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

<table>
<thead>
<tr>
<th>Home</th>
<th>Trees</th>
<th>Fence</th>
<th>Stall</th>
<th>Parents' Corner</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

- Help Your Child Write What They Found

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22
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.