

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 29

A Horse of My Own

Unit:
ANIMAL SCIENCE

PRECEPTS

- H. Social Growth
 - H1. Acknowledge that differences exist among people



Lesson Type:
Large Group

NATIONAL STANDARDS

NL-ENG.K-12.6 Applying Knowledge

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Distinguish horses from other livestock.
2. Identify basic facial markings on





TIME

Instruction time for this lesson: **20 minutes.**



RESOURCES

Horse Facial Markings

<http://www.dummies.com/WileyCDA/DummiesArticle/Identifying-Horse-Parts-and-Markings.id-3335.html>

Horse Facial Outline

<http://copyservices.tamu.edu/clipart/clip02/index.html>



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ pictures of horses and other farm animals
- ✓ PALS.29.AS.A – 2 per student
- ✓ PALS.29.AS.B – 1 per student
- ✓ scissors
- ✓ markers
- ✓ stapler
- ✓ shredded newspaper
- ✓ yarn
- ✓ glue
- ✓ 3-foot-long dowel rod or yardstick



KEY TERMS

The following terms are presented in this lesson and appear in ***bold italics***:
facial markings

INTEREST APPROACH



Do you ever play with rocking ***horses***, stick ***horses*** or imaginary ***horses***? Lots of people are fascinated with ***horses***, but what makes them so exciting?

Anticipated Answers: They are in books and movies, etc.



Let's think about all of the famous ***horses*** you can recall. Black Beauty is only one of the famous examples that come to mind.

Either write down a list or discuss the famous **horses** you can think of. More examples include Secretariat and Flicker.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Distinguish horses from other livestock.



All of these famous **horses** have similarities, but what characteristics distinguish **horses** from other animals?

*Show the photographs you brought of **horses** and other animals and assist your mentee in comparing them. Look for the following characteristics.*

I. Characteristics of **Horses**

- A. Distinguished by their face and body shape.
- B. Possess hair running down their neck, which is called a mane.
- C. Have distinguishing markings on their face and legs.



If you had a **horse**, what would it look like?

*Present PALS.29.AS.A and assist your mentee in drawing the characteristics on both **horse** heads.*



Let's draw the head of a **horse**, what features do ALL **horses** have?

Anticipated answers: eyes, ears, nostrils and mane.

OBJECTIVE 2. | Identify basic facial markings on horses.



All **horses** have the same facial features, so what makes them look different from one another?

Anticipated Answers: Color and markings.

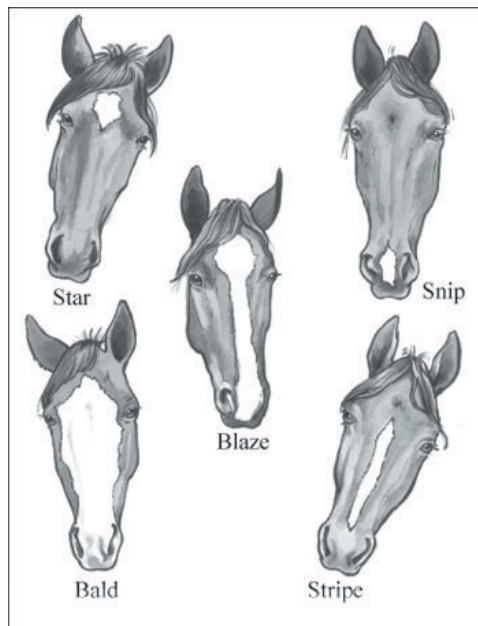


Many **horses** have distinguishing markings on their heads. These not only make them look neat, but they also help in identifying the **horses**. Let's take a look at a few **facial markings**.

Present PALS.29.AS.B for your mentee to complete while you go over the following steps.

II. Identify **Facial Markings** on **Horses**

1. Star
2. Snip
3. Blaze
4. Bald
5. Stripe



What **facial markings** would you like to have on your **horse**?

*Help your mentee draw his or her horse's chosen **facial markings**. Cut both **horse** heads out so that you can glue them together, leaving a hole at the base of the neck to stuff the head with newspaper and to insert the stick for the completion of the stick **horse**.*



Now that you have drawn both **horse** heads, we will make your **horse**. First we need to attach both **horse** heads together, back-to-back.



Next we will add a mane.

Help your mentee glue on yarn for a mane.



Finally we will stuff the head with the newspaper and attach the **horse's** head to the stick. You may need to use tape to make it sturdy.

*During this time, you could talk about how you would care for a real **horse**. Sample topics include feeding, watering, providing proper health care and trimming its feet, etc.*



It's time to take a ride! Talk to your mentee about mounting and riding a real **horse**, and compare that to their experience riding a stick **horse**.



REVIEW / SUMMARY / EVALUATION

*Use the Dickens Moment to review what you have learned about **horses** today.*



Today you have become an expert on **horses**; I can't wait to hear about what you have learned. Take three minutes and write a story about what you learned today.

APPLICATION



Large Group Suggestion: *Have a community member bring in a **horse** and demonstrate how he or she cares for it.*



Continued One-on-One Discussion/Activity: *Discuss how **horses** are used in professions such as agriculture and law enforcement.*



EVALUATION

Have the student draw a *horse* with *facial markings*, and have them label the parts that distinguish *horses* from other animals.

ANSWERS TO EVALUATION:

Answers will vary, but look for the following characteristics:

Characteristics of *Horses*

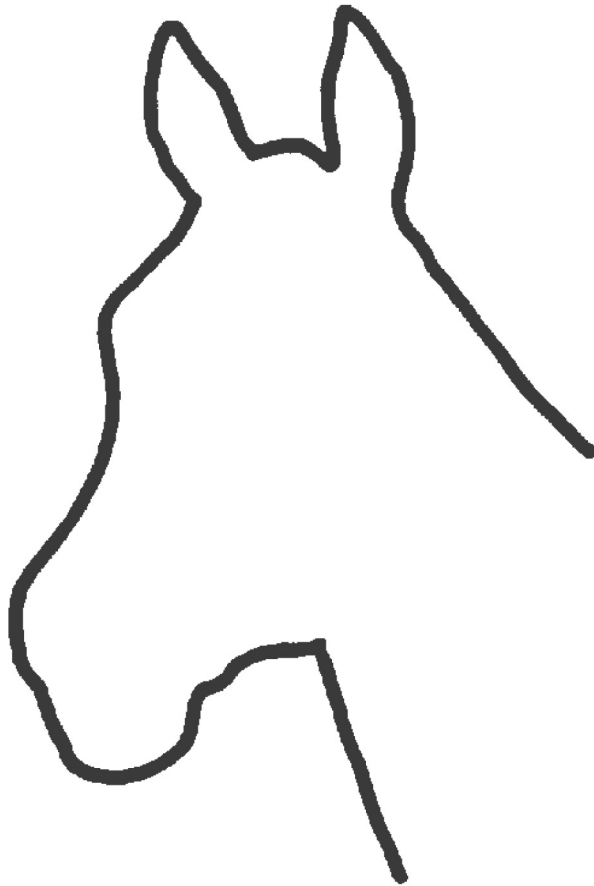
Distinguished by their face and body shape.

Possess hair running down their neck, which is called a mane.

Have distinguishing markings on their face and legs.

- ***Facial Markings***: Star, stripe, snip, bald and blaze.

PALS.29. AS.A



PALS.29. AS.B

Facial Markings

Directions: Label the facial markings on the horses.

