Head, Heart, and Hooves

Level 2: Horse Raising

4-H Skills for Life
Animal Series
You have a key role in helping youth learn about both horses and themselves. Your enthusiasm and ability to ask thought-provoking questions are essential to helping youth get the most out of this project. You can help in goal setting, identifying resources, creating presentations, thinking about choices, and evaluating youth progress.

HORSE PROJECT ACTIVITY GUIDES
This is the second in a series of five horse project activity guides for youth. Levels 1-3 focus on “horseless” activities, while Levels 4 and 5 zero in on riding and horsemanship. Each guide contains an achievement program to encourage youth to learn and develop life skills. Your assistance in completing the achievement programs is very important.

In each activity, you'll find a description of the project and how it relates to other life situations. Life skills are recognized, questions follow each activity, suggestions are given for activity extensions, and additional helpful information is presented. The activities are designed for youth to experience new information in a hands-on format. With your help, youth reflect on what they did and how it relates to their lives.

Your challenge is to allow youth to explore the activities and learn from their experiences, even if it doesn’t work the way he or she expects. In the “Stable Talk” sections, the best way for you to help a young person learn is to listen as he/she considers each question and draws individual conclusions. You may also need to help youth find additional resources.

HORSE PROJECT HELPER’S GUIDE
This guide provides additional learning by doing activities that can be adapted for the family, 4-H project groups, clubs, classrooms, or other groups. Additionally, helpful hints about life skill development, characteristics of youth at different ages, and answer to some of the activities in the five youth guides all can be found within the helper’s guide.

ACKNOWLEDGMENTS
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Let’s learn more about horses! Through this horse activity guide, you will improve your overall knowledge of horses. Horse nutrition, equine teeth, purchasing decisions, and judging horses are just a few of the topics covered in this activity guide. Go ahead and jump right in—let’s have some fun with horses!

The purpose of this guide is to challenge you to learn more about horses. To help you, additional resources may be needed for some activities. The internet, magazines, books, DVDs, and information from breed associations and feed manufacturers can help you. Additionally, the public library, other horse enthusiasts, and your extension center will have more information to guide you through your horse activities.

Not only will you learn a lot about horses through this project, but you will also learn a lot about yourself, too! Many skills learned can be applied in all areas of your life, such as:

• Problem solving
• Decision-making
• Critical thinking
• Communication
• Career awareness

As you complete the activities, answer the questions and record your project highlights. Writing down your progress will help you realize how much you have learned. Don’t forget to use the notes section to record important things you have learned. Take pictures, and have fun!

LEVEL 2 PROJECT GUIDELINES
• Complete a minimum of seven Level 2 activities each year.
• Complete Level 2 within three years.
• Keep the Planning Guide current by setting project goals and recording the project highlights you experience. Use extra paper or electronic resources (computer, tablet, smart phone, etc.) if needed.
HORSE ACHIEVEMENT PROGRAM

While you are having fun doing the activities, you’ll also be completing Level 2 of the Horse Achievement Program shown on page 5. There are five levels in this program—one in each of the horse project activity guides. This program will help you set goals, record your successes, and be recognized for your work.

YOUR PROJECT HELPER

Your project helper is on your team, supporting you and making learning fun. This person may be a parent, project leader, or advisor. The choice is yours! As you complete the activities, you’ll discuss what you did and the questions in the “Stable Talk” section with your helper. Sometimes, your helper will work with you to find people, groups, events, books, websites, and magazines to help complete an activity. After completing each activity, your helper will initial and date your achievement program chart on page 5. Record your progress using Twitter or Instagram, using #4HHorseProject as the hashtag!

MY HEAD, HEART, AND HOOVES GOALS

1. 

2. 

3. 

Introduction: Having Fun with Head, Heart, and Hooves

For more resources go online to www.4-H.org/curriculum/horse | Copyright © 2015 National 4-H Council. All rights reserved
Before and After

WHAT DO YOU KNOW?

Before you begin working on the activities in this guide, indicate what you know now. Then, when you complete Level 2, write down what you know after. You may be surprised to see what you learn! Share the results with your helper.

Begin each skill with the words:
I know how to____________________________. Then circle 1 (to a great extent), 2 (somewhat), or 3 (not at all).

<table>
<thead>
<tr>
<th>BEFORE AND AFTER—WHAT DO YOU KNOW?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I KNOW HOW TO....</strong></td>
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<tr>
<td>Identify 20 bones in the equine skeleton.</td>
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<tr>
<td>Explain what unsoundness is and give examples.</td>
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<tr>
<td>Explain the results of poor conformation in horses.</td>
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<tr>
<td>Understand horse nutritional requirements and how to meet them.</td>
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<tr>
<td>Read a feed tag, weigh a horse, and estimate its nutritional needs.</td>
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<tr>
<td>Compare and analyze hay for quality.</td>
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<tr>
<td>Understand tooth wear.</td>
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<tr>
<td>Explain how horse dental problems can be treated.</td>
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<tr>
<td>Describe hoof anatomy and care.</td>
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<tr>
<td>Identify and use grooming tools.</td>
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<tr>
<td>Compare prices on grooming tools and stay within a budget.</td>
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<tr>
<td>Judge horses and give reasons for placings.</td>
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<tr>
<td>Name ten problems that can be found during a horse pre-purchase exam.</td>
</tr>
<tr>
<td>Determine body condition scores for ten horses.</td>
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</tbody>
</table>
Achievement Program

- Do at least seven of the required and optional “Spur You On” activities in Level 2 each year.
- Complete at least 21 of the required and optional “Spur You On” activities in Level 2 within three years to complete this program.
- Have your project helper date and initial the activities as you complete them.

REQUIRED ACTIVITIES COMPLETION CHART

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DATE COMPLETED</th>
<th>HELPER’S INITIALS</th>
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<tbody>
<tr>
<td><strong>Anatomy</strong></td>
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</table>
SPUR YOU ON—OPTIONAL ACTIVITIES

Select and do any of the Spur You On activities in Level 2 or make up your own. Record the page and activity number of each one you complete in the chart provided.

<table>
<thead>
<tr>
<th>PAGE</th>
<th>ACTIVITY #</th>
<th>DATE COMPLETED</th>
<th>HELPER’S INITIALS</th>
</tr>
</thead>
</table>

Write your own activity here:

Date:_____________  Helper’s Initials:____________

Write your own activity here:

Date:_____________  Helper’s Initials:____________

Write your own activity here:

Date:_____________  Helper’s Initials:____________

Write your own activity here:

Date:_____________  Helper’s Initials:____________

I certify that

Participant and Helper
I certify that

__________________________

has completed all the requirements in the "Head, Heart, and Hooves " Achievement Program.

__________________________
Helper’s Signature Date
No Bones About It

Have you ever seen a home being built? After plans are made and the dirt is leveled, what are the first steps in building a house? What does the frame look like? What is its purpose?

A house wouldn’t be able to support the shingles, siding, or bricks without the wooden structure built to be the support system for the building. What would you be without your skeleton? Sitting, standing, and walking would be impossible without a skeleton. The same is true for your horse and other vertebrates, a group of organisms with backbones. This activity will help you explore the equine skeleton. Let’s get started!
First, to help you become familiar with the names of the bones that make up the horse skeleton, match each number on the skeleton with the appropriate bone, listed in the word bank. Visit the horse curriculum website for additional resources at www.4-H.org/curriculum/horse.

Next, with a friend, create a "Spin-A-Bone" game! Draw a large circle on a piece of cardboard. With a pencil, divide the circle into 16 equal sections. On one side, write the name of a particular bone or joint on each section. On the other, write the corresponding human bone or joint. After you finish, attach a paper clip to the cardboard with a brass fastener. Starting with the horse term side, spin the paper clip. When it lands on a horse part, name the corresponding human part. Do the same, then starting with the human side. You may need to do some research first. Ask your project helper for assistance when needed!