

LESSON 2

A Horse Training Center

South Carolina Standards Addressed in This Program

Note to Teacher: *The following standards are directly addressed in the content of this video. However, this program is appropriate for grades K-12 and can be used in many ways in the classroom. Additional standard correlations are listed in parentheses following each Discovery Activity.*

Social Studies Standards

Grade K: III.K.7.1; IV.K.11.1
Grade 1: II.1.2.2; IV.1.11.1
Grade 3: IV.3.14.4
Grade 4: IV.4.11.1

Science Standards

Grade 1: IV.B.1
Grade 3: IV.B.1.b, d, e, and f

ELA Standards

Grade 7: I.F
Grade 8: I.E

Discovery Description

At the horse training center, students are taught to ride horses. They should sit deep in the saddle, as if they are sitting on their back pockets. Riders guide and control the horse with their legs instead of their arms. Balance is very important in learning to ride properly.

Training a horse to pull a buggy is best done when the equipment is introduced slowly. Voice commands of “gee” and “haw,” “come” and “get,” “walk” and “trot” are taught with the touch of a whip. Horses are taught to pull a buggy after they have learned the commands.

A farrier is a blacksmith who works on horses only. The farrier uses a clinch, cutter, pullers, hoof knife, nippers, and a raft to shoe horses.

An equine veterinarian is a horse doctor. He uses stocks to physically restrain the horse while he is working on it. He does an ultrasound on a pregnant horse. His assistant diverts the horse’s attention while it is being examined. The vet also cuts off sharp points on the horse’s teeth. First, he rinses the horse’s mouth and then he holds the jaws apart so he can see farther down and get to the teeth. A horse doctor must have a mobile practice so that he can go wherever his patients are located.

The Columbia City Police Department has a mounted horse patrol consisting of nine horses and eight officers. The officers volunteer for this unit, which patrols downtown so officers can have individual relationships with citizens.

Discovery Words

stirrups: A flat-based loop or ring hung from either side of a horse's saddle to support the rider's foot while mounting and riding.

reins: A long leather strap attached to the bit of a bridle and used by the rider to control the animal.

bit: The metal mouthpiece of a bridle.

farrrier: A person who shoes horses.

equine: Characteristic of a horse.

veterinarian: A person trained to treat animals medically.

mare: A female horse.

foal: The offspring of a horse, usually under one year old.

Introducing the Discovery

Note to Teacher: *Appropriate standard correlations are listed in parentheses following each activity. Please note that these standards are not necessarily addressed in the video.*

1. Do any of your students ride horses? Have they had lessons or did they just start riding? What do your students think they would need to know before riding a horse? (**ELA Standards: Grade 3:** III.A.7; **Grade 4:** I.B.15)
2. On the board list the types of jobs associated with horses. The occupations listed will depend on your children's experiences as well as the location of your school's community. Explain that, in this program, they will see some of the many jobs associated with horses. Ask them to watch for these jobs.

Discovery Activities

1. Refer to the list of jobs associated with horses that you made before the program. Were the occupations in the program listed? Add to the list, if necessary.
2. Students can do research on an occupation shown in the program or on one of the other occupations listed on the board. What type of work is performed in this occupation? What training is needed by people who do this type of work? What type of salary is earned? What are the work conditions of this occupation? (**ELA Standards: Grades K-12:** Strand V)
3. Career education is very important at all grade levels. In the elementary grades, the purpose of career education is awareness rather than actual career selection or training. Children need to think realistically about different occupations. They need information about the types of work performed in different occupations, the need for this occupation, the number of people who participate in this type of work, the training needed, and the salary potential for this occupation. Younger children may want to be cowboys as a result of movies and television programs, but this may be totally unrealistic due to the children's location and background. Children need to be practical in their occupational expectations; but, at the same time, they need to be encouraged to strive to reach their highest potential. (**SS Standards: Grade K:** IV.K.11.1 and 3, III.K.7.1; **Grade 1:** IV.1.11.1; **Grade 3:** IV.3.14.4; **Grade 4:** IV.4.11.1; **Grade 7:** I.F; **Grade 8:** I.E)
4. Create a mural of equine career opportunities. Use the ones shown in the program and others researched by students.
5. If possible, invite a farrier or equine veterinarian to talk to students. A regular veterinarian could discuss not only his/her work but could also talk about the care of pets and the responsibilities of pet ownership. (**ELA Standards: Grade 1:** II.B; **Grade 3:** II.A; **Grade 4:** II.A and B; **Grade 5:** II.A and B, III.E; **Grade 6:** II.B, III.F; **Grade 7:** I.F; **Grade 8:** I.E, II.A.1, III.C; **Grade 10:** II.A and C; **Grade 12:** II.A, B, and C; **SS Standards: Grade K:** IV.K.11.1 and 3, III.K.7.1; **Grade 1:** IV.1.11.1; **Grade 3:** IV.3.14.4; **Grade 4:** IV.4.11.1)
6. Study the word "equine." Find other words that use the same root words. (**ELA Standards: Grade 4:** I.A.1 and 2; **Grade 5:** I.A; **Grade 6:** I.A)
7. Read horse stories. ***Black Beauty, Misty,*** and others are classics and should be heard or read by students. Let students find books in the media

center about horses or stories written about horses. There should be books available on all reading levels. (**ELA Standards: Grade 4:** I.B; **Grade 5:** I.B; **Grade 6:** I.B.11; **Grade 7:** I.M; **Grade 8:** I.M)

8. Create an experiment examining the abilities of a horse to pull different weights. How does the introduction of the buggy simplify the work? What simple machines are involved in the horse and buggy system? Invent another device that a horse could use to easily pull a heavy load. (**Science Standards: Grade 6:** IV.B.1.b, IV.B.2.b)