

# Horse

November 2017

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## Educational Topics

### General knowledge

- Define colt, filly, foal, weanling, yearling, mare, gelding, stallion.
- Understand how horses are measured for height.

### Breeds and registries

- Identify three to five pony, light, sport and draft breeds (12-20 total) within the US and their respective registries.

### Colors

- Identify basic coat colors and facial and leg markings.

### History of the horse

- Understand general evolutionary changes of equids through time.
- Identify differing working and recreational roles of horses through time.

### Selection and use of horses

- Identify common parts of horse's body encompassing the head, neck, fore and hind legs, abdomen, and hindquarter.
- Understand general concepts of conformation and balance.
- Recognize two to three common conformation faults.

### Hoof care

- Identify major parts of the hoof.
- Determine why regular hoof care is important to the health of the horse.



### Equine health and disease

- Assess horse's temperature, respiratory rate, hydration status and heart rate.
- Identify symptoms of a sick, injured or unwell equid that would require medical attention.
- List three to five diseases or conditions that affect horses.
- List two to three vaccines horses receive annually (core or risk-based).

### Tack and equipment

- Identify parts of an English (hunt seat, cutback and dressage) saddle and Western saddle, and appropriate bridles.
- Understand difference between curb and snaffle bits and identify one to two examples of each.

### Nutrition and feeding

- Understand differences between forage and concentrates and their role within an equine diet; provide two examples of each.
- Identify physical qualities of hay indicating poor or high quality.
- List basic rules and guidelines of feeding horses (i.e., amount of minimum vs. recommended forage intake per day).

### Responsible horse ownership

- Understand the needs of the horse from an owner.
- Identify basic, minimum care standards for horses and other equids.

### Horse behavior

- List horse's senses and associated structures.
- Understand horse's ability to process information and apply to maneuvering around horses safely.
- Discuss horse as a prey animal and role of herd in innate behavior.

## Educational Contests

### Horse judging

- Youth should be able to accurately place halter and performance classes in accordance with the Tennessee 4-H Horse Championships Handbook in practice and at county, regional, open state contests.
- Youth should be preparing and delivering simple sets of oral reasons to accurately reflect placing decisions in practice and at county, regional and open state contests.

### **Hippology**

- Youth should be comfortable completing a 35-question written exam, 25-slide identification phase, and judging two classes of performance and/or halter classes in accordance with the Tennessee 4-H Horse Championship Handbook.
- Youth should be studying above outcomes in preparation for contests at the county, regional and state levels.

### **Horse Bowl**

- Youth should be studying above outcomes in preparation for a quiz game show-style contest in accordance with the Tennessee 4-H Horse Championships Handbook for contests at the county, regional and state levels.

### **Public speaking**

- Youth should practice preparing and delivering speeches to county agents, volunteers and/or other adult or youth leaders on content outcomes listed above in accordance with the Tennessee 4-H Horse Championships Handbook.

### **Individual presentation**

- Youth should practice preparing and delivering individual presentations to county agents, volunteers and/or other adult or youth leaders on content outcomes listed above in accordance with the Tennessee 4-H Horse Championships Handbook.

### **Team presentation**

- Youth should practice preparing and delivering team presentations to county agents, volunteers and/or other adult or youth leaders on content outcomes listed above in accordance with the Tennessee 4-H Horse Championships Handbook.

For youth participating in riding activities or showing, the following concepts should be mastered in accordance with years in project, but are not considered mandatory.

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