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 college; 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.
  - Information in the KEEP Project Book should reflect an actual horse or pony that the 4-H member has “adopted.”
  - The “adopted” horse/pony must be an actual animal. Imaginary horses are not acceptable.
  - 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.
  - 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.
  - Each element must be from a different topic area.
  - An extra credit element may be selected from the Design and Create Topic.
  - Each element needs to be submitted in the member’s Project Notebook except where noted.
  - Use various methods when completing each element: captioned pictures, documented photo display, personal drawings, written form, video, CD, etc.
  - Any copied article or copied research will not be accepted.
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?
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.

DEPARTMENT & 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.
**Element # _____ Cover Sheet**

(Make additional copies of this cover sheet as needed)

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<th>Member Name:</th>
<th>Phone #</th>
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<tr>
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<td>Leader Name:</td>
<td>Leader Phone #</td>
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<td>Junior</td>
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**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
## ELEMENTS SCORE CARD

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### Required Elements Total Points

| Required Elements Total Points | 120 |

### Extra Credit Element

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### Extra Credit Total Points

| Extra Credit Total Points | 30 |

### HL Elements Total Points (Required + Extra Credit)

| HL Elements Total Points (Required + Extra Credit) | 150 |

Questions about this score can be directed to _____________________________________________________

Comments from judge:

Horseless Junior Elements-cmr Page 5 of 5