

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 NOVICE ELEMENTS

- * **Novice Members:** Choose three (3) elements from the Novice 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 HL 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 cleaning prior to riding
- * Describe or show how to safely feed and water a horse in a stall; in a pasture
- * Describe or show three things the vet should do when seeing a horse in the spring
- * Develop a diorama of a safe box stall or run-in. (Turn in with notebook)
- * Describe or show how to groom a horse in the spring during shedding season
- * Draw and describe your fantasy horse. Include: breed, color, markings, size, age, gender, name, personality, and training.
- * Determine the cost of hay and grain in your area from two different sources; name both of your sources
- * Describe or show what you can expect from an equine dental exam and procedure
- * Describe or show what is needed for fencing and gates to be considered safe for housing horses
- * Describe or show an injury leading to a scar that would affect how the horse moves

HANDLING & SAFETY

- * Describe or show how to safely groom a horse. Include tying and the use of a manger knot
- * Describe or show how to correctly approach a horse in the stall; put on a halter & safely lead out through stall door.
- * Describe or show how to safely lead a horse over several poles on the ground
- * Describe or show both safe and unsafe areas to stand while holding the lead rope of a horse. Explain why each area is either safe or unsafe.
- * Explain how to adjust a bridle, saddle and stirrup length for both the horse and the rider
- * Describe or show a riding lesson and what you learned
- * Compare how two different horses you know lead. Include their ages and level of ground training
- * Describe or show three ways a horse will defend itself in the wild. Explain how each of these behaviors is dangerous to man
- * Describe or show where to stand and how to put a bridle and saddle on a horse
- * Describe or show how to correctly store a bridle, saddle and halter

CAREERS & EDUCATION

- * Volunteer 4 hours at a local equine facility or event. Document your hours and what you learned or observed
- * Attend a local horse show. Interview an exhibitor and a worker. Document your interview. Select questions prior to the interview & include them in them in the notebook.
- * Read a book on horse care. Evaluate the book. 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 would you need further schooling after high school? Which ones could you remain in this area? Which ones would you need to relocate?
- * Tour a breeding or training farm. Document your observations. What was the most fun? What seemed to be the hardest thing for the farm owner?
- * Collect 4 pictures of 4 different horses within the same breed and place them as if they were in a halter class. Explain your reasons
- * Read a current monthly horse magazine. Briefly summarize the article that stands out to you the most
- * 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 10 member club. Design two winter meetings for your club
- * Interview a farrier, an equine dentist **or** an equine chiropractor. What are some interesting things about their profession?

BREEDS & DISCIPLINES

- * Select one breed and describe basic conformation about that specific breed
- * Compare the size and weight differences for ponies, light horses and draft horses
- * Select a riding discipline (dressage, reining, jumping, etc.) and give a history and purpose for that discipline. Include specific equipment needs.
- * Select two pieces of training equipment and describe both the correct and incorrect usage of each
- * Describe or show the difference between a lope, canter, gallop and run
- * Select a breed registry that does not allow for certain colors or markings. Define the colors or markings not allowed.
- * Select a breed registry & research the cost of individual membership, cost of farm membership & cost for transferring registration papers, etc.
- * Write a short story or report about your favorite horse breed. Include why this is your favorite breed
- * Select your favorite class at a show & describe what the judge would be looking for in the winner of that class. Design & describe the perfect horse for that class.
- * Make a set of 10 flash cards showing 10 different breeds

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DESIGN AND CREATE (extra credit)

- * Design a horse related greeting card for a friend's birthday
- * Write a short story with yourself as the main character and a fantasy horse
- * Design a horse related stamp featuring either a famous horse or a horse you personally know
- * Write a young children's book featuring a short, fat pony and one other animal of your choice
- * Take a series of photos of a horse you enjoy spending time with or watching. Describe the horse you have chosen
- * Draw using either paints, charcoals, pastels, pencils or ink a horse scene
- * Design a 4-H club banner that can be hung at your barn at Fair
- * Select a theme. Then make a collage of pictures you have collected representing your selected theme

2016 HL NOVICE

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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	
Required Elements Total Points	90	

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)	120	
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Questions about this score can be directed to _____

Comments from judge: