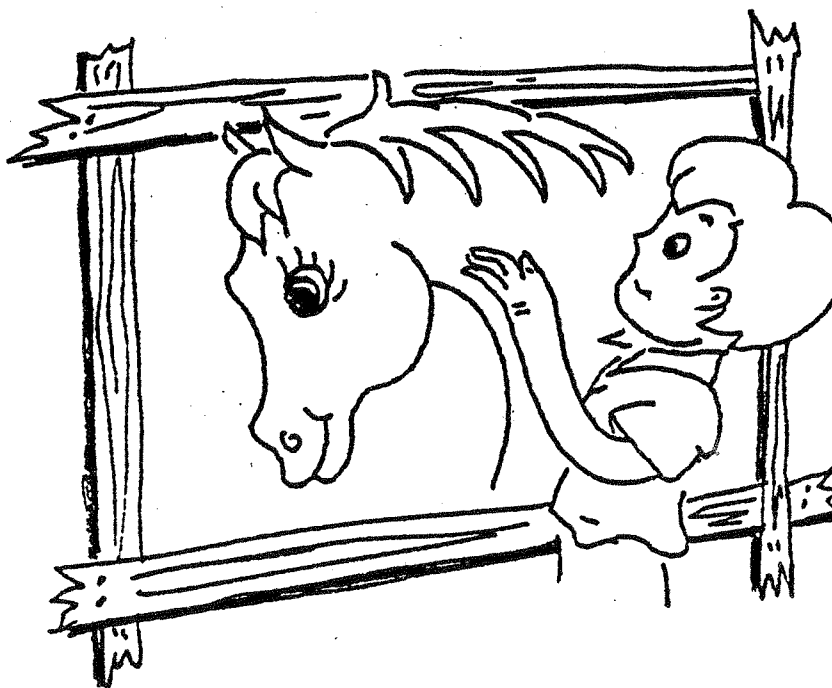
(2) _____

(3) _____

SAFETY: APPROACHING & HANDLING

THINKING OF WHAT YOU KNOW ABOUT HORSE SAFETY, USE YOUR OWN WORDS TO FILL IN THE BLANKS

- (1) Before approaching your horse _____
to avoid startling him.
- (2) When petting your horse don't first reach for his nose. Instead reach for _____ because _____
_____.
- (3) To stay out of the kicking range, work _____
to your horse so that _____.
- (4) Be calm and confident around your horse. If you are nervous _____
_____.
- (5) Let your horse know who is master by being _____
_____.



Handling Horses

A thorough understanding of horse behavior and proper horsemanship is essential to safe use of horses. By understanding horse behavior, you will be better able to predict and control your horse's actions. Recognize that considerable time is required to develop horse handling and riding skills. Be committed to further your understanding of horses through reading, riding lessons, seminars, short courses, clinics, and other educational resources.

Know your horse, its temperament and reactions. Control your temper at all times, but be firm. You must have the horse's attention and respect in order to be safely in control.

A horse learns by repetition, and therefore it is critical that the handler be consistent in presenting cues or commands. When a stimulus (cue) is presented, a response is given by the horse. If the response is the one desired, immediately reward the horse appropriately. If it is necessary to correct the horse, do so only at the instant of the negative response by the horse. If you wait, *even for a second or two*, it will not understand why you reacted the way you did. If discipline is necessary, do so firmly but without anger or your response may be too severe.

Do not tease your horse or encourage dangerous behavior which may become a lifelong habit. For example, do not tolerate nipping or kicking by foals or encourage biting by feeding the horse from your hand. While such actions may be harmless at first, they may later result in dangerous behavior.

When working with your horse, tie the horse securely with a quick-release knot or have someone hold the horse with a lead rope. If possible, the person holding the horse should stand on the same side as the person working on the horse. If using cross-ties, be sure they have panic or quick-release snaps and are secured with a breakable tie. Cross tying may cause panic in some horses and encourage people to duck under the cross-ties which is not safe. Some horses may be safely groomed in a box stall.



Touch a horse by first placing a hand on its shoulder or neck and slowly working toward the head. Touch the horse with a rubbing action. Avoid quick movements around the horse's nose or face.

Always work close to the horse and near the shoulder whenever possible. Working close to the shoulder will decrease the likelihood of being struck with a front or hind foot. It is important to remember if you stay close to the horse's body when you work about the haunches or pass behind the horse, you won't receive the full force of a kick if one occurs.

Grooming safely.



Always let a horse know what you intend to do and do not surprise the horse with sudden movements. For example, when picking up the feet, do not grab a foot hurriedly. This will startle the horse and may cause it to kick or strike. When lifting the foot, touch the shoulder or hind quarter and then run your hand down the leg. When you get to the

Picking up a front foot.



fetlock, "cluck" to the horse and apply pressure on the leg. The horse should pick up its hoof for you in response to the sound or a slight pinch on the fetlock.

Picking up a hind foot.



Put your hand on the horse's hip; run it down his hind leg and ask him to pick up his foot. Stay close to the hind leg.



Rest the hind leg on your thigh and knee, and hold the hoof with your hand to clean or examine it. Don't lift the leg too high or pull it sideways.

Never stand directly behind or directly in front of a horse. These two positions are in the horse's "blind zones", and the horse cannot clearly see you. When working with the horse's tail, stand off to the side, near the point of the buttock, facing the rear. When working in this position, grasp the tail and draw it around to you. When you must move behind a horse, do so by moving close to and touching the horse, or at least 12 feet away from the horse out of the kick zone.

While handling or grooming do not drop grooming tools or equipment near the horse. Place them away from the horse where you will not trip on them, and they will not be stepped on by the horse. Also, collect all grooming materials in advance so you do not have to leave the tied horse alone.

Avoid leaving halters on loose horses. It is not safe to leave a halter on a horse that is loose in its stall or turned out in a paddock or pasture. When necessary to do so, the halter must fit snugly and should be checked often. If the halter is



too loose, the horse may catch a foot in it – especially if trying to scratch his head with a hind foot. A halter may catch on fence posts or other pasture objects and cause serious injuries or death. Leather halters may break free but nylon halters will not break easily. Some halter materials will shrink if they get wet, so be sure to check the fit regularly. If you do use a nylon halter, make sure it has a breakable leather section or breakaway feature which releases if necessary.

Leading

When leading, walk beside the horse – not ahead or behind. A position even with the horse's head or halfway between the horse's head and shoulder is considered safest. It is customary to lead from the left (near side), using the right hand to hold the lead near the halter. The excess lead shank should be folded figure-eight style or held in one *large* coil in the left hand. *Never* wrap the lead shank or reins around your hand, wrist or body. If the horse panics you could be dragged if the rope or reins do not come loose from your hand. A knot at the end of the lead shank aids in maintaining a secure grip when needed for control. *Never* drape the lead shank or reins across your shoulders or neck.

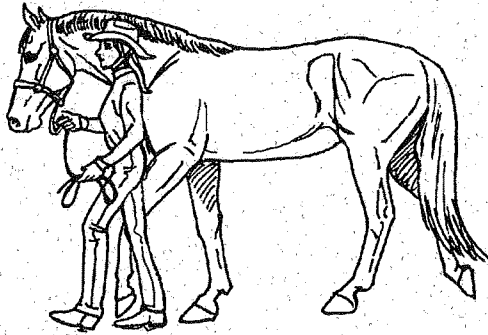
Use a long lead shank (approximately 7 to 8 feet) and both hands when leading. If the horse rears up, release the hand nearest to the halter and do not pull hard on the lead. *The horse is stronger than you, so do not try to out pull the horse!* Doing this could cause the horse to fall over backwards or pull you underneath the horse.

Extend your right elbow slightly toward the horse. This will be more comfortable if you hold the lead with your knuckles on top of the rope. If the horse makes contact with you, its shoulder will hit your elbow first and move you away from it. Your right arm should be positioned to keep the horse's head and neck straight as well as to prevent the horse from crowding you. A horse should be trained to be workable from both sides, including for mounting and dismounting.



However, many horses are accustomed to people working mostly on their left side.

When leading *a*lways turn the horse away from you and walk around it. *Never* pull the horse towards you when turning.



Leading correctly with a halter and lead rope.

Be extremely cautious when leading a horse through narrow openings, such as gates and doors. Require the horse to stop at the doorway to allow you to pass through first. This will eliminate the habit of rushing on the part of both horse and handler. Be certain you have firm control and step through first. Step through quickly and get to one side to avoid being crowded by the horse.

Any time you are dismounted and leading the horse, the stirrup irons on an English saddle should be run up or dressed. Also be sure the stirrups of a Western saddle do not catch on objects when leading. Stirrups on some designs of Western saddles can be crossed over to reduce this risk.

Use good judgment when turning a horse loose. Lead completely through the gate or door and then turn the horse, facing the direction from which you have just entered. Finally, release the lead shank or remove the halter or bridle. This procedure will help prevent the horse from bolting away when released. It will also prevent you from being kicked or run over if the horse should turn and run away.

Avoid the use of excessively long lead ropes so as to prevent becoming accidentally entangled. Be careful of the coils and excess line when using lariats or lunge lines. Again, fold or "pleat" excess line so there are no loops to catch your fingers, hands, or feet.

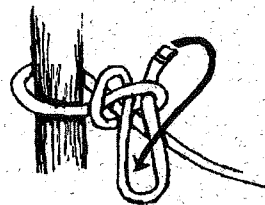
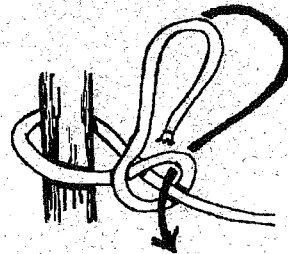
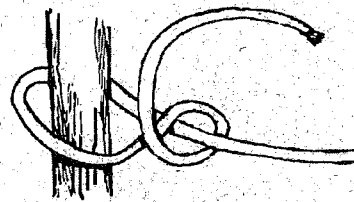


Tying a horse

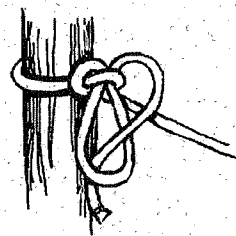
Know and use the proper knots when tying a horse. Two basic knots every horse person should know are quick release and bowline knots.

Quick release knots should be used whenever you tie a horse with a halter and lead rope. There are several types of quick release knots that can be used safely with horses.

How to tie a quick release knot.



To release the knot,
pull the free end.

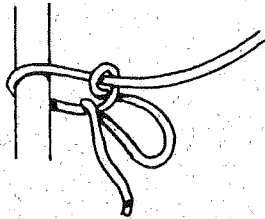


The free end can be
tucked down through
the loop, to prevent
the horse from
untying himself.

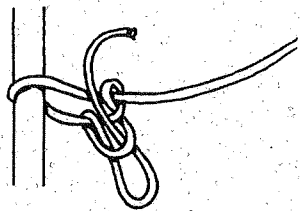
Type A.



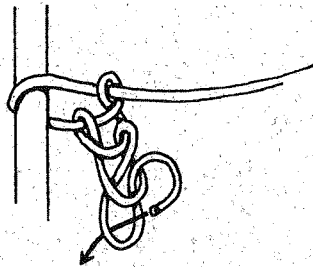
Another quick release knot (chain loop knot).



Type B



This is a good way to handle a long rope end.



To release the knot, pull the free end.

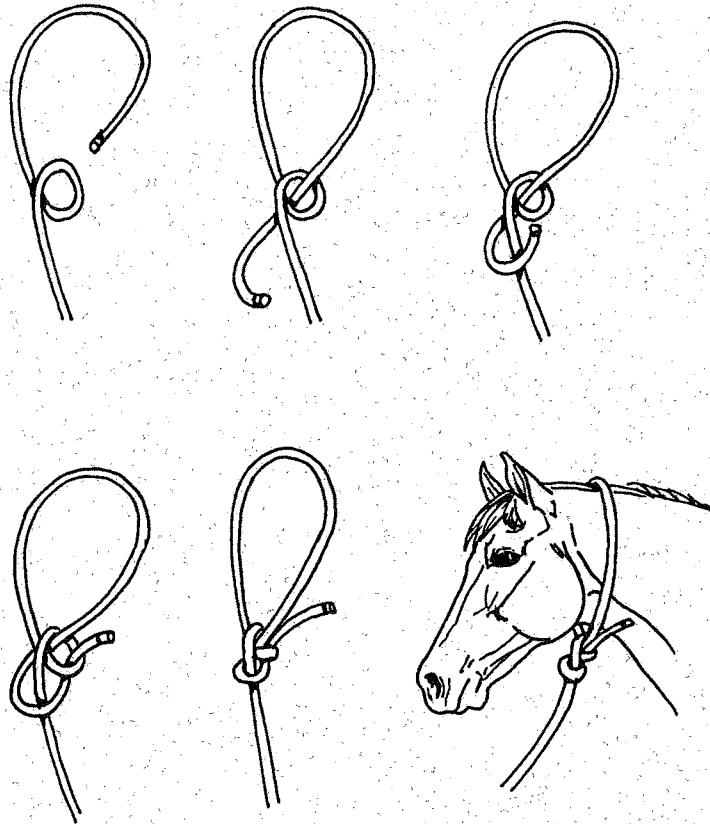
Note: Type A is a relatively easy knot to use; however, it may not release easily in an emergency. If the horse pulls strongly against it, the knot may tighten. To help prevent tightening of **Type A**, wrap the rope two times around the post before tying. **Type B** should release quickly even if the horse pulls back hard.

Practice both knots with an experienced person until you can correctly and safely tie a horse. If you have difficulty tying quick release knots, quick release hardware snaps (or "panic snaps") may also be used to safely secure a horse.



A **bowline knot** can be used when a loop is needed that will not slip or tighten. It can be used around the horse's neck if needed.

Bowline knot.



Because it does not slip, tighten or jam, the bowline can be safely used around a horse's neck.

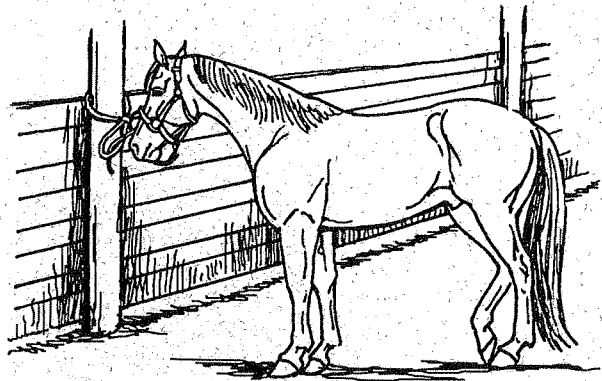
Always be sure to tie to an object that is strong and secure. This will help to avoid the danger of escape, equipment breakage or injury if the horse pulls back. Once a horse has broken loose, he is more likely to pull back the next time he is tied. Tie to a post set securely in the ground, not to a rail on the fence. If the horse pulls back, rails may break or



come loose and seriously injure or frighten the horse. This can also become a danger to the handler trying to catch a panicked horse.

Never tie below the level of the horse's withers. Tie your horse with a rope long enough to allow comfortable movement, but short enough to avoid the horse's becoming entangled or getting a foot over the rope. Never tie your horse by the reins as he may pull back and break the reins or injure his mouth. *Always use a halter and a sturdy lead line when tying.* Tie your horse far enough away from strange horses so they cannot fight or kick. Tie a safe distance away from tree limbs, brush, or other objects in which the horse may become entangled.

Horse tied safely.

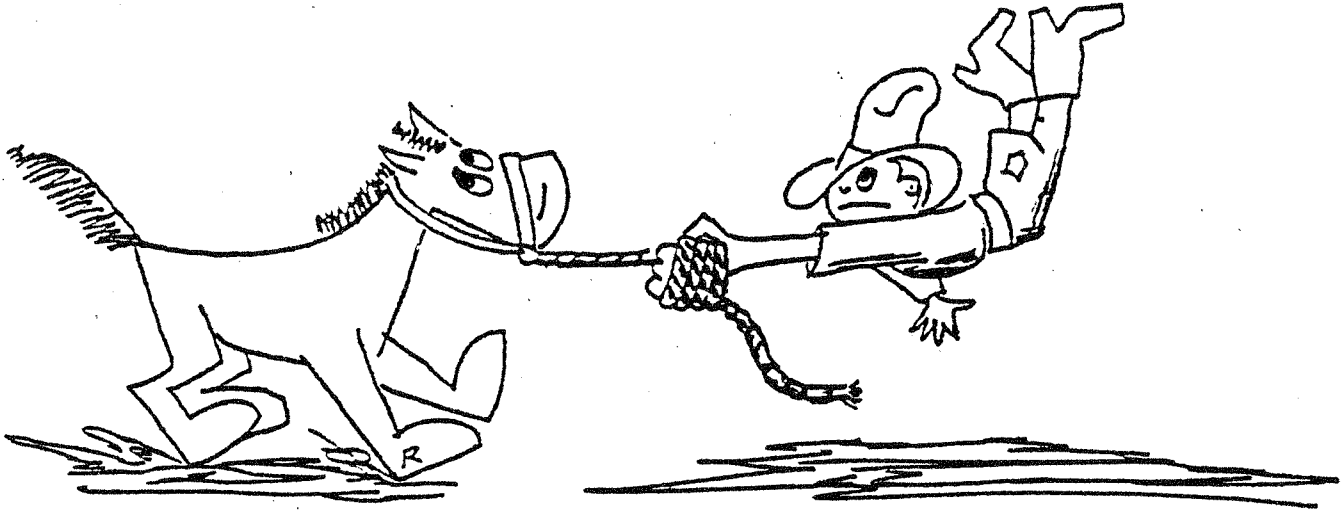


When working around a tied horse, *never* walk under or step over the tie rope. Walk around the rear of the horse, out of the kick zone. *Always* untie the horse before removing the halter.

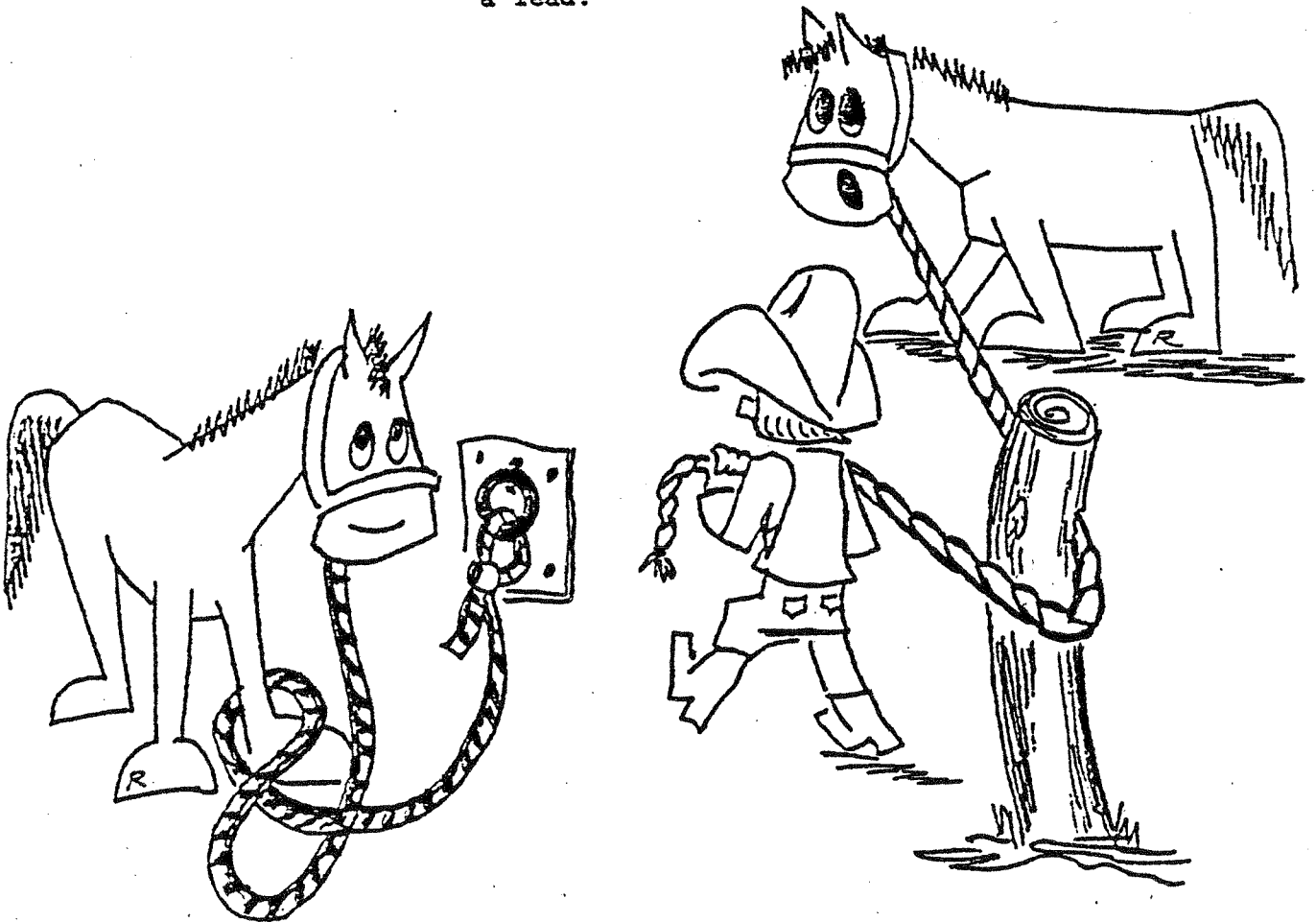
If you must approach a horse in a straight (standing) stall, *never* duck under the butt rope. This places your face directly in line for a kick. Make sure the tied horse knows where you are – speak first, then touch the horse.



WHAT'S WRONG?



Is this a safe way to hold a lead?
a lead?



How much rope do you
want to use?

Where should you walk when
leading the horse?

Barnyard Safety

Objectives:

- * To develop social skills and facilitate cooperation.
- * To promote self understanding and learning skills.
- * To develop physical skills
- * To develop decision-making skills.
- * To enhance self-esteem.
- * To create awareness of the many hazards that can cause illness or injury to the horse.
- * To sharpen children's observation skills.
- * To gain an appreciation for proper safeguard and preventative measures of responsible horse ownership or stewardship.

Group Size: 6 to 8 children per adult volunteer.

Time Frame: This lesson is designed for a 30 to 60 minute gathering.

Background: There are many dangers of which the horse owner or caregiver is not aware. Understanding what these dangers are can help prevent an unfortunate situation. Dangers to the horse may come in the form of feed, equipment, housing, and other environmental factors.

Life Skill Areas:

- * Social interaction skills will be developed through group participation resulting in accomplishment of experiments and activities.
- * Through categorizing and ranking order decision-making skills will be developed.
- * Experimentation activities followed by group discussion will produce learning skills.
- * Eye hand coordination and small motor skills can be developed through pencil and paper manipulation activities

Helps to the Volunteer:

Try these suggestions:

- * Choose one or two of the following activities from each section.
- * Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

Learning Activities:

I GETTING STARTED...

Activity: "Hazards in the Barnyard" (3 - 5 minutes)

Grade Level: K - 2

Materials: A small piece of board with a nail pounded through it (head flush with board)
A piece of cloth.

Ask the children how horse shoes are attached. "Does the nail hurt the horse?" "How many of you bite your nails?" "Does it hurt when you bite your nails?" "Does it hurt if you bite your nails down to the skin?" Explain that the horse hoof is like a fingernail, parts of the nail are sensitive and parts are insensitive. "Would it hurt if a horse stepped on a nail and it went into the middle of the hoof?" "How would we know if it hurt the horse?" Have you ever stepped on a nail and gotten a puncture wound? Explain that nails are pounded into a board thoroughly, but after time and use nails often become loose and protrude out of the board. Ask the children what will happen if the cloth catches on the board. Demonstrate how easily the nail will tear the cloth. Explain that the cloth is about the same thickness as skin. "What do you think will happen if a horse rubs up against a nail?" Follow up the discussion by asking children to name other sharp objects that might be found in the barn area where horses are kept.

Application:

~ Ask the children to identify protruding objects which might cause injury in their own home and / or barn.

Activity: "Poisons" (5 - 7 minutes)

Grade Level: K - 2

Materials: Plastic bags containing any or all of the following items:

Steer feed with rumensin	Red maple leaf
Buckeyes	Yew plant clippings
Azaleas	Wild cherry leaf
Ponderosa pine needles	Acorns
Fresh grass clippings	Moldy grain
Moldy hay	

Ask the children why a horse might eat something that is bad for them? "Don't they know better?" Have the children observe the items. Ask them if they have any of these at their home. Ask the children what they know about poisons, and what to do if poisoned. Explain that these items are all poisonous to the horse. Remind them that poisons are very dangerous and that they should never play around fertilizer, yard chemicals, or eat any thing outside without adult permission.

Application:

~ Ask children to go home and identify poisons around their house, yard, and barn.

II DIGGING DEEPER...

Activity: "All Tangled Up" (10 - 12 minutes)

Grade Level: K - 2

Materials: String or clothesline
Various gauges and styles of wire

Explain that fencing can cause a lot of damage to horses. Have children pretend they are horses. "There is some really yummy looking grass on the other side of the fence and the horse wants to eat it. The horse sticks his head through the fence and gets a bad cut on his neck. Now he goes to find his master and get some help." Have the children come up, one at a time, and stick their arm through the string. Have an adult wrap the string around their arm. "The horse tries to get loose which twists the wire tighter." Not too tight to cause injury to the child. Ask the children how it felt to be all tangled up. How can they prevent an animal from being injured in this manner? Follow up with displaying and explaining various types of wire commonly used for fencing materials, like barbed wire. Also show various thicknesses of wire. Ask the children which is more likely to cut a horse, a small diameter or a thicker diameter? Explain that the thinner the diameter the more easily it will cut. Have the children pair up and rank the wires from least safe to safest. Be sure to encourage both partners to work cooperatively and reward desirable behavior.

Application:

~ Ask the children to locate a fenced area (farm, field, yard) and observe the condition and type of fencing used. See if they can make recommendations to improve the fencing.

Activity: "Its So Hot!" (12 - 15 minutes)

Grade Level: K - 2

Materials: Household thermometer
200 watt bulb
Poster board
A large piece of light fabric
Variable speed fan
Lamp stand or lamp clip
A large piece of dark fabric

Ask the children to describe the current weather. "Is it hot, comfortable, or cold outside?" "Was it hot last summer?" Ask the children how the heat felt, and what did they do to stay cool? Like wise, how do they keep warm when it is really cold outside? Explain that animals can be hurt when it is either really hot or really cold where they are living. Here are some sample exercises the volunteer can do with the children to emphasize these points.

Method 1 - BEING TOO CROWDED.

Have the children sit on the floor in a tight circle. Using the thermometer, take the temperature of the seating area. Wait a minute and do it again. Is the temperature rising? "If several animals were placed together in the same pen, crowding each other for a period of time, will the temperature rise?" "Will it be comfortable for the animals?"

Method 2 - THE AFFECT OF DIRECT HEAT.

With the children remaining seated on the floor in the circle, place the lamp three feet from the group, holding the lamp above the group and pointing it directly down on them, turn it on. Now take the temperature surrounding the group. "What is happening?" Ask the children if it is too hot, too cold, etc.

Method 3 - THE AFFECT OF COAT COLOR.

Now place the large piece of dark fabric over the children sitting on the floor. Take the temperature surrounding the children. How do the children feel? Note: the dark fabric absorbs more of the radiant heat from the lamp and results in a warmer temperature. "How would an animal feel if it had a dark blanket on in the summertime?" Repeat the exercise using the light colored fabric. "Which is cooler?" "What can this tell us about how the animals coat color would affect it when out in the direct sunlight?"

Method 4 - THE AFFECT OF SHADE.

Uncover the children, but have them remain seated together. Place a piece of cardboard or poster board between the lamp and children. Take the temperature. How do the children feel? Ask the children how shade is important in making animals feel more comfortable.

Method 5 - THE AFFECT OF WIND AND WIND BARRIERS.

Remove the lamp and shading device. With the children remaining seated, turn on the fan. Try different speeds. Take the temperature. While the temperature probably will not change, the children should most likely feel more comfortable. Now tell the children to pretend they are outside and it is really cold. Turn on the fan. Would they be cooler now with the cold wind blowing on them? Now put the poster board between the children and the fan. Does blocking the wind help them to be warmer? Ask the children how providing protection for all of our animals from cold, wind, and wet is important in preventing illness and injury.

* source: Page 60 and 61 of Quality Assurance and Animal Care, Youth Education Program, Ohio Agricultural Education Curriculum Materials Service, 1194.

Application:

~ Ask the children next time they are at the zoo to observe how the zoo provides protection for their animals.

III. LOOKING WITHIN...

Activity: "I Don't Feel Well" (5 - 7 minutes)

Grade Level: K - 2

Materials: None

Continue the discussion about possible poisons. Ask the children if they have ever been sick. "Being sick is not fun." "Probably when you were sick, your parents took care of you." "Maybe you had to see the doctor and get a shot or medicine." Explain that animals get sick, especially when the people taking care of them are not careful. Ask the children how they could tell if an animal is sick. Relate children's answers to how they may act when they don't feel well (sleepy, grouchy, no appetite, upset tummy, etc.).

IV. BRINGING CLOSURE...

Activity: "Lets Go on a Hazard Hunt"

Grade Level: K - 2

Materials: Hazard hunt handout (make a poster containing environments that horses would encounter including dangers that may harm the horse or rider, e.g., sharp objects, low limbs, etc.)
Crayons or pencils

Divide children up; two or three per group. Distribute hazard hunt handouts and a pencil or crayon, one per child. Have the children circle all of the possible hazards they can find on the handout. Allow them time to

find several hazards. Then ask each group to share one hazard that they have found. Have the children discuss each hazard briefly. Provide recognition for good group cooperation and participation.

VII GOING BEYOND...

Materials: Home Check List (See attached handout)

Provide each child with a home check list to complete later at home or where they keep their animals.

Visit a veterinary hospital. "What caused the animals to be injured / ill?" "How are the animals being treated?" "Could the illness / injury have been prevented, and if so, how?"

Reading Adventures...

This is a listing of reading materials that can be used by you as background, for sharing before to set the stage for the lesson, or for sharing afterwards to reinforce the lesson.

Man and Mustang, by George Ancona

Hoofbeats the Story of a Thoroughbred, by Cynthia McFarland

Where Do Horses, by Ron Hirsch

Cowgirl, by Merideth McGregor

Writers:



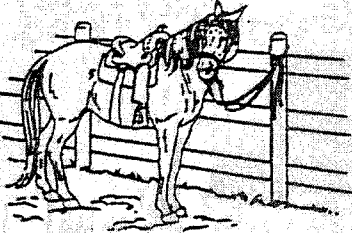

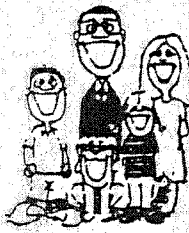
Jennifer S. Kessler - Agricultural Education Teacher, Buckeye Valley High School

Barb Phares - 4-H Agent, Assistant Professor, Mercer County

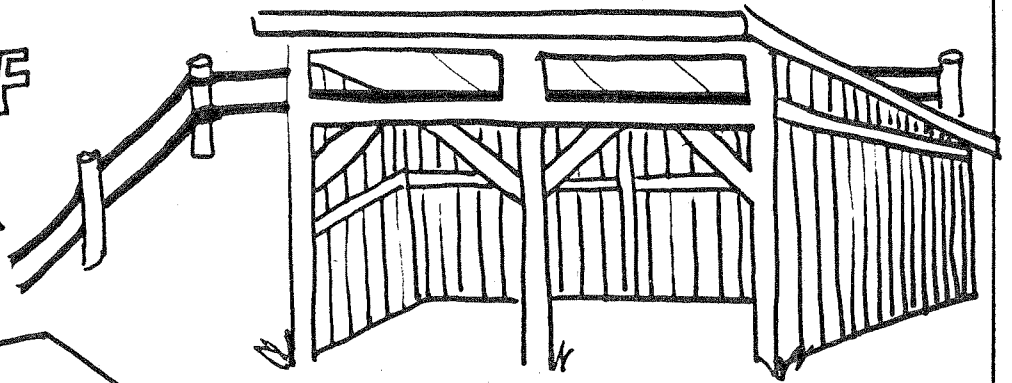
Deb Wolters - 4-H Advisor, Mercer County

Home Check List



<p>Home</p> 			
<p>Trees</p> 			
<p>Fence</p> 			
<p>Stall</p> 			
<p>Parents' Corner</p> 	<p>Help Your Child Write What They Found</p> <hr/> <hr/> <hr/>		

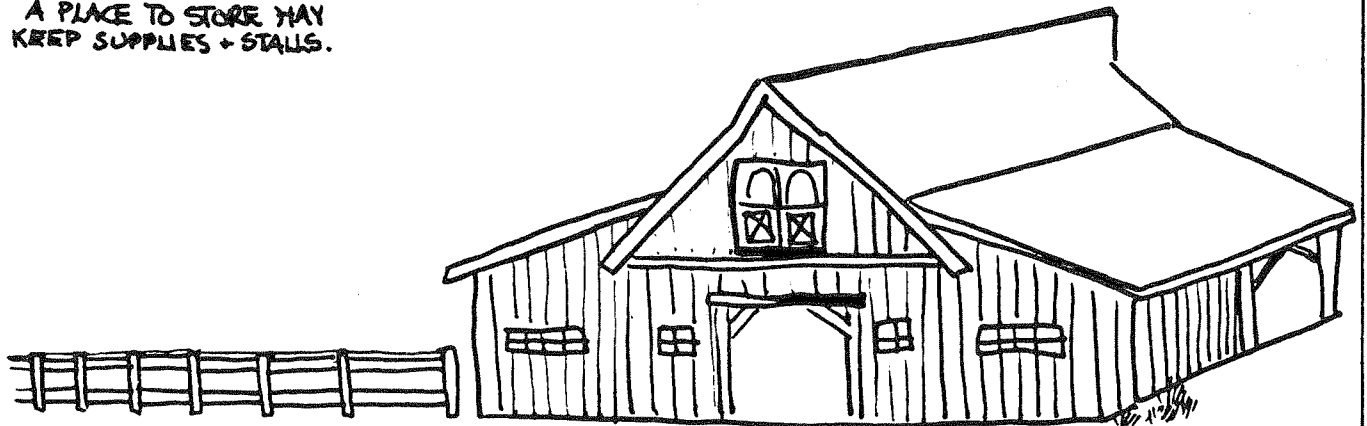
TYPES OF SHELTER



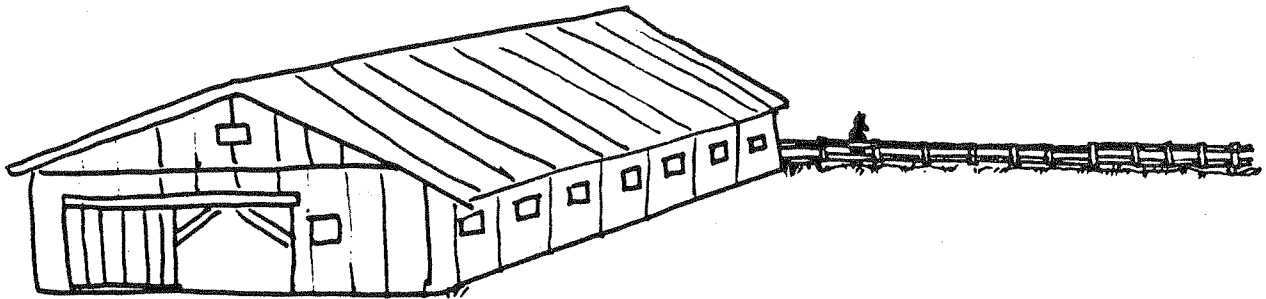
PROTECTION FROM THE HOT SUN,
COLD WINDS, + -O° STORMS.



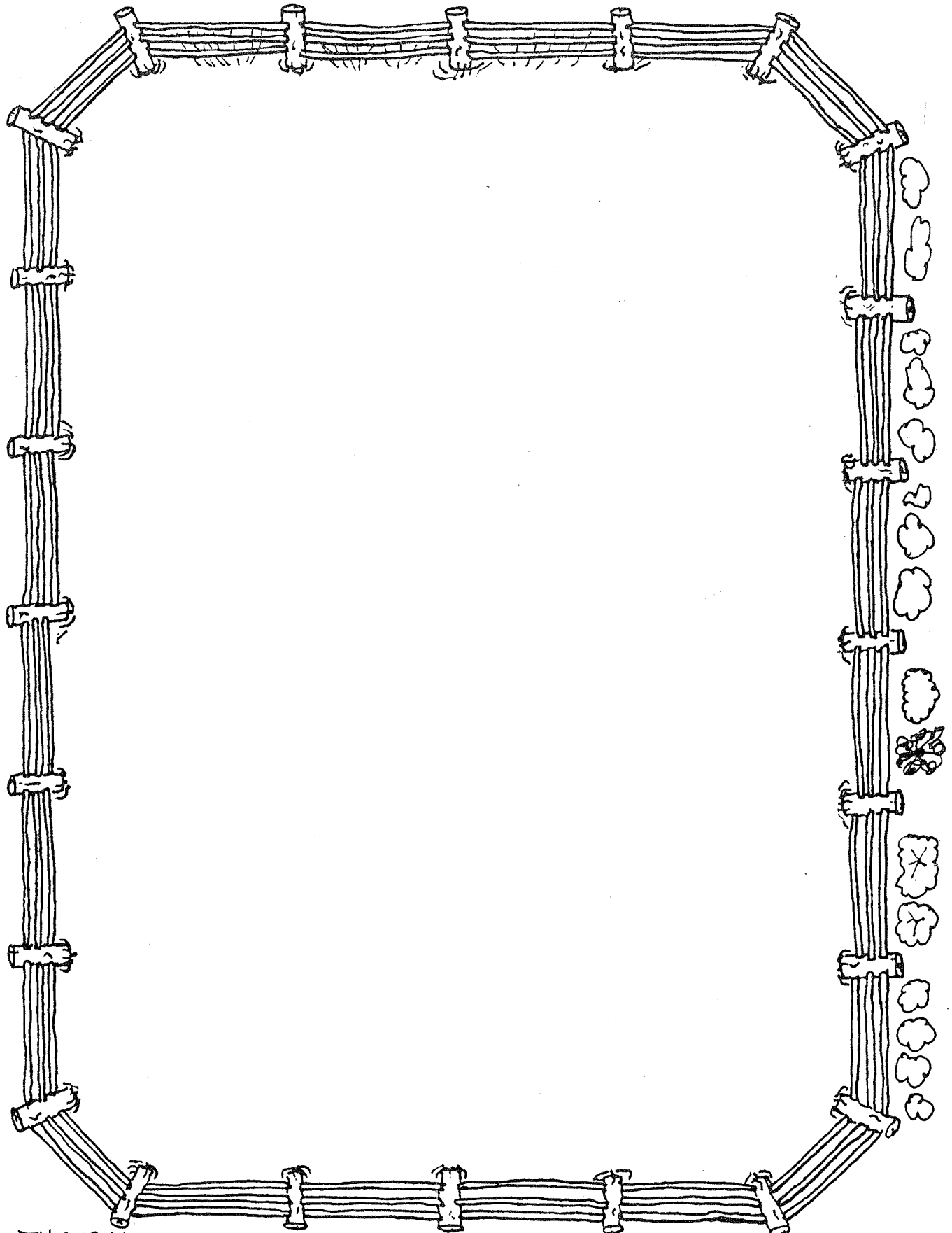
A PLACE TO STORE MAY
KEEP SUPPLIES + STALLS.



LOTS OF ROOM FOR LOTS OF
HORSES!



BREEDING, BOARDING OR TRAINING FARM
INDOOR RIDING RINGS LOOK LIKE THIS
ALSO.



THIS IS YOUR HORSE CORRAL (PEN, Paddock) PUT IN A SHELTER, A WATER TROUGH, FEED BUCKETS, + ALL YOUR HORSES. WE ARE LOOKING DOWN...

Making Sense of Horse Senses and Language

Objectives:

- * To develop social skills and facilitate cooperation.
- * To enhance self-esteem.
- * To promote self understanding and learning skills.
- * To develop physical skills.
- * To develop decision-making skills.
- * To learn how horses communicate with humans.
- * To learn the different ways horses communicate with each other.
- * To learn the five senses of the horse.
- * To learn how the horse reacts when senses are stimulated.

Group Size: 6 to 8 children per adult or youth volunteer.

Time Frame: This lesson is designed for a 30 to 60 minute gathering.

Background: Help children become aware of the horse senses and how horses communicate. Share these activities to promote a better understanding of how horses sense, communicate, and respond to the environment around them. Help children to identify when horses are happy and when they may be in danger.

Life Skill Areas:

- * Self understanding and learning skills will be developed through exploration of the senses.
- * By pairing children to cooperatively accomplish activities social-interaction skills will be developed.
- * Decision-making skills will be fostered through selection and sorting exercises.
- * Gross motor skills will be nurtured through imitation of horse behavior, while fine muscle coordination will be developed through cutting and coloring.

Helps To The Volunteer:

Try these suggestions:

- * Choose one or two of the following activities from each section.
- * Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

Learning Activities:

I. GETTING STARTED...

Activity: "What Are Senses in People - in Horses?" (5 - 7 minutes)

Grade Level: K - 2

Materials: A sample of Life cereal for each child A slice of apple
A horse model, or picture of a horse (Refer to Horseless Horse book)

Distribute a slice of apple to each child. Ask the children to identify the object. Ask them how they know that it is an apple. Have them look, smell, and taste the apple slice. "How does a horse decide whether or not to eat something?" Explain that the horse primarily relies on its sense of smell, but also uses sight, and taste when deciding if an object is edible. Have the children eat the apple slice. "Do your hands smell like apples?" "What do you think would happen if a horse smelled your hand right now?" Explain that the horse might bite their fingers because they smell like apples. Distribute the cereal. Ask the children what they see on and in the cereal? Have the children taste the cereal. "What does the sugar do to the taste?" "Do horses like to eat sweet things?" "What is mixed into grain to make it taste sweet?" Explain that molasses is mixed into grain to make it sweet to taste better. Explain that our senses enable us to identify and learn things. Ask the children which senses a horse will use when eating. "What are the other two senses a horse has?" On a picture or model have the children identify the horse's five sense organs.

Application:

~ Have children tell all the things a horse does not eat.

Activity: "What's Communication?" (2 - 3 minutes)

Grade Level: K - 2

Materials: Pictures of horses expressing various emotions (one set for every two children)
(See attached handouts from Horseless Horse book)

Gather the children into a circle and tell them you would like to find out how they communicate without words. Once the children are in the circle, no one can talk. Ask the children to answer the following questions by sound or body movement. Be sure to recognize each child for their participation.

How do you let someone know when you are scared?
How do you let someone know you're glad to see them?
How do you tell someone you want to be left alone?
How do you let someone know when you are angry?

Application:

~ Pair up the children. Distribute cards depicting various emotions. Ask the children to select the horse exhibiting a certain emotion.

How Horses Talk

U U U U U U U U U U U U U U U U

Adapted from *Horses and Horsemanship* by:
 M. E. Ensminger

Horses cannot speak like we can, but they can communicate with other horses and people. When you are around horses it is important to listen to the sounds they make. It is also important to watch their "body language". Body language is the term used for the nonverbal actions of the horse, like the movement of his ears and the switching of his tail.

Horses speak in a variety of ways, making several different sounds. Some of the more common sounds they make are as follows:

1. Snort - When horses snort they blow air out through their nostrils in quick, loud breaths. This is a warning signal used to alert other horses of something that might cause danger. Horses also snort when they are frightened or excited.

2. Neigh or Whinny - This sound is used by horses to express great concern, fear, and even terror. A whinny is a loud, piercing sound. If a horse is used to being with other horses and all of a sudden finds himself alone, he will neigh or whinny in hopes of hearing where the other horses are and letting them know he is alone.

3. Nicker - Horses nicker to greet other horses, other animal friends, getting to come into the barn, getting feed, and seeing their people friends. A nicker is a soft sound, the sound of pleasure.

4. Squeal - This is the sound of anger. Horses squeal when they see each other for the first time and when they are fighting. They may squeal when they are bucking. Stallions and mares also may squeal during breeding season.

5. Stallion or Mating Call - This is the loud, shrill, threatening sound of the stallion. He makes this sound to tell others to stay away from his territory and his mares. The stallion

also makes this loud sound when he sees or hears another horse, and uses it as a mating call.

6. Mare Talk - This is the soft nickering of a mare when she is talking to her foal, assuring it that all is well. She also uses these soft nickers to let her foal know that she is close by and guide the foal to her side.

It is important to watch a horse's visual signals. A horse communicates visually with his ears, tail, mouth and lips, eyes and nostrils.

Ears

It is easiest to watch a horse's ears to see what mood he is in or what he is thinking. The eyes and ears of a horse function together. In other words, the direction that a horse is looking can be determined by the direction his ears are pointing.

Horses can look and listen to the front with the ear and eye on one side and to the back with the ear and eye on the other side at the same time. When a horse is asleep his eyes are partially closed and ears are slightly pointed toward the back. When a horse shows interest in something and is curious, his ears point forward. When a horse is angry or upset his ears are laid farther back toward his crest.

When you are around horses, always watch their ears so you know what moods they are in. Refer to the pictures on page 42.

Tail

Sometimes you can tell how a horse may act by watching his tail. On a cold morning if he has a kink in his tail, beware, he is feeling his oats and may test your riding ability.

A horse may hold his tail high when he is feeling good. When his tail is held high and he is snorting, that means that something has startled him or he is excited.

If a horse tucks his tail between his legs he is usually badly frightened or is getting ready to kick. If he switches his tail he is irritated at something—maybe flies or maybe his rider.

Mouth and Lips

Watch a foal approach another horse. He will extend his head and open and close his mouth rapidly. He is communicating his immaturity and letting the other horse know he's a baby.

When a horse that is eating raises his upper lip, he is usually saying he doesn't like the taste or smell of the feed. When horses smell things that they do not necessarily like they many times raise their upper lip. Sometimes raising the upper lip may indicate pain in a horse's digestive system.

Eyes

As we said before, the eyes and ears move the same direction. A sleepy horse may have his eyelids partly closed. A frightened horse has his eyelids wide open.

Nostrils

The nostrils will flair when a horse is excited or frightened. This allows more air to move into the lungs. The horse will also sometimes snort.

Activities

When you are around a horse look at his ears, eyes, tail, nostrils, mouth and lips. Can you tell what mood he is in? See what is being done to make him lay his ears back, or to cause him to put his ears forward. Listen to the sounds he is making when he sees another horse, or when it is feeding time.

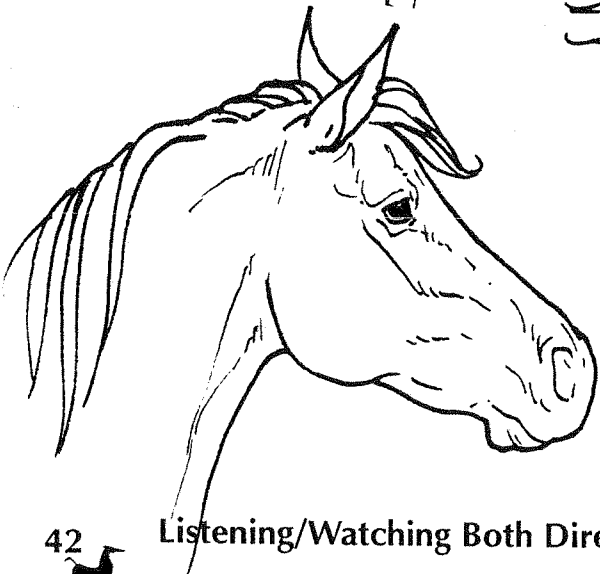
Look at pictures of horses in magazines and books and tell your family or advisor what mood the horse is in by his body language.

Look at the drawings. Name the mood the horses might be in looking at their ears.

Think of all the ways you communicate to others non-verbally or using visual signals. Name as many as you can in the space below.



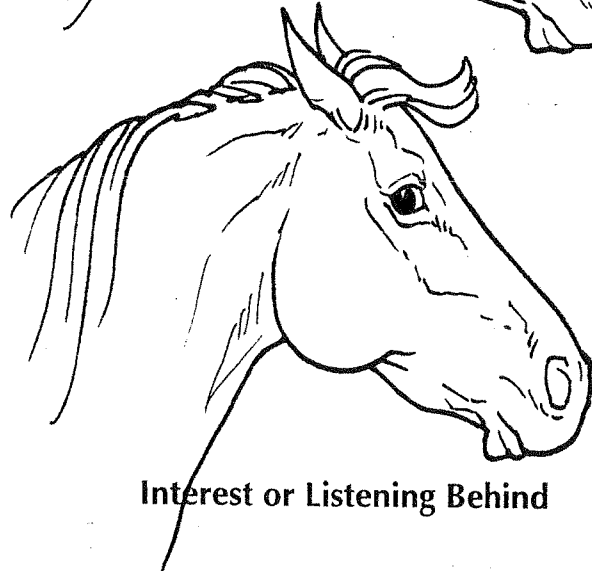
Anger



Listening/Watching Both Directions



Listening Ahead



Interest or Listening Behind



Activity: "Horse Communication Sounds" (5 - 10 minutes)

Grade Level: K - 2

Materials: Tape recorder
Blank Tape
Make a tape containing horse sounds (snort, nicker, squeal, neigh, etc.)

Gather children into a circle and tell them they must listen by not talking during this activity. Play each sound from the tape and discuss the meaning of each sound (play one sound at a time). After discussing each sound, have the children imitate the sound and put it on the blank tape. Play this tape back so the children can enjoy their imitations.

Application:

~ Have each child exhibit a nonverbal expression and then the horse's corresponding verbal expression, e.g. a happy expression followed by a nicker.

II. DIGGING DEEPER...

Activity: "How Does it Feel?" (3 - 5 minutes)

Grade Level: K - 2

Materials: A feather
Burrs
Ice cubes
Sandpaper
Cotton balls

Ask the children if it hurts when a mosquito or fly bites them. "Does it hurt the horse if a fly bites it?" "How do we know it hurts?" "Do horses like to be brushed?" "How do we know that?" "Explain that some things feel good and some things feel bad to the horse. Have each child touch their skin with each material. Ask each child which materials were pleasant and which were unpleasant.

Application:

~ Have members discuss materials that are pleasant and unpleasant to the horse.

Activity: "Simon Says" (10 - 12 minutes)

Grade Level: K - 2

Materials: Yarn or bags (cut in 6" strips) to make a horse's tail
Twist ties (if using yarn)
Stapler (if using bags)
Behavior check list cards (Refer to Horseless Horse book - "How Hoses Talk")

Explain different movements of the horse's head, tail, and feet. Explain how the head, tail, and feet should be moving for various expressions. For example, a horse that is startled will raise it's head and snort, a horse that is mad will wring it's tail and pin it's ears back, a horse that is nervous prances on it's feet, and a horse that is happy may just stand still or gently swish it's tail. Distribute materials to construct tails. Give the children 10 - 15 strips. Place strips side by side on table and fasten together with the stapler or twist-tie. Review each movement. Explain to the children that they will be playing Simon Says. Explain that Simon is going to say things like; act like a horse that is angry, and the children should wring their tails. Remember that young children don't like to lose, so leave out the part of the game that eliminates poor listeners.

Application:

~ Distribute behavior check lists. Have children observe horses' behaviors and check off each behavior they see.

Activity: "How Horses Ears Work" (15 - 20 minutes)

Grade Level: K - 2

Materials: Paper grocery bags cut into 1" wide strips by the length of the bag (1 per child)
Pipe cleaners (2 per child) Colored construction paper
Pattern of ears Tape or stapler
Glue Scissors
Hole punch Hand mirror
Paragraphs depicting horses expressing emotions in various situations (Refer to Horseless Horse book)

Ask the children to pair up. Have them say hello to their partner while facing each other. Then have them turn back to back and say hello. Explain that the horse, unlike people, are able to direct their ears in different directions to hear better. Also explain that the horse expresses itself (communicate) through the use of its ears just as people do with their facial expressions. We will construct horse ears and show how or what horses are saying by their movements. Then show what the ears should look like and provide a brief demonstration identifying the steps and key points of ear construction. Pass out materials. Have children construct their horse ears. Staple the finished ears onto pipe cleaners (1 ear to 1 pipe cleaner). With adult assistance, place grocery bag (head band) around the top of the head and staple the ends together. The adult should punch holes and anchor the pipe cleaners through the holes on the head band. Show the children how the horse moves his ears. Discuss why the ears move forward, pinned back, one ear forward - one ear back, drooped down on each side, etc. Allow children time to practice moving their ears. Read a descriptive paragraph and have the children manipulate their ears to illustrate the horse's emotions. Allow time for each child to move their ears to the proper position (Use hand mirror as needed). Observe their ear placement to ensure they understand the lesson. Be sure to recognize each child's participation.

Application:

~ Ask the children to watch a horse's ears and explain what the animal is expressing.

Activity: "Where Can I See - Where Can a Horse See?" (12 - 15 minutes)

Grade Level: K - 2

Materials: Worksheets showing a horse's field of vision (See attached handouts)
Crayons or markers Yarn

Have each child stand with their arms extended out to each side. While looking straight ahead, ask the children to wiggle their fingers starting with their arms back out-of-sight, slowly moving their arms forward until they can see their fingers. Repeat the exercise, but have the children begin with their arms extended over their heads. Ask the children where their field of vision is and where their blind spots are. Have each child illustrate their field of vision with their arms. "What determines your field of vision?" "Do different animals have different fields of vision?" Explain that different animals have different fields of vision, and their eye position is important in determining an animal's field of vision. Have an adult hold a horse still while another adult explains a horse's field of vision. To illustrate vision range, mark areas with yarn so lines radiate from the horse. Walk around the horse and have the children tell you when you are in a visual zone and when in a blind zone.

Application:

~ Ask the children why a horse would need to have a greater field of vision than humans?

Special Senses of the Horse

Sight

A horse has two eyes, just like you. However a horse can see different things with each eye. He can look at one thing with his left eye, while at the same time look at something different with his right eye. Therefore, he can see to the sides, the front, and the back all at the same time. However, he cannot see directly behind him. We see the same picture with both eyes. We cannot see very well to our sides, nor can we see behind us.

If a horse wants to see something very clearly he will face that object and use both eyes to focus on it at the same time.

It is difficult for a horse to judge distances accurately. The horse has good vision in the

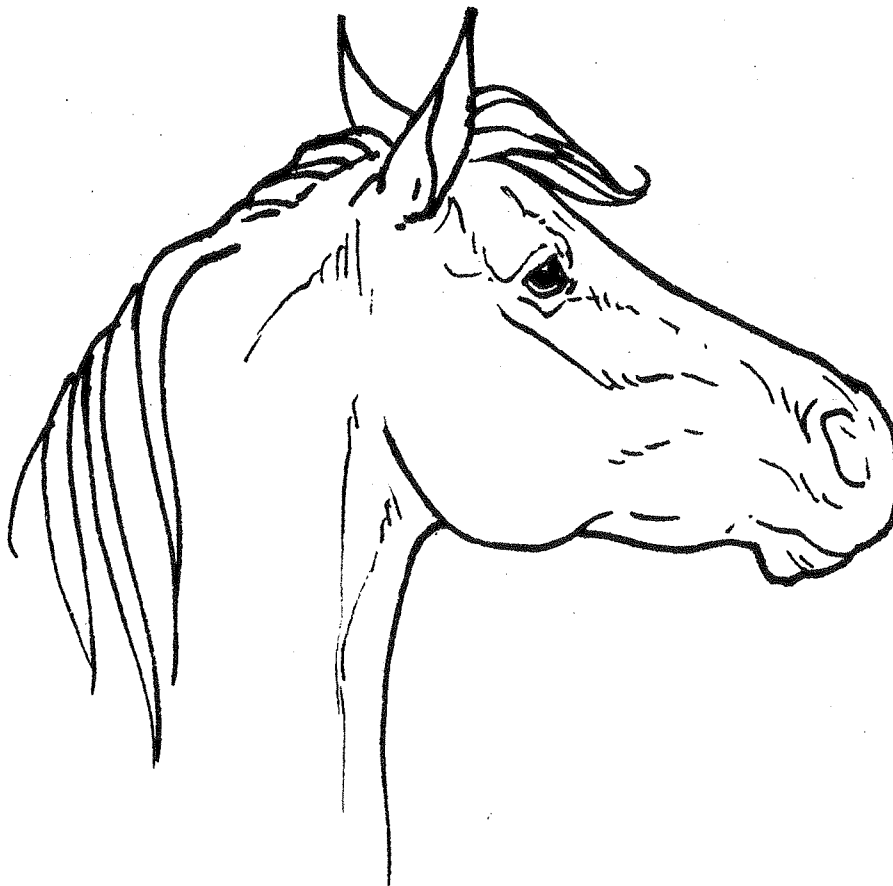
dark. It is not as good as a cat's night vision, but it is a lot better than a human's. If a horse is familiar with an area, he can be ridden at night fairly safely.

Of all our domestic animals, the horse has the poorest vision. He cannot see as accurately as a cat, dog and other of our pets.

Is a horse color blind? That is, can he see only shades of and not true colors? This question has not been completely answered. One study indicates that horses can tell the difference between shades of yellow and green, but not red and blue. Other tests indicate they can tell between a color and gray of equal brightness.

Hearing

A horse has excellent hearing and can hear a lot better than we can. Horses can hear high frequency sounds, like dog whistles and insect repellents, that we can't hear. They can usually hear where a sound is coming from before they can see what is causing that sound.



Smell

Horses use smell to help them find food, and to identify each other and humans. Horses can associate the smell of medicine and veterinarians. If that smell is unpleasant they may become very nervous and hard to handle when a veterinarian is there. They can also smell if there are drugs and other items added to their feed. If their feed does not smell the same and that is an unpleasant smell, they may not eat.

A horse's sense of smell is well developed and much better than our sense of smell.

Touch

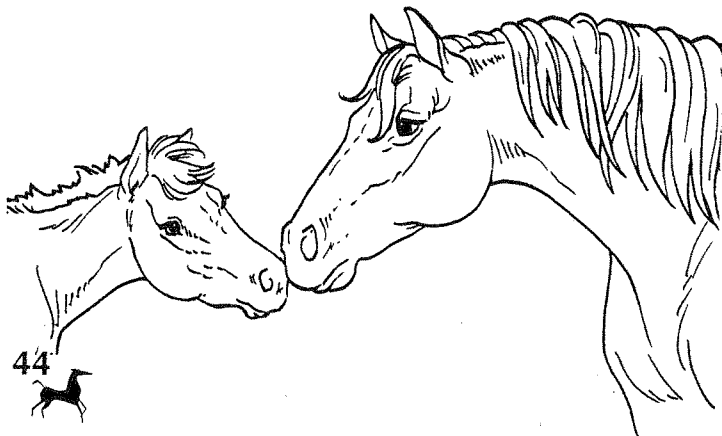
Horses have a well-developed sense of touch. Certain areas of a horse's body are more sensitive to touch than others. This is true for people also. Think which parts of your body are more "ticklish" than others. Some of a horse's most sensitive areas are his nose, eyes and ears, legs, rear flank, the withers, and the frog.

Touch is the most important sense used in riding horses. Riders touch horses through the mouth and neck, with their legs in the rib area, and with their weight at the withers. It is important when cueing a horse to do so as lightly as possible, so the horse will respond to what you are asking him to do.

Activities

Have someone show you where the horse's frog is. Have them explain the purpose of the frog and why it is sensitive. Refer to picture on page 45.

How many frogs does a horse have? _____



Name five things that smell good to you.

1.

2.

3.

4.

5.

Name five things that smell bad or unpleasant to you.

1.

2.

3.

4.

5.

What two senses are this mare and foal pictured below using to recognize each other.

1.

2.

III. LOOKING WITHIN...

Activity: "Yummy - Yucky" (7 - 10 minutes)

Grade Level: K - 2

Materials:

Moldy hay	Fresh hay
Water - cold, tepid, and hot	Stones or gravel
Sawdust (wet and dry)	Whip
Spurs	Brush
Liniment	Peppermint
Picture of a fire	

Have children feel, smell, and touch the articles. Provide two areas: one marked pleasant and one marked unpleasant. Ask the children which articles are pleasant and which are unpleasant to the horse. Have the children place the article in the appropriate area. Review with the children to make sure they understand why each article was placed in the appropriate area.

Application:

~ Have each member say what sense the horse would use to determine whether or not the article was pleasant.

IV. BRINGING CLOSURE...

Activity: "A Pre-taste Assessment" (1 minute)

Grade Level: K - 2

Materials: A snack for each child.

Have the children close their eyes. Serve the children a snack but tell them not to eat it until they listen, feel, and smell it just as a horse would do with it's own feed. Can they guess what the snack is based on their senses other than sight.

Application:

~ Ask the children how a blind horse would determine if an object is edible.

V. GOING BEYOND...

Take the children to a horse farm. Watch the horses as they move around and try to determine what the horses are saying to each other. Have the children draw pictures of their experiences to share with family members.

Have the children read or have a horse story read to them. Ask them to imagine the senses the horse in the story might use. Make a collage from old calenders or magazines depicting the horse in the story.

Reading Adventures...

This is a listing of reading materials that can be used by you as background, for sharing before to set the stage for the lesson, or for sharing afterwards to reinforce the lesson.

Nature's Secrets Communicating, by Paul Bennett

Five O'clock Charlie, by Marguerite Henry

Misty of Chincoteague, by Marguerite Henry

How Animals Talk, by Susan McGrath

Writers:

Tiffany Burke - 4-H Advisor, Knox County

Mary Deem - 4-H Advisor, Washington County

Jennifer S. Kessler - Agricultural Education Teacher, Buckeye Valley High School

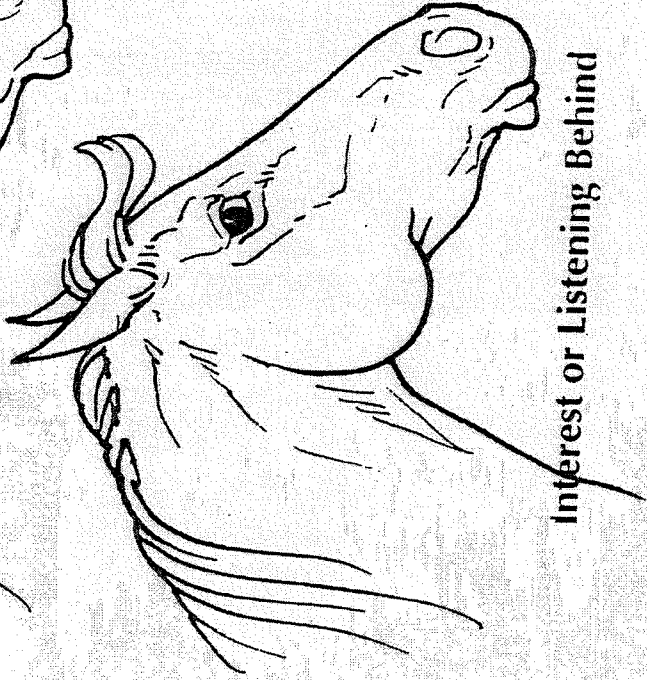
Debbie Rardin - 4-H Advisor, Knox County

Sandy Vincent - 4-H Advisor, Washington County

Listening Ahead



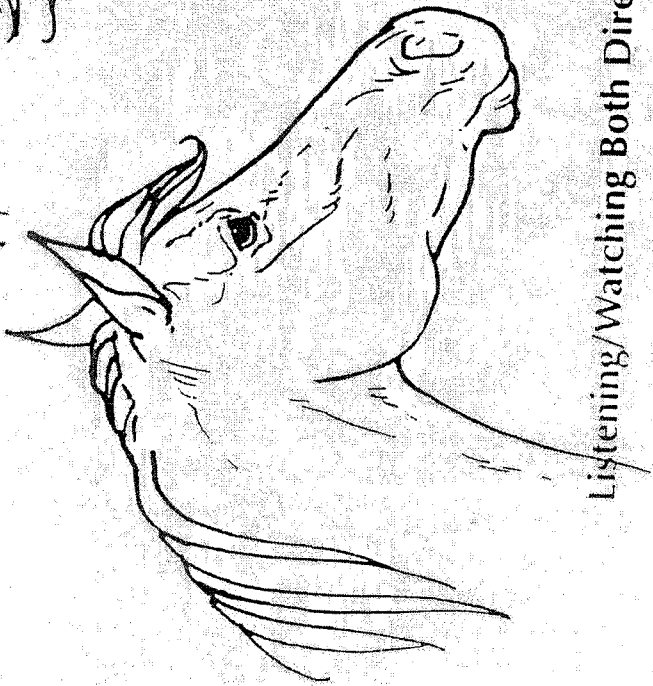
Interest or Listening Behind



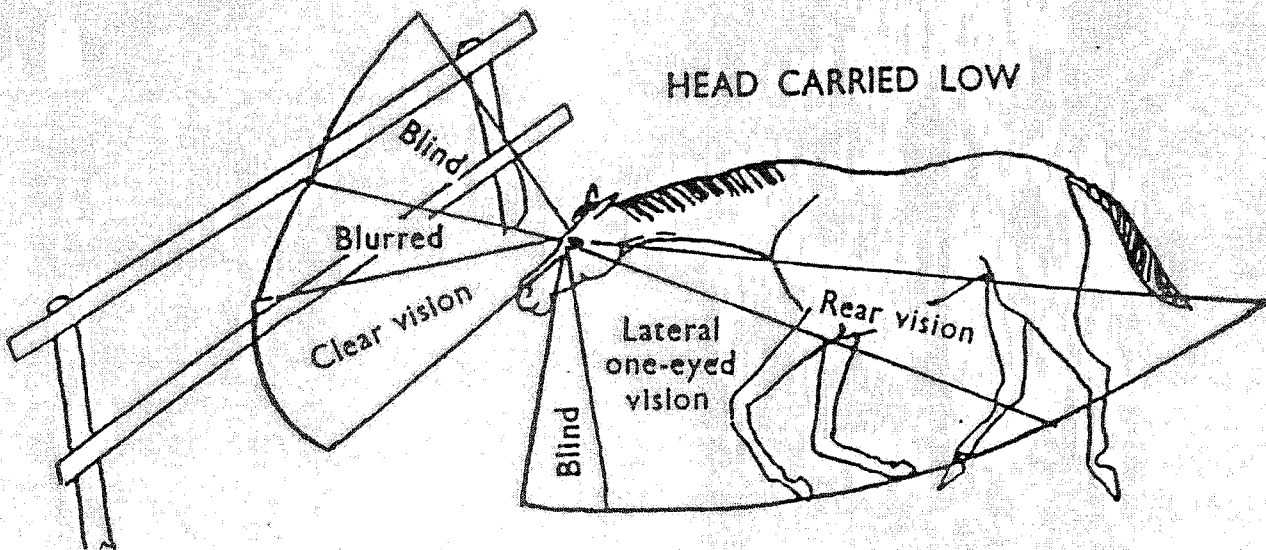
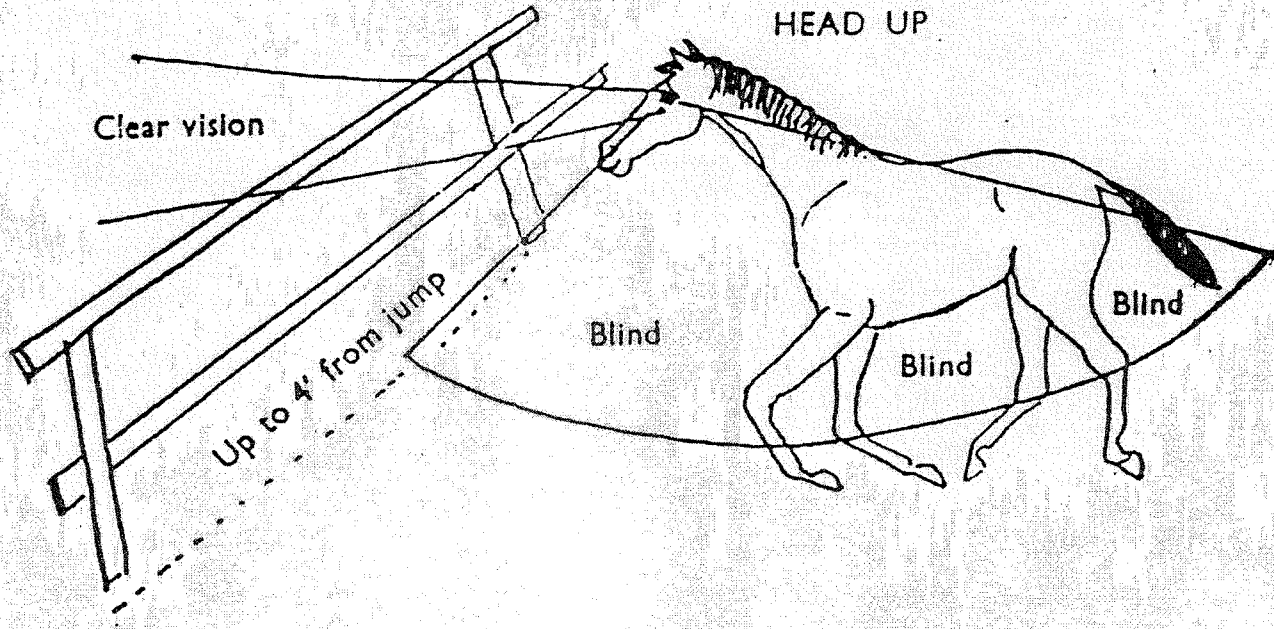
Anger

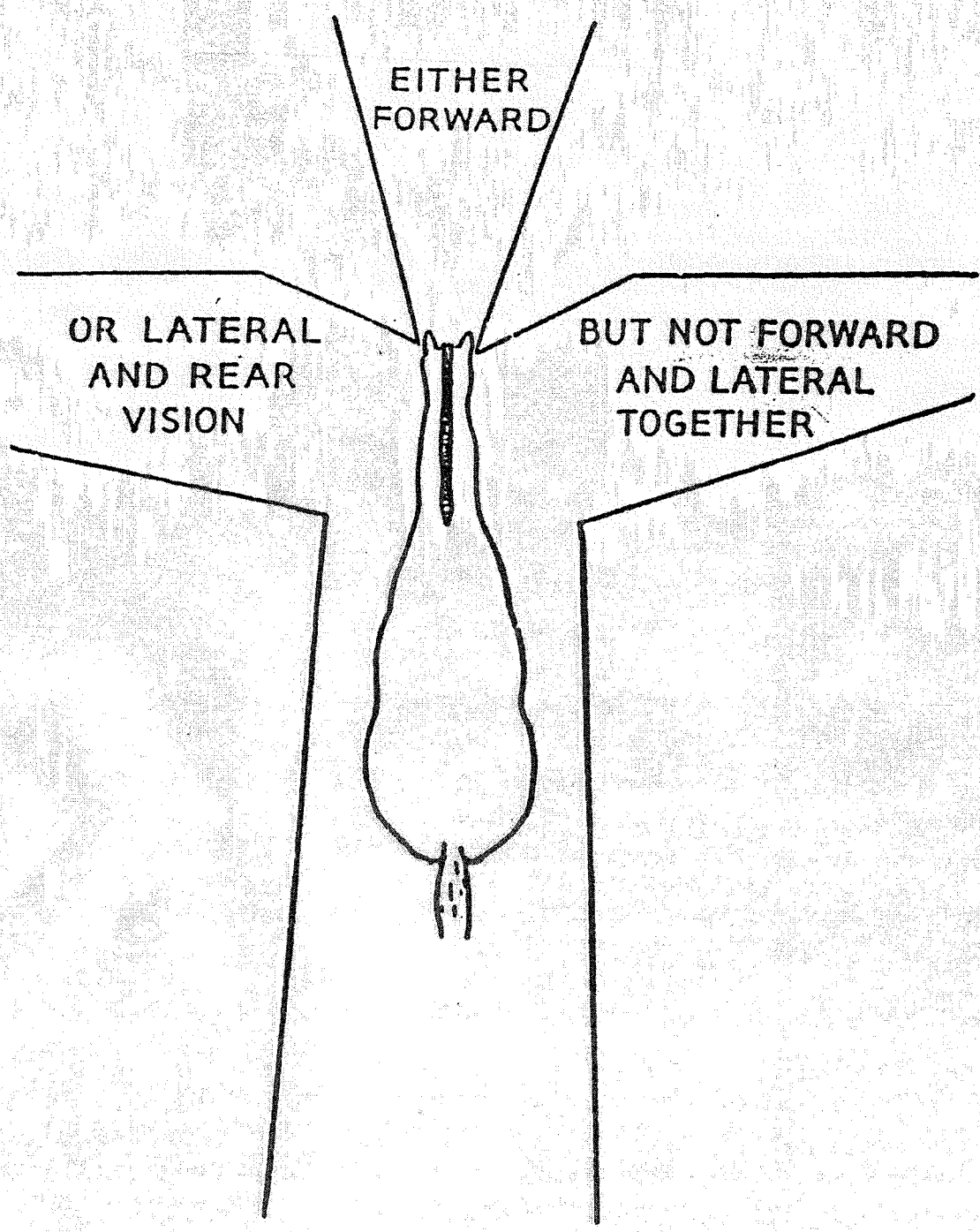


Listening/Watching Both Directions



Color these pictures 😊





Hungry Horses

Objectives:

- * To develop social skills and facilitate cooperation.
- * To promote self understanding and learning skills.
- * To develop physical skills.
- * To develop decision-making skills.
- * To enhance self-esteem.
- * To understand how the horse digests hays and grains.
- * To be aware of feed stuffs commonly fed to horses.
- * To understand importance of water quality.

Group Size: 6 to 8 children per adult or youth volunteer.

Time Frame: This lesson is designed for a 30 to 60 minute gathering.

Background: Help the children to understand the importance of properly feeding horses. Give them an opportunity to understand how digestive systems enable different animals to eat different things. Encourage children to observe variations in eating behaviors of horses.

Life Skill Areas:

- * Self understanding will be developed through observations of personal eating habits and preferences.
- * Social interaction skills will be fostered through grouping children to cooperatively accomplish experiments and activities.
- * Children will be learning how to learn through the activities.
- * Decision-making skills will be developed through activities which require children to sort and group.
- * Fine motor skills will be developed by pencil and paper activities while gross motor skills will be developed by manipulation of larger objects and games.

HELPS TO THE VOLUNTEER:

Try these suggestions:

- * Choose one or two of the following activities from each section.
- * Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

Learning Activities:

I. GETTING STARTED...

Activity: "Digestive System of the Horse" (10 - 12 minutes)

Grade Level: K - 2

Materials: Digestive worksheets (See attached handouts) Markers or crayons

Talk about what the children eat for breakfast, lunch, and dinner. Ask the children if horses eat the same things that they do. "Do horses eat meat?" "Why don't horses eat meat?" "What do horses eat?" "What would happen if all we ate was grass?" "Do you think we would get sick, and if so why?" Explain that human stomachs are not able to digest plants very well. "Do you think that different animal digestive systems are better at digesting different things?" Explain that the horse has a very large special organ, the cecum, which helps the horse to digest hay. Ask children to name some other organs, such as the heart, lung, and stomach. Explain that microscopic creatures, so tiny you need a microscope to see them, live in the cecum. These microscopic creatures chew away at the food, breaking it down into smaller bits so the horse can digest the hay. Distribute digestive handouts. Have each child color the organs and mark the route of passage the food takes from entering to exiting the body.

Application:

~ Ask the children to observe what animals eat next time they go to a farm or zoo.

Activity: "What They Eat - Hays and Grains" (5 - 7 minutes)

Grade Level: K - 2

Materials: Baggies or baby food jars with samples of feeds such as: corn, oats, wheat, bran, alfalfa, bluegrass, and timothy
Glue Poster board cut into letter size sheets.

Ask the children to think of all the things that horses eat. Put out samples of feeds for children to see, smell, and feel. Ask the children to sort out the hays from the grains by size, color, and smell. Explain each feed type to the children and let them practice identifying each feed. Write "Things Horses Eat" at the top of each poster board piece. Distribute poster board and have the children glue feed samples to the poster board.

II. DIGGING DEEPER...

Activity: "Grinding Teeth" (3 - 5 minutes)

Grade Level: K - 2

Materials: Two egg size rocks for each child Samples of grain and hay

Ask the children what part of the horse's body makes the food smaller so it can be easily swallowed. "Are horses teeth different from ours?" "Why do you think a horse's teeth are shaped differently?" Explain that horses have flatter and wider teeth for grinding up grass, and humans teeth are more pointed and are better at chewing meat. Have the children grind a small amount of hay between their rocks. Repeat the exercise with the grain. Ask the children what happened to the hay and grain when they ground it? "Do you think that grinding the feed into smaller pieces would make it easier to swallow and digest?" Explain that the children grinding feeds with their stones is similar to the horse grinding food with it's teeth.

Application:

- ~ Provide a snack for the children to eat. Ask the children to count how many times they chew their food before swallowing, and if they prefer to chew on a certain side of their mouth.
- ~ Have them observe their horse or a friend's horse. Can they identify how many times the horse chews before swallowing, and does the horse prefer to chew using a distinct side of its mouth?

Activity: "Volume Versus Weight" (7 - 10 minutes)

Grade Level: K - 2

Materials: Scale
Samples of corn, oats, and bran. Large empty coffee can

Have each child weigh one can of corn, oats, and bran. Record weights. Ask the children if all of the cans of grain weighed the same amount. Explain that objects may be the same size, but have different weights, as in the case of the grain they just weighed. "Which can of grain was the heaviest?" "Which can of grain was the lightest?" "If you were eating the grain, which grain would make you feel full the fastest?" Explain that the horse is like us, the corn is the "richer" grain and will make the horse feel full faster. The amount a horse is fed is based upon weight and not volume.

Application:

- ~ Ask the children to weigh a horse's daily ration (Grain and hay) to determine how many pounds a horse eats each day.

III. LOOKING WITHIN...

Activity: "Water Quality" (10 - 12 minutes)

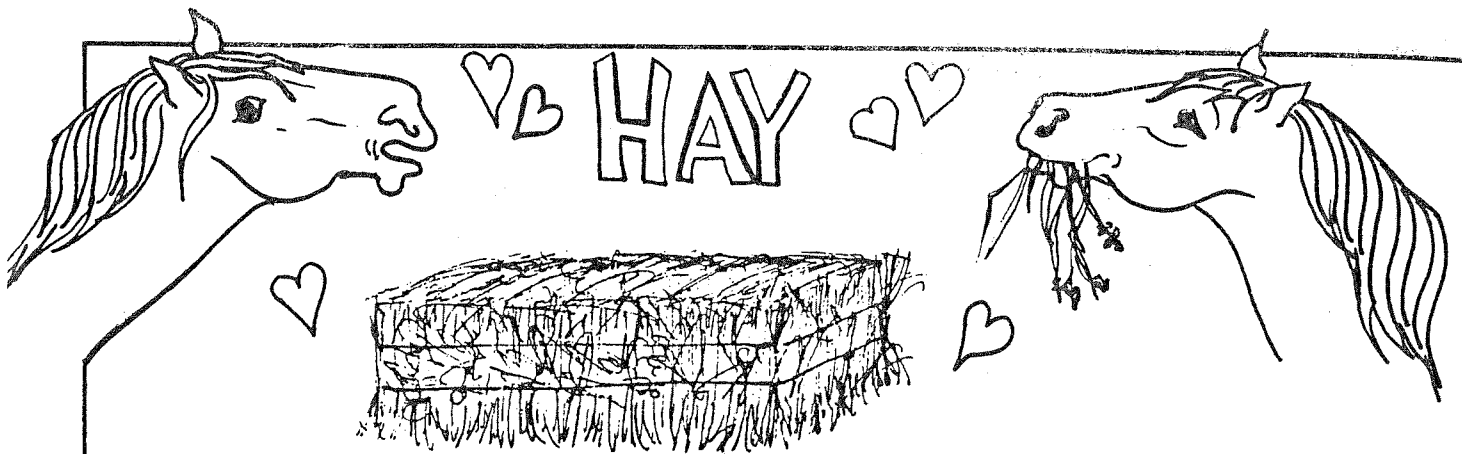
Grade Level: K - 2

Materials: Samples of clean, dirty, salty, and frozen water in paper cups (one set per two or three children)
Coffee filters Rubber bands
Extra paper cups

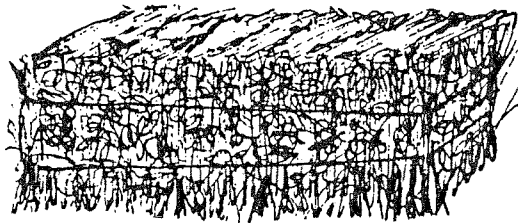
Divide children up into groups of two or three. Have children observe the ice. Ask them if the ice is a good source of water for a horse. "When will the horse's water freeze?" "What must you do to the water buckets in the winter?" Be sure to encourage participation from each child. Ask the children to observe the dirty water. Ask them to describe it. "What would happen if we poured the water through a filter?" Have the children separate the solids from the water by pouring the water through a coffee filter fastened to a paper cup by a rubber band. If results are not as desired, repeat process. Explain that horse prefers to have clean drinking water just like we do. Have the children smell the salt water. "How do you think the horse knows when water is safe to drink?" Using the extra cups, have the children dip their finger to taste the salt water. "Do you think a horse would like to drink this water?" Ask the children to visually observe, smell, and taste the clean water. Ask the children which sample of water is best for drinking. Be sure to recognize and positively reinforce for participation and group cooperation.

Application:

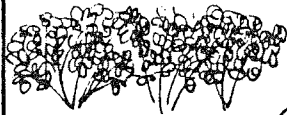
- ~ Conduct an experiment. Provide a horse with two water buckets of similar shape and size. Place them side-by-side. One source of water should be clean and free of debris while the other is dirty or salty, etc. Have children, from a safe distance, observe as the horse selects its source of water.



THE MOST IMPORTANT THING ABOUT HAY IS THAT IT IS NOT MOLDY. BLACK OR WHITE CHUNKS THAT STICK TOGETHER INDICATE MOLD. SO DOES TINY WHITE DOTS \forall ALOVER. HAY GETS MOLDY WHEN IT IS NOT PROPERLY DRIED OR STORED (IT WILL MAKE HORSES ILL) !



ALFALFA - A LEGUME, A HAY FOR HORSES + COWS. HIGH IN PROTEIN. IS VERY GREEN IN COLOR. 1ST CUT USUALLY HAS GRASS + SOME WEEDS. 2ND CUT IS USUALLY ALL ALFALFA.



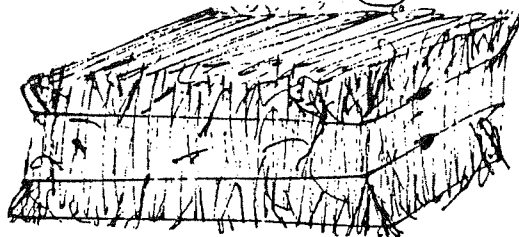
{ GOOD HAY SMELLS SWEET (NOT SOUR) IT FALLS APART EASILY AND IS NOT DUSTY (WHEN IN DOUBT - DONT FEED DUSTY HAY) }

STACK HAY ON PALLETS - OFF THE GROUND... IN A DRY PLACE!



{ STRAIGHT ALFALFA IS THOUGHT TO BE TOO STRONG (TOO MUCH PROTEIN) BY MANY. IT HAS A LOT OF FLOWERS IN IT }

MIXED HAY - BEST FOR HORSES! GRASSES (TIMOTHY, BROME, ORCHARD) MIXED WITH ALFALFA - A LITTLE CLOVER IS NICE. RED CANARY AND KENTUCKY BLUE GRASS ALSO MAKE GOOD HAY! (PURE CLOVER IS FOR COWS!)



STRAW - IS NOT HAY, IT IS THE STALK OF WHEAT - AFTER WHEAT IS HARVESTED. STRAW IS BALED UP AND USED FOR BEDDING A STALL. IT IS GOLD IN COLOR + STIFF.



{ HAY BELLIES ARE CAUSED BY OVER-MATURE HAY - NOT FROM EATING TOO MUCH HAY • HAY SHOULD NOT BE STALKY + TOUGH • IT SHOULD BE CUT JUST AFTER THE BUDS MATURE? }

5-6 year olds

WATER & FOOD

WATER: FRESH WATER IS A ABSOLUTE MUST - LOTS OF IT IN SUMMER + LOTS IN WINTER - SNOW IS NO SUBSTITUTE. 10 gallons a day! (2 LARGE BUCKETS)

PASTURE: FRESH GRASSES ARE GREAT FOR HORSES. "A NATURAL" A LEAST 3 ACRES PER HORSE ARE NEEDED.

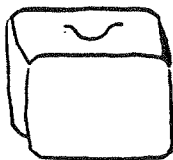
~~VERY IMPORTANT!!!~~
short grass has more nutrition than tall grass that's why they like it better!!

HAY: HORSES NEED HAY EVERY DAY - EVEN IF THEY ARE ON PASTURE! (MOST ARE INADEQUATE) IF A HORSE HAS NO PASTURE.... HE NEEDS AT LEAST 2 FLAKES MORNING + EVENING. A HORSE THAT IS NOT USED CAN DO WELL ON JUST HAY + PASTURE.

GRAIN: OATS ARE THE PREFERRED GRAIN OF HORSES! SWEET FEED PACKS IN MORE ENERGY FOR WORKING HORSES AND CONTAINS CORN, MOLASSES, SOY MEAL, LINSEED MEAL, VITAMINS, + MORE. THE AMOUNT TO FEED DEPENDS ON THE WORK YOU WANT THEM TO DO.

SALT &

MINERAL BLOCK: A NECESSARY! PROVIDE A BLOCK FOR THEM TO LICK.



VITAMINS: GOOD FOR SHOW, BREEDING, + ENDURANCE HORSES!

GARROTS: GOOD FOR EM!

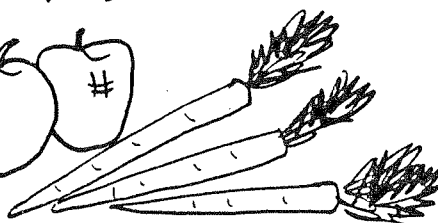
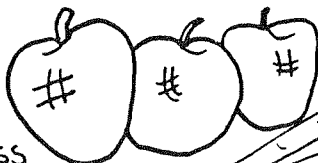
APPLES: ♥ ♥

RED CANARY

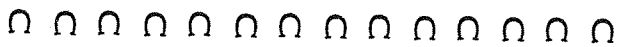
BROME GRASS

Orchard Grass

TIMOTHY



Horse Nutrition



It is very important that a horse is fed a balanced ration. This means that horses need proper nutrition fed in the right amounts each day.

You also need to eat nutritious foods every day. You should eat the right number of servings from each of the food groups daily.

Water

Horses need to drink plenty of clean, fresh water. Clean water should be kept in front of them all the time except when they are hot and overheated. If they drink water then, they can get very sick.

You should drink plenty of water each day also.

Hay

Horses need hay (roughage) just as you need fiber in your diet. Pastures can supply the horse with grass or roughage. Hay can also be fed to horses when pasture is not available. There are many types of hay that can be fed to horses: timothy, blue grass, white clover, orchard grass, alfalfa.

When hay fields are planted, many times the types of seeds are mixed so different kinds of hay grow together. This type of hay mixture is called "mixed hay". Orchard grass and alfalfa mixture is an example. There are some kinds of hays not suitable for horses such as fescue or red clover.

When feeding hay make sure it is free from dust, mold, and decay. Good hay is bright, clean, leafy, and free from dust, mold, decay.

Grain

Grain or concentrates provide the horse with food high in nutrients and low in fiber. Corn and oats are the most common grains fed to horses. Corn supplies a lot of energy to the horse. Horses like the taste of oats better than corn. Oats provide more protein than corn. Corn and oats are usually fed to horses mixed in commercial horse feeds. Commercial horse feeds are feeds you buy at the feed store already mixed and bagged.

Usually protein supplement such as soybean oil meal is added to the commercial feed as well as vitamins and minerals.

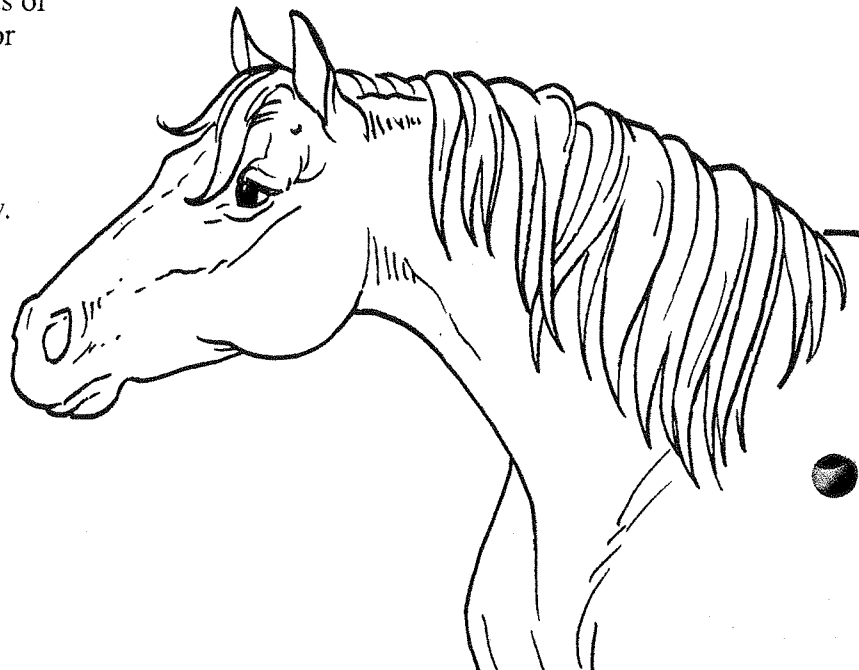
Salt

It is also important to keep a trace mineral salt block where the horse can lick it so he will get the extra minerals he needs.

The amount of hay and grain horses eat depend on their weight, age, general health and how much exercise they get. When they are younger they need more protein, just like you do. Also when they are being ridden and getting a lot of exercise they need to be fed more than if they are just standing in a stall. Don't you eat more and get hungrier when you run and play?

It is also important that horses are fed at least twice a day at about the same time each day.

It is important that you eat three balanced meals a day.



Activities

Words to learn: roughage, concentrate, fiber

Visit a farm or feed store that has hay. Look at the hay. Find out what kind it is. Look at it and smell it to see if it is bright and clean. What kind(s) of hay did you see? _____

Name two kinds of food you eat that add fiber to your diet.

1.

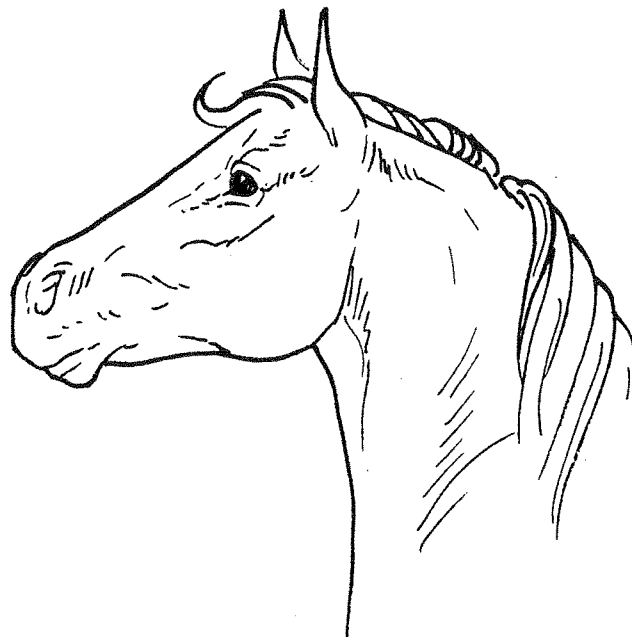
2.

Name two kinds of food you eat that give you energy and two kinds of food you eat that give you protein.

Energy _____

Protein _____

Visit a feed store and look at an ear of corn and some oats. Look at some commercial horse feed. Identify the corn and oats in it. Can you identify anything else? Ask your feed store dealer to help you. Other nutrients identified include:



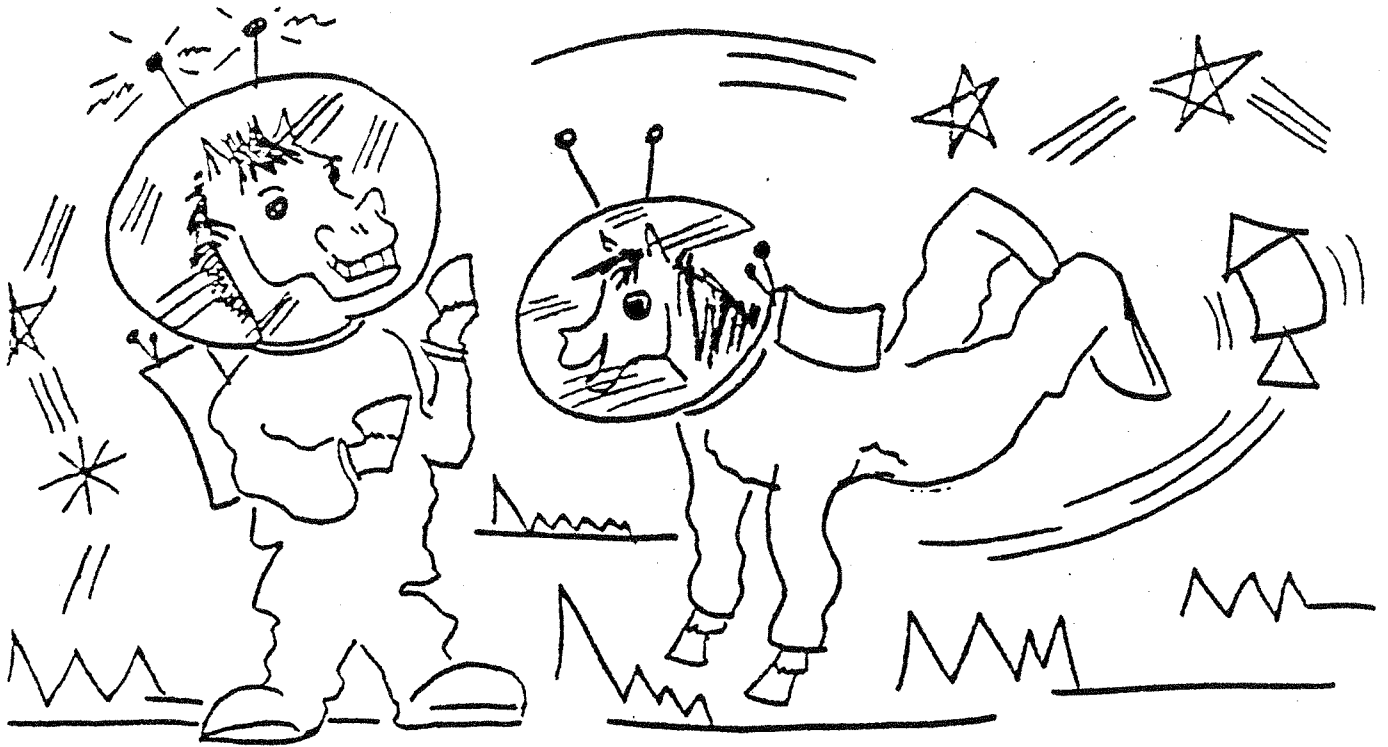
Name 2 kinds of food you eat that is made from corn.

Name 2 kinds of food you eat that is made from oats.

Do you like corn or oats better?

7-8 year olds

Color Me!



WE NEED NU ENTS CAUSE:

VIT MINS HELP P OUR SKIN HEALTHY

AND HELPS US ENERGY FROM

CAL UM AND V TAMIN D HELP MAKE

OUR AND STRONG.

PRO INS HELP BUILD AND RE

OUR

Hoof Beats

Objectives:

- * To develop social skills and facilitate cooperation.
- * To enhance self-esteem.
- * To develop physical skills.
- * To become familiar with the different gaits of horses.
- * To distinguish incorrect from correct leads.

Group Size: 6 to 8 children per adult volunteer.

Time Frame: This lesson is designed for a 30 to 60 minute gathering.

Background: These experiences will develop observation skills. Examples provided enable children with a basis to distinguish between and identify the different rhythmic movements (gaits) of the horse. Through mimicking the rhythmic movements children will develop physical coordination skills.

Life Skill Areas:

- * Gross physical coordination will be developed through children mimicking rhythmical horse movements.
- * Fine motor skills will be developed through construction with scissors, paper, crayons, etc.
- * Learning to learn skills and social skills will be developed through observation and discussion.

Helps To The Volunteer:

Try these suggestions:

- * Choose one or two of the following activities from each section.
- * Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

Learning Activities:

I GETTING STARTED...

Activity: "Differences in Movements" (5 - 7 minutes)

Grade Level: K - 2

Materials: None

Have the children sit in a circle. Ask them if people walk differently. Have two children demonstrate how they walk. Then have one of the children jog, while the other remains walking. Ask the group if the two children are moving differently. "Is one child moving slower?" "Which child's arms move more?" "Which child bounces more?" Explain that one child is walking while the other child is jogging. Ask the children if there is a difference in rhythmical beat while the children are moving. Have all of the children walk and clap to their own beat. Then ask them to jog and clap to their beat. "Was one beat faster?" Explain that the difference in rhythmical beats, when traveling, is called a gait. Ask them to name other gaits such as running, hopping, skipping, and galloping.

Application:

~ Have the children practice each gait. Explain that just like the children, horses have gaits too.

Activity: "Move to the Beat" (3 - 5 minutes)

Grade Level: K - 2

Materials: A coffee can

Two sticks or wooden spoons

Tell the children that they are to pretend they are horses. Explain to the children, in order to move like a horse they should step in beat with the drum. A slow beat means walk, a little faster and perhaps bouncier would indicate a trot, etc. Once the children understand how to play, the volunteers may wish to add music, changing speeds to mimic various gaits.

II DIGGING DEEPER...

Activity: "Move Like a Horse" (5 - 10 minutes)

Grade Level: K - 2

Materials: Pictures of a draft horse (Clydesdales), race horse (Thoroughbred), pony (Welsh & Shetland), park horse (Tennessee Walker), and a cutting horse (Quarter Horse). (See attached handouts from Horseless Horse book)

Tape

Tape up pictures of horses. Review the various types of horses being displayed. Ask the children how the different types of horses would move. Discuss and demonstrate the type of movement the horse makes following their answer to each question. "Would a big heavy draft horse move light and fast or heavy and slow?" "Would a race horse run fast or slow?" "Would a pony with short legs have a long stride or a short, quick, choppy stride?" "Does a park horse step high or low?" "Does a cutting horse move side to side when working cattle?"

Application: Have the children mimic how each type of horse moves.

Activity: "Making a Movable Horse" (10 - 15 minutes)

Grade Level: K - 2

Materials: Numerous horse templates (Copy and cut out horses from Horseless Horse Book)
Scissors
Crayons or markers
Pencils
Paper fasteners

Provide a demonstration on tracing cutting, coloring, and assembling the horse. Have children create their own movable horse. Once all children have finished, sit in a circle and have each show and talk about their horse.

Application:

~ Have the children practice gaits on their own movable horses.

III. LOOKING WITHIN...

Activity: "Recognizing the Horse's Gaits" (5 - 7 minutes)

Grade Level: K - 2

Materials: A horse and rider

Have a horse and rider demonstrate the walk, trot, and canter. Explain that a gait is a way of moving, and that people have gaits too; the walk, jog, skip, gallop, and run to name a few. Explain what each gait of the horse is called. While the rider is demonstrating, ask the children to describe the characteristics of each gait.

While the rider is exhibiting a canter, explain what is meant by the term lead when referring to the canter. Have the children as a group observe the lead at the canter.

Application:

~ Have a rider exhibit different gaits and ask the children to describe and name the gaits and leads.

Activity: "Talk About It" (3 - 5 minutes)

Grade Level: K - 2

Materials: None

Have the children sit in a circle. Ask the children to review the different gaits and why leads are important. "Which of the horse's gaits is the slowest?" "Which gait is the fastest?" "Which gait has two beats?" "Which gait has three beats?" "How can you tell which lead the horse is on?"

IV. BRINGING CLOSURE...

Activity: "Stick Horse Activity" (5 - 7 minutes)

Grade Level: K - 2

Materials: One stick horse or broom per child.

Have the children form a large circle with their stick horses. Ask the children to stand with both arms extended out. They should not be able to touch one another. Ask the children to walk, trot, and canter / gallop with their

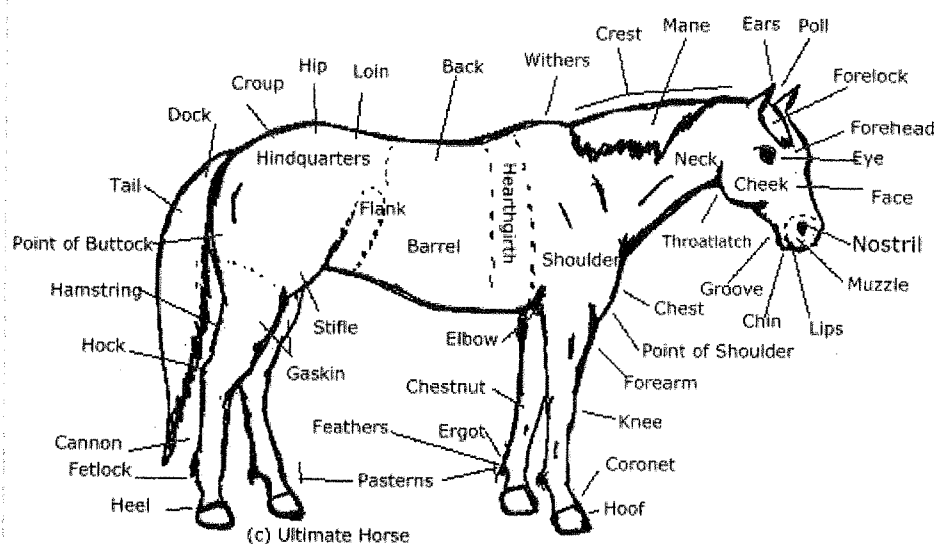
horses. Be sure to request correct leads. After each gait has been exhibited, have the children reverse direction and exhibit their gaits. Once all gaits have been exhibited in both directions, have the children line up and back their horses. Be sure to provide positive guidance to each participant.

VIII. GOING BEYOND...

Play Simon Says. In this game all of the actions are gaits and movement characteristics. Try some of these: walk like a draft horse, run like a race horse, trot like a park horse. (Remember that young children do not like to lose, so leave out the part of the game that eliminates poor listeners.)

Writers: Jennifer S. Kessler - Agricultural Education Teacher, Buckeye Valley High School
Barb Phares - 4-H Agent, Assistant Professor, Mercer County
Deb Wolters - 4-H Advisor, Mercer County

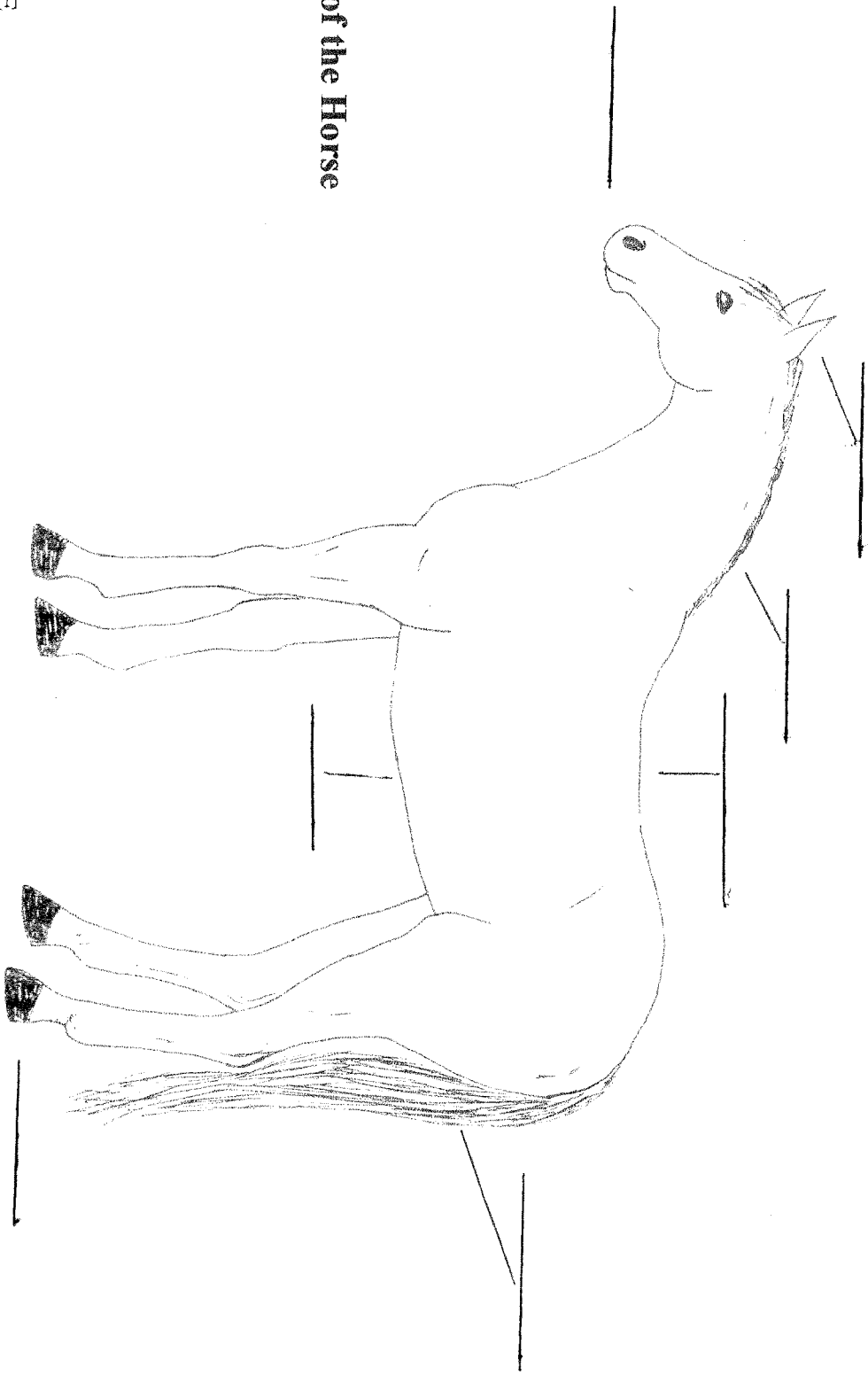
Parts of the Horse



- **Ears:** The horse's ears swivel in both directions, giving them the ability to listen to sounds around them.
- **Poll:** The poll is a bony bump between the ears.
- **Forelock:** This is a section of hair that falls between the ears into the face-- it is thought to keep flies and dust out of the horse's eyes!
- **Forehead:** Horses have broad foreheads.
- **Eye:** Horses have large eyes. They can turn each one separately, so they can see in both directions at once! Most horse's eyes are brown, but horses can also have blue, green, and light brown eyes too! Sometimes they can have an eye that is half brown, half blue!
- **Face:** The face can have many different white markings.
- **Nostril:** Horses breathe through their nostrils, not their mouths.
- **Muzzle:** This area includes the lips and nostrils and is very soft! Horses grow long hairs on their muzzle that helps them feel their food when they are eating.
- **Lips:** Horses have soft, sensitive lips that they use to sift through their hay or grain.
- **Chin:** Some horses let their chin hang down when they are sleepy.
- **Groove:** This is a groove behind the chin.
- **Throatlatch:** This is the thinnest area of the neck, behind the jaw.
- **Cheek:** Horses have large cheeks because they have a lot of muscle in them-- so they can grind grasses and grains when they eat!
- **Neck:** Horses have long necks that allow them to graze while standing.
- **Shoulder:** The shoulder is made of muscle and bone.
- **Chest:** Horses have muscular chests.
- **Point of Shoulder:** This is the bony part of the shoulder that sticks out.
- **Forearm:** This is the muscle in the front leg above the knee.
- **Knee:** Horses have knees on their front legs only.
- **Coronet (sometimes called Coronet Band):** This is where the flesh meets the hoof.
- **Hoof:** Horses have hard hooves that can be black, white, or striped!
- **Elbow:** The elbow is the joint above the knee.
- **Chestnut:** Horses grow little hard lumps called chestnuts on their inner legs... they smell strongly of horse!
- **Ergot:** This is the point on the fetlock joint, a small lump of hard tissue like the chestnut.
- **Pasterns:** The pastern bone is right above the hoof.
- **Stifle:** This is the joint above the hock.
- **Gaskin:** This is the muscle in the front of the hind leg.
- **Hock:** Horses have hocks, not knees, on their hind legs.
- **Cannon:** The cannon bone is the long bone of the lower leg.
- **Fetlock:** This is the joint where the cannon bone meets the pastern.

- Feathers: This is the long hair that grows on the back of the fetlock joint. Draft horses have more feathers than other horses!
- Hamstring: The back of the hock.
- Point of Buttock
- Dock: This is the flesh-and-bone part of the tail.
- Tail: This is the long, flowing hair of the tail.
- Croup: The area along the top of the hindquarters.
- Hindquarters: The rear end of the horse, full of big, powerful muscles.
- Hip & Loin
- Back: Horses with short backs are better at carrying weight.
- Flank: This is a sensitive area of the horse, where the hair grows upward and swirls.
- Heartgirth: This is measured around the widest part of the horse's barrel.
- Withers: The highest point on a horse's back, where the shoulders meet the spine. This is where horses are measured from!
- Crest: The top of the neck. When horses get fat, they develop very cresty necks! Stallions also have bigger crests than mares.
- Mane: The mane is long hair that tumbles over the neck. Some breeds have longer hair than others-- Appaloosas are known for their short manes, while Tennessee Walkers typically have very long manes!

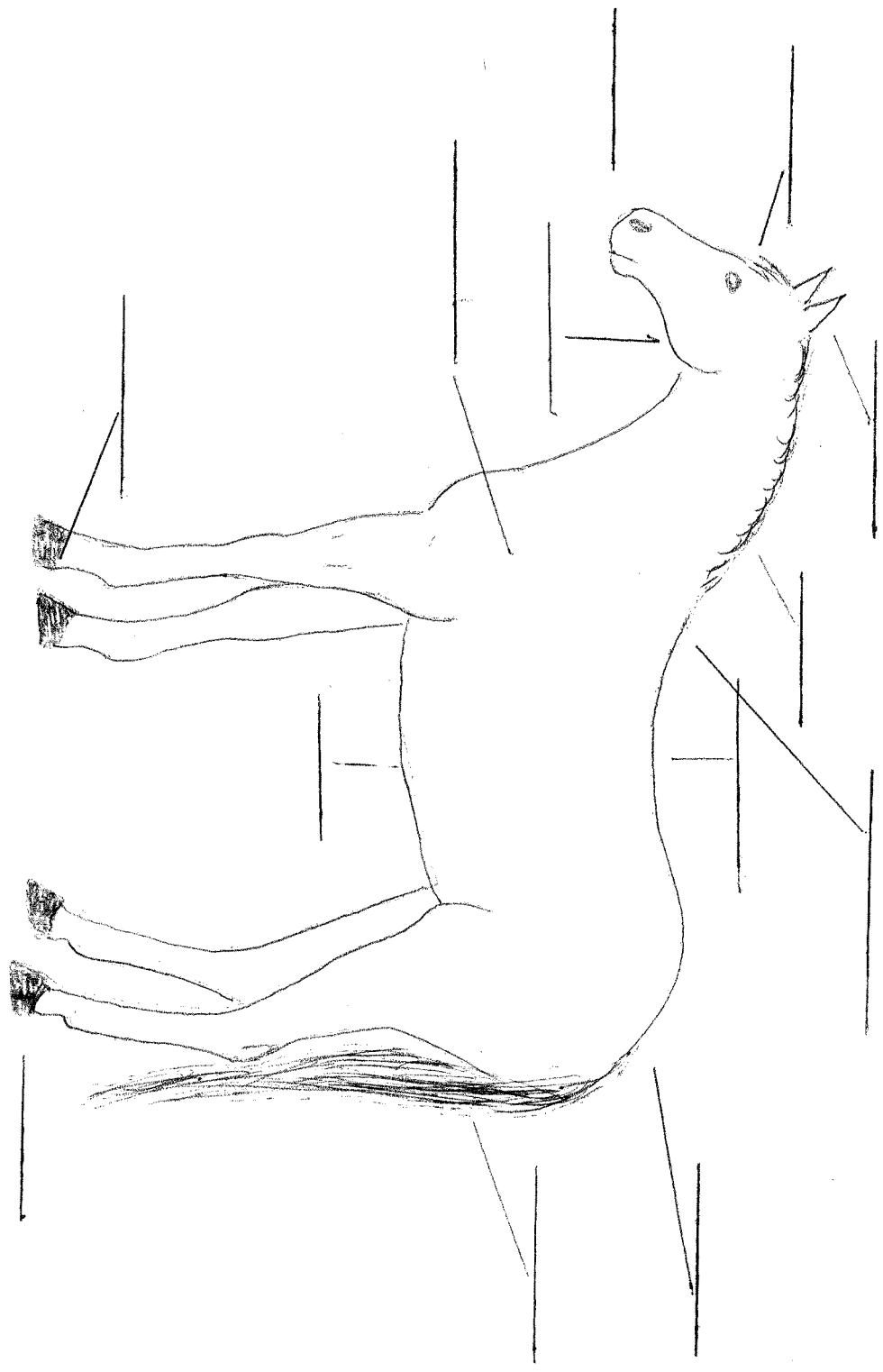
- Parts of the Horse
- EAR
- BACK
- HOOF
- TAIL
- MUZZLE
- BELLY
- MANE



5-6 year olds

Parts of the Horse

- EAR
- BACK
- HOOF
- TAIL
- MUZZLE
- BELLY
- MANE
- WITHERS
- SHOULDER
- FETLOCK
- CROUP
- JOWL
- FORELOCK



7-8 year olds

Horse Breeds and Uses

Objectives:

- * To develop social skills and facilitate cooperation.
- * To promote self understanding and learning skills.
- * To develop decision-making skills.
- * To enhance self-esteem.
- * To develop physical skills
- * To classify types of horses.
- * To identify breeds through distinguishable characteristics.
- * To create awareness of functional horse uses.

Group Size: 6 to 8 children per adult volunteer.

Time Frame: This lesson is designed for a 30 to 60 minute gathering.

Background: Understanding history, purpose of development, and characteristics of the breed is an important factor in selection of a horse. Through these experiences children will observe, sort, and categorize, developing decision making skills. The children will classify horses on basis of type, use, and breed.

Life Skill Areas:

- * The group activities and discussions develop social interaction skills.
- * Decision-making skills will be developed through distinguishing differences, sorting, and matching activities.
- * Activities which introduce new information and are followed by a discussion will aid children in learning how to learn.
- * Fine motor skills will be developed by constructing collages, piecing together puzzles, and other various paper and pencil activities.

Helps To The Volunteer:

Try these suggestions:

- * Choose one or two of the following activities from each section.
- * Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

Learning Activities:

I. GETTING STARTED...

Activity: "Distinguishing Differences" (7 - 10 minutes)

Grade Level: K - 5

Materials: Pictures depicting several breeds of horses (See attached handouts from Horseless Horse book)
Copies of horse outline worksheet (Refer to Horseless Horse book)
Crayons

Hang the pictures in a location so it is easily seen by all children. Ask children if all people are alike. Explain that people are similar, but have many differences, which is also true for horses. While horses have four legs, a mane, a tail, and head, they differ in color, size, muscling, markings, and shapes... just like people differ. Have the children describe the various horses on the poster by color, size, markings, and other distinguishable characteristics. Ask children to describe differences between two horses. Be sure that all children participate, and are recognized for their participation. Distribute horse worksheets and crayons. Have the children color their horse.

Activity: "Sorting Types of Horses" (3 - 5 minutes)

Grade Level: K - 2

Materials: Numerous pictures of different types of horses (light, draft, and pony)
(Refer to Horseless Horse book as well as various magazines)

Ask the children to describe the biggest and smallest horse they have ever seen. Explain that there are three basic types of horses: pony, light, and draft. Pair the children into groups of two. Give each group 10 to 15 pictures, representing each classification of horse, and ask them to sort the pictures into three piles. Be sure to emphasize good team work and cooperation.

Application:

~ Ask the children to observe a horse show and see if they can identify the three different classifications of horses.

Activity: "Uses of Horses" (3 - 5 minutes)

Grade Level: K - 2

Materials: None

Have the children sit in a circle. Explain that many horses are used for pleasure riding. Ask the children to name different ways horses are used for riding. "Horses are also used for work, can you name some of the ways horses are used for work?" "What are some different ways horses are used for entertainment?" "Did you know that in some countries horses are used for food like cattle are used in the United States?" Be sure to encourage each child to participate.

Application:

~ Have the children explain the uses of horses to a parent or family member.

II. DIGGING DEEPER...

Activity: "Sizes" (7 - 10 minutes)

Grade Level: K - 2

Materials: Measuring tape or yard stick
A long sheet of blank paper which could be taped to the wall

Have the children line up in a straight line from shortest to tallest and mark their height. Place each child's name above their height marking. Explain that, just like people, horses are different sizes. Ask the children how we measure our height; miles, feet, kilometers? Explain that a horse's height is measured in units called "hands", which is four inches and is the approximate width of an adult's hand. The height of the animal determines whether it is a horse or pony, and many breeds produce animals of approximately the same height. On the same paper, mark heights of various breeds to illustrate that animal heights differ just like children's heights did.

Application:

~ Ask the children to measure themselves with a parent and convert their measurement from feet to hands to see how tall they would be if they were a horse.

Activity: "This Breed Is" (10 - 12 minutes)

Grade Level: K - 2

Materials: Old horse magazines
Children's scissors
Construction paper
Tape or glue

Make an example of a collage prior to the meeting. "Collage" may be a new word to many of the children. Explain that they are going to make a picture having many separate pictures of horses glued together. Have each child select a breed. When all of the works of art are finished have the children sit in a circle and tell about their breed and collage.

Activity: "Piecing Together the Puzzle" (10 - 12 minutes)

Grade Level: K - 2

Materials: Horse puzzles (Construct by selecting large pictures of horses in different uses, glue to cardboard, and cut into six to eight large puzzle pieces.) (Refer to Horseless Horse book)

Pair the children into groups of two. Provide each group with puzzles to assemble. After each group assembles their puzzle, have them trade puzzles with another group and piece that puzzle together. Once all of the children put the puzzles together, discuss how they knew where to put the pieces. Did the children look to match colors or shapes etc. Discuss and praise their work.

Activity: "Where in the world?" (10 - 12 minutes)

Grade Level: K - 2

Materials: A world map
Tape
Individual small pictures of different horse breeds (See attached handouts from Horseless Horse book)

Hang the map in a location visible to all children. Explain to the children that different breeds of horses come from different parts of the world. Many times these animals came to be, because of the type of weather, terrain, or work these horses needed to perform in. Discuss various breeds, placing the picture in the country or region of origin.

Application:

~ Ask the children to speak with a parent or grandparent to learn about their heritage. Can they locate where their ancestors came from on the map?

III. LOOKING WITHIN...

Activity: "Horse Riddles?" (3 - 5 minutes)

Grade Level: K - 2

Materials: A list of riddles (Provided below)

Have the children sit in a circle and ask them the following riddles:

I am big and strong and I work in the fields.

Who am I? - *Draft Horse*

I am very fast and I race in the Kentucky Derby.

Who am I? - *Thoroughbred / Race Horse*

I like to go for rides in the woods.

Who am I? - *Trail Horse*

I work in a rodeo and my job is to buck my rider from my back.

Who am I - *Bucking Horse / Bronco Horse*

I like to run and slide and spin.

Who am I? - *Reining Horse*

I work on a ranch rounding up cattle.

Who am I? - *Cutting Horse / Ranch Horse*

I got my name because I am the fastest breed to run a quarter of a mile.

Who am I? - *Quarter Horse*

My breed was named after the school teacher who owned me, Justin Morgan.

Who am I? - *Morgan Horse*

My breed came from Tennessee and I have a very different walk.

Who am I? - *Tennessee Walking Horse*

My breed was developed by the Nez Perce Indians and I have small spots on my coat.

Who am I? - *Appaloosa Horse*

I like to follow the hounds, jumping over obstacles, on fox hunts.

Who am I? - *Hunter Horse*

I am a very big horse and I pull a wagon in parades.

Who am I? - *Clydesdale Horse*

IV. BRINGING CLOSURE...

Activity: "Red Rover" (10 - 15 minutes)

Grade Level: K - 2

Materials: None.

Divide the children into two teams. Each child is designated a certain breed. Review the rules for Red Rover. Explain that the children are divided into two groups and join hands while facing each other about 30 feet

apart. The leader will say "Red Rover, Red Rover, send Quarter horse right over", and the child designated "quarter horse" runs to the other group and tries to break through the other team's hands. If the child breaks through, they are to choose a team member to come join their team. If they do not break through then the child joins the opposing team. The game continues until all the children form one chain becoming one team.

V. GOING BEYOND...

Have children sit down with an adult and find information on a breed of horse that they are not familiar with.

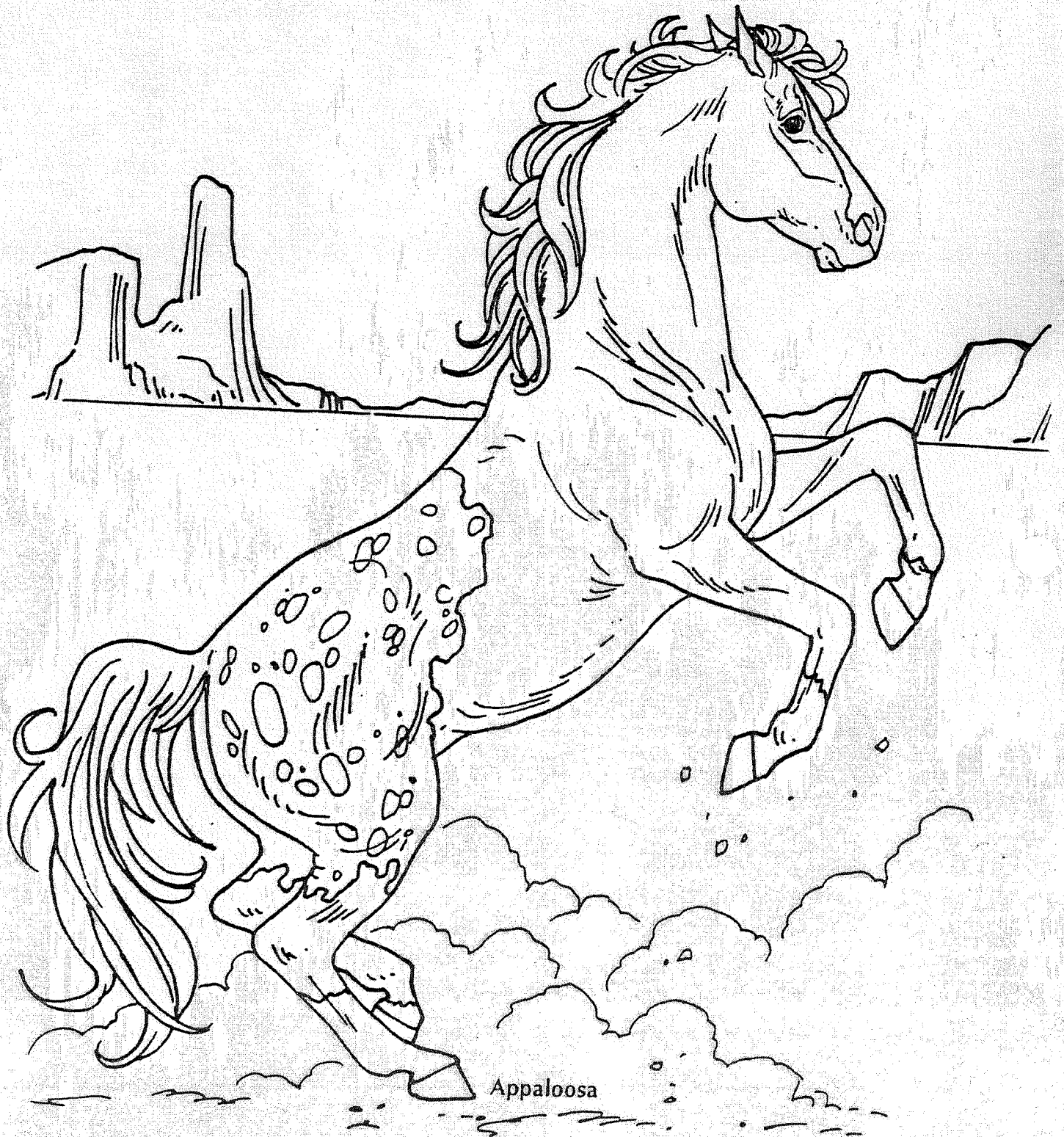
Reading Adventures...

This is a listing of reading materials that can be used by you as background, for sharing before to set the stage for the lesson, or for sharing afterwards to reinforce the lesson.

Clydesdale Horses, by Janet L. Gammie
Justin Morgan Had a Horse, by Marguerite Henry
Draft Horses, by Dorothy Hinshaw Patent
Donkeys, by Tessa Potter
The Appaloosa Horse, by Gail B. Stewart
The Arabian Horse, by Gail B. Stewart
The Quarter Horse, by Gail B. Stewart

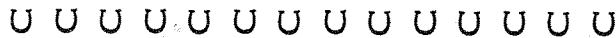
Writers:

Ruby Anderson - 4-H Advisor, Union County
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Barb Phares - 4-H Agent, Assistant Professor, Mercer County
Deb Wolters - 4-H Advisor, Mercer County



Appaloosa

Breeds



A breed is a group of horses that are alike in many ways. They come from the same background and look a lot like their parents and ancestors. The offspring (foals) will look a lot like the parents.

Below is information about several of the more common breeds of horses. There are over 160 breeds of horses throughout the world. As you learn more about horses, you will learn about other breeds.

Light Horses

“Light” horses are horses that usually stand 14 or 14.2 hands to 17 hands high, and weigh 900 to 1400 pounds. They are used mainly for riding, driving, or racing, or for utility purposes on the farm. Light horses are generally more rangy and are capable of more action and greater speed than draft horses.

Arabian

- ▲ Originally from Arabia
- ▲ The oldest and purest of all breeds of horses
- ▲ Nearly all other breeds have some Arabian blood in them
- ▲ Their body colors are either black, bay, chestnut, or gray
- ▲ Their skin is black
- ▲ When Arabians move they seem to “float” over the ground, moving as though on springs
- ▲ Have small muzzles, dished faces, small ears, large eyes, large nostrils, a shield-shaped bulge between the eyes
- ▲ They have an arched neck and short back, and higher tail carriage
- ▲ Their stamina makes them excellent endurance or competitive trail riding horses

Thoroughbred

- ▲ Originally from England
- ▲ Developed by breeding Arabian stallions to English running horses
- ▲ Are race horses like those in the Kentucky Derby
- ▲ Are taller than most “light” horse breeds
- ▲ Are used for racing, hunting, jumping, steeple chases, hunt seat equitation, pleasure
- ▲ Have long legs and a very long stride
- ▲ Their body colors can be bay, brown, chestnut, or black

Morgan

- ▲ An American breed coming from Vermont in the late 1700’s
- ▲ The first Morgan was named Justin Morgan after his owner, a school teacher
- ▲ Justin Morgan could out run, out plow, or out pull almost any other horse
- ▲ Has a short, broad and muscled back, large and round barrel, and deep and wide chest
- ▲ Medium-sized head with small muzzle and slight dish
- ▲ Bay, black, brown, or chestnut body colors

Quarter Horse

- ▲ Came from Virginia in the 1600’s
- ▲ More Quarter Horses than any other breed
- ▲ Developed to run sprints very fast
- ▲ Were named Quarter Horses because they ran a “quarter” of a mile very fast
- ▲ Were used for ranch work in the West and still are today
- ▲ Used as a cutting horse, roping horse, pleasure horse, trail horse, English or western
- ▲ Were known for their heavy “bulldog” type muscling, but today many have smoother, moderate muscling
- ▲ Cannot have Appaloosa, Paint, or albino coloring



H O R S E L E S S H O R S E

Standardbred

- ▲ Developed in Eastern United States for road driving and racing
- ▲ Used in harness racing
- ▲ Traditionally are not ridden
- ▲ Trotters and pacers
- ▲ Longer and lower in build than the Thoroughbred
- ▲ Shoulders have a lot of strength

American Saddlebred

- ▲ Came from Kentucky
- ▲ Flashy show horse with high head and tail carriage
- ▲ Three-gaited and five-gaited
- ▲ Shown in English or fine harness
- ▲ Moves with a lot of action and high stepping

Tennessee Walking Horse

- ▲ Originated in Tennessee
- ▲ Were used on plantations in the South
- ▲ Famous for their running walk
- ▲ Most naturally good tempered of all horses
- ▲ Very comfortable riding horses
- ▲ Are ridden English
- ▲ Gaits are flat walk, running walk, and the high, smooth, rocking chair canter

Pinto or Paint

- ▲ Descendants of the Spanish horses
- ▲ Was popular with the American Indians because of its spotted coloring
- ▲ Both Pinto and Paint mean spotted with body color of white and another color
- ▲ Called a Paint if of stock horse background—Quarter Horse or Thoroughbred
- ▲ Pinto refers to all types or breeds—ponies, Saddlebreds, parade and fine harness horses

Palomino

- ▲ Is a “color type” not really a breed
- ▲ Quarter Horses and Saddlebreds are often of Palomino color; purebred Thoroughbreds and Arabians cannot be Palomino color
- ▲ Palominos, depending on the type, range in use from stock horses to showy “parade” horses, like the kind you might see in the Rose Bowl parade where the riders wear flashy outfits and ride in silver saddles

Appaloosa

- ▲ Developed by the Nez Perce Indians along the Palouse River in the State of Washington
- ▲ Were first called “Palouse” horses and then became known as Appaloosa
- ▲ Have spotted coats; smaller spots than the Pinto
- ▲ Five spotted coat patterns: blanket, marble, snow-flake, leopard, and frost
- ▲ Mane and tail were thin and short so when the Indians rode them they would not get caught in brush and thickets; many have thin manes and tails today
- ▲ The skin around their muzzle and under their tail is “mottled” or spotted
- ▲ They must have white around their eyeball called a “sclera”
- ▲ Their hooves are often black and white striped

Ponies

Ponies stand under 14. 2 or 14 hands, weighing from 500 to 900 pounds. Not every small horse is a pony, however. Some small horses are merely small animals of established light horse breeds. Others are runts. There is a distinct conformation in ponies. They are of draft horse, heavy harness horse, or saddle or harness horse type, only in miniature.



Shetland Pony

- ▲ One of the smallest breeds of ponies
- ▲ Came from the Shetland Island of Great Britain
- ▲ Were used as pack animals and for riding
- ▲ Were very strong and hardy ponies because of being in a cold climate
- ▲ Today are used as children's mounts and for fine harness or roadster pony
- ▲ There are miniature Shetland ponies today
- ▲ Can be almost any color

Welsh Pony

- ▲ Another British breed, these ponies came from Wales
- ▲ Are larger than Shetland ponies
- ▲ Look a lot like small Arabians
- ▲ Can be any color but spotted

Pony of the Americas (POA)

- ▲ Came from the state of Iowa
- ▲ Was a cross between an Appaloosa and a Shetland pony
- ▲ POA's look like small Appaloosas

Draft Horses

Large, heavy breeds of horses used in farming and pulling wagons are called draft horses. They were bred for power rather than speed. Draft horses should be blocky or compact, short legged, and heavy enough to enable them to move a heavy load and maintain secure footing. Draft horses stand between 16 and 17 hands tall and weigh between 1,600 and 2,200 pounds.

Shire

- ▲ Largest of all draft horses
- ▲ Came from England
- ▲ Weighs between 2,240 and 2,688 pounds
- ▲ Have heavy feathering on their legs that is silky and straight
- ▲ The first Shires were black with white feathering, but now there are bays, browns, and even grays

Clydesdale

- ▲ Breed is a little more than 150 years old
- ▲ Came from Scotland
- ▲ More elegant and flashier than other draft horse breeds
- ▲ Nationally known as the breed of horses that pull the Anheiser Busch wagons
- ▲ Usually bay or brown, but can be gray, black or roan

Percheron

- ▲ Came from France
- ▲ Usually dapple-gray or black
- ▲ Does not have feathers on legs
- ▲ Throughout history has been used as war horse, coach horse, farm horse, heavy artillery horse
- ▲ Was used in the battlefields during World War II

Belgian

- ▲ Came from Belgium
- ▲ Usually chestnut in color with flaxen mane and tail
- ▲ Tail is usually kept the shortest of all draft horses
- ▲ Very little feathering on legs

Suffolk

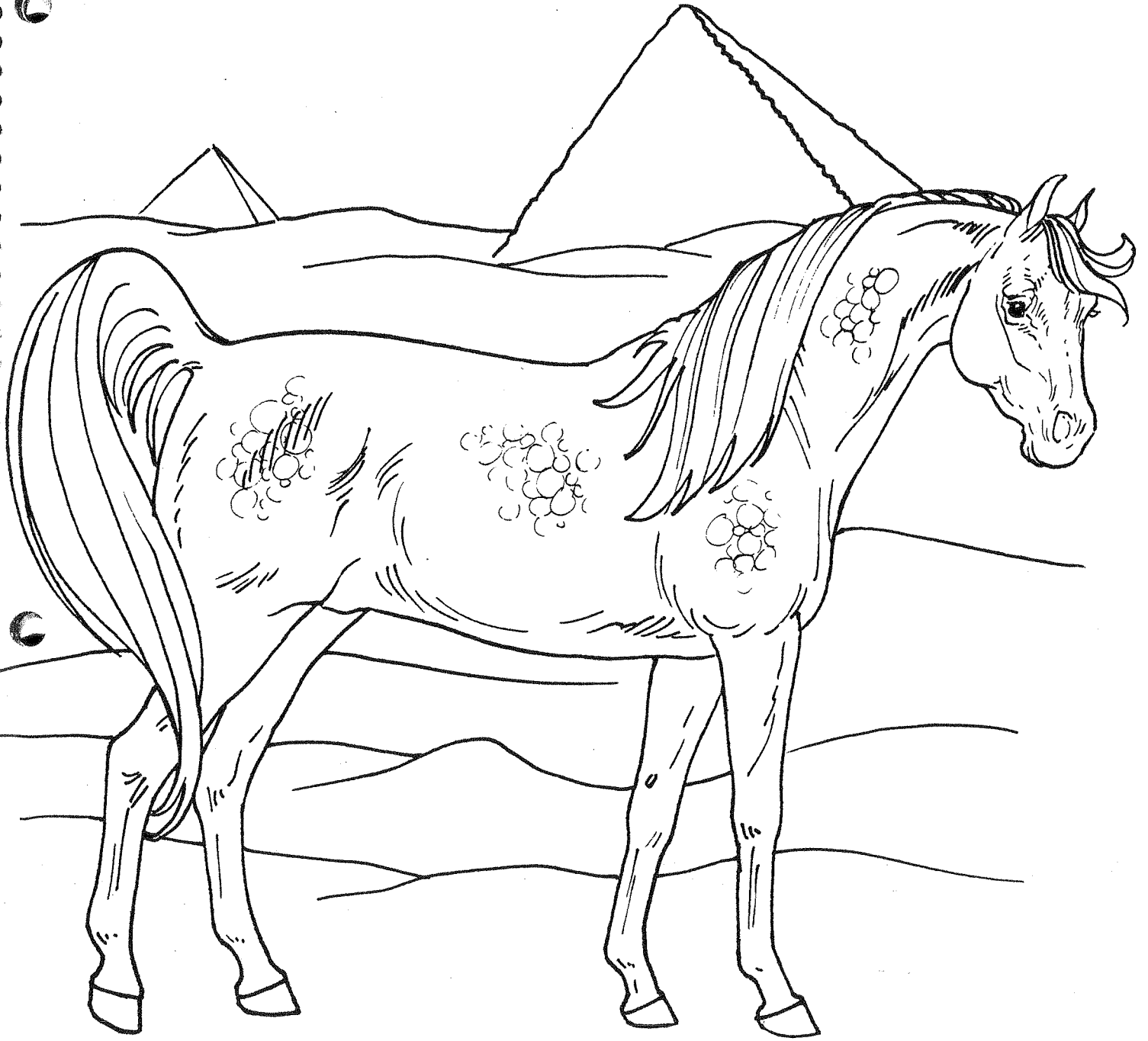
- ▲ Came from England
- ▲ Smaller than other draft horse breeds
- ▲ Are always chestnut in color
- ▲ Do not have feathers on legs
- ▲ The least popular draft horse breed in America

Activities

- Words to learn:
light horse, pony, draft horse, type, mottled, sclera, feathering, flaxen
- How many pounds do you weigh? _____ pounds

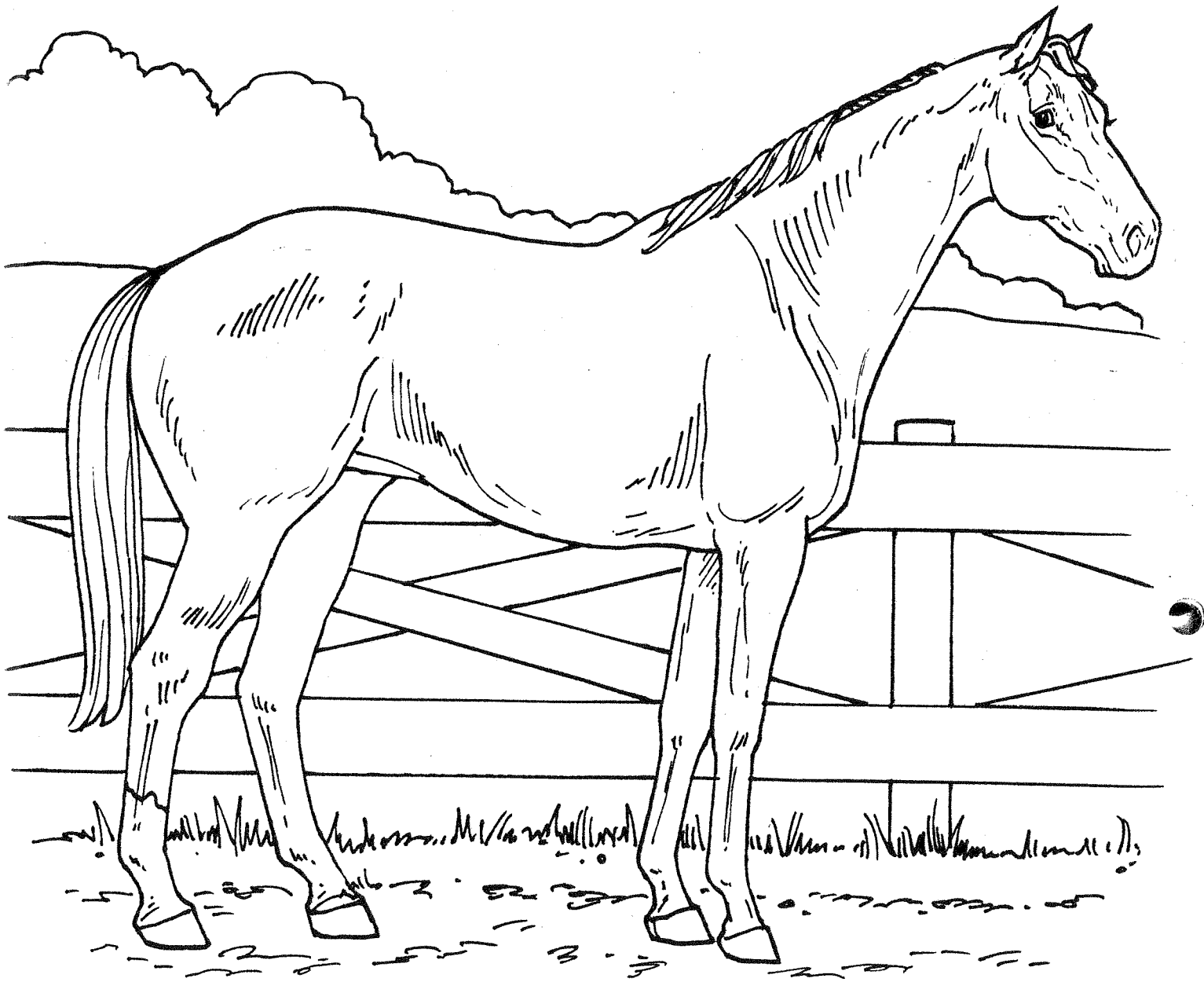
Note

If you don't want to use your actual weight, use an arbitrary weight in pounds.



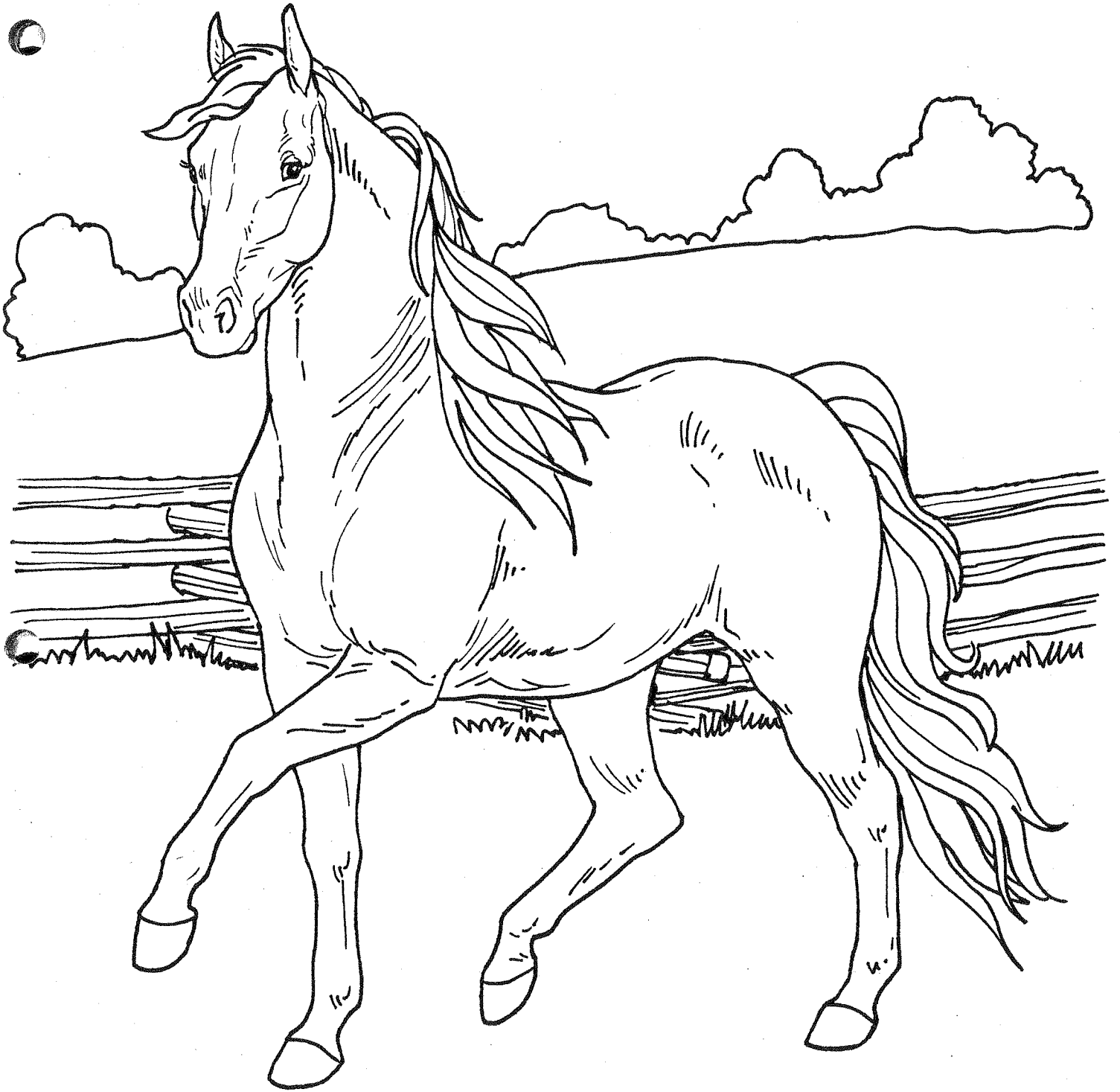
Arabian

HORSELESS HORSE



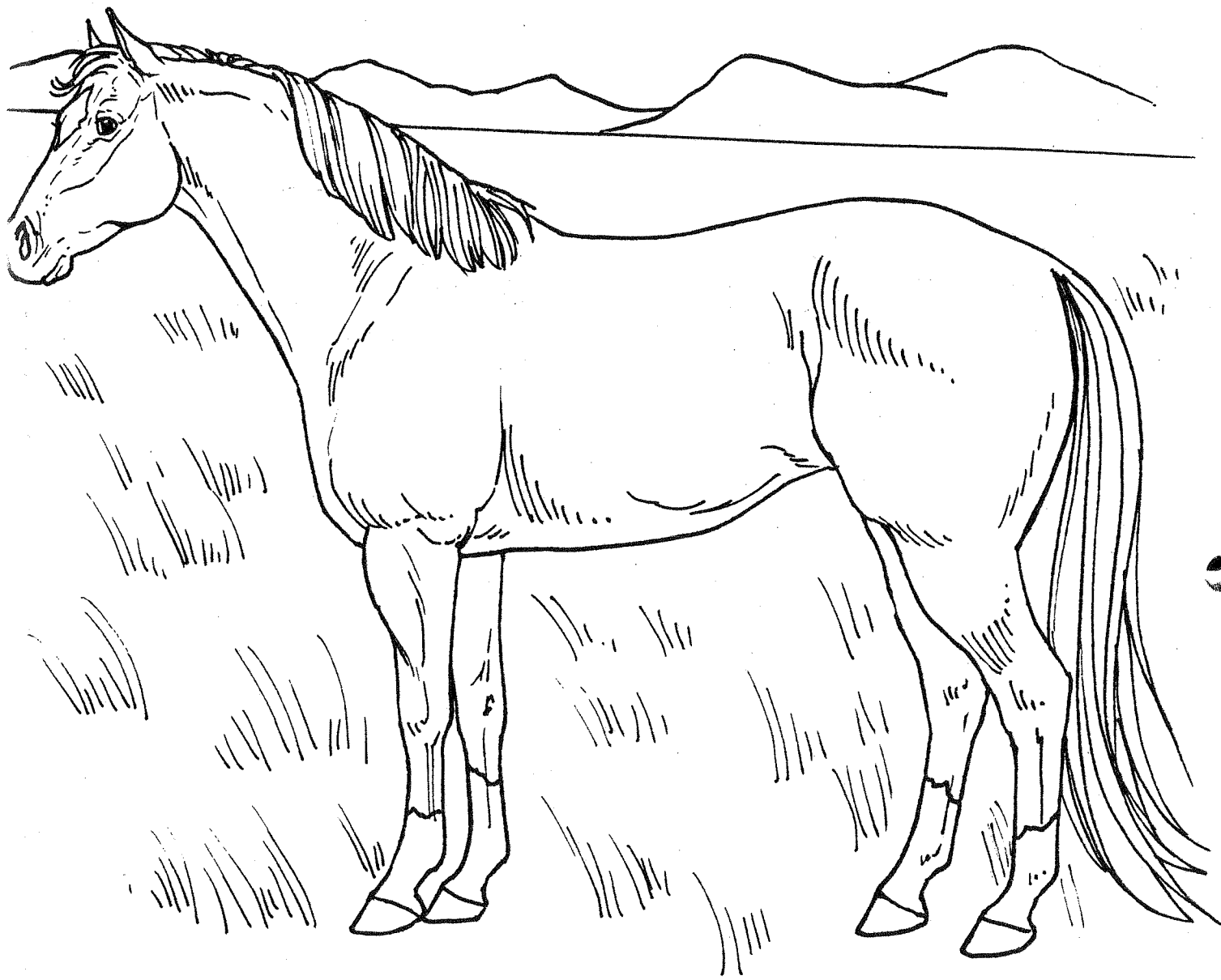
Thoroughbred





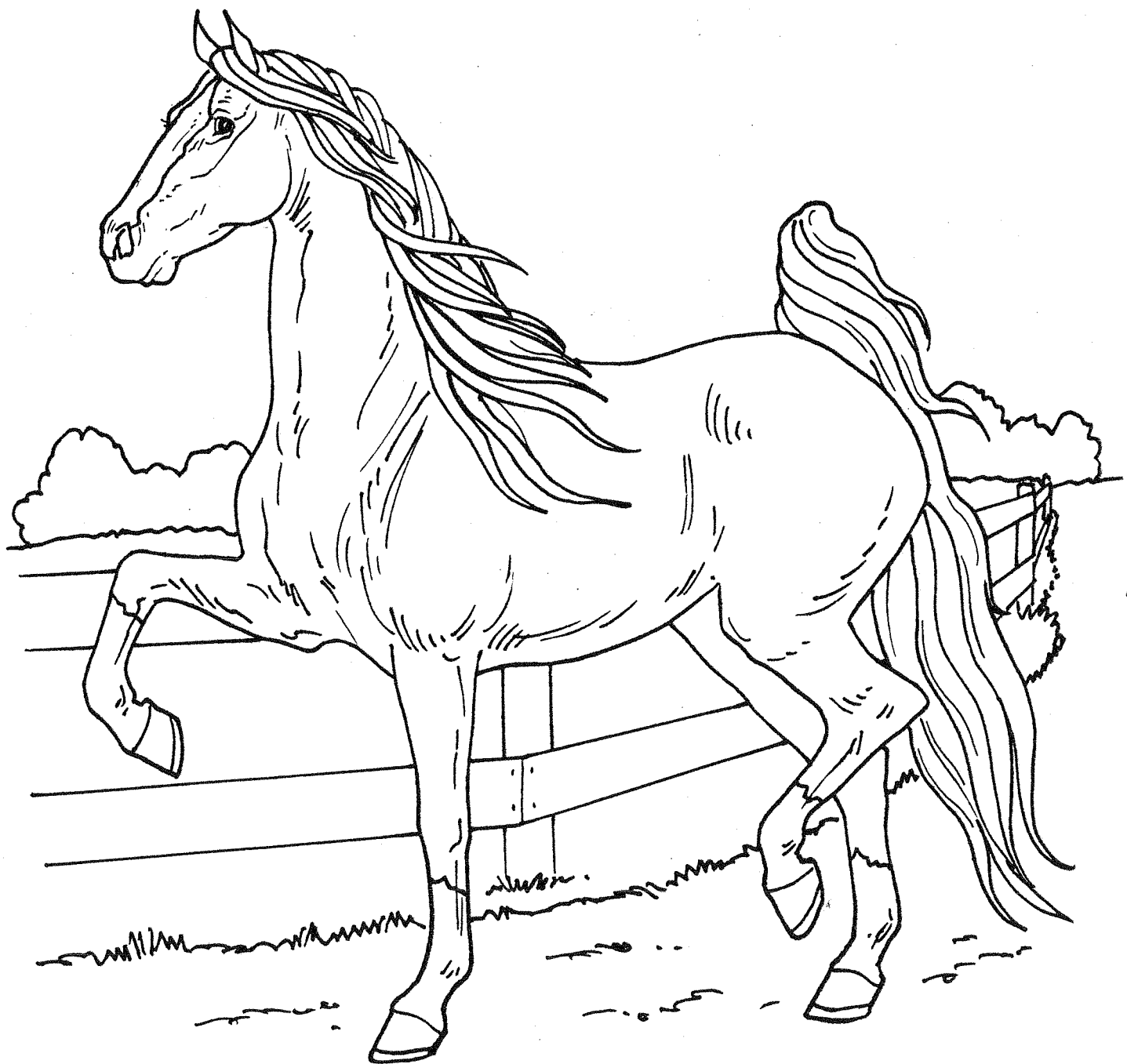
Morgan

HORSELESS HORSE

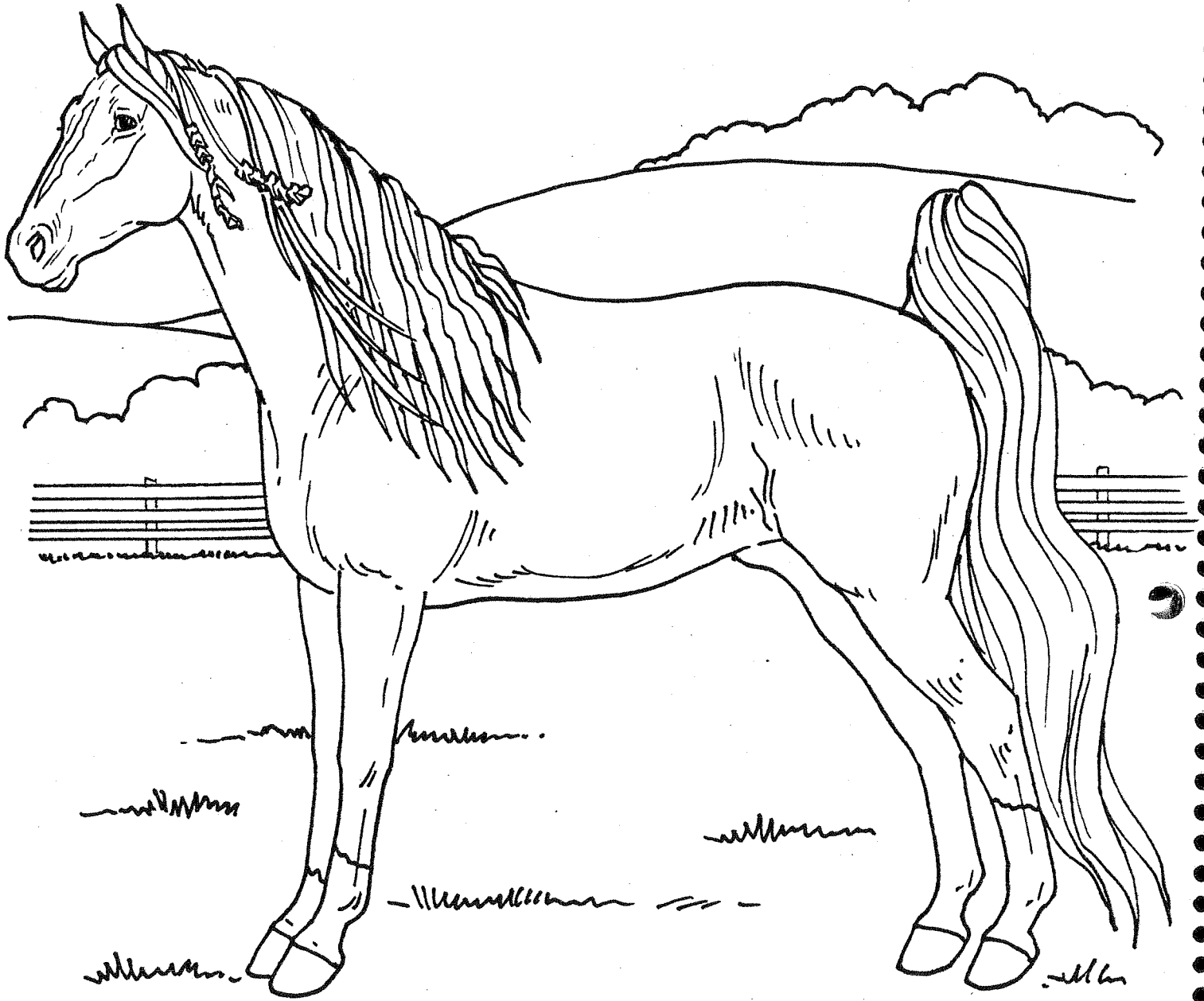


Quarter Horse

HORSELESS HORSE

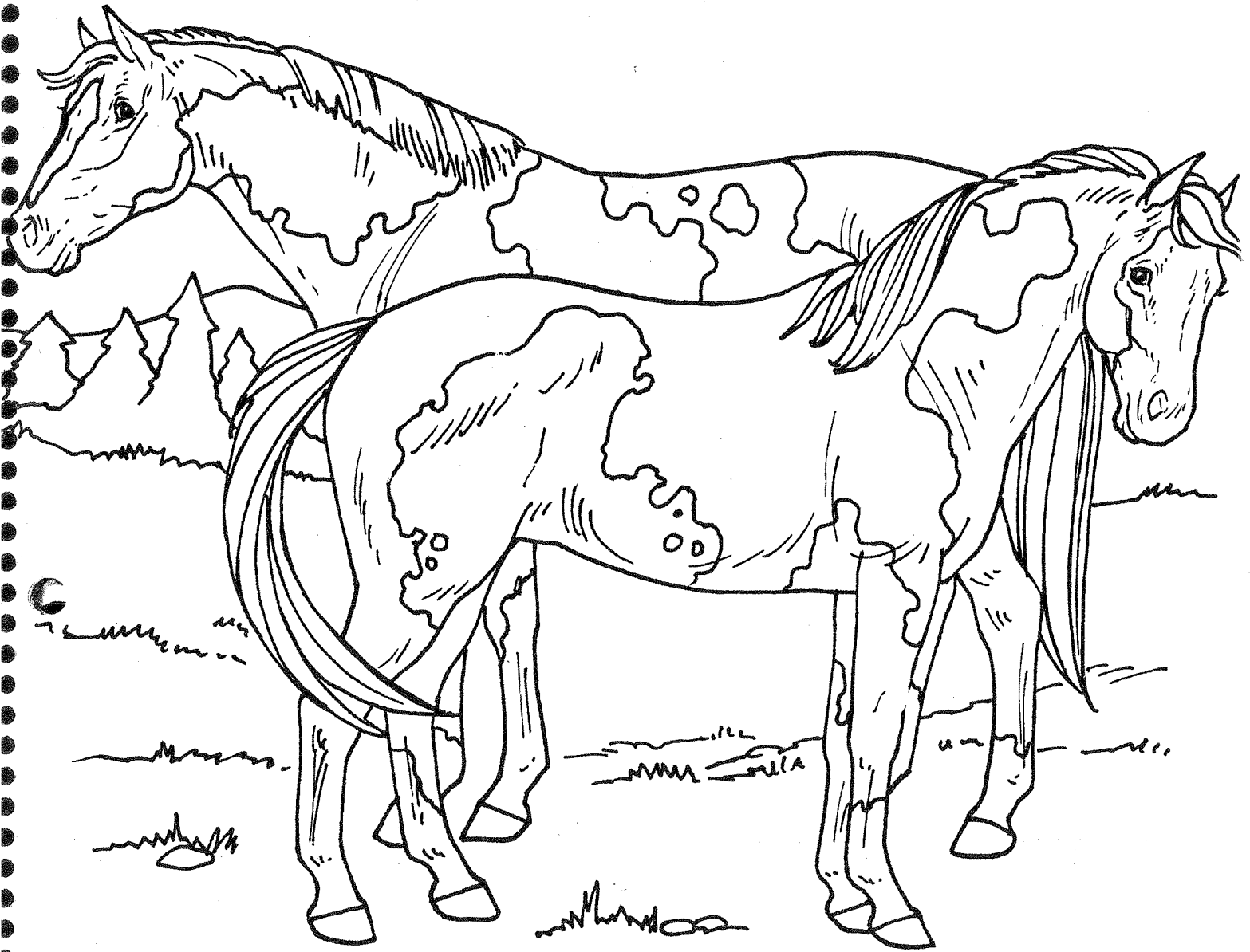


Saddlebred



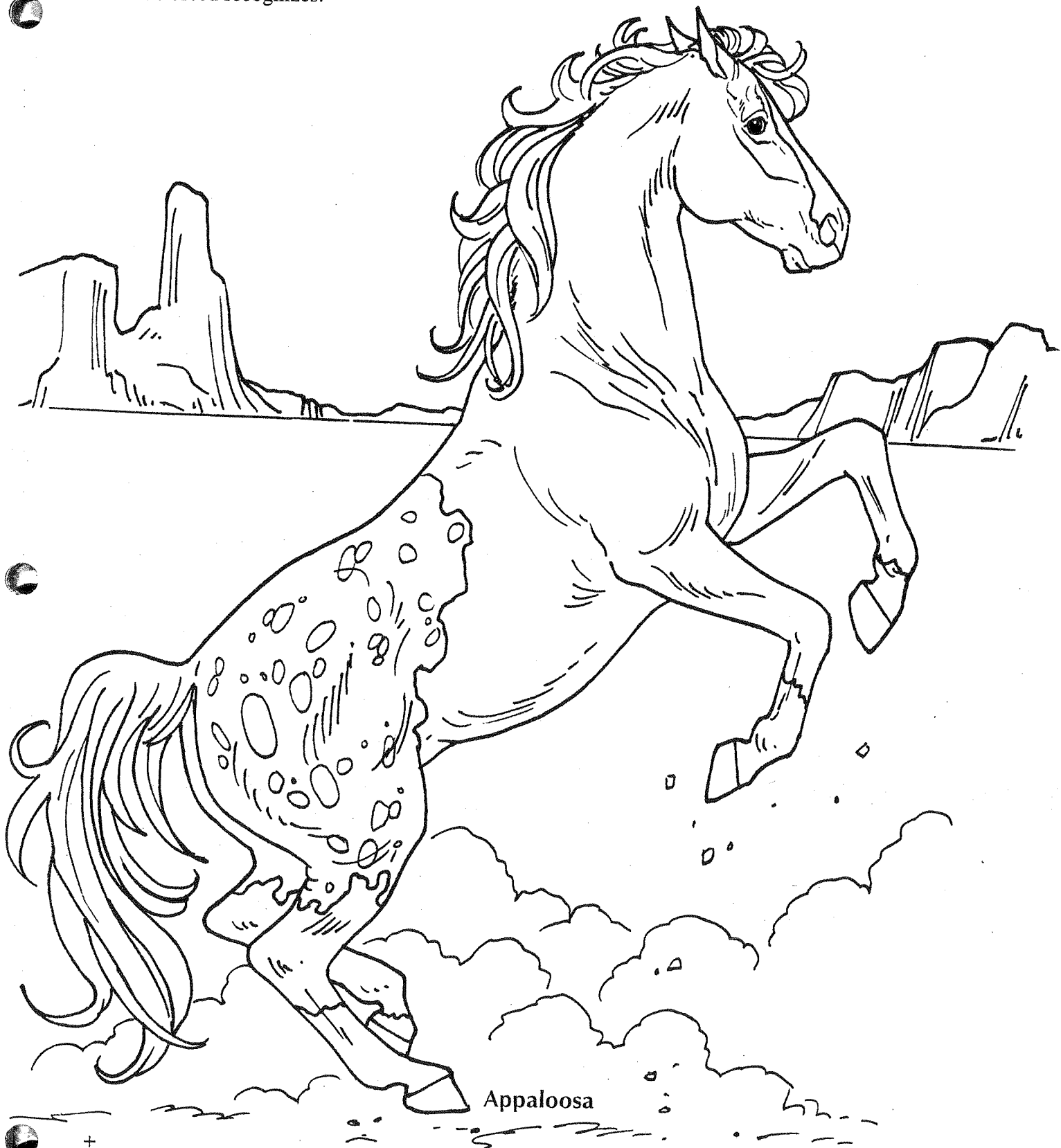
Tennessee Walker





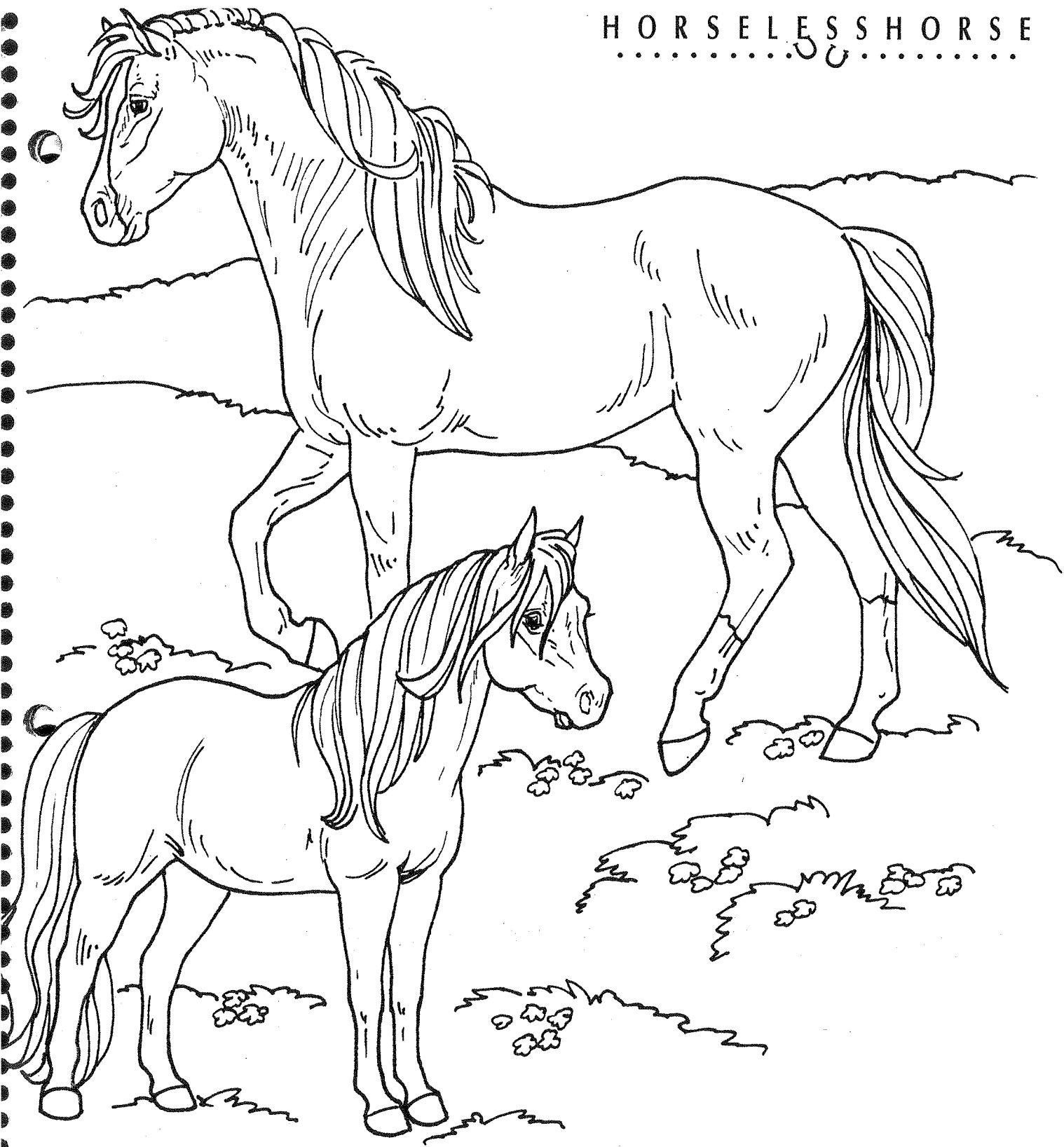
Paints

On the next few pages are pictures of breeds of horses to color. Make sure you color them a color that the breed recognizes.



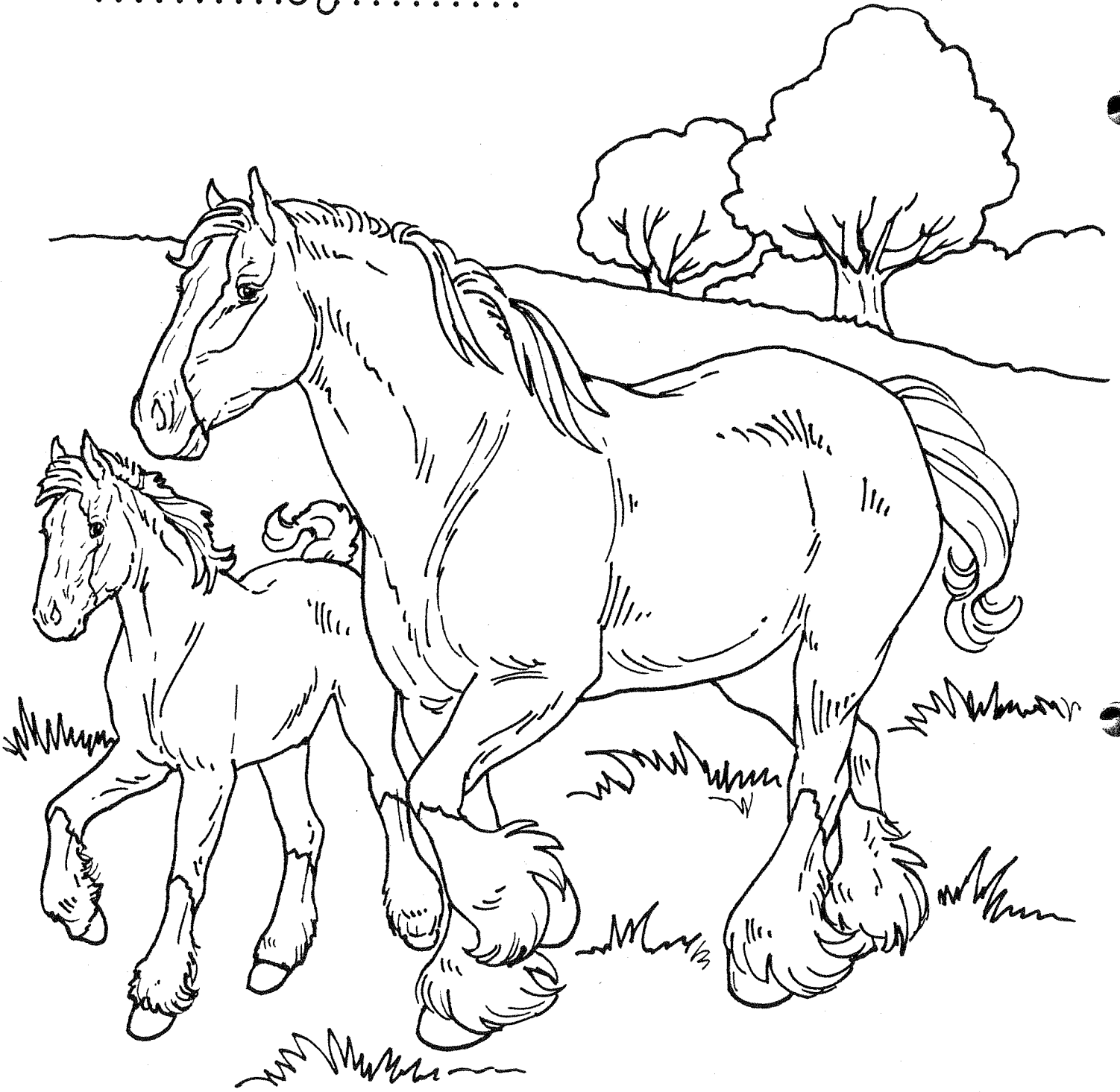
Appaloosa

+ Refer to the information in this section about the breeds.



Welsh and Shetland Ponies

HORSELESS HORSE
.....



Clydesdales

Colors of Horses

U U U U U U U U U U U U U U U

Horses and ponies come in many different colors and markings. They have different colors of hair, just like your hair is a different color than the color of some of your friend's hair.

Some colors of horses for you to learn are listed below.

Black

The coat is pure black, like a broken piece of coal or a crow. True black horses look almost blue in the sunlight. The mane and tail are black. They almost always have black eyes, hooves, and skin.

Brown

Brown horses sometimes look black, but look at the hair around their muzzle or flank. It will be brown, if the horse is brown. Some brown horses are lighter than others. Brown horses will have dark manes and tails.

Activity:

- New parts of a horse to learn: muzzle, flank

Bay

A bay horse is a mixture of red and yellow, like the color of a loaf of well-baked bread. A light bay is more of a golden red and a dark bay more of a reddish brown. The darkest bay is a mahogany bay. Bay horses will always have black points meaning a black mane, tail, and legs below the knees and hocks.

Activity:

- New word to learn: points
- Ask your parents to show you the color of a piece of mahogany furniture.

Chestnut

A chestnut is a brownish-red color or dark red, with a brownish-red or dark red mane and tail. Sometimes the tail may be flaxen. A very dark brownish-red is called a liver chestnut. A lighter golden red is called a sorrel. Chestnuts never have black manes, tails or legs.

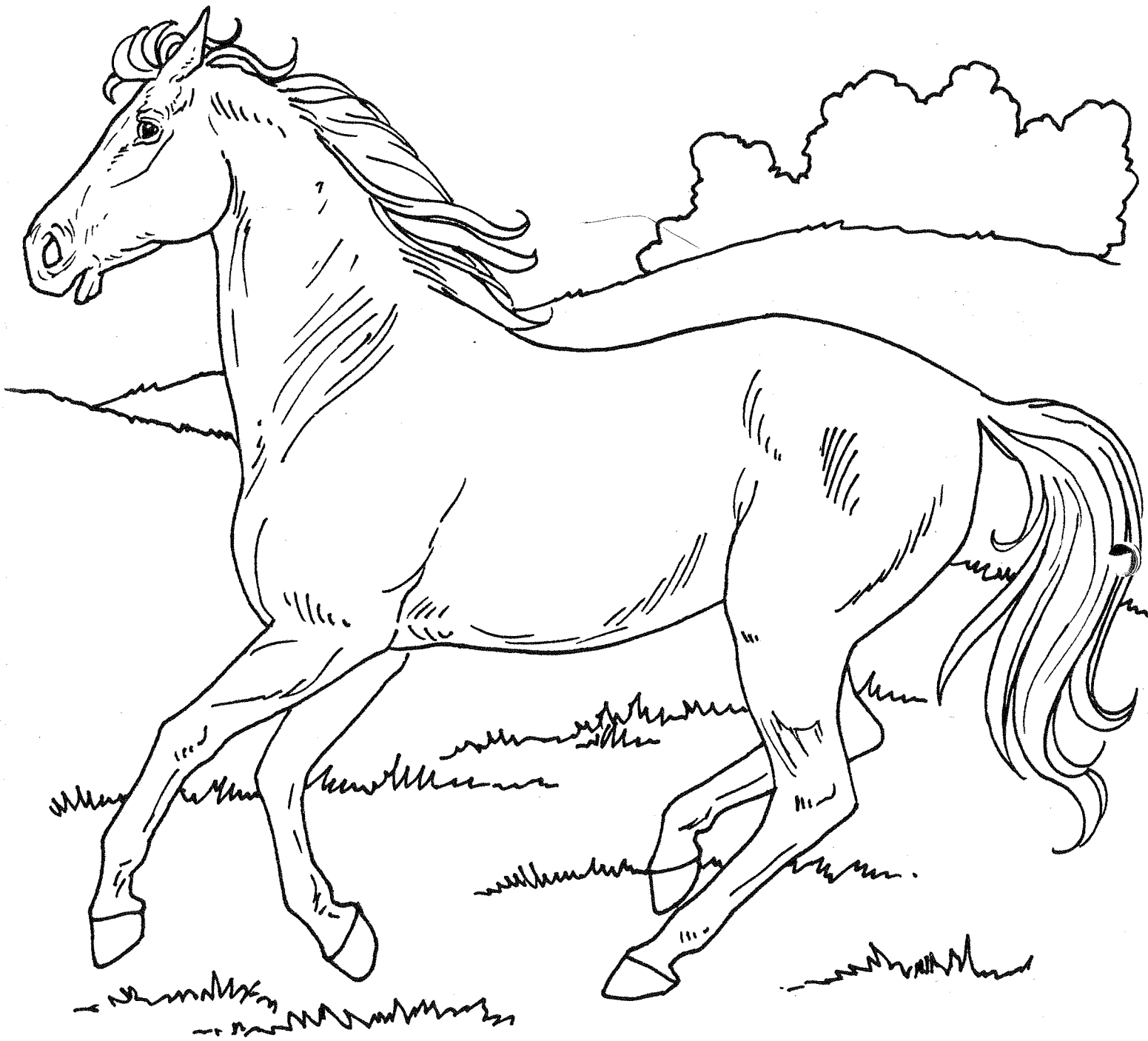
White

White horses are born white. They have pink skin. They do not have dark hairs through their hair coat. They have brown or hazel colored eyes. White horses are often used in circuses or in movies as the "good guy's" horse.

The colors black, brown, bay, chestnut, and white are called the 5 basic coat colors.

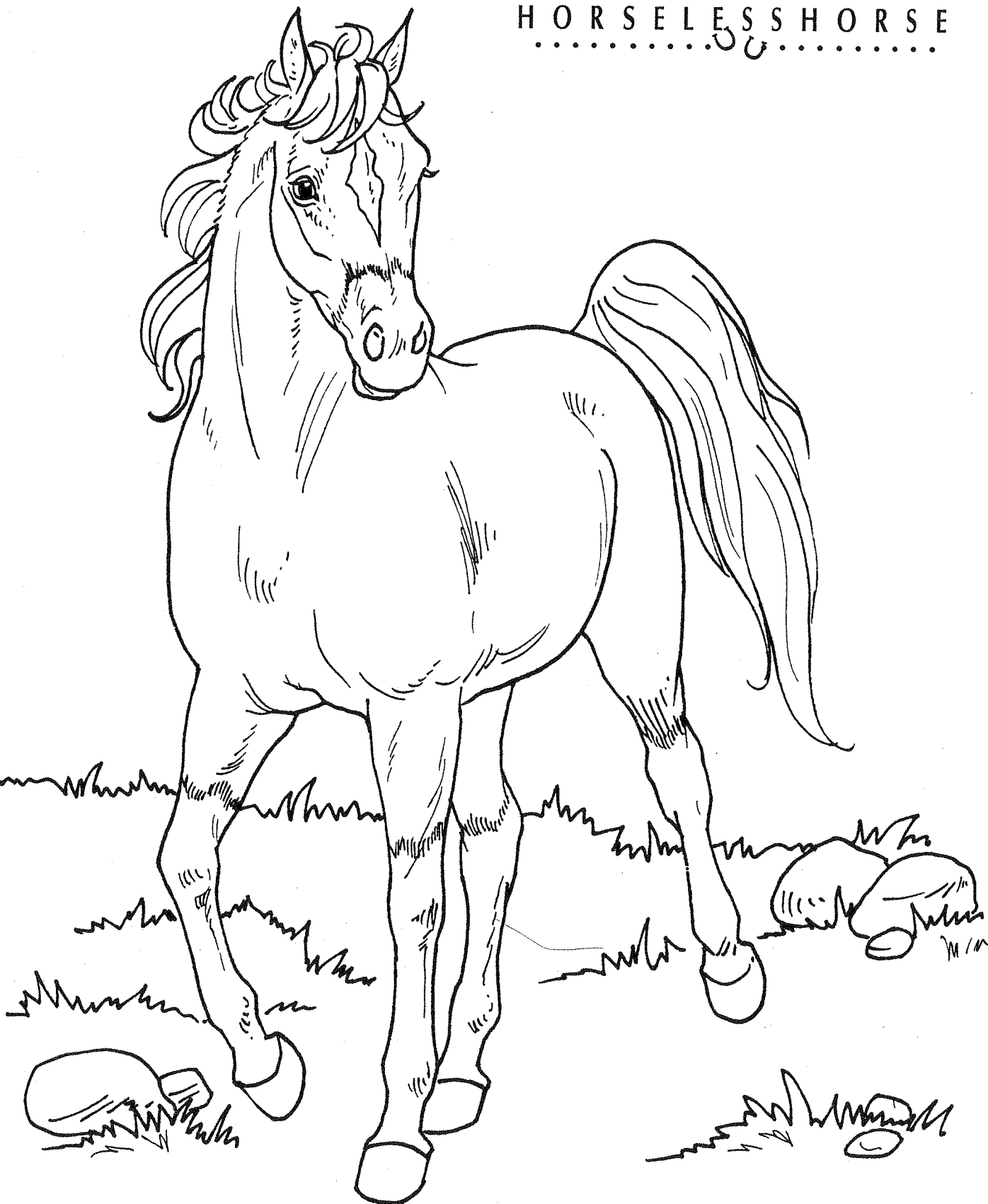


HORSELESS HORSE



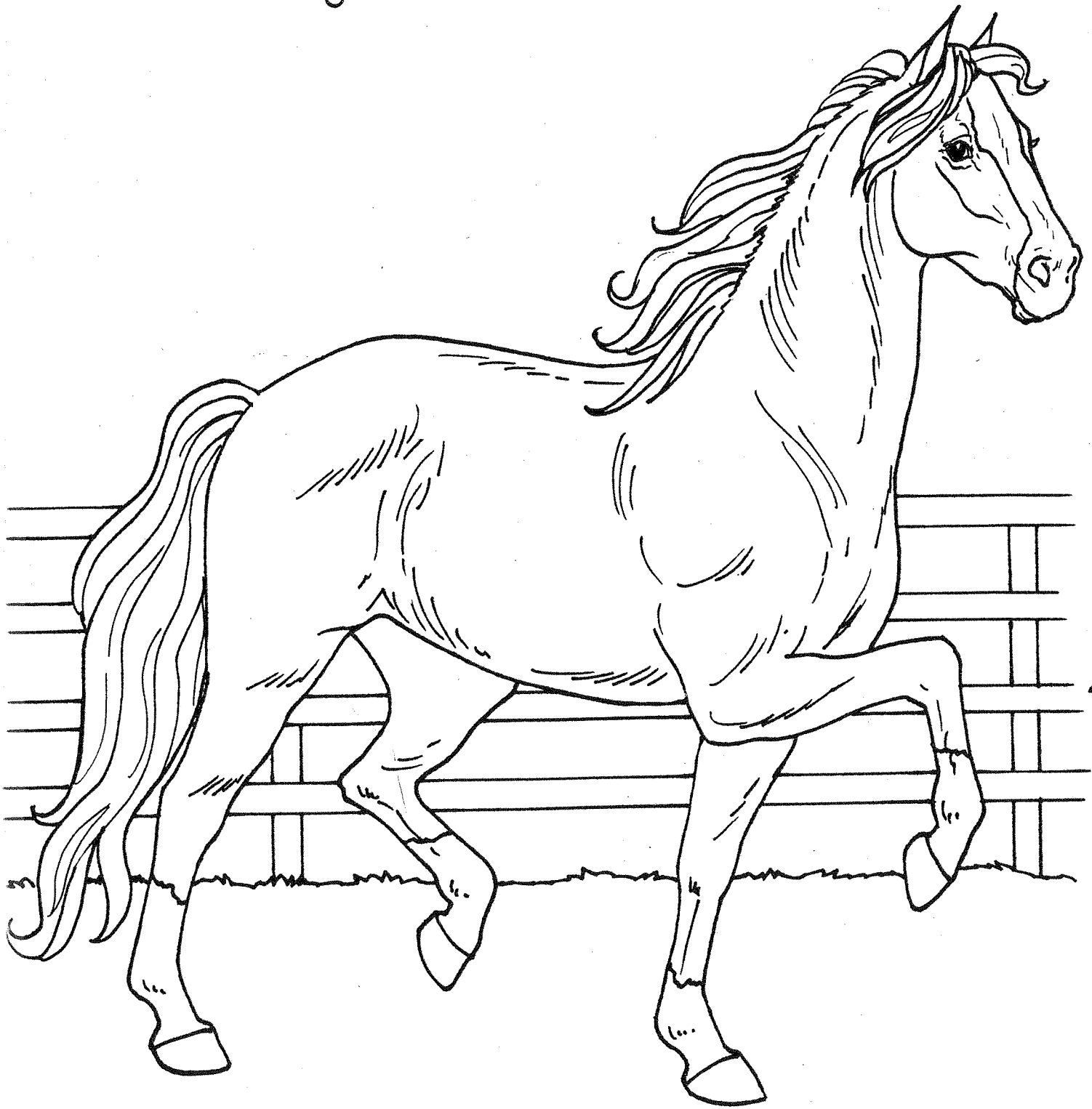
Color this horse BLACK

HORSELESS HORSE
.....



Color this horse BAY

HORSELESS HORSE
.....



Color this horse CHESTNUT

What color(s) did you use to make a chestnut horse color? _____

Gray

Gray horses have a mixture of white with any other colored hairs. They are often born another color and their hair turns gray as they get older. Gray horses have dark skin. Dappled grays look like someone has painted dark spots on their sides and backs.

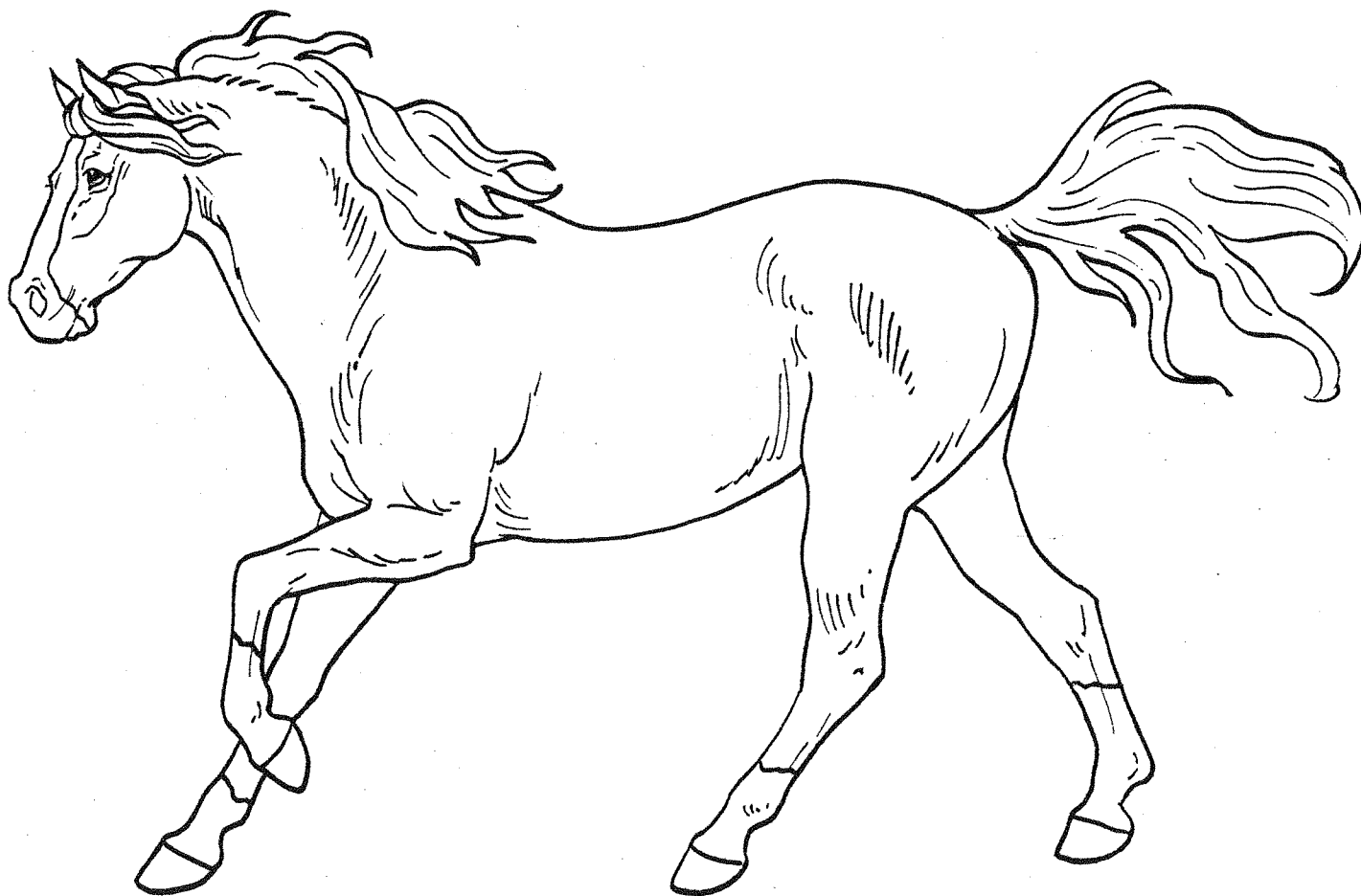
Activity

You can make dappled gray by taking a white crayon and color small spots close together on a piece of paper. Lightly color over the top of the white spots with a gray crayon. Now you have dappled gray.

Do you know an older person (like a grandmother or grandfather, uncle or aunt) with gray hair? Some people I know with gray hair are:

Palomino

A palomino horse's body color is golden yellow, ranging from a bright copper to a light yellow. Palominos have white manes and tails.



Color this horse PALOMINO

Roan

Roan horses have a fairly even mixture of white and dark hairs throughout their entire body. Most roans have bay, chestnut, or black hairs mixed with their white hairs. When bay hairs are mixed with white hairs the horse is called a red roan. When chestnut hairs are mixed with white hairs the horse is called a strawberry roan. When black hairs are mixed with white hairs the horse is called a blue roan. Their heads and legs are usually darker in color.

Activity

Which color of roan do you think you would like best? _____

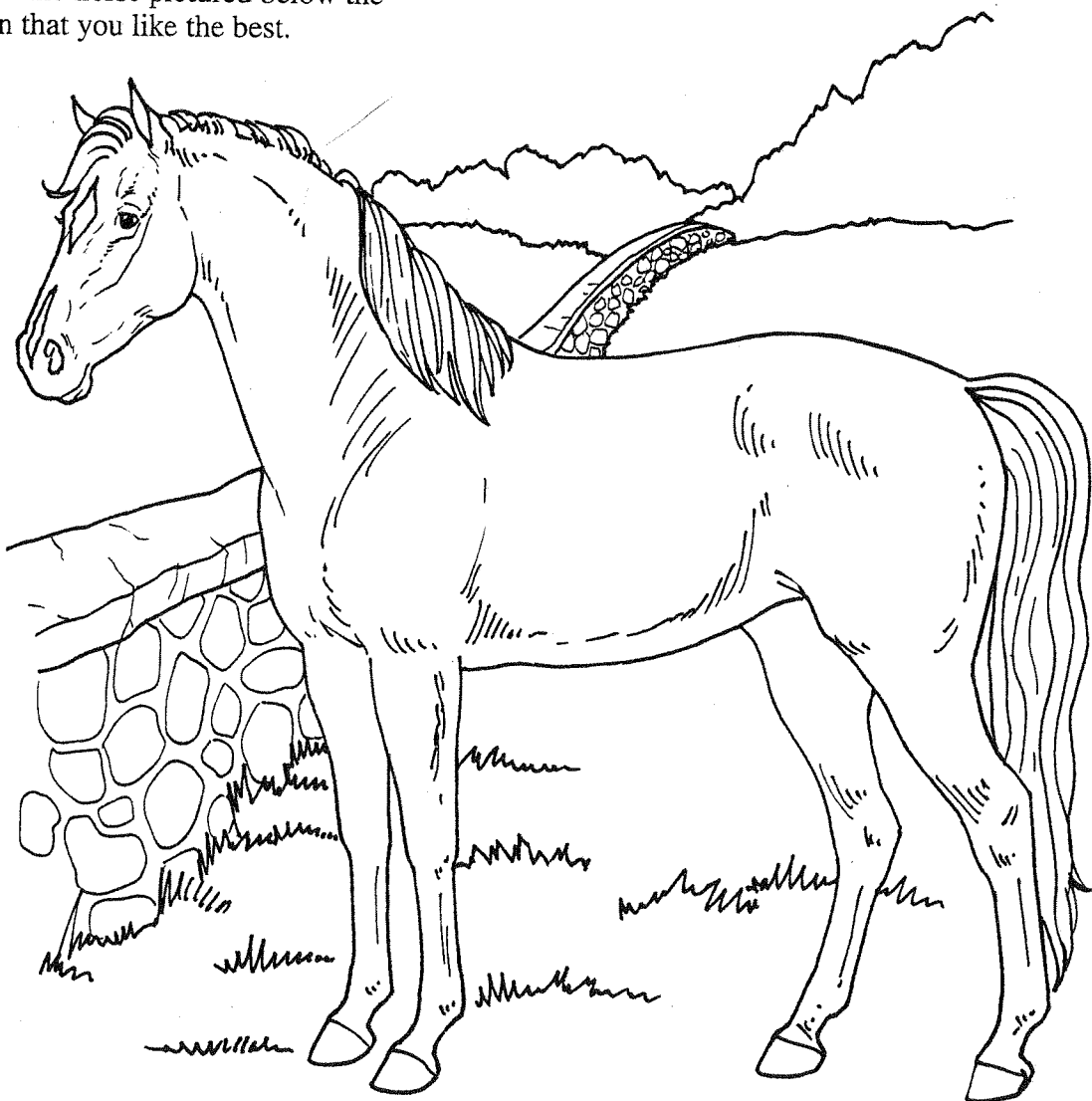
Look in horse magazines for roan colored horses. Color the horse pictured below the color of roan that you like the best.

Dun

The main body color of a dun is some shade of yellow, ranging from a pale yellow to a dirty canvas color. The colors of their manes and tails range from white to black. Duns often have a stripe down their back called a dorsal stripe. A buckskin is a dun with black points. A grullo (grew yo) is a dun whose yellow hairs are mixed with brown or black looking like a mouse. Some almost seem purple. Grullos have black points and zebra stripes on their legs and withers.

Activity:

Words to learn:
withers
dorsal stripe
grullo



Pinto or Paint

A Pinto is a spotted horse that has large, irregular spots or patches on his body. The main colors are black and white (called piebald) or a shade of chestnut and white. Pintos should have an equal color of white and another color or colors on their bodies. A Pinto is called a Paint when it has a lot of Quarter Horse or Thoroughbred in its bloodlines.

Activity

Words to learn:
piebald
bloodlines

The colors dun, gray, palomino, pinto, and roan are the 5 major variations to the 5 basic coat colors you learned earlier.

Color the horse pictured below a Pinto.

Activities

Look in old horse magazines and cut out pictures of 5 different colors of horses or ponies. Glue these pictures on sheets of paper. Write the color of each horse under its picture or, tell the answers to your family member or advisor.

Visit a horse farm and see how many different colored horses are on the farm. Look for gray, dun, white, chestnut, black, bay, roan, palomino, brown, pinto. How many different colors of horses are on this horse farm? What colors did you see?

Did you see any colors that are not mentioned above? If so, what colors were they?

What breed(s) of horses were they?

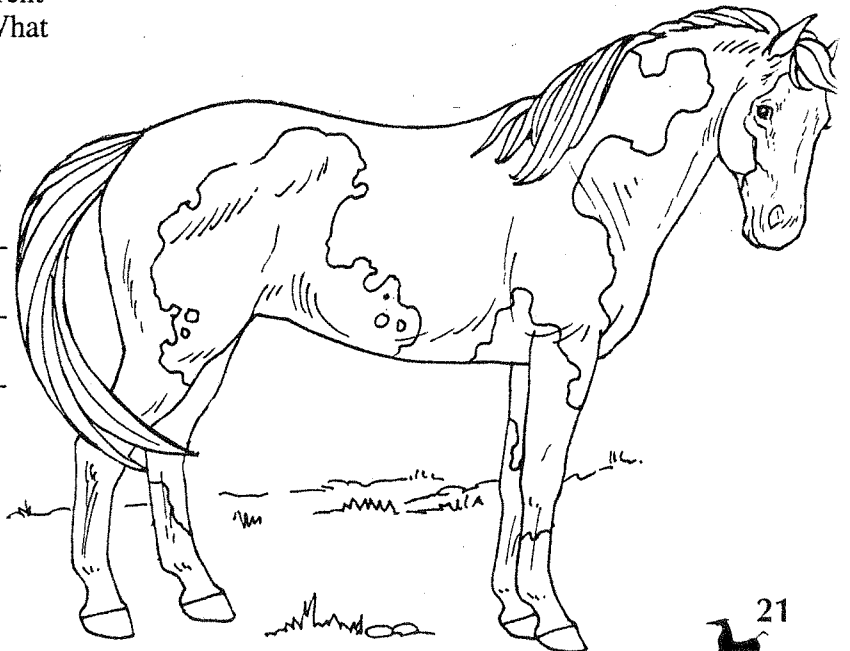
Whose horse farm did you visit?

Did you write them a thank you note?

Look for the different colors of horses in horse books and magazines. With help from your family or advisor, how many colors can you name? _____

Which color is your favorite color?

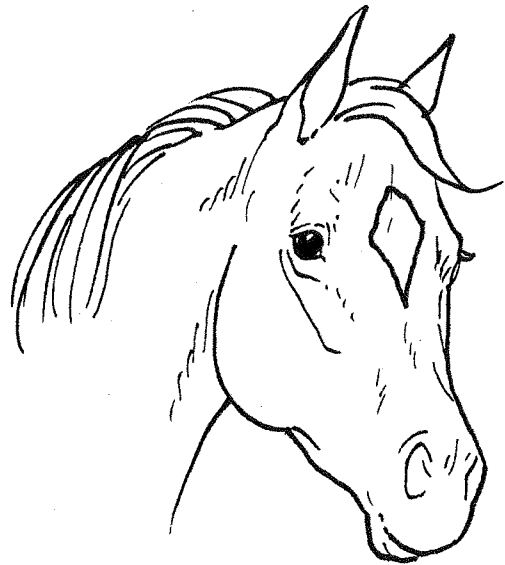
Why do you like that color best?



Markings of Horses

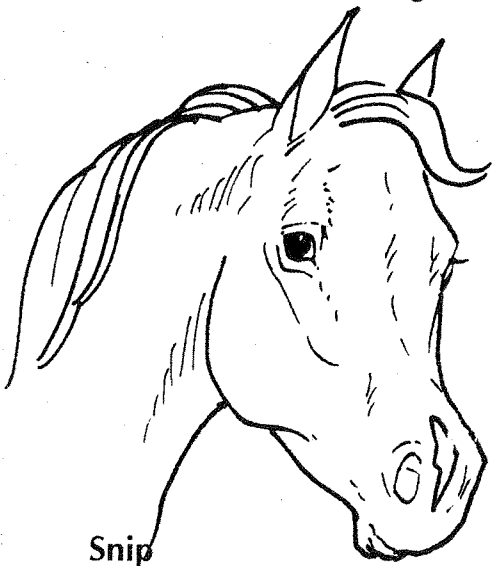


Many horses have white markings on their faces and/or legs. These white markings have names. When you learn the names of the different kinds of markings, you can use these names in describing what a horse looks like.

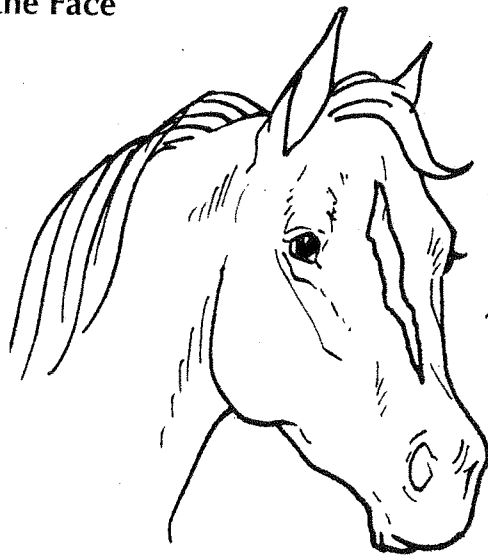


Star

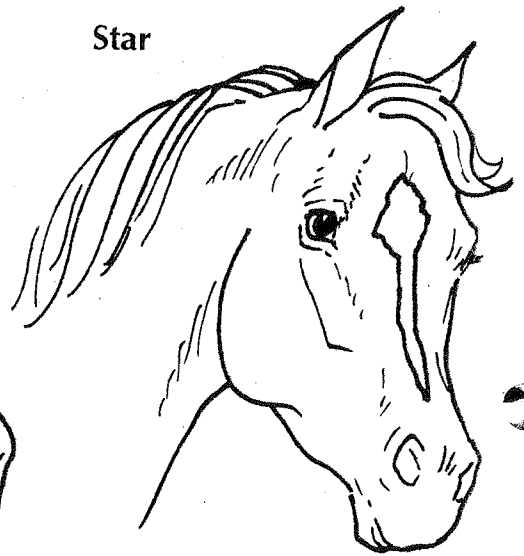
White Markings on the Face



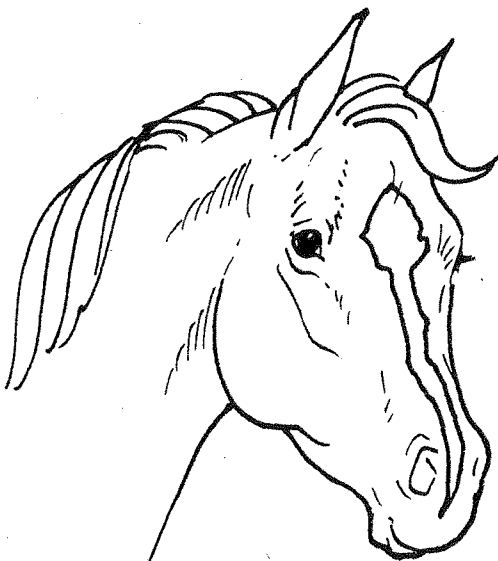
Snip



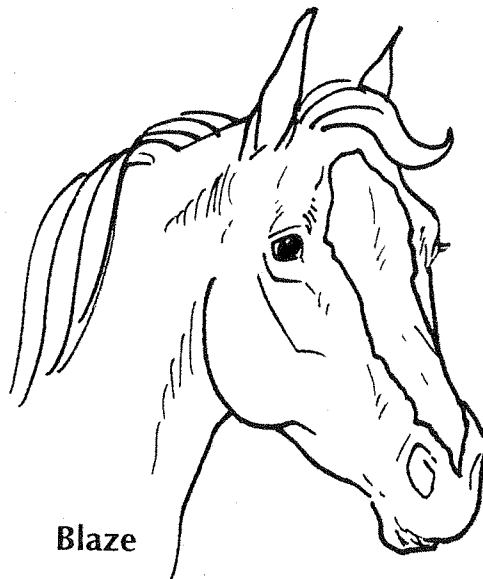
Stripe (Strip)



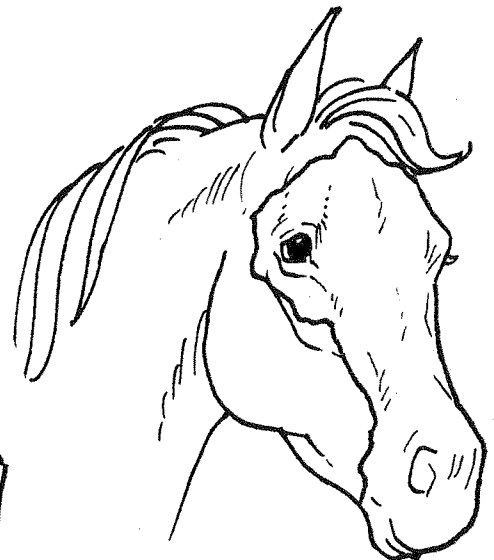
Star and Stripe



Star, Stripe, Snip



Blaze



Bald Face

Color the horses' heads, but leave the markings white



White Markings on the Legs



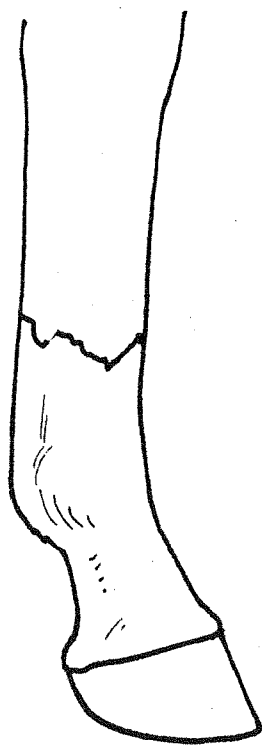
Coronet



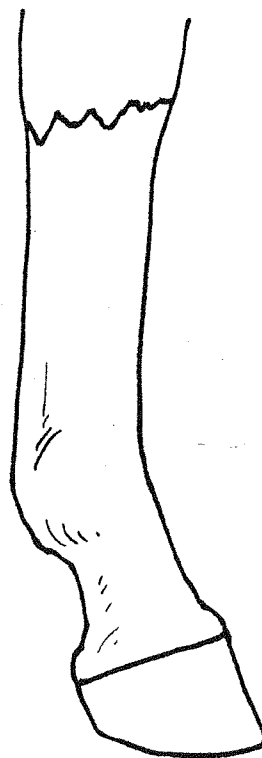
Pastern



Ankle



Sock (Half Stocking)



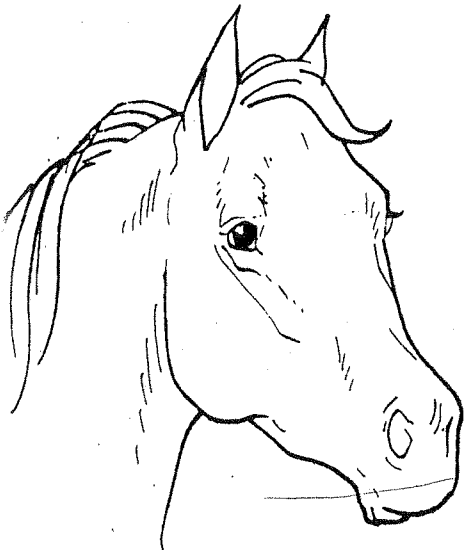
Stocking

Color the horses' legs, but leave the markings WHITE.

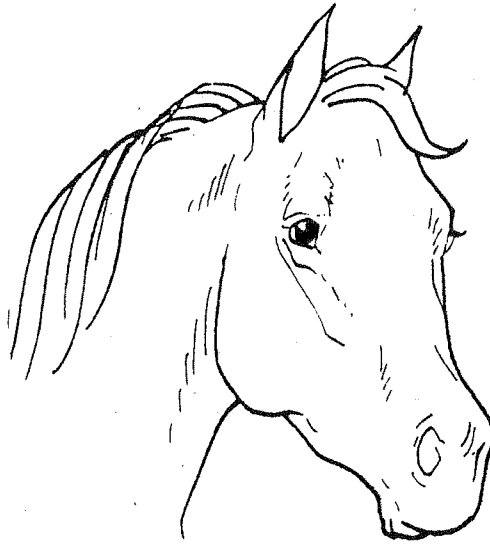
HORSELESS HORSE

Activity

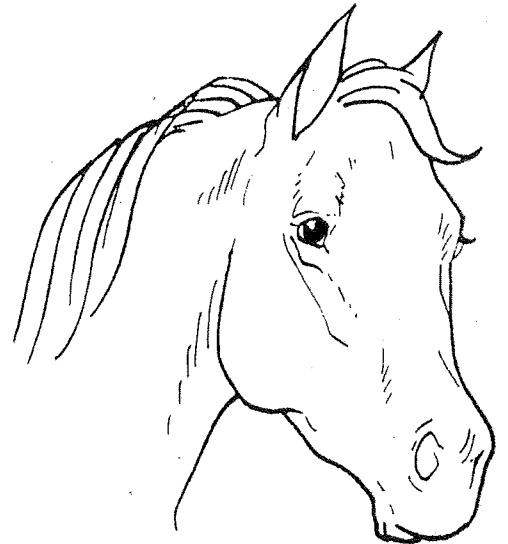
Draw in the markings that are listed under each picture. You can color the horses' heads or legs, but remember to leave the markings white.



Star



Blaze



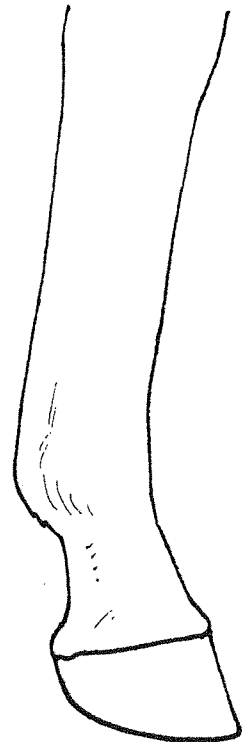
Star, Stripe, Snip



Pastern



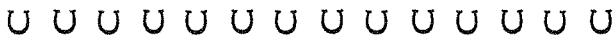
Sock



Stocking



How Tall is a Horse?



How tall is a horse? How tall are you? The height of a horse is measured in "hands". A hand is 4 inches. This was taken from the width of a man's hand. Look on a ruler and see how long 4 inches is.

Activities

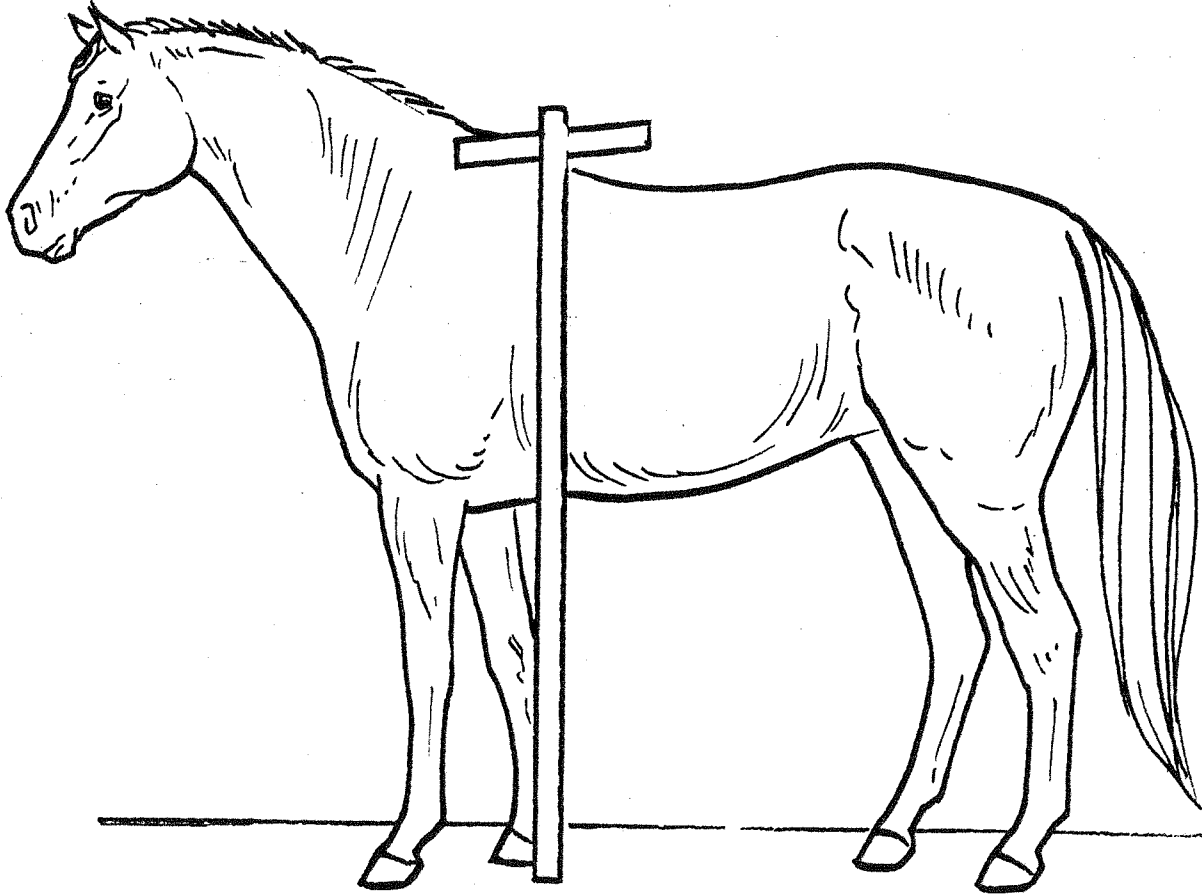
- Draw a line 4 inches long in the space below. Put a mark at each inch.

Trace the outline of your hand below. Then, with the help of your family member or advisor, measure the width of your hand.

My hand is _____ inches wide.

H O R S E L E S S H O R S E

A horse is measured by using a measuring stick. The measuring stick is run from the ground to the horse's withers as pictured below.



A horse is generally 14.2 hands or taller. 14.2 = 14 hands and 2 inches, or _____ inches. Ponies are usually shorter than 14.2 hands.

Activity

With help, measure a tame horse or pony. First you will measure in inches and divide each inch by 4. Divide means to show how many times one number contains another number.

For example: 56 inches \div 4 inches = _____

The horse or pony I measured is _____ hands. Did you measure a horse or a pony?

I measured a _____

Have someone measure you. How many inches tall are you? I am _____ inches tall. If you were a horse, how many hands would you be?

_____ inches \div 4 inches = _____



HORSELESS HORSE PROJECT

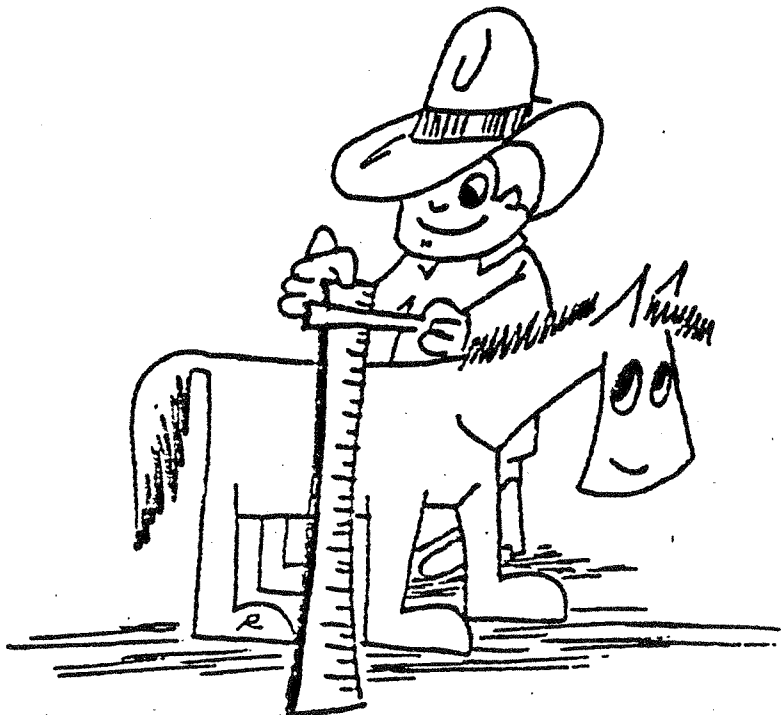
A HORSE'S HEIGHT IS MEASURED IN HANDS. ONE
HAND EQUALS _____ INCHES. THE HEIGHT IS MEASURED
FROM THE TOP OF THE _____.

IF A HORSE IS 16 HANDS, HOW MANY INCHES TALL
IS SHE? _____

IF A HORSE IS 65 INCHES, HOW MANY HANDS IS
HE? _____

HOW MANY INCHES ARE YOU? _____

HOW MANY HANDS IS THAT? _____



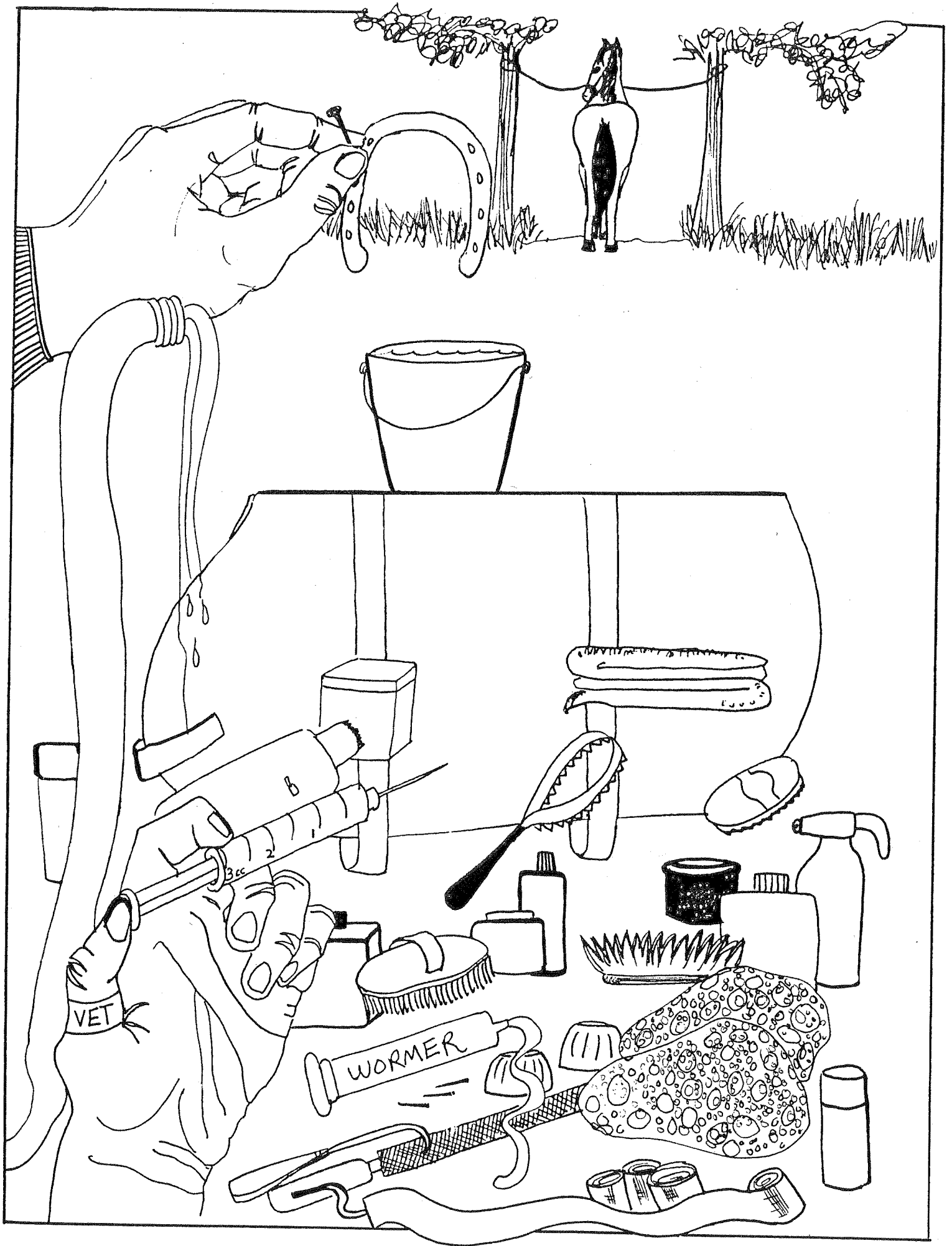
GROOMING & HEALTH CARE

Color the O, and the object on the next page the same color!

- BLANKET - to regulate body temperature, to warm or cool out slowly when necessary.
- HOOF PICK - to remove stones + debris. Do this before + after rides!
- BRUSHES - to remove mud, manure, dirt + dust, keep the skin healthy + coat shiny. (come in stiff + soft)
- CURRY - rubber to loosen mud + dirt, metal to remove the coat that is shed in Spring. (Smooth edge for removing sweat)
- SHAMPOO - a gentle horse shampoo with proper skin pH is good. you can get special soaps to treat fungus + lice if you have a problem. (Keep soap out of eyes)
- TOWELS - to dry off with
- HOSE - rinse well, its kind to hook your hose up in the house so you can use water that is not ice cold.
- BABY OIL - to loosen tangled manes + tails - makes pulling + tearing unnecessary!
- VASELINE - to put on nicks + scrapes (helps hair grow out) use a antiseptic salve like Corona for fresh nicks + scrapes.
- SPONGES - one for the face + one for the rear (natural ones work good)
- TOOTH BRUSH - just horsin
- FLY REPELLANT - try to find the least toxic kind for all concerned fly traps with bait are gross but work.
- MOSQUITO REPELLANT - make sure you have your shots. A tiny mosquito can kill your horse if he bit a diseased bird. - USE OFF + CUTTERS on you + the horse if necessary
- WORMERS - we can never get rid of these rascals - only control them from killing + robbing nutrients from your horse wormings inbetween vet wormings are good - ask him.
- VETERINARIAN - to give shots, worm, treat sick horses, + more! Dont be afraid to ask many questions + for advice
- FARRIER - a blacksmith - Applies shoes, trims feet, does corrective shoeing + helps keep horses feet healthy.
- LEG WRAPS - for trailering, gives support + protects.
- BELL BOOTS - for trailering, protects FEET.

SPECIAL THINGS FOR SHOWS

- SHOWSHENE - a silicone for shine + resist dirt.
- HOOF BLACK - to spif up those hoofs.
- MANE & TAIL WHITENER - to remove stains
- CLIPPERS - to spif em up. Please leave ear hairs - they need them!
- BUCKETS + WATER



VET

WORMER

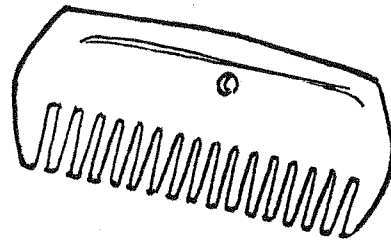


Grooming a Horse

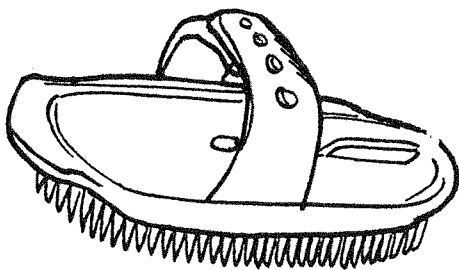
It is very important to groom horses daily. Groom means to clean and brush a horse, including cleaning out his hooves.

Grooming gets the horse's coat clean and the dirt free from the pores of the skin so the skin can "breathe". Good grooming, along with proper nutrition, makes the horse's coat shine, just like your hair shines when you brush it every day and eat nutritious foods every day.

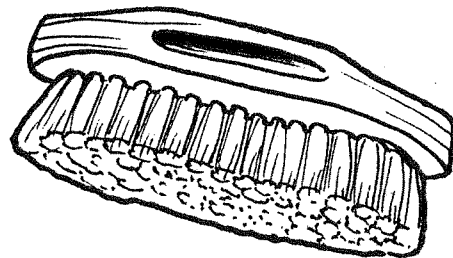
The following grooming tools can be used to groom a horse:



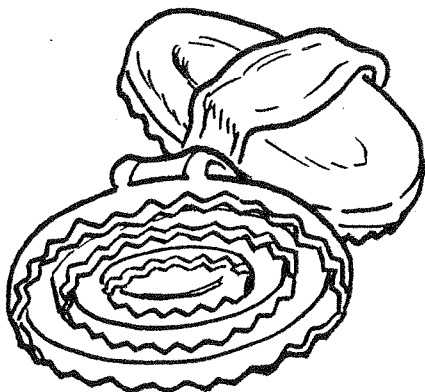
Mane and Tail Comb



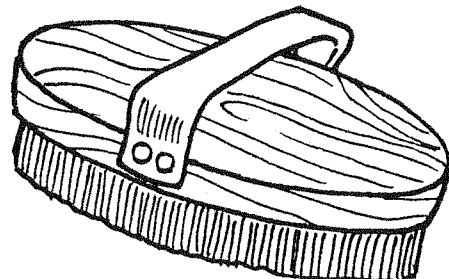
Plastic Curry Comb



Dandy Brush



Rubber Curry Comb



Body Brush

The following steps are used in grooming.

The Body

Start grooming on the horse's left (near) side because this is the side you walk when you lead him and the side you mount (get on) on.

1. Use a rubber, plastic, or metal curry comb and rub the coat using a circular motion to loosen the dirt and dead hair. Begin on the left side and finish on the right side. Do not use a metal curry comb on the head or legs because it hurts the horse.

2. Then using the rubber curry again, begin on the neck (left side first), then work to the chest, shoulder, side, belly, croup, hind leg. Move to the right side and do the same thing. Be easy using a rubber curry on the head and legs below the knees and hocks because it may hurt the horse.

3. Next use the dandy brush (the stiff brush) and brush the horse beginning on the left side. Brush in the direction the hair lays using short strokes.

4. Go over the coat next with the softer body brush.

5. Use a grooming cloth for a final shine.

The Head and Legs

1. Very carefully, if needed, use a rubber curry to loosen dirt on the head and legs. Then use a dandy brush carefully, followed by a body brush. Finish by using a grooming cloth. You can use a damp cloth to wipe the corners of the eyes, the ears and the nostrils.

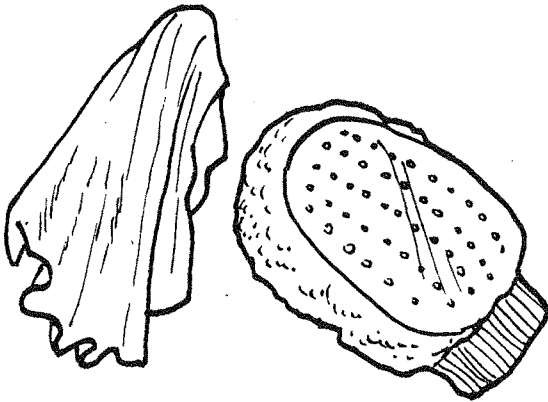
The Mane and Tail

1. Use the dandy brush to clean the mane and tail. Use your fingers to remove tangles, just like you would if your own hair gets tangled.

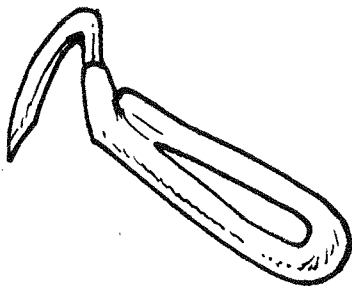
2. Do not use a mane and tail comb on horses like Arabians and Saddlebreds where the mane and tail must be left full and long. Using a comb can pull hair out or break hair off. Only use the comb on breeds where short manes and tails are accepted.

The Feet

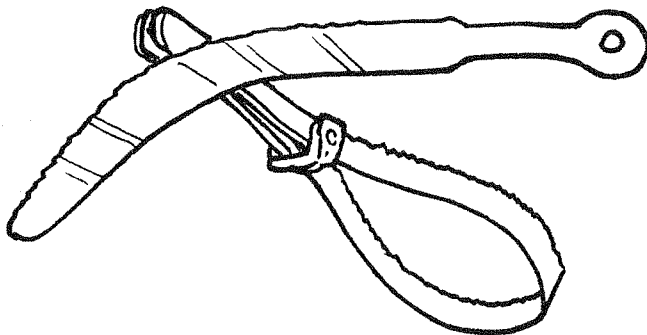
1. Using a hoof pick, start with the front left hoof (near forefoot). Have your parent or advisor show how to properly pick up a horse's foot. Pick out all the dirt. Next move to the left hind hoof. Then clean the right hind hoof. The last hoof cleaned is the right forefoot.



Grooming Cloth



Hoof Pick



Sweat Scraper

H O R S E L E S S H O R S E

The sweat scraper is used to wipe the sweat off a horse after he has been exercised, or the water off after he has been rinsed from his bath.

For show, people use clippers to clip the horse's bridle path, the hair from the muzzle, inside of the ears, and fetlocks. It is important to groom a horse before he is worked or ridden and after he has been exercised.

Activities

- With the help of a parent or advisor, groom a horse or pony.
- Watch somebody clip a horse. Do you think it looks better before or after the horse was clipped? _____
- Match the grooming equipment with the pictures. Draw a line from the name to the correct grooming tool.

Rubber Curry

Plastic Curry

Dandy Brush

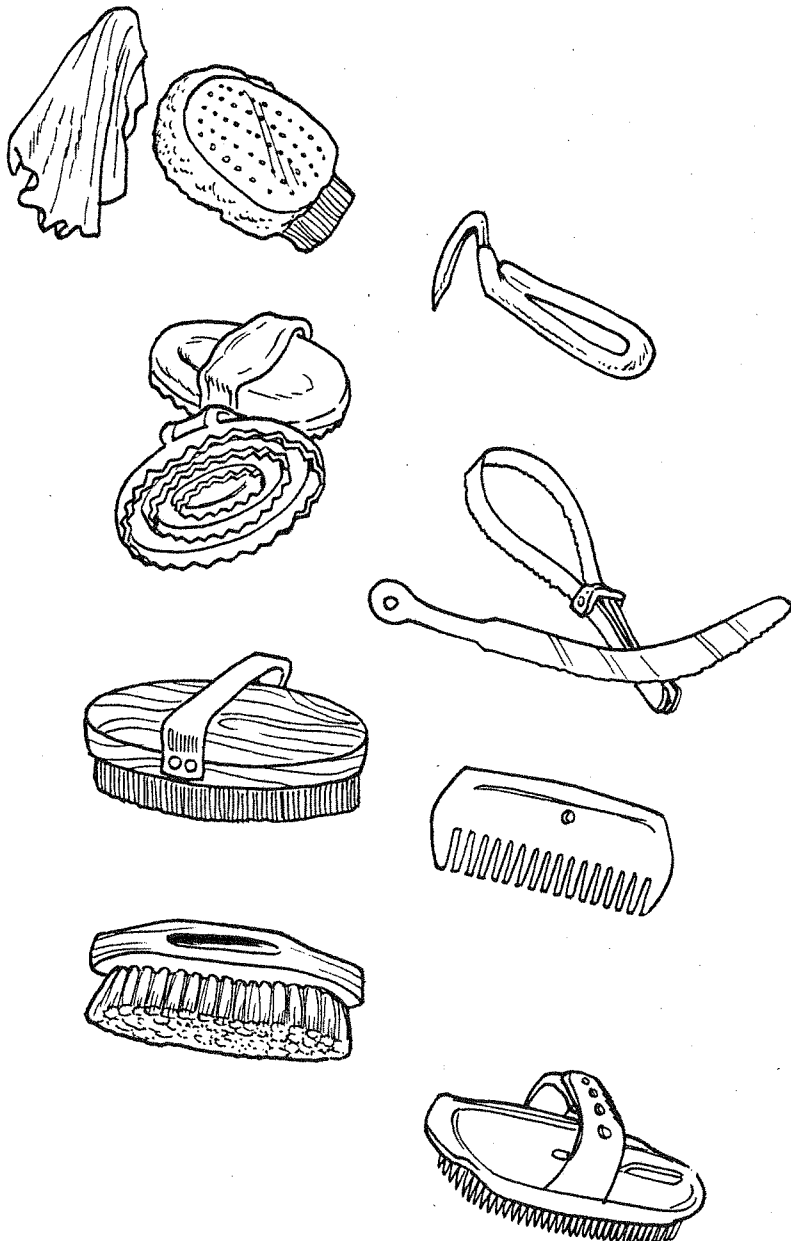
Body Brush

Mane and Tail Comb

Sweat Scraper

Hoof Pick

Grooming Cloth

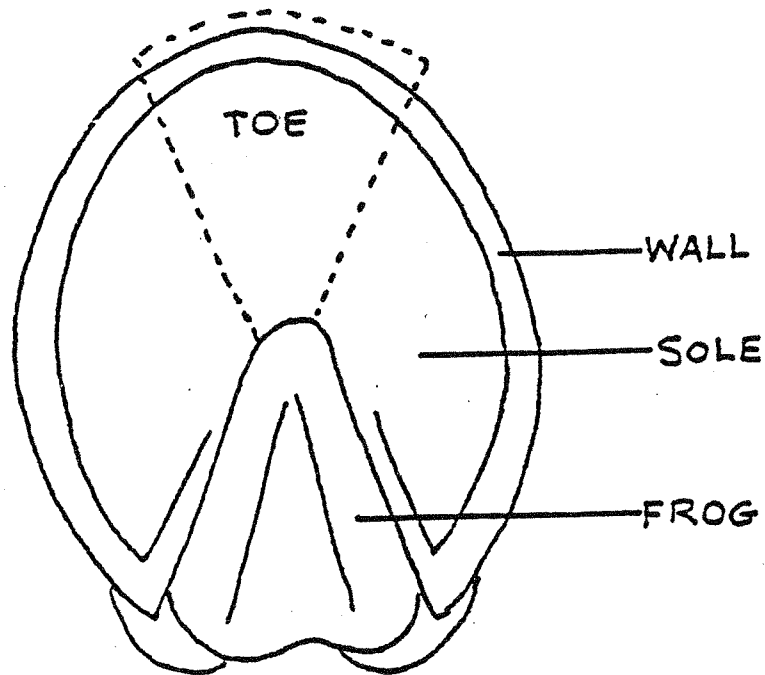








DAY OF THE SHOW GROOMING

REMEMBER TO USE CLEAN, DRY GROOMING EQUIPMENT: BRUSHES, COMBS, TOWELS, ETC.

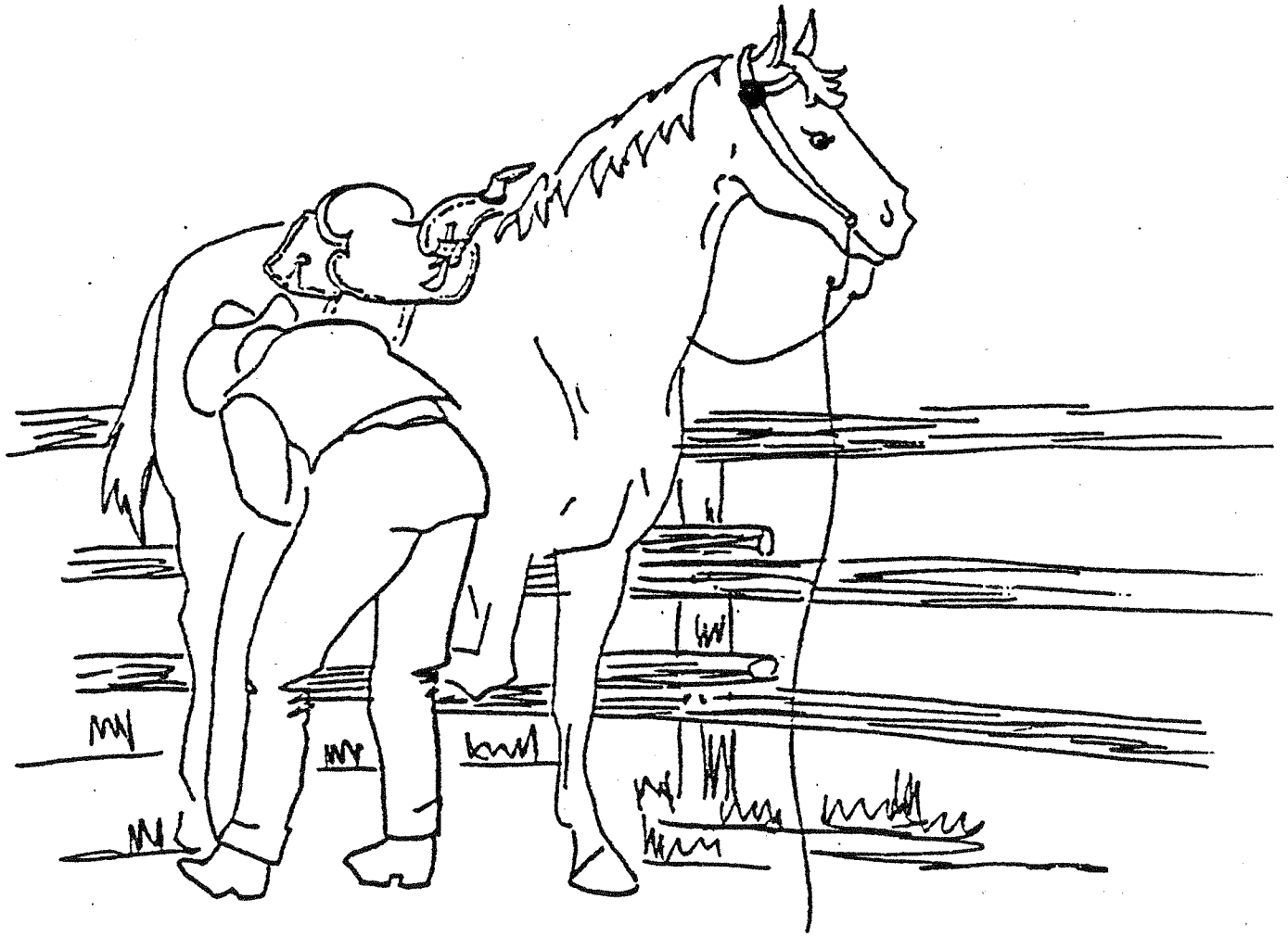
1. BRUSH HORSE ALL OVER WITH STIFF BRISTLE BUSH.
 2. RUN COMB, GENTLY, THROUGH MANE AND TAIL.
 3. BUSH FACE, AND GO OVER ENTIRE BODY WITH SOFT BRUSH.
 4. IF THERE ARE ANY MARKS ON THE COAT, WET THEM DOWN, WITH WATER AND RUB IT TO ALL MOST DRY. RUN THE STIFF BRUSH OVER IT AGAIN.
 5. CLEAN HOOVES. WASH THEM IF NECESSARY TO GET MANURE STAINS OFF TOPS.
 6. WHEN HOOVES ARE DRY, PUT POLISH ON THE HOOVES, EITHER CLEAR FOR WHITE OR BLACK FOR DARK HOOVES. LET THIS DRY.
 7. TAKE A CLEAN TOWEL, OR CLOTH AND WIPE THE EYES, MUZZLE, NOSTRILS AND UNDER THE TAIL.
 8. APPLY ANOTHER COAT OF HOOF POLISH. LET THIS DRY.
 9. IF RIDING ENGLISH: YOU CAN BRAID THE MANE IN A NUMBER OF STYLES. YOU DO NOT HAVE TO BRAID THE TAIL. IT CAN BE LEFT NATURAL.
 10. IF YOU CHOOSE TO BRAID THE TAIL, YOU MUST ALSO BRAID THE MANE.
 11. IF RIDING WESTERN: THE MANE MUST BE PULLED AND BANNED JUST LONG ENOUGH TO LAY NEAT AND FLAT.
 12. THE TAIL IS NOW ALLOWED TO GROW LONG, AND MUST BE NATURAL.
 13. YOUR ARE READY TO TACK UP NOW.
 14. AFTER TACKING UP, YOU CAN SPRAY SHOW SHEEN ON THE HORSE 'S TAIL, RUMP, MANE AND ANY OTHER AREA YOU WANT TO BE SHINEY.
- NOTE:** IF YOU ARE DOING SHOWMANSHIP, DON'T SPRAY YOUR HORSE'S BACK AND GIRTH AREA WITH SHOW SHEEN OR WET SHEEN. ANY OF THESE PRODUCTS COULD MAKE THE SADDLE SLIP WHEN YOU ARE READY TO TACK UP.

THE HOOF AND ITS CARE



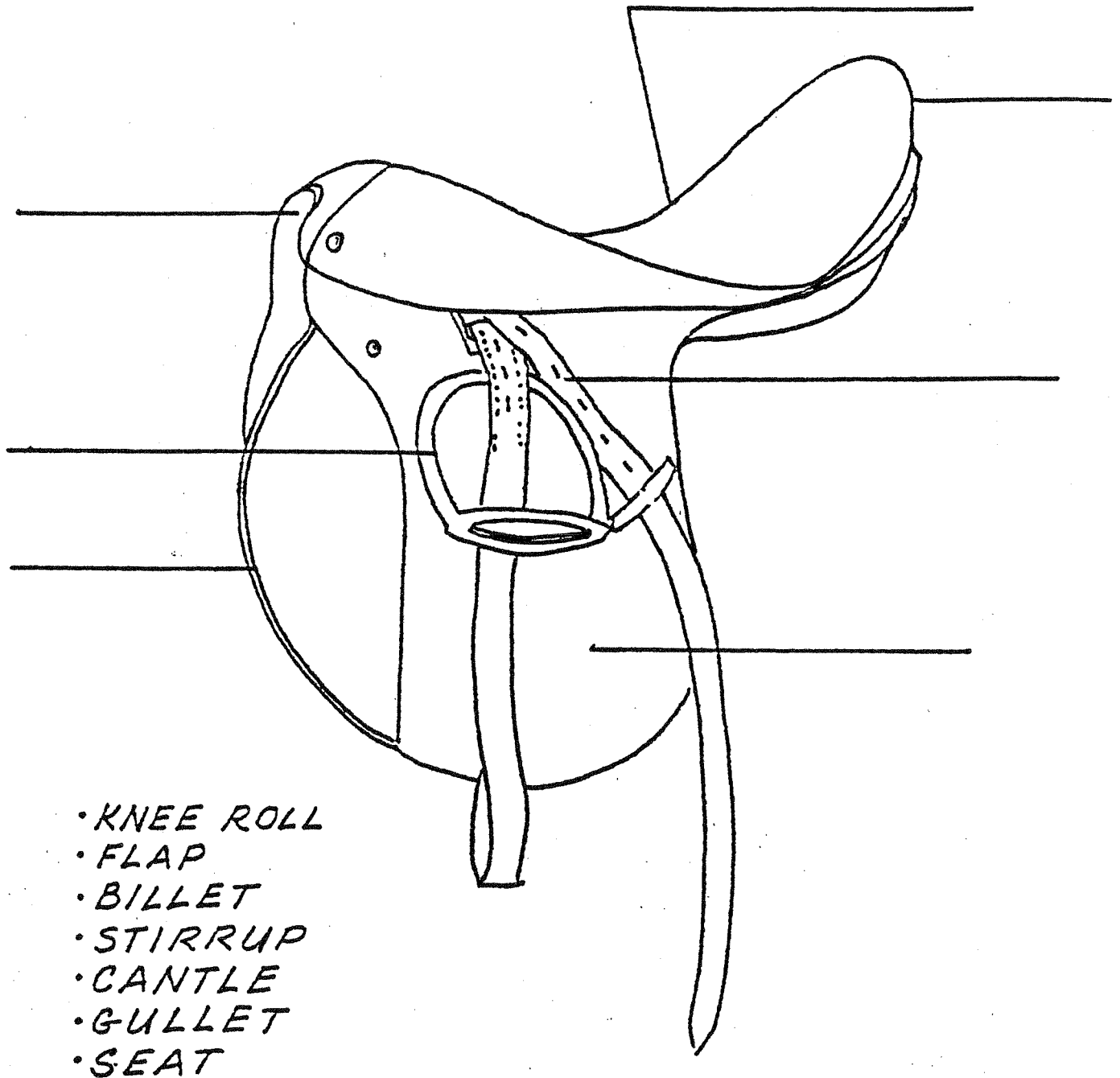
A  'S HOOF IS VERY IMPORTANT
IT SHOULD  CLEANED EVERY DAY
WITH A  PICK. ALL MANURE
AND ST  SHOULD BE REMOVED.
WHEN USING THE HOOF PICK, CLEAN
A  BOTH SIDES OF THE 
IN OUTWARD MOTIONS.

COLOR THIS STOCK TYPE HORSE BAY WITH A BLAZE AND LEFT FRONT SOCK.



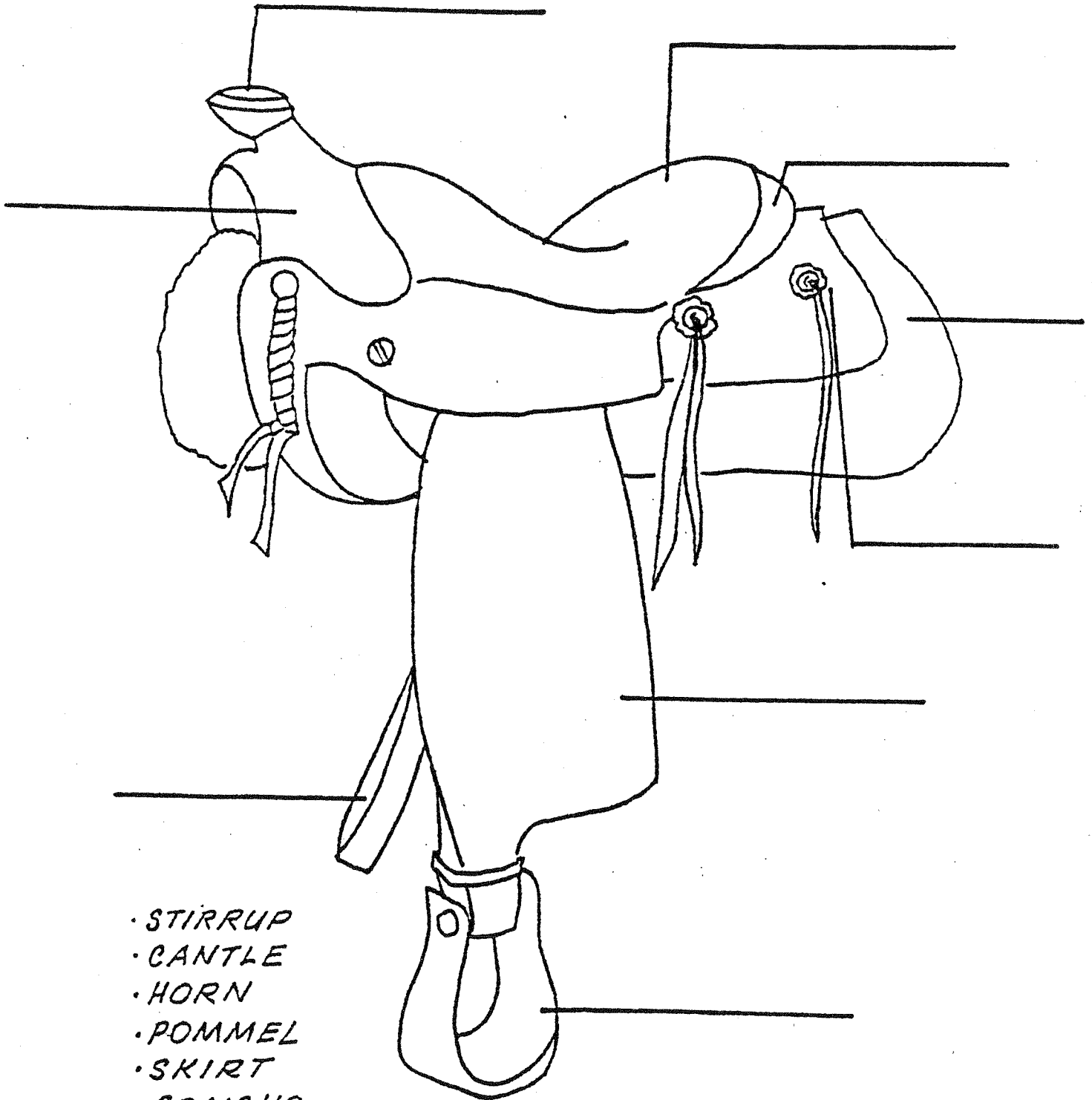
A POPULAR SAYING AMONG HORSE PEOPLE IS "NO HOOF, NO HORSE." CARE OF THE FEET IS VERY IMPORTANT. A GOOD FARRIER SHOULD KEEP HORSES HOOVES THE PROPER LENGTH AND IF A HORSE IS RIDDEN A GOOD DEAL ON HARD OR ROCKY SURFACES, SHOES SHOULD BE USED. HORSES HOOVES SHOULD BE CLEANED AND CHECKED FOR STONES BEFORE AND AFTER RIDING.

THE HUNT SEAT



The hunt seat, or "forward seat", is a popular English saddle used for English riding. The deep seat places the rider squarely over the center of the horse's back.

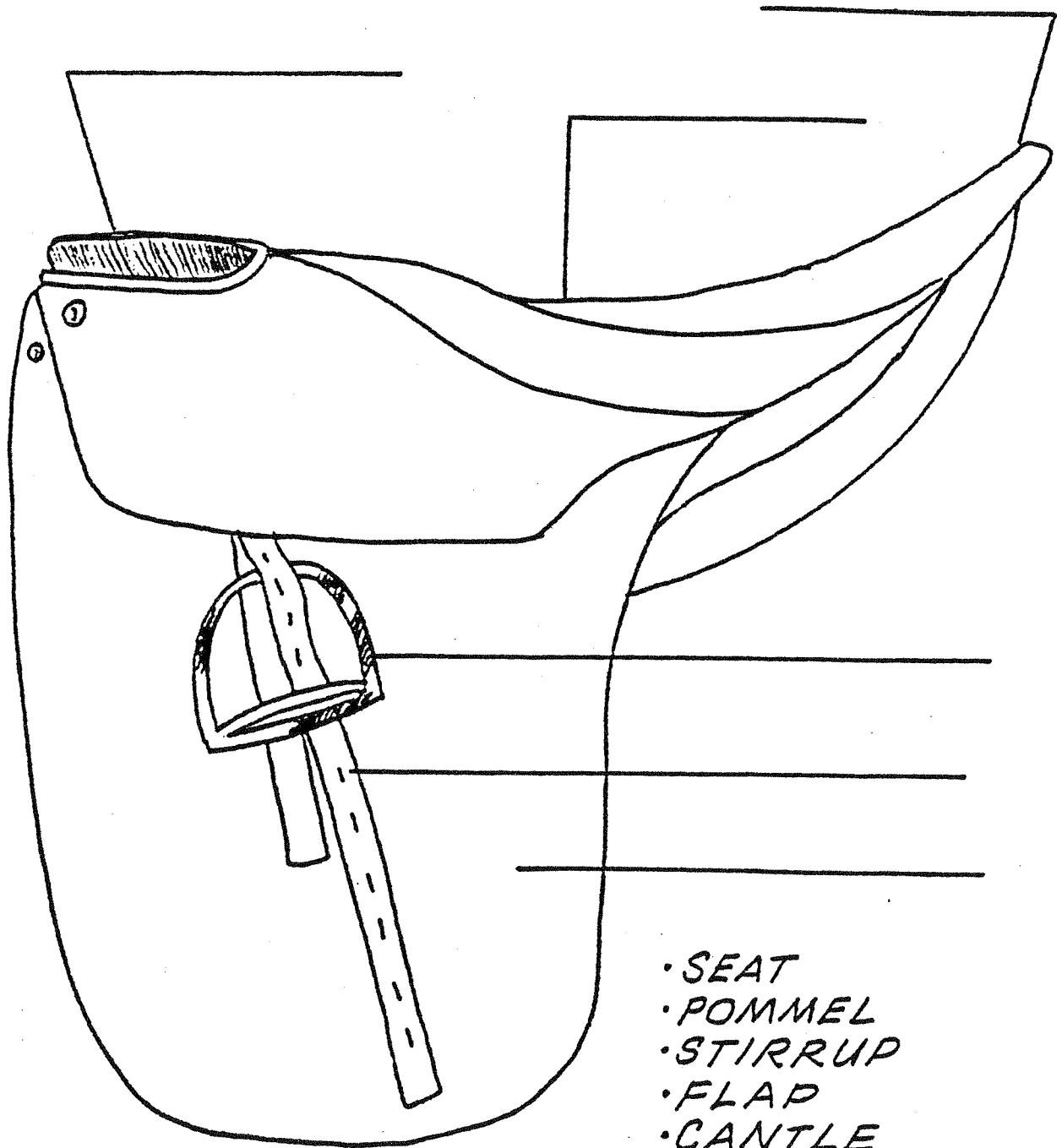
THE WESTERN SADDLE



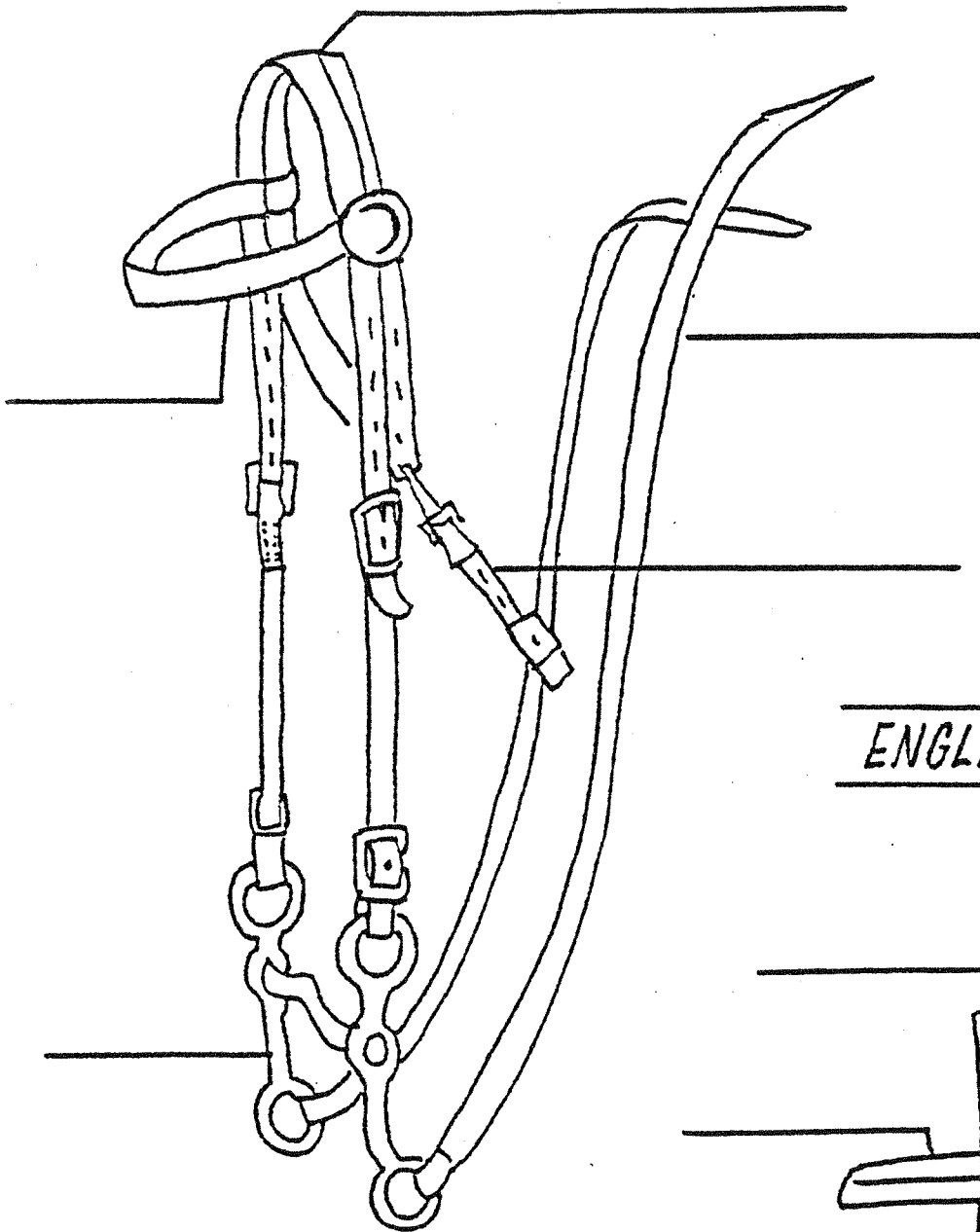
- STIRRUP
- CANTLE
- HORN
- POMMEL
- SKIRT
- CONCHO
- FENDER
- LATIGO
- SEAT

There are three types of Western Saddles, The Equitation Saddle (pictured above), the Roping Saddle (a larger horn and thicker, heavier type of leather) and the General Purpose Saddle (a deeper seat and lighter weight than either other type). Each is used to a great extent.

ENGLISH CUTBACK SADDLE



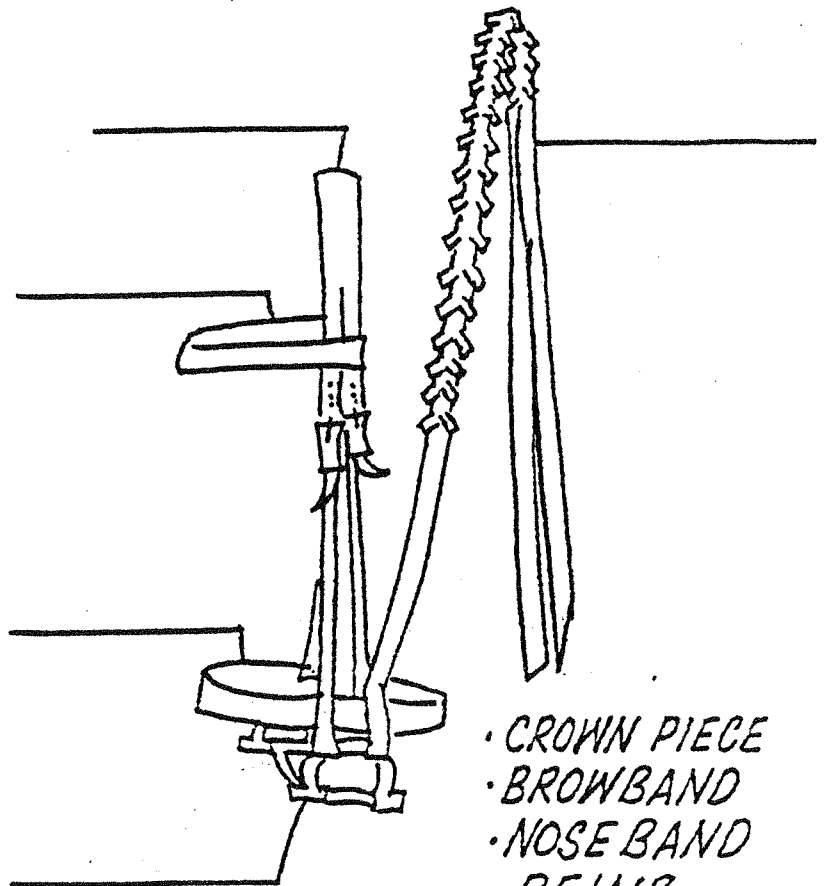
- SEAT
- POMMEL
- STIRRUP
- FLAP
- CANTLE
- BILLET



WESTERN BRIDLE

- BIT
- BROWBAND
- THROATLATCH
- REINS
- CROWNPIECE

ENGLISH HUNT BRIDLE



- CROWN PIECE
- BROWBAND
- NOSE BAND
- REINS
- BIT

CARING FOR TACK

Good tack is expensive and should have good care. If it is properly cared for, it will last for years.

Ideally, each article should be cleaned thoroughly every time it is used on a horse. However, the owner or caretaker of pleasure horses may not have time to do this. A busy person, therefore, should clean the vital parts after each use and then thoroughly clean all tack once a week. After each use, the underside of the saddle and the inside of the bridle should be cleaned; the bit should be washed; and the pad or blanket, if used, should be brushed after it has dried out and before it is reused.

All tack used on race and show horses should be thoroughly cleaned after each use. Proper cleaning of tack will:

- Extend the life of leather and metal
- Make leather soft and pliable
- Help keep the horse comfortable. He will get fewer saddle and harness sores than he will from dirty, crusty, or stiff leather and less irritation and infection than he will from a rusty, moldy, or dirty bit.
- Assure that minor tack defects are noticed and repaired before they become serious. This lessens the likelihood of breaking a rein or line, girth, girth strap, stirrup leather, or other vital part.
- Take pride and pleasure in the ownership and use of tack; the horse, rider or driver, and tack will all look good.

EQUIPMENT FOR CLEANING TACK

The following items of cleaning equipment are commonly used:

1. A saddle rack on which to clean the saddle. Preferably, the rack should be designed to hold the saddle with either the seat up or the bottom up so both sides can be easily cleaned.
2. A bridle rack, peg, or hook on which to hang the bridle for cleaning.
3. A rack for cleaning harness, if harness is used.
4. A bucket for warm water.
5. Three sponges, preferably, although one sponge is enough if it is rinsed properly — one sponge for washing off sweat and dirt, another for applying leather preservative or glycerine soap, and a third for occasional application of neat's-foot or similar oil.
6. A chamois cloth for drying off leather.
7. About a yard of cheese cloth for applying metal polish.
8. A flannel rag for polishing.
9. Saddle soap or castile soap for cleaning.
10. A leather preservative or glycerine soap for finishing.
11. Neat's-foot or similar oil.
12. Metal polish.
13. Petroleum jelly.

HOW TO CLEAN TACK

To assure that all parts of all articles of tack are properly cleaned, some practical order of cleaning should be followed. Any order that works is satisfactory.

Once a week all leather should be washed with saddle soap or castile soap as described in the section on washing the saddle, and then neat's-foot oil or other leather dressing should be lightly applied. Do not use too much oil; it will darken new leather and soil clothing.

Wooden parts of equipment may be sanded, varnished, and waxed whenever necessary.

The following order of cleaning is suggested for the saddle, bridle, and saddle pad or blanket.

The saddle — Clean the saddle as follows:

1. Remove the girth and clean it first, the same way the rest of the saddle is cleaned.
2. Turn the saddle upside down and wash the panel (the part of the saddle that touches the horse's back) and the gullet (the underside center of the saddle). Use a sponge that has been wetted in warm water and wrung out to apply saddle soap to the leather. Rub the leather well to work up a stiff lather that will remove sweat and dirt before it hardens. Wash until clean.
3. Turn the saddle over and wash the rest of it the same way.
4. Dry the saddle with a chamois.
5. Dampen a clean sponge slightly and apply leather preservative or glycerine soap without suds to all parts of the saddle.

The bridle — Clean the bridle as follows:

1. Wash the bit in warm water.
2. Clean the leather parts the same way the saddle was cleaned.
3. Use a cheesecloth to apply metal polish to all metal parts of the bridle and then use a flannel cloth to polish them. If the bridle is not to be used for several days, clean and dry the bit and then apply a light coat of petroleum jelly to keep it from pitting or rusting.

The blanket or pad — Clean blankets and pads as follows:

1. Hang up or spread out blankets and pads to dry.
2. When dry, brush off hair and dried sweat.

STORING TACK

After cleaning — Handle tack as follows after cleaning:

1. Store all tack in a cool, dry place.
2. Hang the bridle on its rack so all parts drape naturally without bending.
3. Put the saddle on its rack.
4. Cover the saddle, bridle, and harness (if harness is used).

Saddling and Unsaddling

Carefully check both horse and tack before saddling. Make sure all stitching on every piece of tack is secure. Pay special attention to stitching and signs of wear on the stirrup leathers, billet straps and girth buckles. Be sure the horse's back, girth area, and pads or blankets are clean. Also, be sure all girth straps, martingales, etc. are secured to avoid hitting the horse's legs when saddling.

When using a Western saddle, place the pad slightly forward of the withers, then slide it backward onto the back. This smooths the horse's hair and is more comfortable for the horse. Place the off side cinches and the right stirrup over the seat.

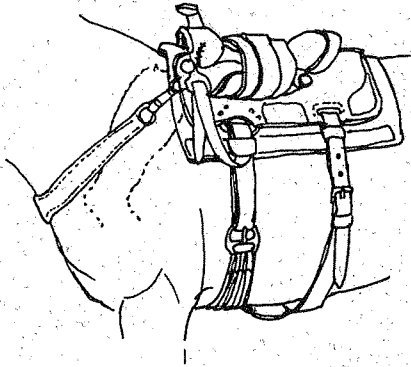
Swing the Western saddle into position easily – not suddenly. If you drop the saddle down too quickly or hard, it may scare the horse or hurt its back. The saddle should be fitted so that it does not pinch the horse's withers or shoulders, and the girth does not pinch behind the horse's elbow.

Go to the off side of the horse and gently let the stirrup and cinches down. Don't let them hit the horse on the belly or the leg. When using a Western, double-rigged saddle, *always* remember to fasten the front cinch first and the rear cinch last. The back cinch should be adjusted so that the horse cannot get a hind leg caught between the cinch and its belly, but not so tight that it irritates the horse. *Always* fasten accessory straps (tie-downs, breast collars, martingales, etc.) *after* the saddle is cinched.

Pull the cinch up slowly when tightening. Do not cinch too tightly at first. Walk the horse a few steps after fastening the girth; again tighten the girth and check to see that the girth is not pinching the horse. Then walk the horse again and check the girth one last time before mounting.



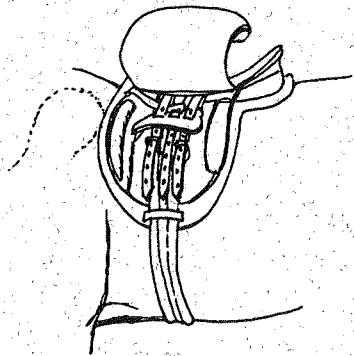
Western saddling safety points:



1. Saddle sits at "lock-in point" behind shoulder blades.
2. Saddle does not sit on withers.
3. Always fasten front cinch first, then back (flank) cinch and breast collar.
4. Front cinch snug but not over-tightened.
5. Back (flank) cinch is attached to front cinch by a connector strap. One inch of slack between back cinch and belly.

When using an English saddle, the stirrup safety bar must *always* be down, in the open position. This will help the stirrup to be released if you fall off and your foot is trapped in the stirrup. The stirrups should be run up before placing the saddle on the horse's back, with the girth across the seat. Place the saddle and pad on the horse's back slightly in front of the desired position. Slide the saddle back slightly until it settles into the correct position. Proceed as with the western saddle above, remembering to fasten any accessory straps *after* the girth is secure.

English saddling safety points:



1. Saddle sits at "lock-in point" behind shoulder blades.
2. Saddle does not rest on withers.
3. Girth buckled on first and third billets, with buckle guard over buckles.
4. Girth snug but not over-tightened.
5. Skin smooth in front of and under girth (pull legs forward to free loose skin).
6. Saddle pad clean and smooth, not wrinkled.

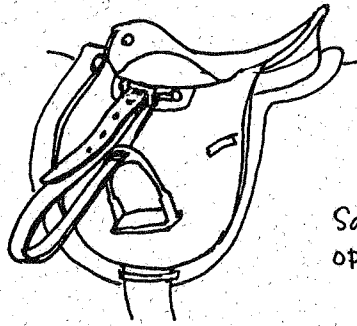


Remember to check the girth or cinch three times:

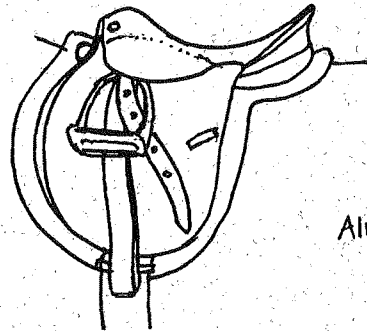
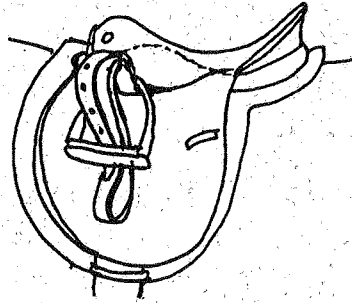
1. After saddling
2. After walking the horse and before mounting
3. After riding a short distance

To safely unsaddle, *a/ways* unfasten accessory straps first, followed by the rear girth, then the front girth. Tie up all accessory straps and girths on a Western saddle. Run up stirrups on an English saddle, and lay girth across saddle. Lift the saddle up and off the horse's back to avoid bruising or irritating the withers.

Running up English stirrups.



Safety point: stirrup bars should be in the open position.



Always run stirrups up as soon as rider dismounts.



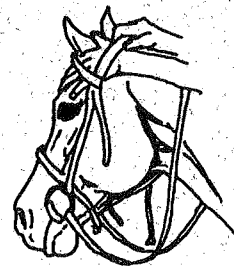
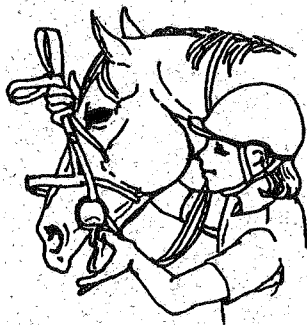
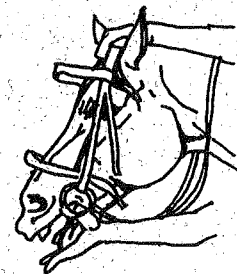
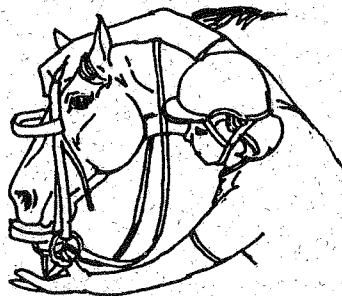
Bridling and Unbridling

Protect your head from the horse's head when bridling and unbridling. *Never* stand with your head directly over the horse's head if the horse's head is dropped. Stand close, just behind and to one side (preferably the left side) of the horse's head. Face the same direction as the horse, parallel to the horse's body. Always handle the horse's head and ears carefully.

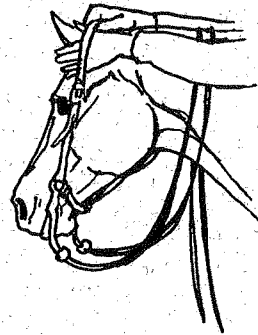
Always untie your horse before removing the halter. Keep control of the horse when bridling by re-fastening the halter around the horse's neck, or placing the reins around the neck.

Be careful not to hit the horse's teeth with the bit when bridling or unbridling. Ask your horse to open the mouth by putting one or two fingers in the corner of the mouth and applying pressure if needed. When unbridling, slide the crown piece off of the poll and *wait* until the horse drops the bit. Finally, quietly remove the bridle.

Steps in bridling
(English).



Steps in bridling
(Western).



Be sure the bridle is properly adjusted to fit the horse and **check the following before riding:**

1. The bit – should not be too loose or pinching the corners of the mouth.
2. The throat latch – should be adjusted so that you can insert two to three fingers between the throat latch and the horse's jaw.
3. Cavesson or noseband (if used) – should be relatively snug. You should only be able to insert one finger between the cavesson and the nose.
4. Curb chain (if used) – should be flat, not twisted, not too loose or too tight. You should be able to insert two fingers between the chain and the horse's chin groove.

Never let your horse eat when wearing a bridle. The horse may step on the reins or become entangled.



Mounting and Dismounting

Never mount or dismount a horse in an area with low ceilings, in a barn aisle, or near fences, trees or overhanging projections. Riders who fail to take these precautions may be injured.

A horse should stand quietly for mounting and dismounting. To keep the horse from moving away, you must have light control of its head through the reins. Always be prepared to step off during the mounting procedure in case the horse becomes excited or begins to bolt.

To mount the horse, stand on the horse's left side and face the horse's rear. Hold the reins in the left hand and place the left hand on the horse's neck in front of the withers. The ends of the reins should also be on the horse's left side. Steady the left stirrup with your right hand and place your left foot in the stirrup. Reach up and hold the horn, cantle or pommel with your right hand (holding the cantle of an English saddle may twist its tree). Bounce one or two steps, and swing gently into the saddle. Do not drag your right leg over the horse's back or accidentally kick the horse as you mount.

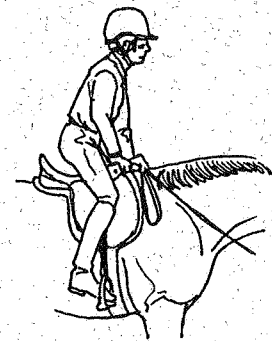
Mounting safely.



Hold stirrup, with one hand on neck holding reins.



Be careful not to kick the horse as you swing your leg over.

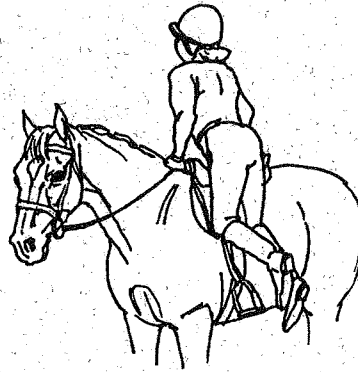


Sit down gently onto the horse's back.



To dismount, reverse the mounting procedure. The safest way to dismount is to kick both feet out of the stirrups, rock forward, swing your right leg over the horse's rump and slide down. Face the front of the horse as you slide down near the horse's shoulder. A stable mounting block may be used to safely assist riders in mounting or dismounting. However, you should be able to mount from and dismount to the ground in the event a mounting block is unavailable.

Dismounting safely
(English).



Take both feet out of
the stirrups.

English riders should "run up" the stirrups on English saddles immediately upon dismounting. The dangling stirrup may startle or annoy the horse. It is also possible for the horse to catch the cheek piece of the bit when turning his head or even a hind foot in a dangling stirrup iron. A dangling stirrup can also be caught on doorways and other projections while the horse is being led.

After running up the stirrups, English riders should immediately bring the reins over the horse's head. In this position, the reins can be used for leading. Western riders should also bring the reins forward for leading immediately after dismounting. Closed reins or a romal should be brought forward over the horse's head immediately after dismounting.

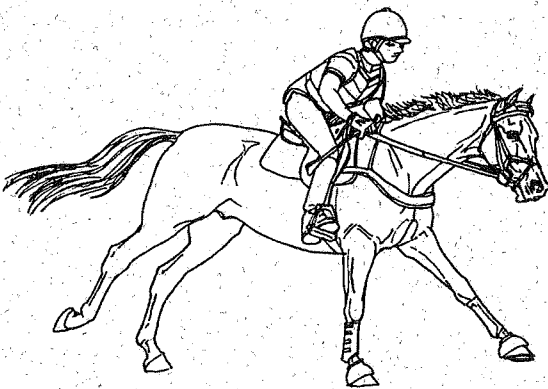


Clothing and Equipment

Good quality, functional equipment is necessary to ensure safety and should be used only for its intended purpose. It is critical that all equipment be checked on a regular basis. Make sure all stitching is secure with no loose or worn stitches. Check all bridle parts, stirrup leathers, billet straps and girth buckles for signs of wear. Be sure all tack fits the horse correctly. Adjust martingales, reins, etc. to a safe length that will not hinder the horse's balance.

Wear neat, well-fitting clothing that will not become snagged on equipment. Belts, loose-fitting jackets, shirts and loose front chap straps can become hooked over the saddle horn. Protective vests are designed to help minimize superficial injuries to the upper body. Protective vests may be required in some activities. For riders in higher risk activities such as cross country, rodeo events and racing, protective vests may be especially helpful to reduce injuries.

Safety equipment for cross-country jumping:



1. ASTM/SEI safety helmet.
2. Body protector.
3. Boots.
4. Gloves.
5. Non-slip reins.
6. Breast collar.
7. Quick release or safety stirrups.
8. Galloping boots and bell boots.

Avoid wearing jewelry around horses. Rings can cut deeply into fingers, and bracelets and necklaces can get caught in reins or lead lines. Dangling earrings are particularly dangerous. Horses are often attracted to sparkling objects which they may try to eat. Gloves are a safeguard against infections, cuts, scratches, splinters and rope burns.

When leading or working around your horse, wear boots or hard-soled shoes to protect your feet in case the horse steps on you. *Never* wear sneakers, sandals or go barefoot. To prevent feet from slipping through the stirrup, wear boots or shoes with well-defined heels when riding. Some work boots with wide toes and bulky rubber treads are not acceptable as they may become entrapped in the stirrup if a rider falls. Safety, "breakaway," or covered stirrups are designed to allow the rider's feet to come free of the stirrup in the event of a fall. Safety stirrups are available in both English and Western styles. While any rider may benefit from their use, safety stirrups are especially recommended for young, very small, and beginner riders.

Well-equipped first-aid kits should be maintained at all times for both horses and people. The kits should be checked regularly and restocked after use. Consult your veterinarian or the *Horse Industry Handbook* for more information on items to include in first-aid kits.

Protective Headgear

Several medical studies indicate that the most common serious riding related injuries are to the head. Many of these injuries could be prevented or made less severe by wearing properly fitted, well-secured, certified, protective headgear designed for equestrian use. Wear only headgear intended for equestrian use. Bicycle helmets do not offer the same amount of shock absorption or the protection for as much of the head as certified equestrian headgear.

Protective headgear certified by the Safety Equipment Institute (SEI) to meet the American Society for Testing and Materials (ASTM) standard F1163 (or current applicable standard) is recommended by the American Medical



Association and the American Medical Equestrian Association to reduce the risk of head injuries. In addition to safety education and appropriate headgear use, injury preventative measures should also include regular inspection of equipment, and repair or replacement of worn or damaged equipment. "Item of apparel" helmets offer no head protection to riders of any age.

Properly fitted and secured protective headgear should not come off during a fall or accident. The manufacturer's fitting instructions must be read and followed. Approved headgear will have adequate shock-absorbing material to help protect the rider's head from concussion. Following a fall or significant impact, the helmet should be returned to the manufacturer for repair or replacement.

Protective headgear is available in both English and Western styles. Some horse organizations require or recommend the use of ASTM/SEI protective headgear in all events. Some youth organizations require protective headgear in all equine activities regardless of style of riding. Others require protective headgear for higher risk activities such as jumping, cross-country riding, gymkhana or driving. ASTM/SEI certified protective headgear is readily available at most tack stores and through tack catalogs. When ordering from a catalog, follow the measuring instructions for the specific product you order.

Safety headgear.



ASTM/SEI
Western helmet.

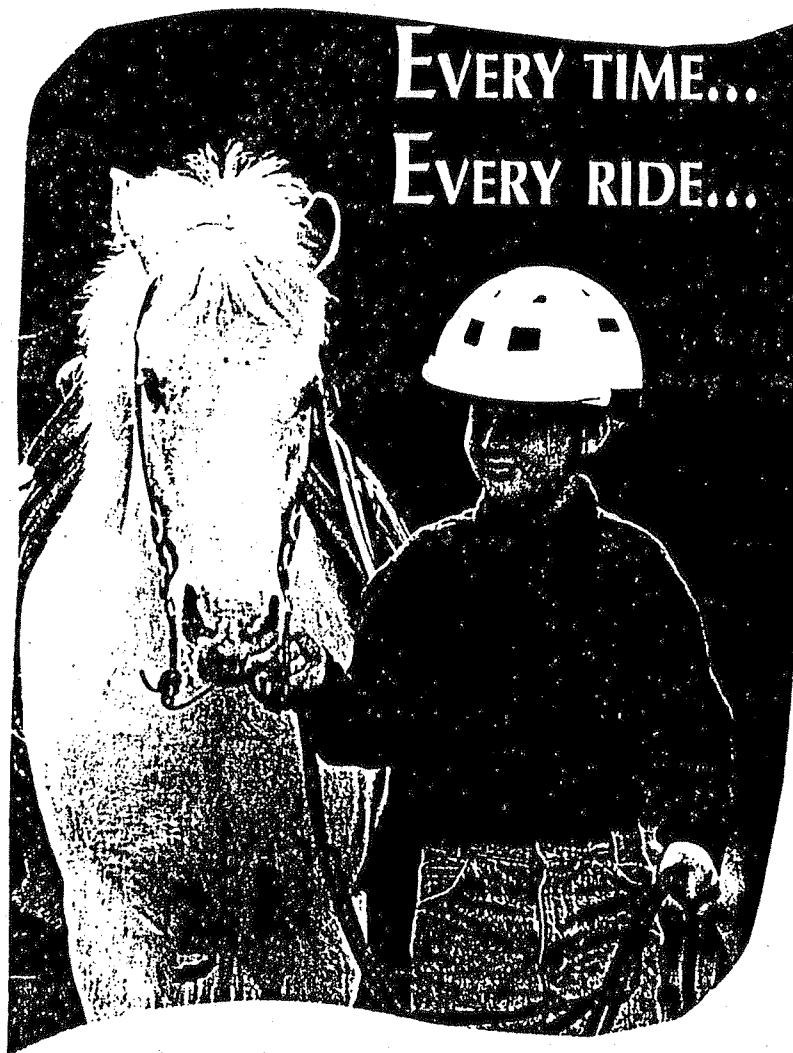


ASTM/SEI ventilated
schooling helmet.



ASTM/SEI English
show helmet.





Every Time...Every Ride...

Over 60% of all horse related deaths involve head injuries. Many of these could be prevented simply by wearing an SEI* certified helmet.

EQUINE FIRST AID

Basic items for every first aid kit:

stethoscope
thermometer
small flashlight
hoof pick/hoof knife
scissors to trim hair and cut bandages
small twitch (humane) or blanket clip for restraint

Basic items for wounds:

Betadine Scrub - for cleaning wounds
Betadine Solution or peroxide - for flushing wounds
gauze pads (Telfa)
clean towels
antiseptic ointment (Nolvasan)
non-stick pads
roll gauze (cling)
heavy cotton bandage or diapers
ace bandage for pressure (never use without padding)
adhesive tape

Optional items:

disposable gloves
clippers
stainless steel bucket

Optional Medications:

appropriate eye medications
Phenylbutazone paste or tablets (fever and pain)
Banamine paste or granules (abdominal or muscular pain)

OVER

First aid kits can be simple or elaborate. We recommend that kits remain simple, organized, easily accessible, and transportable. Being portable is important so that horse owners can take their first aid kits with them in the horse trailer. Unfortunately, many times the need for the kit occurs when the horses are far from home. When your horse is going away from home, we recommend that you also take a cooler or blanket with you. Be sure to take your veterinarian's phone number with you in the first aid kit. The Michigan Equine Practitioner's Association has a list of those veterinarians in the lower peninsula that take care of many horses in their practices. This list is another good idea to keep in your first aid kit when you are traveling with your horse. These lists are updated yearly and given out at the Horse Expo in Lansing each March. You may obtain a copy of this list by contacting Equine Health Services at 313-437-7366.

Most emergencies of horses that require first aid are either wounds, eye injuries, sudden lamenesses, or abdominal disorders (colic). In the event of any emergency: **KEEP CALM, EVALUATE THE SITUATION, and CALL FOR HELP.** Keep someone by the phone so that the veterinarian can return your call. Common sense and a level head are important for you and your horse's benefit.

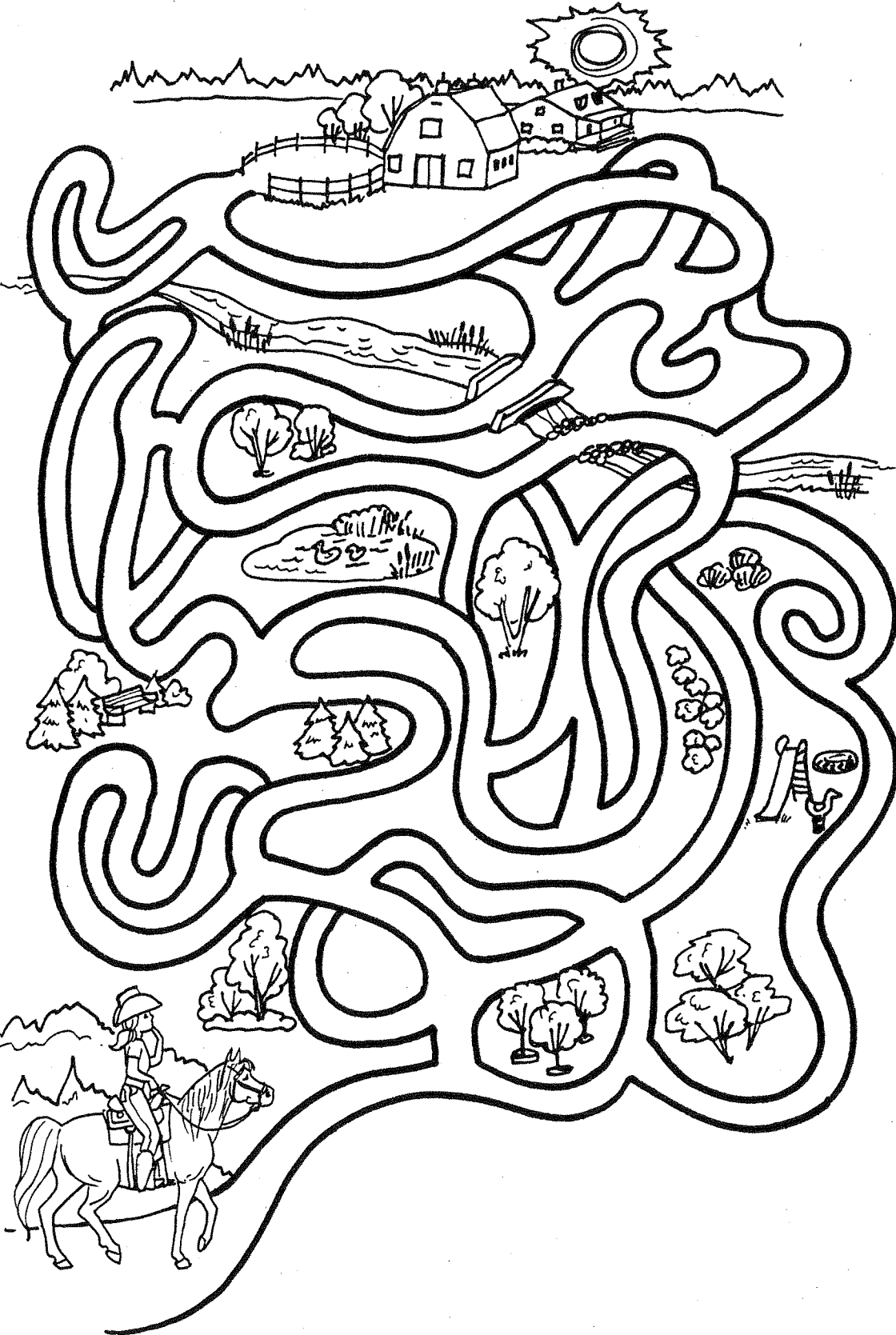
If a wound occurs; clean the wound with liberal amounts of cold water and then evaluate the severity of the wound. Superficial wounds may be treated with topical medications such as Nolvasan ointment.

If eye injuries occur; clean away any discharges, try to determine if you can see the cornea looking for bluish discoloration or debris in the eye. A bright flashlight used in dark surroundings is very helpful. Bland ophthalmic ointments such as those with Zinc Oxide or a product such as Clear Eyes can be used without concern for causing more damage. Do not use other medications in the eye without the direction of a veterinarian! Always wash your hands before examining or treating a horse's eyes.

If sudden lameness occurs; rest the horse, examine the leg for wounds, heat, swelling, or foreign objects in the hoof. If there is a lot of swelling or heat, take the horse's temperature and begin cold water or ice therapy to the affected area. Support bandages with plenty of padding may be helpful.

If colic occurs; walk the horse for 30 minutes and then reevaluate the horse's condition. Continual walking for long periods of time will exhaust the horse and the owner. Try to take the temperature, pulse (heart rate), respiratory rate, and listen to the abdominal sounds. Do not feed the horse any grain. You can offer small amounts of hay only. If colic pain persists get professional advice from a veterinarian before administering any medication. **CAUTION:** Many medications can mask the symptoms and the severity of colic.

HORSELESS HORSE



Help Clover and his rider find their way home.

Answers on page 65

COLOUR WORD SEARCH

Hidden in the grid are the following horse and pony colours. See if you can find them.

PALOMINO

DUN

FLEABITTEN

ALBINO

CHESTNUT

GREY

BAY

SKEWBALD

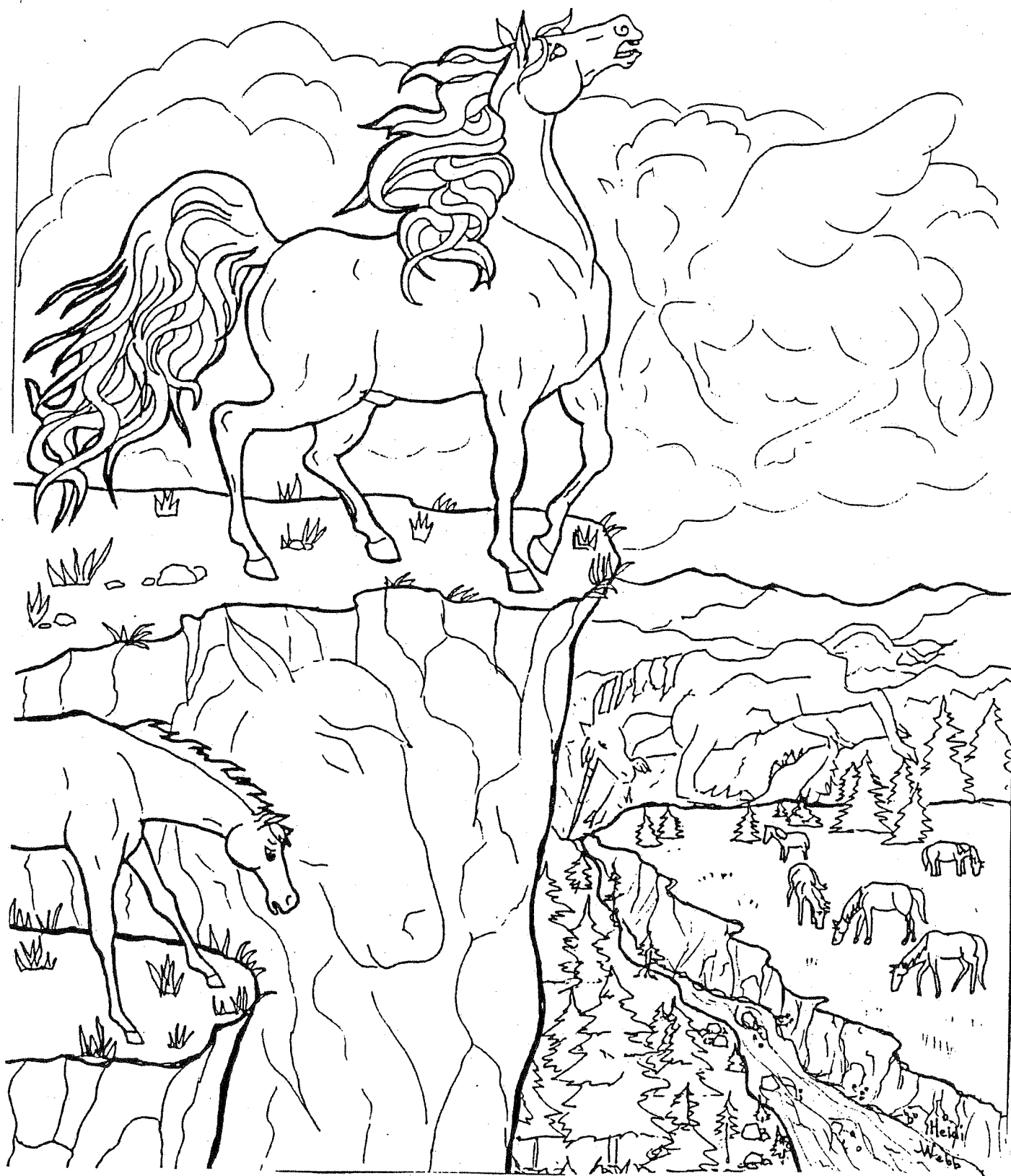
ROAN

PIEBALD

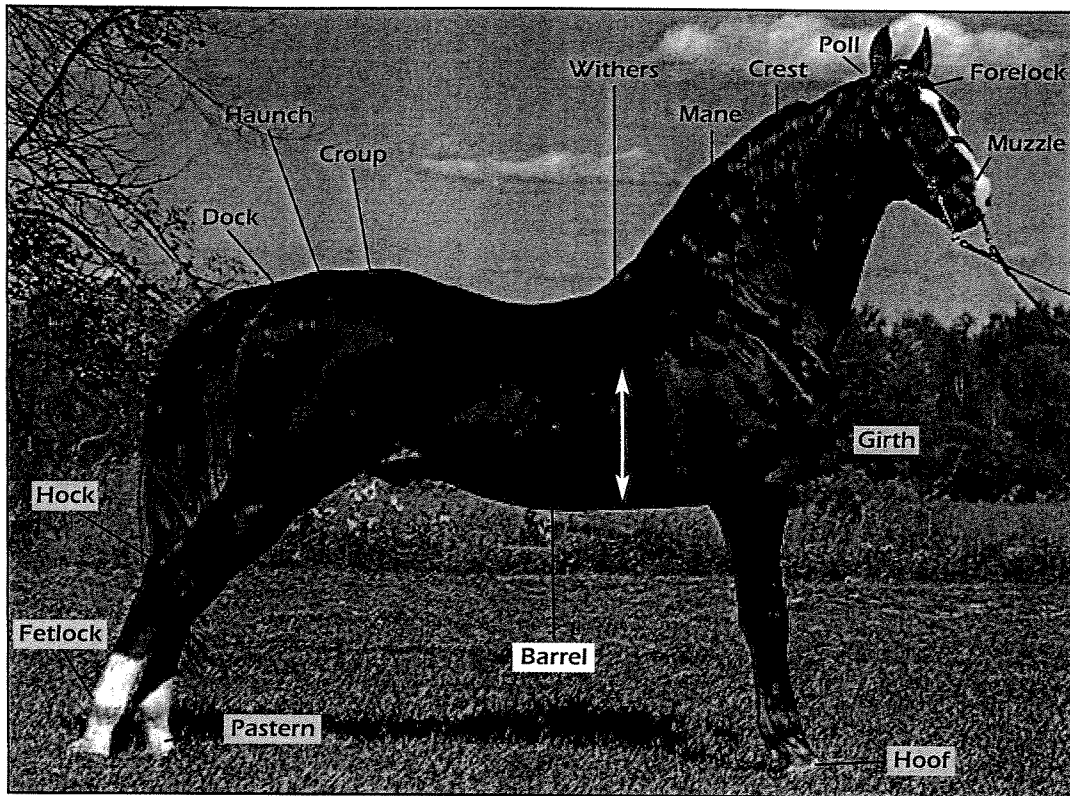
O N I M O L A P F E
N Y S K E W B A L D
I N A F L S A R E U
B M L B L L O M A N
L P I E B A L D B J
A J P L N S J M I R
T C H E S T N U T T
J J B P L S Y H T H
B P G Y E R G M E J
J G M B J H H T N L

CAN YOU FIND THE HIDDEN HORSES IN THIS PICTURE???

Make sure you color them to show up.



Handy Horse Facts



Pony or horse? How do you tell which one it is? The dividing line is usually a height of 14:2 hands (14 hands 2 inches) at the withers. (One hand is 10 centimeters, or 4 inches.) If an animal is 14:2 hands or under, he is officially a pony. If he's even half an inch taller he's officially a horse. But in some breeds the rule is ignored. The Icelandic, for example, is always called a horse despite being pony-sized, because he is descended from larger horses. And ponies like the Irish Connemara are always called ponies even though changes in their care and environment over the years have caused them to grow larger, sometimes up to 15 hands.

Breeders distinguish ponies from horses by their looks as well. Ponies have some traits — such as a shorter, rounder body, a shorter head, tiny ears and cuter looks — which are called “pony character.” Ponies are usually longer-lived than horses, often surviving into their 40s (20 to 30 years is the usual lifespan of a horse). Many people also consider ponies smarter than horses. That's why riding a pony can be quite an education!

GAITS: the ways in which a horse moves.

Humans have two gaits, walking and running; horses usually have four – the walk, the trot or jog, the canter or lope, and the gallop. Some horses (such as the Paso Fino, the Saddlebred and the Tennessee Walking Horse) have special ways of moving their feet, to provide a smooth ride for their owners; these horses are called “gaited.”

HAND: a unit of measurement for a horse's height; one hand equals ten centimeters or four inches. Horses are measured from the ground to

the top of the withers.

POINTS: a horse's mane, tail, muzzle, tips of the ears, and the lower legs – a bay horse, for example, has black points, while a chestnut one has points the same color as his body.

SOUND: description of a horse with no health problems or lameness.

STUD: a farm where horses are bred; also a slang term for a stallion.

TACK: equipment, usually made of leather, used to ride or drive a horse; can include saddles, bridles and harness.

Saddle Up!

Horse lovers can compete in all kinds of different activities:

Dressage: a form of riding which emphasizes the correct training, and the grace and beauty, of the horse. You are tested by riding a pattern in a rectangular ring, one rider at a time. Movements include circles, diagonal lines and changes of direction at the walk, trot and canter.

Show Hunter: in a hunter show, horses are judged on how smoothly and carefully they clear a series of eight to ten jumps, set up in a pattern. It looks effortless, but it actually takes lots and lots of practice! Riders may also be judged on their riding skills in a hunter equitation class.

Western Pleasure: your horse wears Western tack, and you wear a cowboy hat, leather chaps and cowboy boots. Your horse is judged on how slow and smooth a ride he is, at the walk, jog (a slow trot) and lope. This class is based on the way cowboys would select a pleasurable horse to ride when they had to spend all day in the saddle on the ranch.

Gymkhana or Western Games: fast Western action, with many different timed events such as barrel racing, pole bending and the flag race. The fastest horse to complete the pattern wins!

Polo: a fast-paced game of hockey on horseback. Four horses and riders form a team, and the playing field is about three football fields long.

Eventing: an equine triathlon, combining dressage, show jumping and cross-country. Cross-country, the heart of this sport, is the most exciting part: you and your horse gallop through fields and woods, jumping obstacles that are built to look like part of the natural landscape. You may even splash into a water hazard, or jump up a set of horse-sized stairs. You get a combined score based on your performance in all three phases.

Endurance Riding: this sport tests you and your horse's stamina in a trail ride many miles long — from 30 to over 100! You may have to splash through streams, make it across sand dunes or climb a mountain. In competitive trail riding you try to match an optimum time; in endurance racing, the fastest horse wins. Both types of endurance riding monitor the health of the horses extremely closely, allowing only those horses who are fit and sound to continue on the ride.

Pleasure Driving: your horse pulls an elegant carriage; you hold the reins, wearing a traditional driving apron and a hat. You are judged on your horse's obedience and training and on your turn-out (how pleasant and correct a picture you make to the judge).