

OHIO STATE UNIVERSITY EXTENSION

Ohio's 4-H Cloverbud Horse Curriculum

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

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Ohio's 4-H Cloverbud Horse Curriculum

This material is part of Ohio's 4-H Cloverbud program designed to meet the developmentally-appropriate needs of children age 5 and in kindergarten until age 8 and in third grade. 4-H Cloverbuds emphasizes overall well-being by empowering young children with successful learning and positive social interaction through cooperative learning in non-competitive environments.

The following individuals have given leadership to the development of this 4-H Cloverbud horse material.

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The Ohio State University & OSU Extension
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and
Lisa D. McCutcheon, Graduate Student - for her assistance in
compiling and managing all computer files.

Please note on each activity the specific writers for that curriculum piece.

A sincere appreciation and thanks goes out to Lucinda Miller, 4-H Extension Agent and Assistant Professor, who reviewed this material and developed the **Horseless Horse Booklet** (order # 4H 173), the source for some of the illustrations and activity ideas.

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 it's 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 some one 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.

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?

III. LOOKING WITHIN...

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

Grade Level: K - 2

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

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Listening Ahead



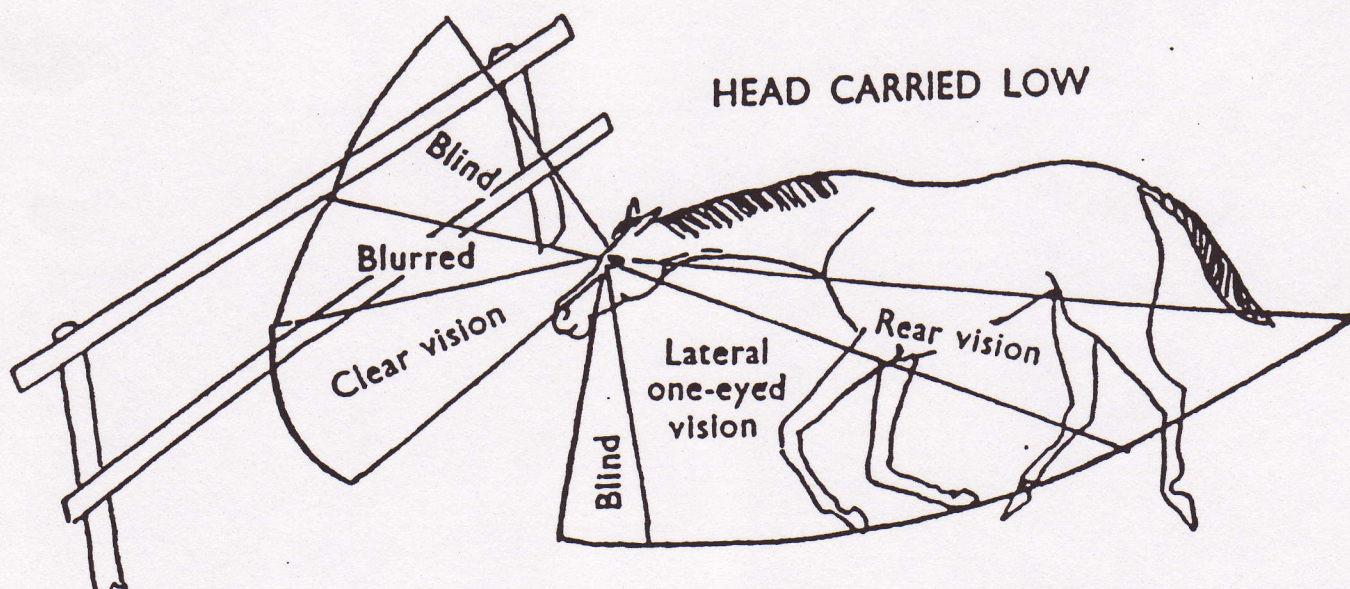
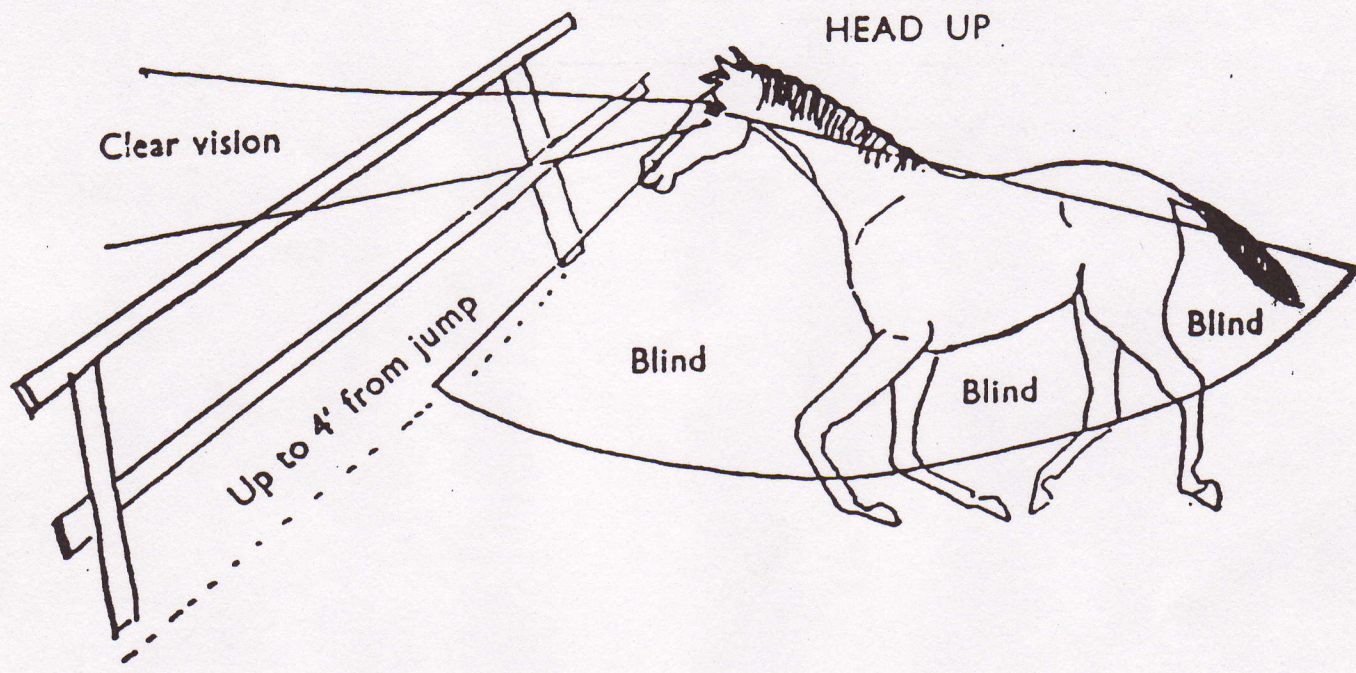
Interest or Listening Behind

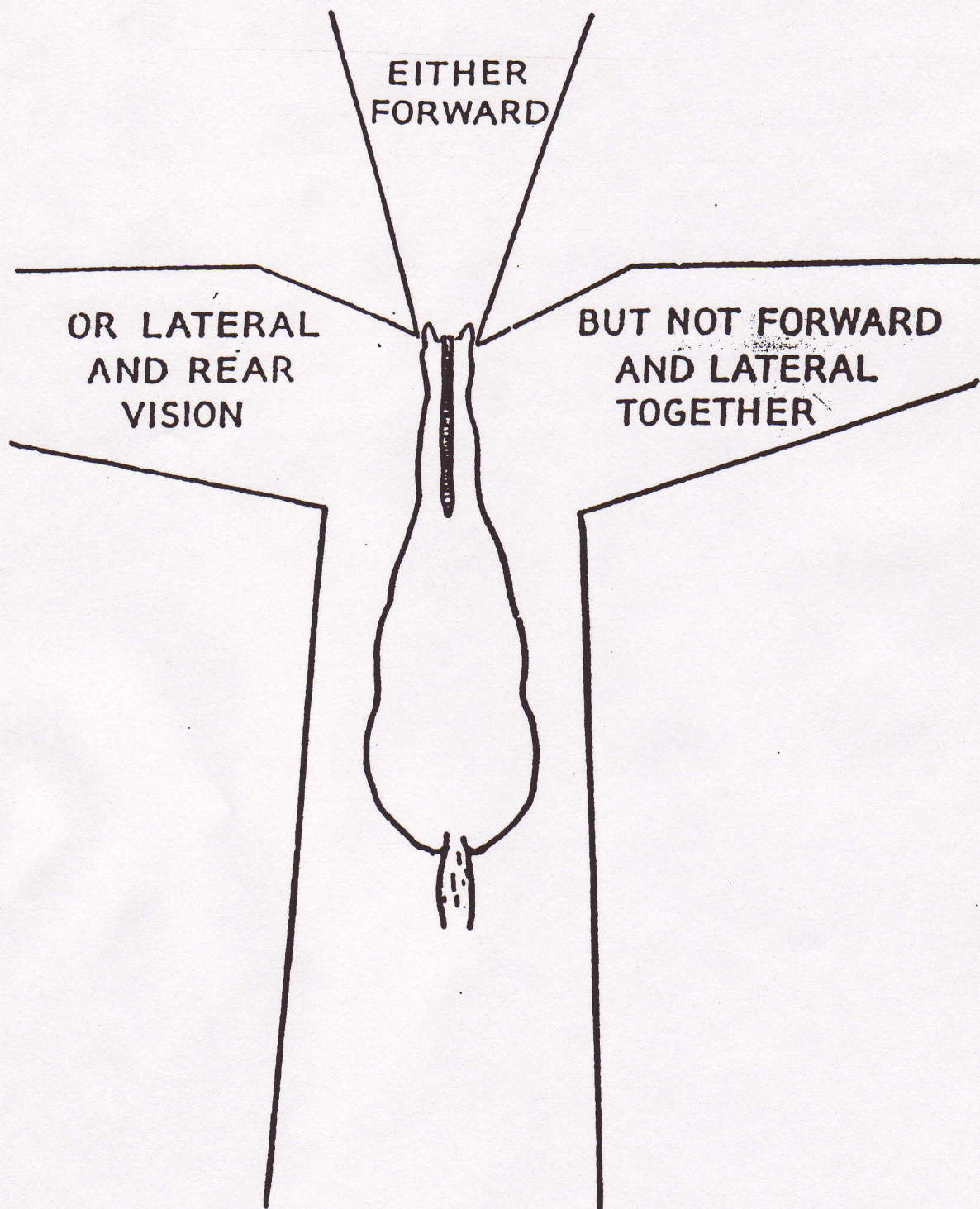


Anger



Listening/Watching Both Directions





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 its 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.

IV. BRINGING CLOSURE...

Activity: "Talk About It" (5 - 7 minutes)

Grade Level: K - 2

Materials: Review flash cards (pictures of horses, etc.) (Refer to Horseless Horse Book)

Have children sit in a circle. Explain that each child is going to draw a card from a pile and talk about the picture on the card. Provide positive recognition for each child's participation.

V. GOING BEYOND...

Have the children and parents take a field trip to a feed mill or farm. "Where do they store the grain?" "How do they mix grains?" "How do they bag grains?"

Go to a farm and learn about making hay. "What type of machinery is used?" "What type of hay is most common?" "Which cutting is the best?"

Go to some farms and watch them feed. "What do they feed?" "Why did they choose that feed?"

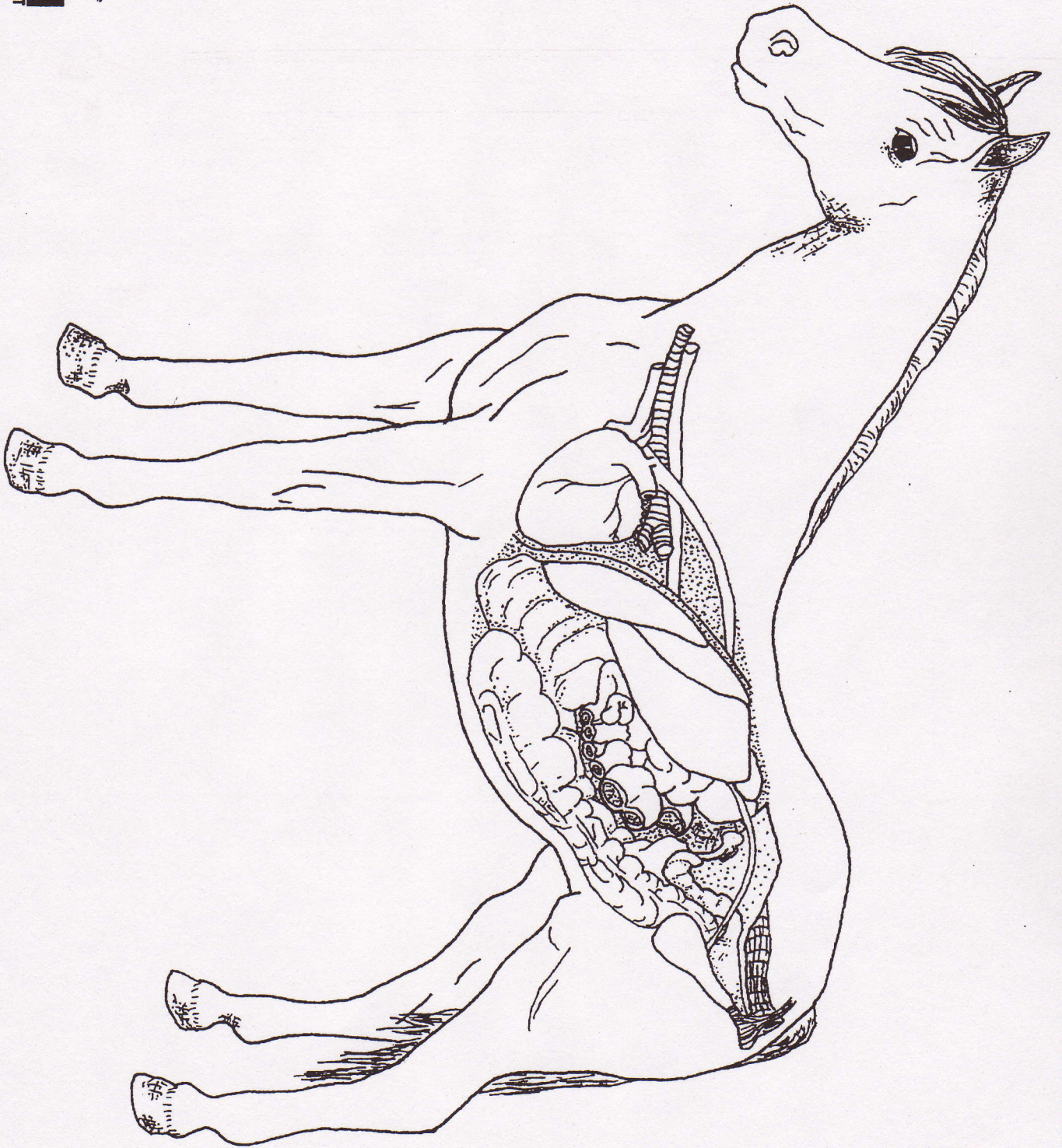
Reading Adventures...

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.

Going to a Horse Farm, by Shirley Kerby James

A Field Full of Horses, by Peter Hansard

Writers: Jennifer S. Kessler -Agricultural Education Teacher, Buckeye Valley High School
Mary Lillie - 4-H Advisor, Lucas County
Terrie Pattison - 4-H Advisor, Lucas County



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/>		

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 Pencils
Crayons or markers 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

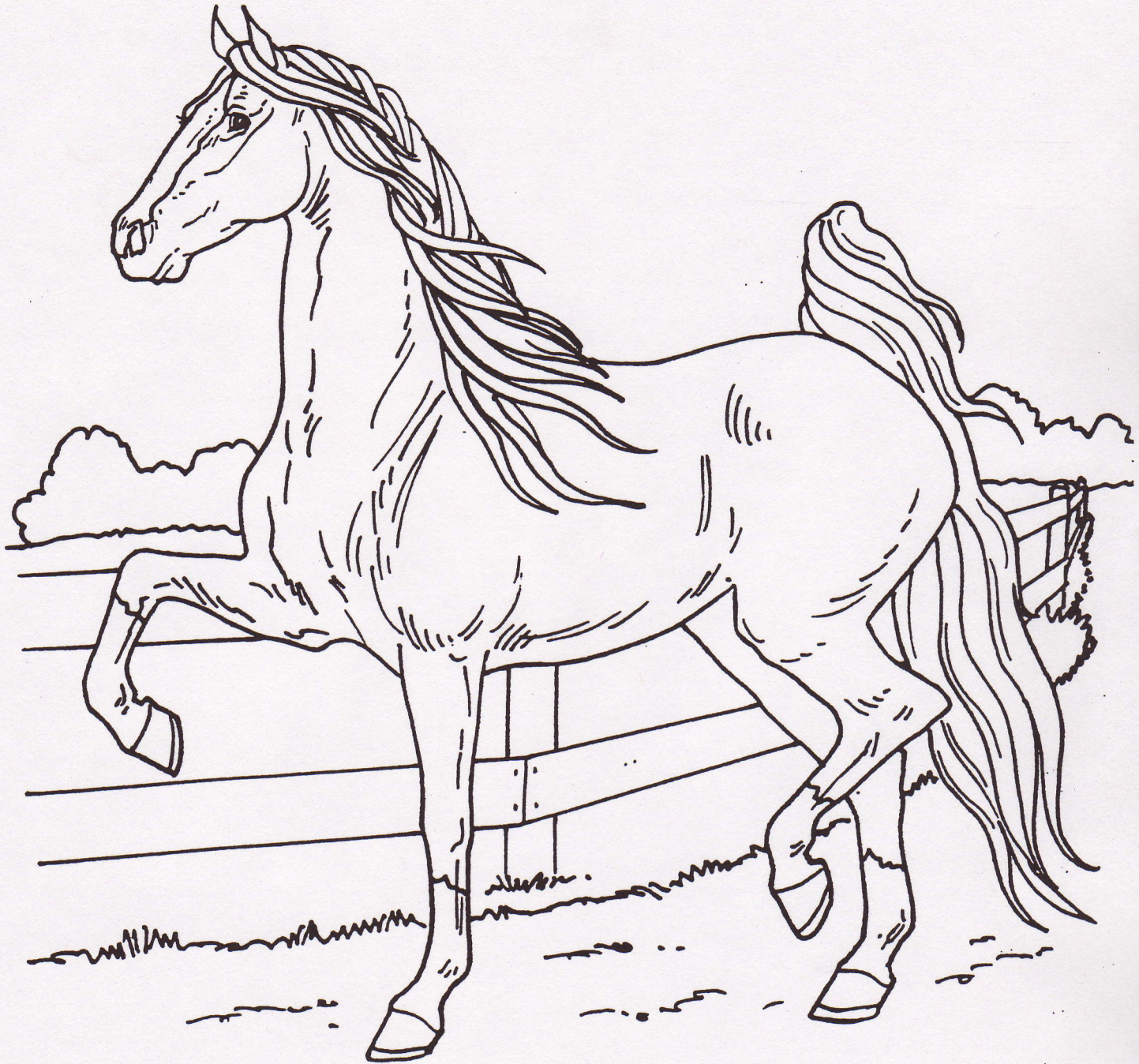
horses. Be sure to request correct leads. After each gait has been exhibited, have the children reverse direction and exhibit their gaits. Once all gaits have been exhibited in both directions, have the children line up and back their horses. Be sure to provide positive guidance to each participant.

VIII. GOING BEYOND...

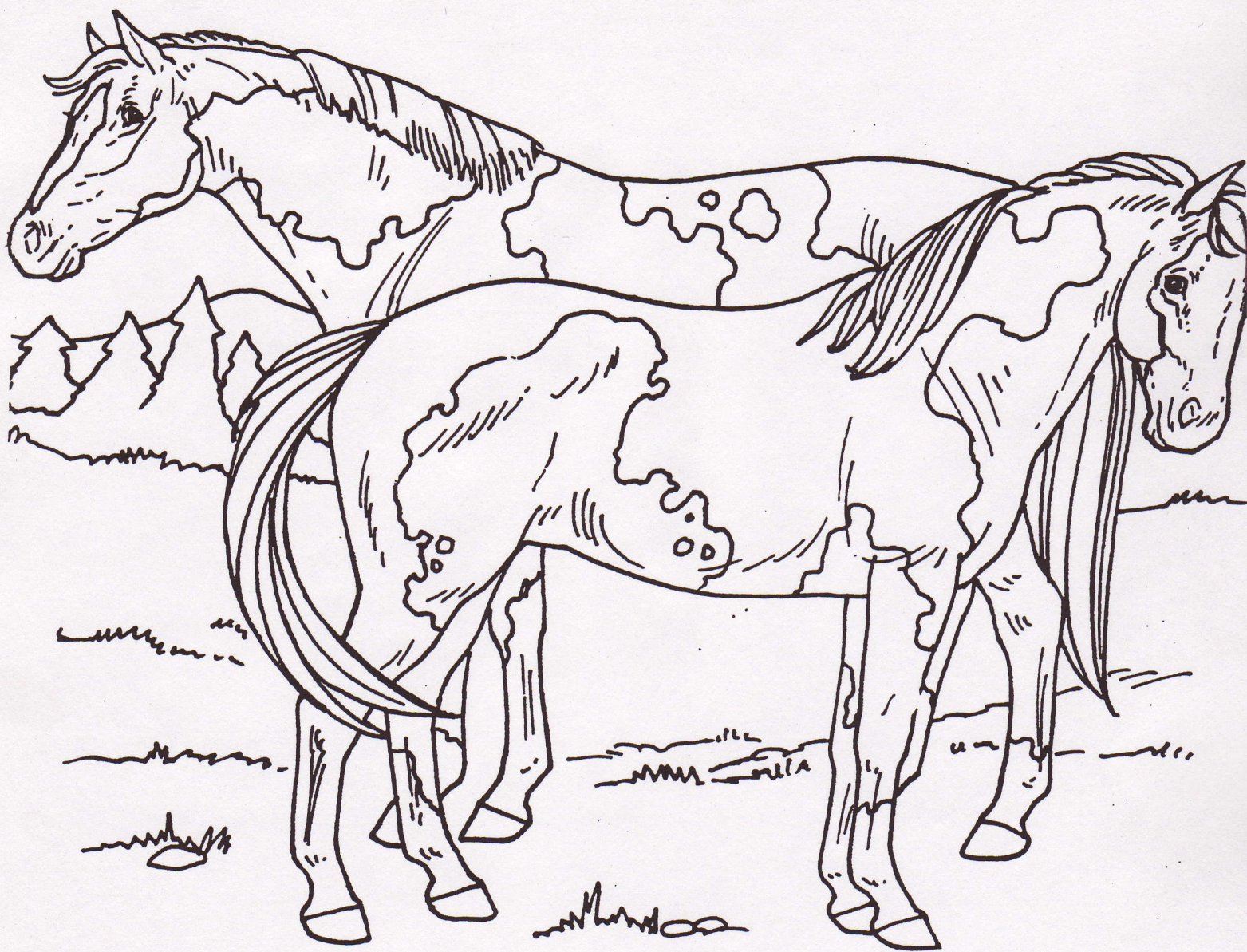
Play Simon Says. In this game all of the actions are gaits and movement characteristics. Try some of these: walk like a draft horse, run like a race horse, trot like a park horse. (Remember that young children do not like to lose, so leave out the part of the game that eliminates poor listeners.)

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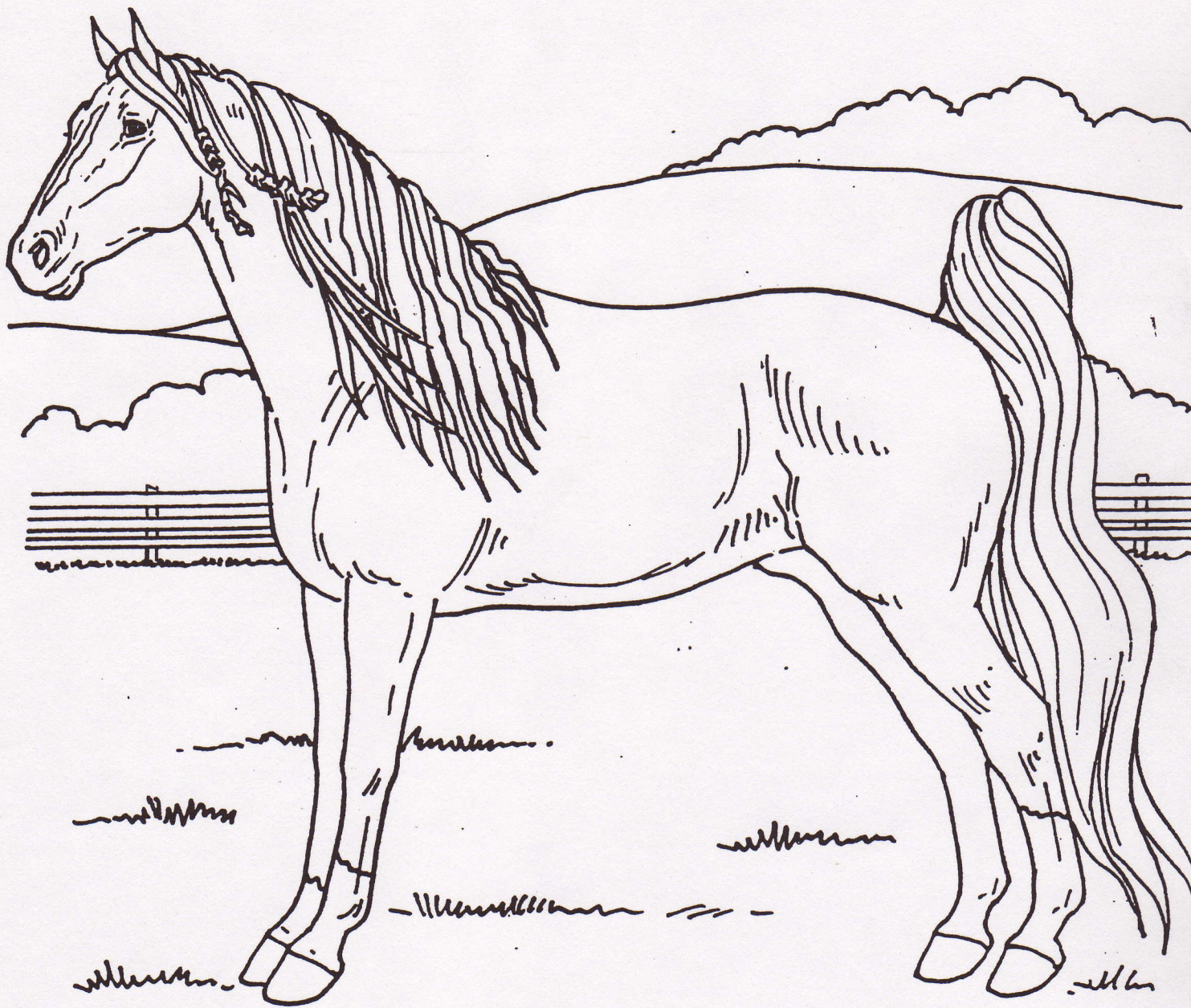




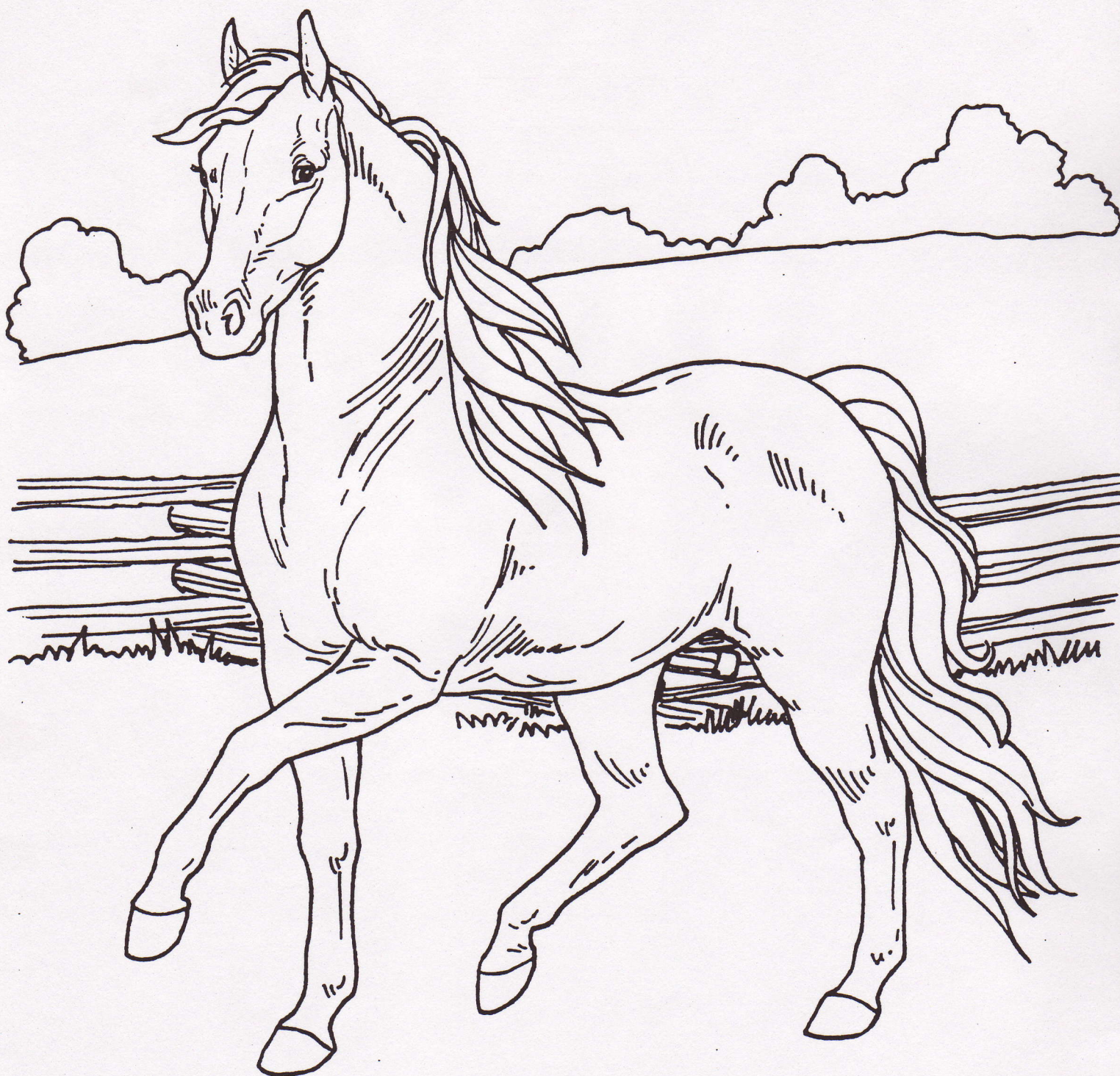
Saddlebred



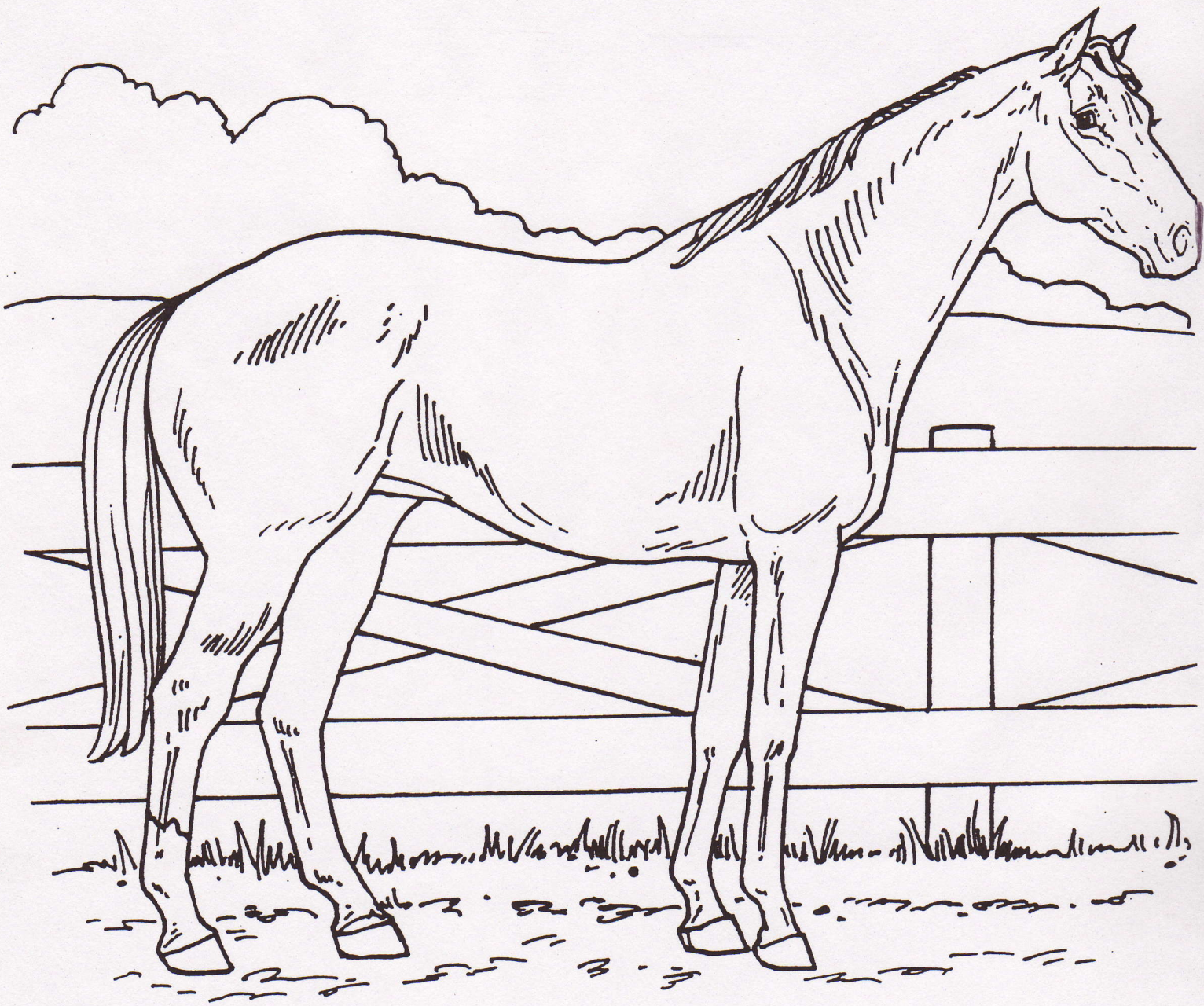
Paints



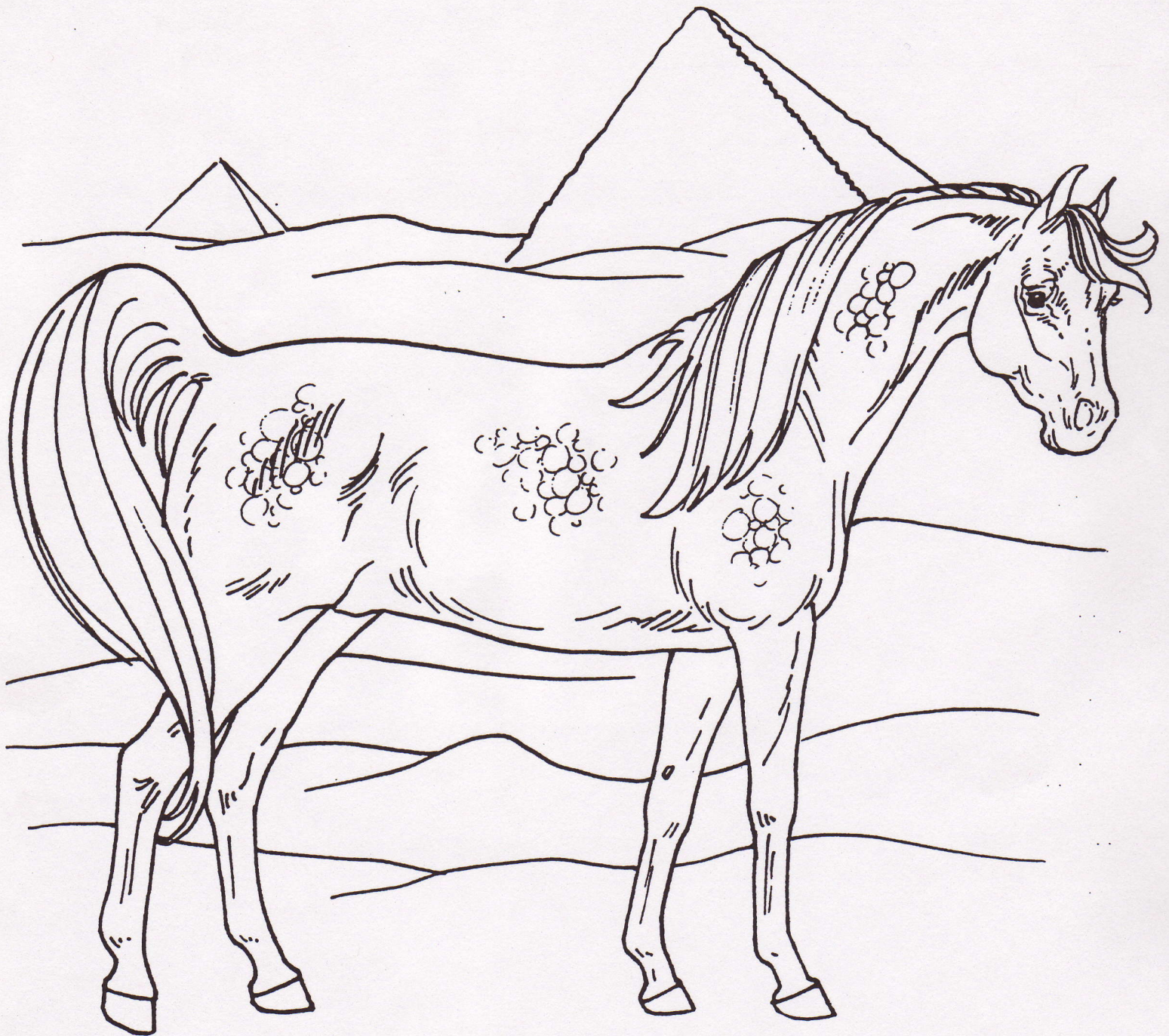
Tennessee Walker



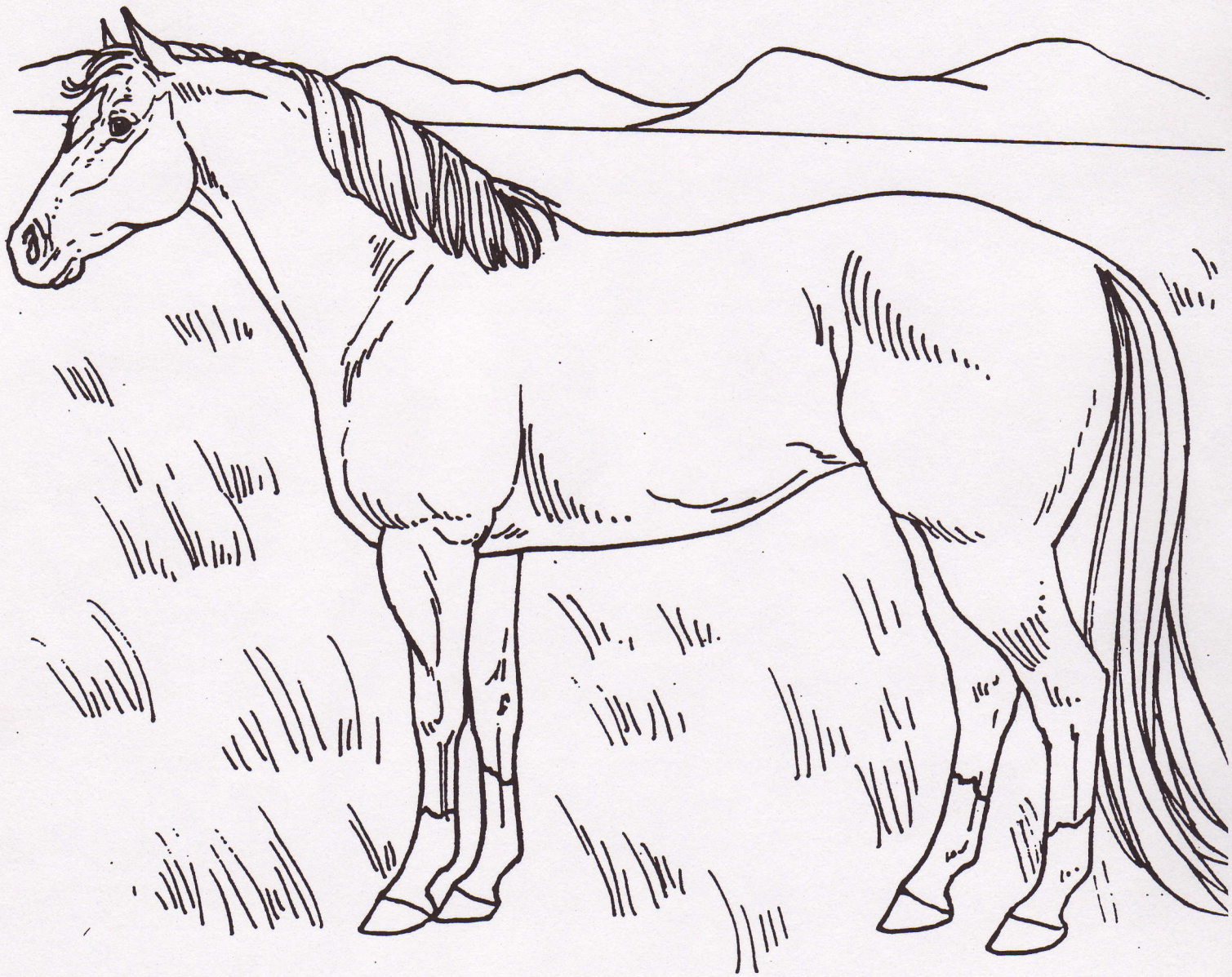
Morgan



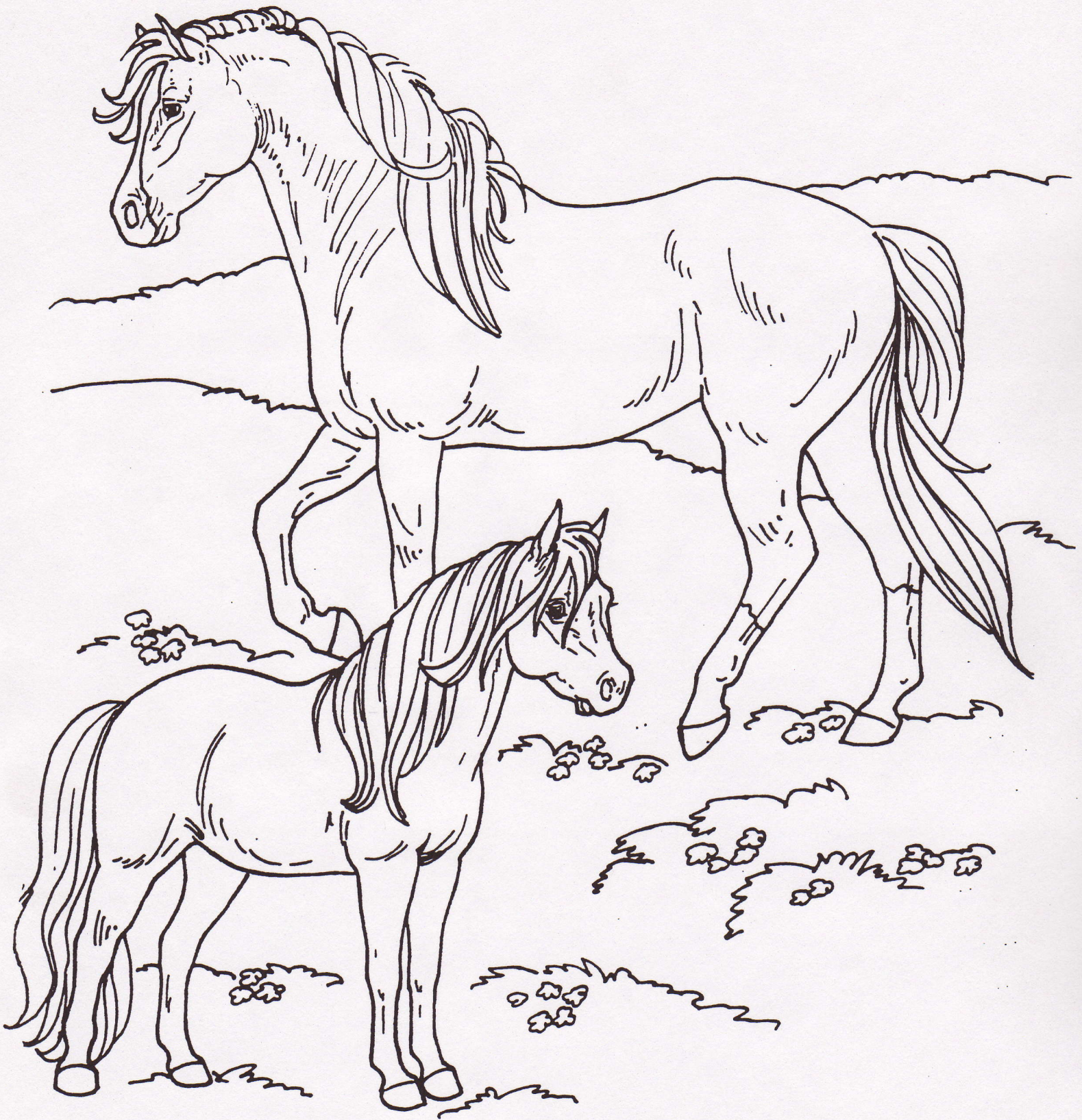
Thoroughbred



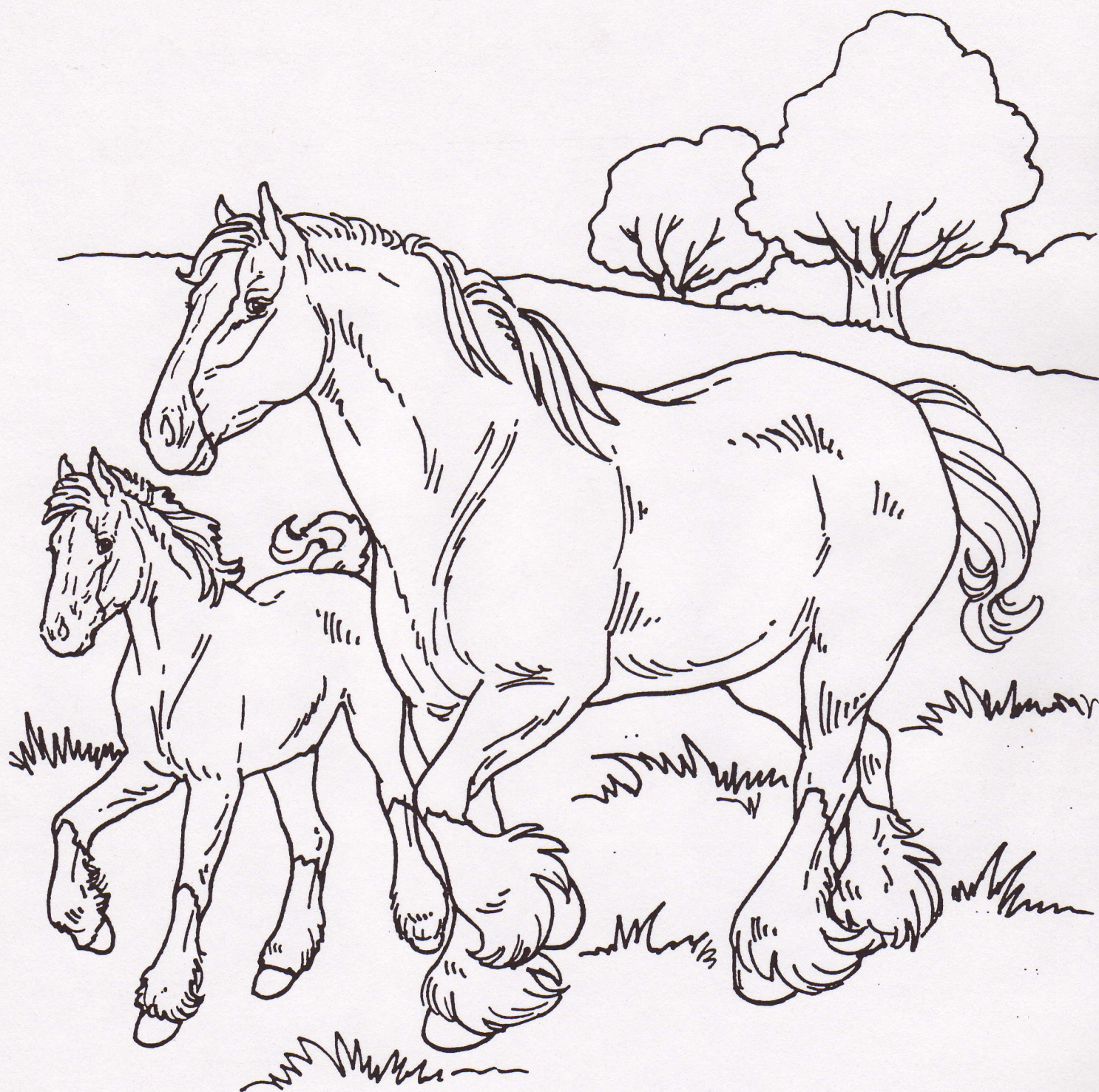
Arabian



Quarter Horse



Welsh and Shetland Ponies



Clydesdales

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.

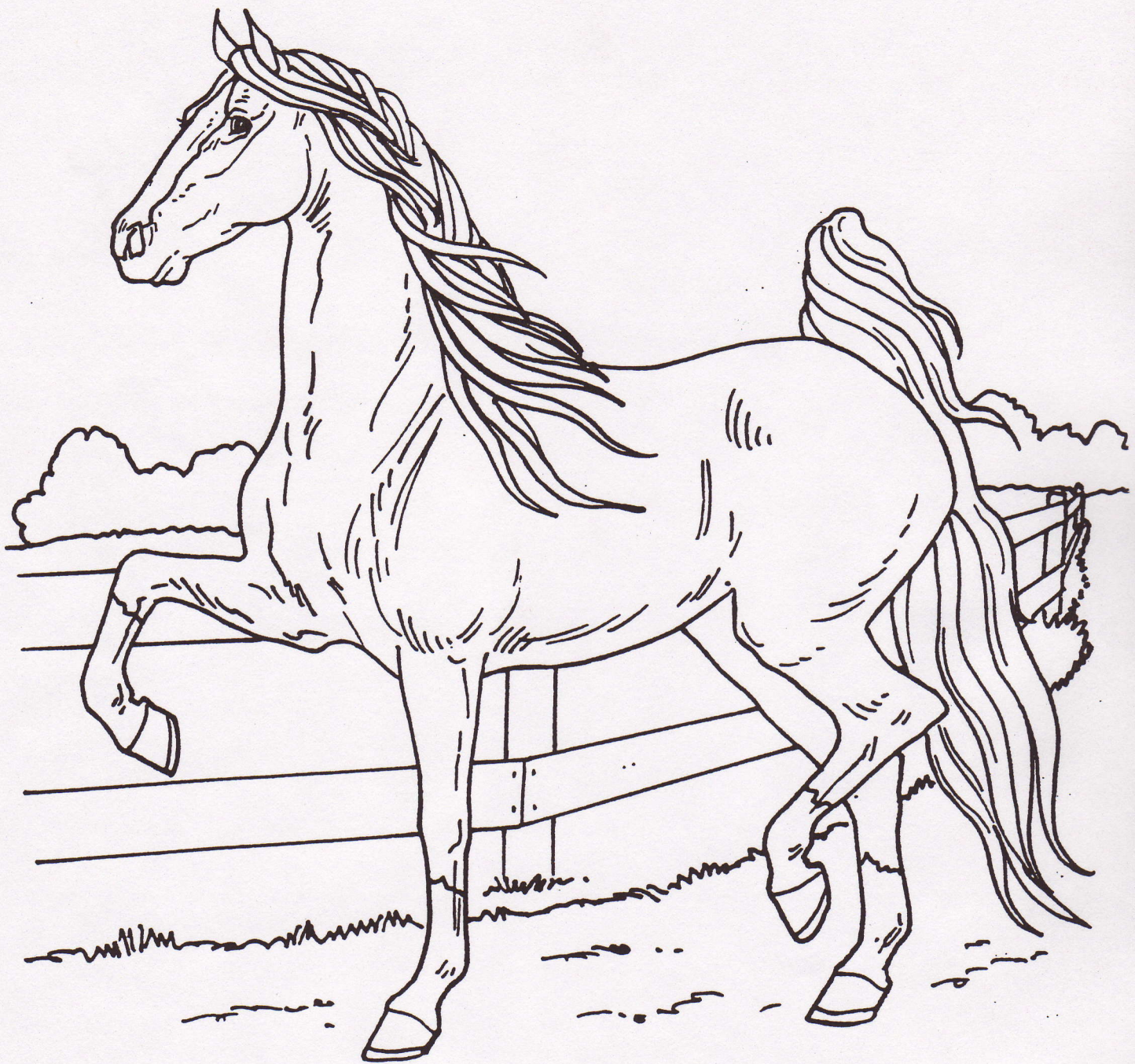
Clydesdale Horses, by Janet L. Gammie
Justin Morgan Had a Horse, by Marguerite Henry
Draft Horses, by Dorothy Hinshaw Patent
Donkeys, by Tessa Potter
The Appaloosa Horse, by Gail B. Stewart
The Arabian Horse, by Gail B. Stewart
The Quarter Horse, by Gail B. Stewart

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Appaloosa



Saddlebred