

KEEP Horseless (HL) Elements Requirements

Who is the Horseless (HL) Project designed for?

Any youth interested in learning and experiencing more about horses within the format of a 4-H club but unable to bring a horse to the Kent County Youth Fair.

- * Youth may or may not have access to a horse
- * Youth may or may not be able to ride
- * Youth may or may not be working toward the mounted project

Youths benefiting from Horseless Project: first year in Horse Project; safe show horse unavailable; financial constraints; personal or family choices; project horse unable to go to Fair; away at collage; riding discipline not included in 4-H Rule Book; more siblings than horses available

Goals:

- * Provide a quality Horseless Project for Kent County 4-H members:
- * Equine learning advancement opportunity for 4-H members unable to bring a horse to Fair.
- * Consistent project materials that can be graded and scored.
- * Preparation of Horseless Project member for a possible future mounted horse project.
- * Allow for and encourage hands on opportunities if available.
- * Provide a project that is self-directed by member or member/parent.
- * Provide a project that will still be of interest if duplicated year after year.
- * Create a consistent, workable and manageable project at the leader level.
- * Flexibility of element portion will allow for various resource options a non-mounted member may or may not have to complete elements.

Enrollment Requirements:

- * 4-H age of 9 – 19.
- * State enrollment through Extension office – deadline for new enrollments, May 1.
- * Horseless Declaration and fee due at appropriate deadlines.

KEEP Horseless Guidelines:

- * Horseless Project consists of three divisions: Novice, Junior, and Senior.
- * HL Novice Elements are the minimum completion division for first year HL Project member.
- * HL Junior and Senior elements may be completed in order as HL Project member desires.
- * When HL Project member becomes mounted member, the riding level will be determined by completion of appropriate riding level pattern.

Project Requirements: 2 separate books

- * KEEP Project book (age-appropriate) except purchases and show record.
 - o Information in the KEEP Project Book should reflect an actual horse or pony that the 4-H member has “adopted.”
 - o The “adopted” horse/pony must be an actual animal. *Imaginary horses are not acceptable.*
 - o The 4-H member should interview the owner of the horse s/he has selected and use the information obtained to complete the appropriate sections of the book.
- * KEEP Skills Evaluation except mounted abilities included with the KEEP Project book as instructed.
- * Horseless Project Elements will be considered the member’s “project”.
- * Combine the KEEP Project book and Horseless Element Reports into ONE book.
 - o Put the Horseless Element Reports BEHIND the KEEP Project book.

KEEP HL JUNIOR ELEMENTS

- * **Junior Members:** Choose four (4) elements from the Junior section topics.
 - o Each element must be from a different topic area.
 - o An extra credit element may be selected from the Design and Create Topic.
 - o Each element needs to be submitted in the member’s Project Notebook except where noted.
 - o Use various methods when completing each element: captioned pictures, documented photo display, personal drawings, written form, video, CD, etc.
 - o Any copied article or copied research will not be accepted.

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HEALTH & CARE

- ✿ Describe or show proper hoof care maintenance for a horse shod with bar shoes
- ✿ Describe or show how to determine the difference between poor quality grain/hay and good quality grain/hay
- ✿ Describe or show three different vaccines/immunizations a horse could receive in the spring and their benefits
- ✿ Develop a diorama of a working barn able to house 6 horses
- ✿ Describe or show how to groom a horse prior to a sales presentation
- ✿ Draw and describe your fantasy horse. Include: breed; color & markings by name; size, age & gender; performance level; personality
- ✿ Develop a yearly budget for housing a horse on your own facility
- ✿ Describe or show what an equine dentist will do for a young horse prior to carrying a bit. Include info on molar caps
- ✿ Show the difference between several examples of both unsafe and safe fencing and gates
- ✿ Describe or show the difference between a blemish & unsoundness. Name one of each that would keep you from purchasing that particular horse. Explain why

HANDLING & SAFETY

- ✿ Describe or show how to groom a horse safely and how to use cross ties. Include clipping the bridle path
- ✿ Describe or show how to correctly approach and halter a horse in a pasture. Include how to lead horse safely out through gate
- ✿ Describe or show how to lunge a horse: walk, trot, canter, and halt.
- ✿ Describe or show how to safely approach and halter a mare and foal in the pasture
- ✿ Describe a riding lesson and how it was different from a previous riding lesson. Establish a goal for a lesson in the future
- ✿ Compare how two different horses you know handle when being led. Include their ground manners, abilities and any ground training.
- ✿ Describe or show five ways a horse will defend itself in the wild. Explain how each of these behaviors are dangerous to man?
- ✿ Describe or show the differences between how you would saddle a horse up: Western as opposed to English.
- ✿ Develop a poster showing both the unsafe and safe positions a person can stand around a horse. Include why.

BREEDS & DISCIPLINES

- ✿ Select two different breeds. Compare conformation differences between the two breeds. Include breed standards.
- ✿ Give a brief history of one breed in each of the following categories: ponies, light horses & draft horses.
- ✿ Select one specific discipline (dressage, reining, driving, team penning, endurance, etc.) & provide a detailed history through current trends for that discipline. Include topics such as: training, equipment, scoring, purpose, goals, etc.
- ✿ Name and describe five different pieces of training equipment that could be used for the entire ground training process of a young horse.
- ✿ Explain how to fit a saddle to a long backed & a short backed horse. Explain how to fit a saddle to a wide backed & a narrow backed horse.
- ✿ Describe or show the difference between a collected and an extended gait. Describe at least one misconception with both.
- ✿ Select a breed registry. Research registry numbers: foals, within Michigan, USA & foreign registry members, etc.
- ✿ Select a breed registry with a national web site. Provide a brief evaluation of the web site's value for a new horse owner or first time breed owner. What improvements would you suggest to the web master?
- ✿ Select one foreign breed association and research their history and requirements for registry. Include how registering a horse or using it for breeding purposes might be different than breed registries in the US.
- ✿ Select what would be the hardest class for you at a show. *You have just won that class!* Describe in detail what your ride was like and why the judge selected you as the winner.

CAREERS & EDUCATION

- ✿ Volunteer 6 hours at a local equine facility or event. Document your hours & what you learned or observed.
- ✿ Attend a local horse show. Interview the ringmaster and a parent of an exhibitor. Document your interview. Select questions prior to the interview & include them in your element.
- ✿ Read & evaluate a book on horse care. Was it informative, easy to understand without owning a horse? What was the most interesting thing you learned?
- ✿ Make a list of possible jobs relating to horses. Which ones have the greatest and least opportunity to make an acceptable income? Job shadow for a day someone working in a horse related field. Document your observations. What did you learn new about this job?
- ✿ Tour a breeding/training farm. Document your observations. What did you learn about this facility? What suggestions would you have for the farm owners?
- ✿ Collect 6 different pictures of 6 different horses within the same breed & place them as if they were in a halter class. Explain your reasons. Would your placing's be different if it was a mare class, stallion class or gelding class? Why or why not?

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- * Read a current monthly horse magazine. Evaluate the overall variety of the magazine articles.
- * Attend a clinic, seminar or educational event that is horse related. What did you learn?
- * You are now a 4-H Horse Leader for a new Kent County 15 member club. Design a series of winter meetings for your new club.

DESIGN & CREATE (extra credit)

- * Make flash cards for at least 20 pieces of tack or equipment, or colors, or markings
- * Write a children's book featuring either a carriage horse or a captured wild mustang
- * Design a game that can be used to teach the parts of a horse
- * Write a short story with yourself as the main character and a fantasy horse
- * Create a photo study of a selected topic. Ex-grazing horses, herds, ponies, working horses, foals, etc.
- * Draw a horse scene using paints, charcoals, pastels, pencils or ink
- * Design a farm logo that can be used for signs, stationery, stall plaques, etc.

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Element # _____ Cover Sheet

(Make additional copies of this cover sheet as needed)

Member Name:		Phone #	
Club Name:			
Leader Name:		Leader Phone #	
Novice	Junior	Senior	
Element Topic			

Independent Study Element (Juniors/Seniors Only)
Leader Signature
EC member Signature

List all Resources used for the completion of this element
Resources include: web sites, books, articles, people, clinics, or seminars, club meetings, tours, event attendance, personal experience, etc.

Judge's Comments:
Judge's Signature & Date

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ELEMENTS SCORE CARD

Element #1	Score Possible	Score Achieved
PRESENTATION: NEATNESS AND CREATIVITY	10	
ACCURACY: INFORMATION AND COMPLETION	10	
RESEARCH: Diversity, Relevance and Resources	10	
Element #2		
PRESENTATION: NEATNESS AND CREATIVITY	10	
ACCURACY: INFORMATION AND COMPLETION	10	
RESEARCH: Diversity, Relevance and Resources	10	
Element #3		
PRESENTATION: NEATNESS AND CREATIVITY	10	
ACCURACY: INFORMATION AND COMPLETION	10	
RESEARCH: Diversity, Relevance and Resources	10	
Element #4		
PRESENTATION: NEATNESS AND CREATIVITY	10	
ACCURACY: INFORMATION AND COMPLETION	10	
RESEARCH: Diversity, Relevance and Resources	10	
Required Elements Total Points	120	

Extra Credit Element		
PRESENTATION: NEATNESS AND CREATIVITY	10	
ACCURACY: INFORMATION AND COMPLETION	10	
RESEARCH: Diversity, Relevance and Resources	10	
Extra Credit Total Points	30	

HL Elements Total Points (Required + Extra Credit)	150	
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Questions about this score can be directed to _____

Comments from judge: