

Skills for Work:
Rural Skills
Intermediate 1

Animal Husbandry:
An Introduction (Horses)



Support Material

July 2006



Scottish Further Education Unit

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Rural Skills: Animal Husbandry: An Introduction (Horses), Intermediate 1

DX0X 10

Introduction

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Reference Section

What are Skills for Work Courses all about?

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience
- reviewing and adapting as necessary
- reflecting after the activity has been completed
- evaluating, self-assessing and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

Opportunities to develop aspects of Core Skills are highlighted in *Guidance on Teaching and Learning Approaches*.

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience
- **specific vocational skills/knowledge**
 - course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

The Course in Rural Skills (Intermediate 1)

Course Rationale

The land-based sector is very diverse and includes a wide number of disciplines that share a common element of being active, practical and mainly based outdoors. The major disciplines that are recognised as land-based by the sector skills council for the area include the following: agricultural crops; fencing industries; land-based engineering industries; production horticulture industries; tree and timber related industries; environmental conservation industries; landscaping industries; agricultural livestock; animal care industries; aquaculture; equine industries; farriery; fisheries management; game and wildlife management and veterinary industries.

There is a very wide range of land-based businesses in Scotland with a great variety of job roles. Changes in rural land use, including the decline and change of traditional agriculture, have created a knowledge gap. Research has indicated that fewer people are likely to contribute to the rural economy and its development unless more individuals are introduced to the possible opportunities in land-based industries in the UK.

This Rural Skills Course has been designed to provide a broad basis for progression into further education and training in the land-based sector. It allows candidates to begin to develop some of the basic practical skills necessary to work in most of these disciplines as well as an opportunity to explore the very diverse employment prospects that exist.

The primary target group for the course is school candidates in S3 and S4. It is anticipated that, for this group of candidates, the course will rely on and build on existing partnerships between schools and further education colleges delivering specialisms in land-based industries. It may also be delivered in conjunction with training providers or employers specialising in the land-based industries. These partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

The course has been designed with a common core that allows candidates to develop an insight into the numerous opportunities for the land-based industries and to develop the basic common skills of the sector. It also allows candidates to choose a route that is related to either animals or plants where they can develop specific basic practical skills in that general category.

The general aims of the course are to:

- widen participation in vocationally-related learning for 14–16 year olds
- allow candidates to experience vocationally-related learning
- provide candidates with a broad introduction to the land-based sector

- encourage candidates to develop a good work ethic including reliability, flexibility and a positive attitude to work
- provide opportunities to develop Core Skills in a realistic context
- encourage candidates to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate candidates to achieve their full potential
- facilitate progression to further education and/or training

The specific aims of this course are to:

- introduce candidates to the various disciplines of the land-based sector
- allow candidates to develop a basic knowledge of a selection of land-based industries and related job roles
- allow candidates to experience an outdoor working environment
- allow candidates to develop an understanding of the very flexible requirements of the individual who works with plants and/or animals
- allow candidates to develop an awareness of health and safety issues that are integral to a career in a land-based industry
- allow candidates to develop the technical knowledge, skills and understanding of some of the commonly used practical skills associated with land-based industries at this level
- introduce candidates to the technical knowledge, skills and understanding of some specific practical skills associated with a selection of land-based industries at this level
- prepare candidates for more focused further learning opportunities, study and training for employment in land-based industries

Unit Outcomes, PCs and Evidence Requirements

Unit Specification: statement of standards

Unit: Animal Husbandry: An Introduction (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Outcome 1

Identify basic characteristics of animals.

Performance Criteria

- a) Correctly identify gender differences of animals.
- b) Correctly identify signs of health of animals.
- c) Correctly identify the breed of animals.
- d) Correctly identify the life stage of animals.

Outcome 2

Assist with the preparation and maintenance of accommodation for animals.

Performance Criteria

- a) Assist in setting up animal accommodation.
- b) Assist in cleaning animal accommodation.
- c) Demonstrate safe working practices.

Outcome 3

Assist with the preparation and provision of food and water for animals

Performance Criteria

- a) Assist in the preparation of appropriate food for animals, following instructions.
- b) Assist in the provision of food for animals.
- c) Provide water in an appropriate manner for animals.
- d) Demonstrate safe working practices.

Evidence Requirements For This Unit

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

Evidence must be gathered in an appropriate context where live animals are kept in work settings or simulated work settings.

For each Outcome, evidence is required in relation to **one** category of animal. The animal(s) can be selected from the following:

- horses
- sheep
- cattle
- pigs
- game birds
- small 'cage' companion mammals
- domestic dogs
- domestic cats

The first section of the assessor observation checklist confirms that the candidate has identified:

- two physical characteristics that allow gender identification
- five signs of good health
- two breeds of the same category of animal (photographic identification is acceptable)
- two life stages selected from young, adolescent, adult, old, pregnant, lactating (photographic identification is acceptable)

The second section of the assessor observation checklist confirms that the candidate has assisted in:

- setting up accommodation for the animal(s)
- cleaning the accommodation for the animal(s)
- preparing food for the animals
- providing food for the animals
- providing water in an appropriate manner for the animals

The item for this Unit contains assessor observation checklists. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

NB Centres must refer to the full Unit Specification for detailed information related to this Unit.

Employability Skills Profile

Employability Skills Profile: Rural Skills (Intermediate 1)

Land Based Industries: An Introduction	= A
Estate Maintenance: An Introduction	= B
Employability Skills for land based industries	= C
Animal Husbandry: An Introduction	= D
Animal Handling: An Introduction	= E
Crop Production: An Introduction	= F
Soft Landscaping: An Introduction	= G

Employability skill/attitude	Evidence
• acceptable time keeping and attendance	C
• understanding roles and responsibilities in the workplace	A
• planning and preparing for work	A, C
• working co-operatively with others	A, C, D, E, F, G
• awareness of efficient resource use	C
• ability to follow instructions	A, B, C, D, E, F, G
• health and safety awareness	B, C, D, E, F, G
• self review and evaluation	A, C
• positive attitude to learning	C

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed below:

Assessment evidence:

- A = Portfolio containing candidate planning and review sheets and assessor checklists
- B = Assessor checklists of practical tasks undertaken
- C = Candidate/assessor review sheets, risk examination log
- D = Assessor checklists and candidate log sheets of practical tasks undertaken
- E = Assessor checklists and candidate log sheets of practical tasks undertaken
- F = Assessor checklists and candidate log sheets of practical tasks undertaken
- G = Assessor checklists and candidate log sheets of practical tasks undertaken

Tutor Support Section

How to use this pack

This pack comes in two sections.

In the first section advice is given to tutors on the following:

- general Guidance on delivery specifically in the context of horses
- signposting of Employability Skills as they occur within the Unit
- guidance on integrating the *Employability Skills for Land-based Industries* Unit as well as generic employability skills, qualities and attitudes throughout the Unit
- advice on where it would be appropriate to collect evidence for the assessment of employability skills
- resource requirements in terms of physical resources and recommended texts or supplementary resources
- a suggested learning programme
- guidance on Learning and Teaching with under 16s

In the second section, student support notes are provided which include the following:


- a general introduction to the content and format of the Unit
- materials relating to the knowledge, understanding and practical skills of the Unit.
- some interactive student activities accompanied by exemplar answers for student referral or tutor use following activity
- some self evaluation/reflection tasks following activities as appropriate
- some worksheets that may support practical activities
- guidance on likely practical activities that the student will be assessed on
- a self-assessment area for students to test their own knowledge and understanding (for use when student is familiar with both all of the practical and knowledge aspects of the Unit)
- revision activities
- a glossary of topic specific terminology for student referral

Tutors should note that this is not designed as a complete teaching pack. The student notes are intended to support the teaching process, give guidance as to the level of knowledge and understanding that is expected and give the student opportunity to reinforce and self-review what they have learnt. They are not designed to be a substitute for practical activity but are a useful adjunct to it. Use of the materials and activities is not mandatory but they will provide centres with a flexible set of materials which can be selected, adapted and used in an order that best suits their situation. Tutors are encouraged to use the materials creatively in ways which will engage the younger student.

You may wish to place the student notes on your own Intranet by downloading this pack from the *Skills for Work* section of the SFEU website www.sfeu.ac.uk. On the web-based version, the hyperlinks are live and there is a link between emboldened terms to the glossary of terms, which may be useful for the learner.

If printing out the student notes, please note that the photographs should be in colour (e.g. to help with breed identification).

The use of textbooks is only appropriate as an introduction to working with horses.

Activities are identified with the  symbol.

Guidance on Delivery of Animal Husbandry: An Introduction (Horses)

It is important that the majority of learning activity takes place involving live horses in either a work setting or simulated work setting. Partnerships with Land-based colleges, training providers or employers are likely to provide the most appropriate settings. Students should experience the proximity of horses, the outdoor working conditions and the associated effects on their senses (smells, dirt, and ambient temperatures).

Students must be under **direct supervision** at all times when carrying out the practical activities of this Unit.

It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment by the centre, particularly identifying any protective clothing and equipment (PPE) that the student may require and any regulations applying to work with horses. Students must be supplied with correctly fitting PPE prior to the undertaking of any of the practical activity.

Centres delivering this learning programme in the context of horses should pay particular attention to the risk assessment of sizes of student groups in relation to the number of supervisors available. A maximum group size of 8 students per supervisor is recommended.

Horse husbandry routines that are undertaken or referred to should all fall within the *Equine Compendium Industry Welfare Guidelines for Horses, Ponies and Donkeys* (DEFRA, 2002).

This document can be downloaded from the DEFRA website:

<http://www.adas.co.uk/equinewelfare/compendium.pdf>

Students should gain an understanding in particular of the horses that they are being asked to work with. The number of horses kept should be sufficient to allow students to be involved with at least three or four different animals and to gain real experience of horse husbandry routines.

In relation to Outcome 1 of the Unit:

For gender (sex) identification, students should be demonstrated where to look for differences in gender under the tail. They should also learn to identify the sheath of geldings and the position of the udder in mares. They should be able to identify where testicles would be situated in a stallion although it would **not** be recommended that a stallion should be handled at this level.

Opportunities for examining animals for health can be taken on a walk around the stable yard.

As many horse yards do not have a variety of breeds, it may be useful for students to become acquainted with common horse breeds using photographic material. Only common horse breeds (up to a maximum of 10) should be examined. However, if the delivery Centre happens to have an unusual breed of horse, it would be acceptable for students to become familiar with that breed too.

The identification of life stage in horses is likely to lead to some discussion of when horses are broken in for riding or driving and the different equine disciplines. This should not be detailed, but should help to put the learning experience in context.

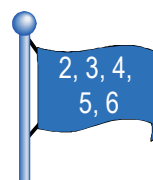
In relation to Outcomes 2 and 3 of the Unit:

These Outcomes should be delivered in the context of daily husbandry routines used on a stable yard under constant supervision. Students should become familiar with the particular system of husbandry of the horses that they are asked to work with. When mucking out stables, straw or shavings beds are ideal but deep litter beds are not recommended. Students should not be asked to muck out and prepare beds in stables where the horse is still there at this level because of the dangers involved.

When preparing food and feeding horses, students should be involved with both the preparation of 'hard' feeds as well as filling hay-nets or haylage nets and tying them up. They should also be involved in ensuring the cleanliness of feeding troughs and water buckets.

It would be useful for all three of the Outcomes to have some classroom theoretical and interactive input prior to undertaking the practical activities. In Outcome 1, initial classroom activities introducing the category of animal, how to recognise gender, appropriate nomenclature for genders and age groups, signs of health, breeds, types and life stages relevant to horses would all be useful. However, it is important to stress the level of this award and it is not appropriate to examine in detail any of these aspects. Classroom activity should be as interactive as possible and the activities in the student support notes may be useful additions to the experiential learning process.

Employability Skills



Signposting of Employability Skills in the Animal Husbandry: An Introduction (Horses) Unit

Throughout the unit students will have the opportunity to develop the following employability skills. Where opportunities to integrate and embed these through the activities suggested in this pack, they are highlighted with a numbered flag as shown above. The numbers corresponding to each employability skill are:

1	Timekeeping and attendance	4	Working cooperatively with others	7	Health and safety awareness*
2	Understanding roles and responsibilities in the workplace	5	Awareness of efficient resource use	8	Review and self evaluation
3	Planning and preparing for work	6	Following Instructions*	9	Positive attitude to learning

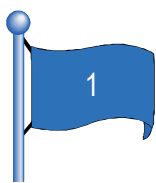
Achievement in employability skills marked with an asterisk* will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills identified, particularly if learning activity encompasses recommendations below.

Integrating the Content of the *Employability Skills* Unit and other generic employability skills

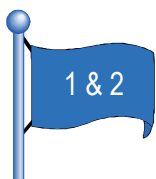
It is important to adopt a delivery approach which emphasises not only vocational skills development but also the development of employability skills and attitudes in this Unit. This could be done by:

- setting particular start times for practical activities
- monitoring the students' ability to follow instructions
- setting incremental targets for students in terms of mock deadlines for given practical activities (once they have developed reasonable competence)
- monitoring the preparation and planning of the students for practical activities
- setting students a task as a group and allowing them to be responsible for the allocation of subsets of tasks to encourage team working
- encouraging students to reflect on their own and group performance regularly
- monitoring the safety awareness of the students when carrying out tasks

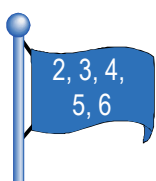
In relation to the *Animal Husbandry: An Introduction (Horses)*, the following examples of learning activity may be appropriate. (Note that some of these activities require the student to have developed some familiarity with the vocational task and the work setting):



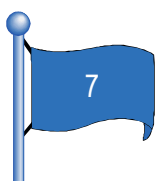
- Set a time target on a task that they have practised such as preparing 'hard' feeds for a group of horses.



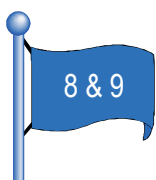
- Set a specific time when students are to be prepared for a given work task, wearing the appropriate PPE and armed with the appropriate tools or aids.



- Instruct a group of students on an overall activity such as mucking out a stable and allowing the group to distribute related activities amongst themselves.

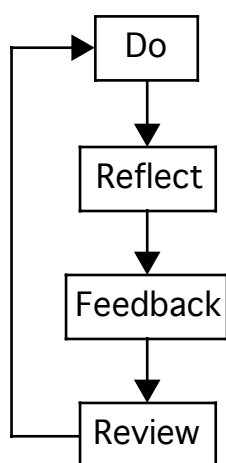


- Students could discuss the hazards for the tasks that they are about to undertake and how they can be minimised.



- Students could be encouraged to participate in self and peer review and evaluation of tasks undertaken.

As much of the activity in this course is practical, group-related and hands-on, it fits well with this simple review model.



Review mode

Generating Evidence and Assessment Opportunities for Employability Skills

In addition to developing the student's employability skills throughout the delivery of the Unit, there are specific opportunities to generate evidence for assessment of employability skills. You should refer to the employability skills profile in the reference section at the front of this pack to familiarise yourself with these skills. You should also familiarise yourself with the National Assessment Bank (NAB) material for the Employability Unit.

There are opportunities to complete all parts of the review sheets for the *Employability for Land-based Industries* Unit (Outcomes 1 and 2) when carrying out tasks related to Outcome 2 and 3 of this Unit (feeding and cleaning animals). If course teams choose to adopt this method of assessment they should consider the following:

- Design the activity in a manner that will make it clear to the students that they have been given the opportunity to demonstrate all of the employability skills by beginning with a short briefing.
- Pay particular attention to the inclusion of awareness of efficient use of resources: choose an activity where the student has to, for example, place fresh straw in the stable or remove only dirty straw from a stable.

Example

"Today we are going to work in small groups and muck out these stables. You must:

- *form groups*
- *decide what tools are required*
- *decide who is doing what between yourselves*
- *carry out your part of the activity*
- *tidy up after yourselves*
- *report back to [the tutor] when completed*
- *return to [the classroom] and complete section 1 of the review sheet and bring it to [the tutor] for their section to be completed*

You'll be assisted with tasks when required and you can ask for help whenever you need it".

Students should be briefed, prior to commencement of a planned task, that they will be assessed on the main employability skills identified in the review sheet which are:

- acceptable time keeping and attendance
- planning and preparing for work
- working co-operatively with others
- awareness of efficient resource use
- following instructions
- working safely

The students can then be briefed on the second section of the review sheet (strengths, weaknesses and action plan). They should then be asked to complete this prior to the next session planned with the tutor.

Almost all of the practical activities involved in the delivery of this Unit give the student the opportunity to complete the assessment of Outcome 3 of the *Employability for Land-based Industries* Unit.

Carrying out simple risk assessment prior to activities undertaken is an excellent way to raise student safety awareness of tasks that they are about to undertake as suggested above and could become a regular feature of the delivery of all practical activity in this Unit. This would make the formal assessment activity familiar to the student, allowing several opportunities to complete the pro-forma assessment for Outcome 3 of the *Employability for Land-based Industries* Unit.

Resources

Resource Requirements for Animal Husbandry: An Introduction (Horses)

Physical Resources:

- Classroom or workroom facilities to deliver theory aspects of the course: should include presentation facility, whiteboard or flipcharts.
- Access to a site or sites where a group of horses are kept in a work setting or simulated work setting. This should ideally be a working stable yard or land-based college.
- There must be suitable and safe housing facilities for the horses in accordance with the *Equine Compendium Industry Welfare Guidelines for Horses, Ponies and Donkeys* (DEFRA, 2002).

Personal Protective Clothing and Equipment (PPE)

Centres should provide PPE for all students as deemed necessary in accordance with risk assessment of tasks to be undertaken. This is likely to include the following items:

- strong Wellingtons or other washable footwear
- overalls or warm, washable clothing
- waterproof jacket (of a standard that will not deteriorate on contact with disinfectants)

The Centre may also require that the candidates have:

- riding hat: of the current BS standard, correctly fitted
- gloves

Recommended Supplementary Learning Resources

There are three PowerPoint presentations for tutor use available on the Skills for Work pages of the SFEU website: www.sfeu.ac.uk.

These may be downloaded and adapted by the tutor. They have relevance to both this Unit and *Animal Handling: An Introduction (Horses)*.

This is a useful web link to the **British Horse Society**:

<http://www.bhs.org.uk/Content/Default.asp>

The BHS also have an online bookshop with several good resources on stable management.

The following textbooks also give some good basic information:

The *British Horse Society Training Manual for Stage 1* - British Horse Society: Stoneleigh

The *Manual of Horsemanship* - The Pony Club: Stoneleigh

- There are some Practical Activities Worksheets towards the end of the Student Support Section of this pack that may be of use to tutors to help consolidate practical learning carried out.
- There are additional quizzes to be found on the SFEU website www.sfeu.ac.uk. You may wish to download these and place them on your own college or Centre Intranet for easy access.

Suggested Learning Programme for *Animal Husbandry: An Introduction (Horses)* Unit

Chunks of learning activity are suggested for this Unit. The order, grouping and timing of these sessions are at the discretion of individual centres and will depend on factors such as timetabling, class size etc. The emphasis is on practical experiential learning and time should be dedicated to demonstration of correct practice, with the students' involvement in assisting with daily husbandry routines. It may be appropriate to mix some of these activities with those found in the *Animal Handling* unit.



All practical activities should be preceded with an inspection of students to ensure the correct fitting of PPE.

It would be useful to familiarise yourself with the content of the student support material. Some of the written exercises and notes can be used to enhance classroom-based introductory sessions including the re-enforcement of working safely. Some of the later exercises can be used to help students to self-review their practical activities. The self-assessment and revision sections are for use only once the student has a full understanding of the entire content of the course.

The following chunks may be appropriate:

Class Based Activity – 10 hours max <i>The classroom sessions are designed to be short and interactive and they may be grouped together</i>	Practical Activity – 30 hours minimum <i>Practical worksheets to support tasks are included in Student Support section</i>
<ul style="list-style-type: none"> • introduction to animal husbandry • being employed to work with horses • introduction to the Horse: a classroom presentation • common terminology: a classroom presentation • distinguishing between mares and geldings: a classroom presentation • signs of health: interactive activity and feedback (classroom) • recognising health: interactive activity (pictures) • breeds: a classroom session • life stages: a classroom session • safety induction for working on the stable yard: a classroom activity 	<ul style="list-style-type: none"> • practical sessions on examining various cattle to identify gender, health, breeds, life stages (Practical worksheet 1) • practical session introducing types of cattle housing, bedding material, tools and rules of the cattle holding (Practical worksheet 2) • practical session demonstrating correct technique for mucking out cattle pens or yards • group discussion on hazards associated with mucking out and how to minimise the risk of these • set practical sessions for groups to help bed and possibly muck out given a generous timeframe (this could incorporate first review sheet of employability unit) • group/peer review of performance at bedding out (Practical worksheet 3) • set practical session for groups to help bed out given a slightly tighter timeframe • repeat above practical sessions to ensure competence (this could incorporate second review sheet of employability unit) • practical session introducing types of food, tools for feeding and rules for feeding. • group discussion on hazards associated with feeding cattle and how to minimise the risk of these • practical sessions of preparing feed and water under instruction and supervision. (Practical worksheet 4) • practical sessions of providing feed and water under instruction and supervision (this could incorporate third review sheet of employability unit) • summative assessment session for each Outcome when student ready for assessment.

Learning and Teaching with Under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

Ten ways to improve the learning process for under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

Tips - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the lecturer knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

Tips – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

Tip – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

Tips – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can be done individually or in groups; ask students to demonstrate what they have learned; use a range of question and answer techniques that allow participation and

dialogue e.g. provide hints and cues so that they can arrive at answers themselves.

5. **Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

Tips – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

6. **Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners. Some words may be familiar but do not have the same meaning when used vocationally.

Tips - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

7. **Giving instructions in the learning environment.** This is one of the most difficult tasks a lecturer has to do whatever the curriculum area. With young learners this may have to be repeated several times.

Tips – Ask a student to repeat back what you have asked them to do before beginning a activity; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

8. **Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment - provide details of the learner's strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well. Essentially, learners are helped by being given a specific explanation of how work can be improved. You can also use summarise assessment formatively ie. as an opportunity to identify strengths, development needs and how to improve.

Tips – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the lecturer can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the activity and ensure the students are clear about them; allow learners to set criteria for success and then measure their achievements against these.

9. **Managing the learning behaviour.** Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking Skills for Work courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect lecturers to provide structure and routine and will perform best in a calm orderly learning environment. Young students will respond to firm, fair and consistent management. Such routines have to be established quickly and constantly reinforced.

Tips – Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, i.e. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

10. **Care and welfare issues.** School/college partnerships mean increasing numbers of young learners in college. Lecturers have to be aware of their professional responsibilities and mindful of young people's rights. However lecturers have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that lecturers have a working knowledge of the Child Protection policies (local authority and college documentation) and to follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see below).

Tips – Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. 'Skills for Work' is a unique educational initiative that young people can be motivated to buy into - you as the lecturer are key to the success of these programmes.

Skills for Work Workshops

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for lecturers delivering Skills for Work Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Child Protection Workshops

These are run on a regular basis by staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at www.sfeu.ac.uk or contact the team at SFEU on 01786 892000.

Student Support Section

Welcome to Animal Husbandry (Horses)

The notes that you'll be given as you progress through the course help you with the background knowledge for the skills that you'll learn whilst on this course. You'll find that there are several activities and self-assessment tasks, often followed by some answers. In some parts, you'll be asked to think about things that you maybe don't know very much about yet but don't worry! These activities are just to make you think about everything you do instead of just rushing in there! They're not tests and the answers you're given here go into a lot more detail than you would be expected to come up with by yourselves.

This is a practical course where you'll be assessed mainly on your practical and employability skills. The notes and exercises you're given are to help you to understand the important aspects of horse husbandry and to support your practical studies. Some words or phrases in the notes are in **bold** and underlined. This is because they are internal links to words or phrases which are explained in the 'Glossary' (a list of words and their meanings) which your tutor will give you.

If you find yourself becoming very interested in horse husbandry, you will find several web links and book references that you can look at. You can also go to the following web link, where it may help you to find out how to take your interest further:

<http://www.afuturein.com/>

However, your tutors are there to support and help you. If you want to find out more - just ask!



5. What personal qualities is an employer looking for in someone who is to work with horses – in other words, what kind of person would he or she be looking for?

6. In what ways is working with horses not a '9-5' job?

Answers

1. The dictionary definition of husbandry is “careful management of”. In terms of good animal husbandry it means that you are **looking after them** to ensure their health and well-being. You are caring for them appropriately.
2. Activities that ensure the health and welfare of horses include:
 - ensuring that they have adequate food and water
 - ensuring that they are free from pain, injury, distress and fear
 - ensuring that they are kept in suitable conditions (if inside, they should be housed properly)
3. Horses are kept in the UK:
 - mainly as companion animals for riding and other equine leisure activities (such as carriage driving and trotting racing).
 - The equine leisure industry is big business and the ridden horse is used for many different disciplines including racing, show-jumping, dressage events and pleasure riding.

In the UK we don't eat horses but in some countries they do. However, horses are unlikely to be farmed here for the meat trade.

Health and Safety is important because:



- Horses are very large animals and can be dangerous.
- The average horse weighs about 550kg, (probably at least 8 times as much as you do!)
- They are classified as companion animals and the horses that you will work with have been trained to a routine of handling. However, you must never take their trust for granted and you should always treat them with respect.

You're being given the chance to work with horses on this course: it is vital that you always follow instructions carefully.

4. An employer is likely to be looking for someone who is:

- hard-working
- caring about the health and well-being of the horses
- willing to learn
- reliable: turn up when you should
- honest and trustworthy
- able to follow instructions
- aware of safety issues
- aware of your role and your responsibilities
- able to get along with everyone else and do your share
- careful that you are not wasteful of things that cost money

Perhaps you thought of some more?

5. Working with horses is not a 9-5 job. They need to be fed at the weekends, even on your birthday and Christmas when you were hoping for a 'lie-in'! Grooms often have to get up very early in the morning to prepare horses for events and to travel with them.

When you're participating in the activities of this Unit, you'll find out a little bit more about the basics of horses and you'll have plenty of practical opportunities to feed, water and bed them. This is all about finding out if working with horses is for you.



Basic Characteristics of Horses



Life stages

It's important to be able to identify the particular life stage of an animal because this will affect how we feed them, exercise them and look after them.

All horses are said to be [equine](#) animals.

Young animals

- Here we'll consider a young horse to be one between birth and a year old.
- We normally call a young horse a [foal](#) until it is a year old.
- A young male foal is called a [colt](#) and a young female foal is called a [filly](#).
- New born foals are up on their feet very quickly.
- They have very long legs and tend to be quite 'gangly'. They have short 'dish-mop' tails which grow down gradually.
- Foals normally stay with their mothers until 8-12 months when they are [weaned](#).



Figure 1:

Mare and newborn foal

Adolescent animals

- Adolescent animals are those that are growing up: they are the teenagers of the horse world.
- The terms colt and filly are still applied to adolescent horses.
- We would consider a horse to be adolescent **between one year and four years** (sometimes even older in some breeds that are slower to mature).



- They are still growing but not as quickly as the very young animals but they are also learning a lot about their environment and often like to test the boundaries: they can therefore be the **most difficult and dangerous** animals to work with and you should always be cautious and think of safety when working with adolescent horses.
- Fillies tend to be less dangerous than colts at this stage.
- Colts are often **gelded** (castrated or neutered) at this stage which will tend to make them less difficult to work with.
- Young horses tend to be less well-developed (appear less strong) than adults.
- They may still appear slightly out of proportion with longer legs.
- In yearlings (between 1 and 2 years), the tails may not have lost the 'dish-mop' appearance at the end.



Figure 2: *A yearling*

Adult Animals

- adult animals are those that are fully-grown
- adult female horses are called [mares](#)
- adult, gelded ([castrated](#)) male horses are called [geldings](#)
- adult male horses that have not been castrated are called [stallions](#)
- adult horses that are less than 146cm high are called [ponies](#)
- the old fashioned way to measure horses was in [hands](#)



Figure 3: *An adult horse being ridden*

Pregnant Animals

- when pregnant mares give birth they are said [to foal](#)
- mares are pregnant for approximately 11 months
- it's sometimes difficult to recognise pregnancy in a mare early on (the vet will diagnose this by doing ultrasound testing etc) but late on in pregnancy, the mare's abdomen may appear very wide and dropped; she may start to develop an obvious udder underneath.

[Lactating](#) Animals

- lactating mares are those that are producing milk for their foals.
- this puts a huge energy demand on the mare and she has to be fed a lot of food that is also high in other nutrients because she is providing all the nutrition for the growing foal initially.

- lactating mares will have a foal near by and a large udder.



Safety Tip!

Mares are very protective of their foals and extra care should be exercised when dealing with lactating mares.



How to tell the Mares from the Geldings

As mentioned above, male horses are normally castrated because they are easier to manage.

It's quite easy in the horse to tell the males from the females by looking underneath their bellies and also under their tails (although this has to be done with care).

Geldings and stallions have a sheath underneath and mares do not. You may be able to see the udder of a mare that has had a foal but in 'maiden' mares this is tucked up quite high.

 **Activity**

Is the picture below a gelding or a mare?



Signs of Health

We often instinctively know what a healthy animal is but can you think of some signs that lead us to the conclusion that a horse is in a good state of health?

 **Activity**

List as many signs as you can think of that would indicate a horse is healthy.

Answer

There are many things that you can look for to identify that a horse is healthy: some of them don't even involve looking at the horse itself but rather examining its surroundings:

Signs of health

- the **coat** is shiny, clean and free from red/bald/sore areas
- the **body condition**: the horse is well covered without being thin and bony
- the **eyes** are bright, without any discharge, films or opacities (cloudiness)
- the **gums** and conjunctivae (this is the pink bit on the inside of the eye) are a salmon pink colour

Signs of ill-health

- a cough or obvious heavy breathing
- excessive or abnormal looking discharge from its eyes or nose

Behavioural signs that indicate good health

- the horse appears content and alert, showing interest in what is going on with no evidence of stress.
- ears are pricked up or moving around and he is standing comfortably.
- able to move freely without signs of lameness; no signs of any injury
- there is normal dung/urine in the stable (Note that horses will dung or pass **droppings** up to 12 times per day. If dunging is very infrequent and dry, this could be as much of a problem as diarrhoea)
- food/water is being eaten/drunk

These are just a few of the obvious signs but you may well have thought of more. What is important is that you take time to look at the horse and its surroundings every time you go in to a stable or field.



Top Tip!

Good husbandry means catching problems early: if you suspect a problem with any animal, always report it sooner rather than later.

 **Activity**

Look at the picture below. This is not a healthy horse. But can you identify at least two features from the appearance of this horse that helps you to recognise that it is not healthy?



Answer

The horse has a thick curly and dull coat. Although he has a big belly: he looks thin around his back end and seems to lack strength in his body. Compare him to a horse of similar size below:



Figure 4: A healthy horse



Breeds

There are many breeds and types of horses throughout the world and, to be honest, sometimes it can be quite difficult to tell some of the equine breeds apart. You may want to find out more about horse breeds of the world. Here is a good website to look for some:

<http://www.equiworld.net/uk/horsecare/Breeds/breeds.htm>

To get started we only want you to try and learn a few of the common breeds found in the British Isles.



Figure 5: A Shetland pony

This is 'Cookie': he is a **Shetland pony**. Shetland ponies are very small and are usually dark brown or black. They are native to Scotland (originating in Shetland). Cookie is rather unusual because he is chestnut (a light brown colour).



Figure 6: *Clydesdale horses, in harness*

The photograph above shows **Clydesdale** horses pulling a cart. Clydesdales used to be found on every farm in the country where they were used to work (e.g. pull ploughs before the days of tractors). Nowadays, only a few people keep them as show animals. These ones were photographed in a ‘turnout’ competition at the Royal Highland show. The picture below shows you what they look like when not harnessed up:



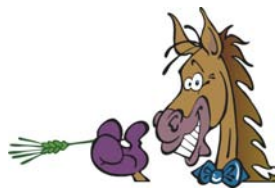
Figure 7: *Clydesdale mare and foal in a field*



Figure 8: Thoroughbred horse in competition

The picture above is a **thoroughbred** horse competing in an event at Blair Castle. Thoroughbred horses originated from the Middle East (around Saudi Arabia and Iraq/Iran) and were brought to this country originally to race. Nowadays, thoroughbreds continue to be the fastest horses on Earth and are the most common type of competition horse both on the racetrack and as 'sports' horses (show jumping, dressage and eventing).

This horse is 'bay' coloured. This means that he is brown with a black mane and tail.



Preparing the Stable and Mucking out

You'll soon discover that a lot of horse care revolves around this task! A horse will naturally dung about 8-12 times per day and in small heaps. Horses are normally housed separately in stables because, although they like company, they also need their personal space.

Bedding

Stables normally have concrete floors and so bedding is required to allow the horse to lie down comfortably. There are several types of bedding but at this point, we will just consider the most commonly used ones.

Straw

This is the stalk of grain and so it is a bi-product of harvesting wheat, barley and oats. It sometimes comes in small square [bales](#) which can be handled by one or two people, but more often nowadays, it comes in large round bales which need to be moved around by a tractor and spike.

Straw can sometimes be dusty and contain harmful fungi. If it's very dusty, it is not good for you or the horse. You should always wear a facemask if you are working with dusty straw.

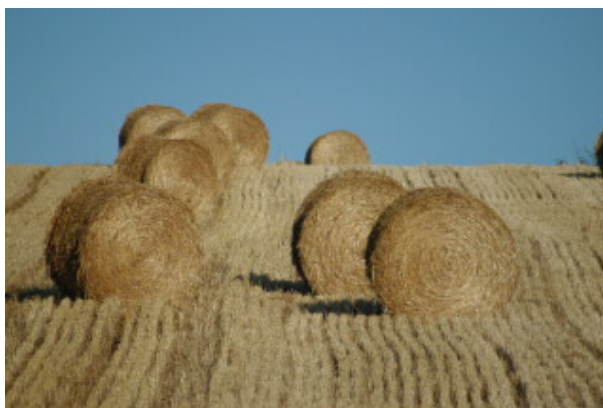


Figure 9: Large, round straw bales in a field

Wood shavings

These can be less dusty than straw and usually come in compressed bales which can be handled by one or two people.



Figure 10: Bales of wood shavings stacked up

Shredded Newspaper

This is becoming more popular as a bedding material as it may be even less dusty than wood shavings. It can be messy to work with and can 'fly off' on a windy day.

Setting a Bed

Every stable yard will have a routine that you will follow when preparing a bed for the horse. Whatever the type of bedding, it's important that it is thick enough to allow the horse to lie down without hurting himself. Often you'll be asked to 'bank' the bed. This is where you make the sides higher than the middle: it increases the warmth and may help prevent the horse from getting stuck when lying down ([cast](#)).



Figure 11: *A straw bed 'set fair'*

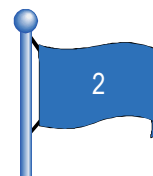


Figure 12: *A deep shavings bed 'set fair'*

There is no substitute for practice when preparing and mucking out beds and it's not something that you can learn through books. You'll be given a demonstration on how the bed should be prepared and mucked out and given plenty of opportunity to practise!

Important tasks that you will be involved in include:

- preparing the tools to muck out
- using the tools correctly and safely to muck out and prepare the bed
- building the muck heap
- laying down the new bed correctly
- [‘Skipping out’](#) (lifting droppings during the day)
- ensuring that the tools used are cleaned and stored correctly



Tools of the trade

You're likely to be using the following tools to muck out and prepare stables:
When you have used these tools once, jot down next to it what you used it for.

Wheelbarrow

Shovel

Pitchfork

Large fork

Shavings fork

Skip or trug bucket

Yard brush

Answers

This is what you **should** be using them for!

Wheelbarrow: to take the dirty bedding away

Shovel: to scrape up waste from the concrete

Pitchfork: to 'fluff' up the bedding and filter out clean from dirty straw

Large fork: like the pitchfork, but will carry more straw

Shavings fork: fine tines that allow droppings to remain on the fork and wood shavings to fall through

Skip or trug bucket: a small bucket that can be carried to lift droppings at any time of the day

Yard Brush: large, heavy-duty brush for sweeping up the yard and '[setting-fair](#)' the stable



Figure 13: *Well stacked tools in a stable yard*



Top tips to impress your tutor!

Things to think about:

- always turn up on time and be ready to start when the tutor tells you to
- always work co-operatively with your co-workers: share tasks out fairly
- always try to use bedding efficiently: you don't want to waste lots of straw or shavings that can be re-used - wasting money is one of the best ways to upset your boss!! However, remember that you must balance this with the welfare of the animals - if animals are kept in poor conditions they will often become ill.
- always work safely: be correctly dressed, ready to work; don't muck about
- follow instructions carefully and ask about anything that you are unsure about

 **Activity**



Reflect on how things went when you mucked out and set up the stable for the first time:

I was good at:

I need to get better at:

Feeding and Watering Horses

Horses are said to be “[trickle](#)” feeders. This means that they are designed to spend up to 16 hours a day eating!



They eat grass and other vegetation in the wild and are said to be nomadic grazers (which means they travel large distances while grazing). The stabled horse is kept in very artificial circumstances because it is confined and its eating is rationed.

Horses in fields will obviously still eat grass. Stabled horses will be fed preserved types of grass or other suitable preserved vegetation. This is known as the **roughage** part of their diet and is vital for good health in all horses.

Types of [Roughage](#)

The main types of preserved grass are [hay](#) and [haylage](#). Hay is very dry and comes in bales (large round ones or smaller square ones, like the straw).



Figure 14: Hay in large round bales

Hay is normally given to horses in nets or may be put on the floor.



Figure 15: Haylage: usually wrapped in green plastic

Haylage is slightly pickled and tends to be wrapped in plastic.

You will learn how to fill [haynets](#) and tie them up properly



Figure 16: *A hay-net above a straw bed*

Stabled and working horses may also be fed higher energy cereals. These will be in small feeds (because the horse is not designed to take a large meal at one time). Grains are normally fed in troughs or buckets and are known as **concentrates**.

Types of concentrate feed

Horse and Pony Nuts

These are designed to supply all the nutritional needs of the horse when fed along with roughage.



Figure 17: Horse and pony nuts or 'cubes'

Flaked Barley and Oats

These are cereals given to horses that have a high energy requirement because they are working, growing or lactating.



Figure 18: Flaked barley

Chaff

Horses tend to bolt their concentrate food. This is not good for them and so chopped straw containing molasses is often added to slow down the rate at which they eat.



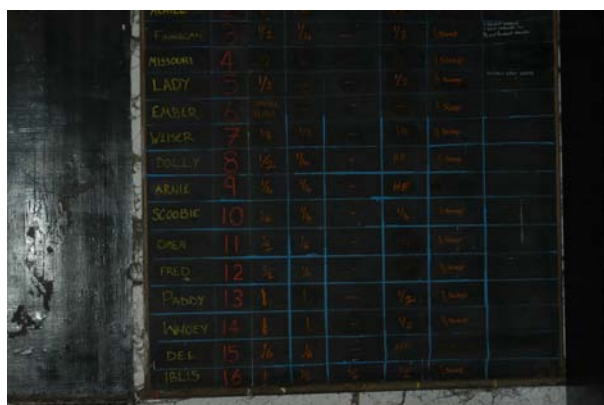
Figure 16: Chaff

Sugar Beet Pulp



This comes as a dried shred that **must be fed soaked** to the horse (because it swells in their stomach when dry and can cause a blockage). This makes the concentrate food moist, more appetising and increases its energy.

You'll normally be asked to prepare horse feeds using a scoop or you may be weighing them out. Whatever the method, it is vital that you follow instructions carefully and accurately to ensure that all the horses receive the correct feed.



Horse Name	Feed 1	Feed 2	Feed 3	Feed 4	Feed 5
FANNY	1	1/2	1/2	1/2	1/2
MISSY	4				
LADY	5	1/2		1/2	1/2
DAISY	6	1/2		1/2	1/2
WISPER	7	1/2	1/2	1/2	1/2
DOLLY	8	1/2	1/2	1/2	1/2
ARNE	9	1/2	1/2	1/2	1/2
SCOOBY	10	1/2	1/2	1/2	1/2
OPERA	11	1/2	1/2	1/2	1/2
FRED	12	1/2	1/2	1/2	1/2
DADDY	13	1	1	1	1/2
WANDY	14	1	1	1	1/2
DEE	15	1/2	1/2	1/2	1/2
BELLY	16	1	1	1	1/2

Figure 17: A food chart for a yard full of horses

There is no substitute for practice when preparing and providing food and it's not something that you can learn through books. You'll be given a demonstration on how and when the feeds should be prepared and plenty of opportunity to practise! Important tasks that you'll be involved in include:

- filling and tying up hay-nets
- cleaning food buckets ready for use
- measuring out the feeds into the correct bucket following instructions carefully
- placing the feeds in the horse feed troughs
- storing away the buckets after feeding



Top tips to impress your tutor!

Things to think about:

- always work safely: be correctly dressed, ready to work; don't muck about
- always be ready to start preparing feeds when the tutor tells you to (horses get very stressed when they are not fed in a routine)
- always work co-operatively with your co-workers: share tasks out fairly
- always feed exactly what you are told: if you are unsure **then ask!**
- follow instructions carefully and ask about anything that you are unsure about



Watering Horses

Horses should have a clean, fresh supply of water at all times. This may be provided in buckets or in automatic water drinkers. Horses may drink two to three 14-litre buckets of water per day (depending on their size, the weather, the amount of wet feed they are eating etc).



Figure 18: *A plastic water drinker in a stable*

Activity

Can you think of one advantage and one disadvantage of water **drinkers**?

Advantage:

Disadvantage:

Can you think of one advantage and one disadvantage of water **buckets**?

Advantage:

Disadvantage:

Answer

Water Drinkers

Advantages:

- Water drinkers are labour saving and they ensure that there is always fresh water available for the horse.

Labour-saving ideas are very important on stable yards with limited staff and drinkers are therefore the most common way to provide water to horses in big stable yards.

Disadvantages:

- Water drinkers can become dirty and can allow transfer of infection from one animal to another.
- It is difficult to identify how much an animal is drinking.
- They can be quite expensive to install initially and may leak or break.
- They need to be checked regularly.

Water Buckets

Advantages:

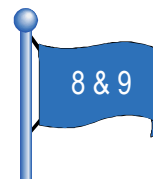
- Water buckets allow you to see how much the horse is drinking (and therefore to quickly spot illness that affects drinking habits).
- They can be cleaned regularly, reducing the chances of infection transfer.
- They are relatively cheap to buy.

Disadvantages:

- They are very labour intensive – you need to keep filling them.
- They can also break easily.



Self-assessment



Now that you have had a chance to practise the various skills and found out more about horse husbandry, you can have a go at answering the following questions:

Tick the correct box.

1. What do we call young female horse?	
a) a heifer	<input type="checkbox"/>
b) a mare	<input type="checkbox"/>
c) a filly	<input type="checkbox"/>
d) a colt	<input type="checkbox"/>

2. In relation to a horse, a hand is:	
a) 4 inches	<input type="checkbox"/>
b) how we measure the horse	<input type="checkbox"/>
c) about 10 centimetres	<input type="checkbox"/>
d) all of the above	<input type="checkbox"/>

3. Which of the following is not a breed of horse?	
a) Shetland	<input type="checkbox"/>
b) Clydesdale	<input type="checkbox"/>
c) Jersey	<input type="checkbox"/>
d) thoroughbred	<input type="checkbox"/>

4. A mare is pregnant for approximately:	
a) 4 months	<input type="checkbox"/>
b) 4 weeks	<input type="checkbox"/>
c) 11 weeks	<input type="checkbox"/>
d) 11 months	<input type="checkbox"/>

5. Which of the following is not a suitable bedding material for horses?	
a) straw	
b) hay	
c) wood shavings	
d) shredded newspaper	

6. Which of the following tools would not be needed for mucking out a shavings bed?	
a) a pitch fork	
b) a shavings fork	
c) a shovel	
d) a yard brush	

7. What must be done to sugar beet pulp before it is fed to horses?	
a) it must be mixed thoroughly with barley	
b) it must be soaked in a large volume of water	
c) it must be cooked	
d) it must be shredded	

8. How many times a day does a horse dung (approximately)?	
a) once or twice	
b) three or four times	
c) twenty or thirty times	
d) eight to twelve times	

9. Which of the following is a disadvantage of using water buckets for horses?	
a) they allow the monitoring of water drank	
b) they are cheap to buy	
c) they are labour intensive	
d) they are easy to place where you want them	

10. Which of the following foods are not suitable for feeding to horses?	
a) hay	
b) grass	
c) straw	
d) flaked barley	

How did it go?

Check your answers against the grid on the next page.

Answers

Question	Correct answer
1	c) a filly
2	d) all of the above
3	c) Jersey
4	d) 11 months
5	b) hay
6	a) a pitch fork
7	b) it must be soaked in a large volume of water
8	d) eight to twelve times
9	c) they are labour-intensive
10	c) straw



Activity

You may also want to have a go at the PowerPoint quiz about horse husbandry, located on the Skills for Work pages of the SFEU website www.sfeu.ac.uk.

Practical Activities Worksheets

This section contains practical worksheets that may be useful in getting students to reflect on what they've learned in practical activities.

Practical Worksheet 1

Name: Date:

You've been looking at a group of horses today. Answer the following questions on what you found out about them.

Question	Answer
1. Why were these horses being kept?	
2. What sort of age group were they (young, adolescent, adult, lactating or pregnant)?	
3. Did they all seem healthy?	
4. List 5 signs of health that you noticed in the healthy ones.	a) b) c) d) e)
5. If there were any that did not appear healthy, what signs made you think that they were not healthy?	
6. a. How many female horses were there? b. How many male horses were there?	a) b)
7. Were there any specific breeds of horse here today? If not, note down what types of horse they were (e.g. heavy horse, riding horse etc).	

Practical Worksheet 2

Name: Date:

You were looking at how these horses were kept and the equipment that is used in order to keep them housed and fed. Answer the following questions on today's activities.

Question	Answer
1. What sort of bedding did these horses have?	
2. What daily tasks are required to maintain the horses' stables?	
3. Do these horses stay in this type of housing all of the time?	
4. If the answer to question 3 above is no, then what happens to them next and when?	
5. List 3 rules that you've been asked to follow when working with these horses.	a) b) c)

Practical Worksheet 3

Name: Date:

You've been involved in mucking out and setting fair some stables today. Answer the following questions:

Question	Answer
1. What sorts of stables were you involved in cleaning today (indoor yard or individual loose boxes)?	
2. How often does this task have to be done?	
3. List the tasks that had to be carried out.	
4. Explain what you did to help.	
5. Identify any tools that you used.	
6. Were there any problems today? If the answer is yes, explain briefly what happened.	

<p>7. What hazards did you discuss with your tutor before you carried out this task?</p>	
<p>8. List two safety rules that you had to follow in order to carry out this task.</p>	<p>a)</p> <p>b)</p>
<p>9. Is there anything that you would do the next time you do this job that might make it easier and more efficient?</p>	

Practical Worksheet 4

Name: Date:

You have been involved in feeding and watering horses today. Answer the following questions:

	Answer
1. What sort of horses were you feeding today (e.g. riding horses, breeding horses)?	
2. How often do the horses have to be fed?	
3. List the tasks that had to be carried out.	
4. Briefly explain what you did to help.	
5. List any equipment that you used.	

<p>6. Were there any problems today? If the answer is yes, explain briefly what happened.</p>	
<p>7. What hazards did you discuss with your tutor before you carried out this task?</p>	
<p>8. List two safety rules that you had to follow in order to carry out this task.</p>	<p>a)</p> <p>b)</p>
<p>9. Is there anything that you would do the next time you do this job that might make it easier and more efficient?</p>	

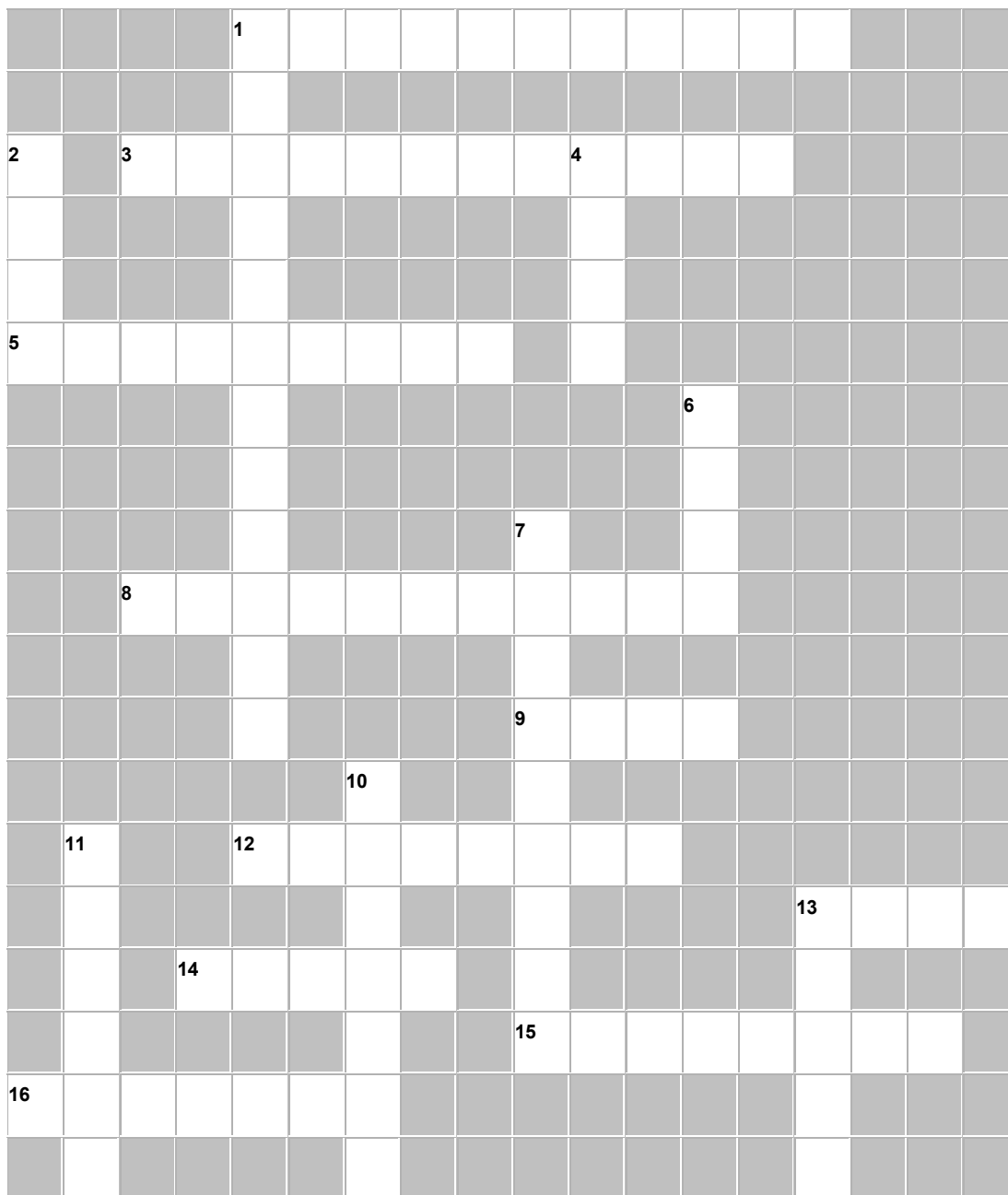
Practical assessment checklist

This checklist will help you to understand what your tutor will be looking for when you're doing the practical assessments in this Unit. Use this checklist to think about whether you are doing all these things when you are practising for the assessment tasks and to work out what you need to improve on.

Can I:	Yes / No	Things I need to work on or get help with
<ul style="list-style-type: none">demonstrate that I know how to tell the difference between male and female horses		
<ul style="list-style-type: none">identify 5 signs of health from looking at horses		
<ul style="list-style-type: none">identify 2 common breeds of horse from the ones that I've learned about		
<ul style="list-style-type: none">recognise young, adolescent, adult or lactating horses by looking at them		
<ul style="list-style-type: none">help to muck out a stable		
<ul style="list-style-type: none">help to lay a bed down in a stable		
<ul style="list-style-type: none">prepare feeds for horses (including filling hay-nets)		
<ul style="list-style-type: none">help to give feeds and water to horses		
<ul style="list-style-type: none">carry out all of these tasks safely		

Further Revision

Horse Husbandry Crossword



Across:

- 1** A container with two handles and a wheel used for mucking out. (11)
- 3** A breed of horse used for racing in this country (beginning with T). (12)
- 5** A two pronged instrument used for 'fluffing' up the straw in horse beds. (9)
- 8** The high energy foodstuffs that are fed to horses such as pony cubes and barley. (begins with c) (11)
- 9** An equine animal that is less than 14.2 hands high. (4)
- 12** A horse that is between its first and second birthday. (8)
- 13** A young male horse that has not been castrated. (4)
- 14** A young female horse. (5)
- 15** A breed of pony that is very small and native to the Islands off the North of Scotland. (8)
- 16** A male horse that has been castrated. (7)

Down:

- 1** White chips made from trees and used as horse bedding. (4, 8)
- 2** A rubber tub that we pick small amounts of horse muck up with. (4)
- 4** A package of hay or straw; comes in square and round forms. (4)
- 6** An adult female horse.
- 7** Horses pass these 8-12 times daily, making mucking out an ongoing task! (9)
- 10** HA form of preserved grass that is not as dry as hay and comes wrapped in plastic. (begins with H) (7)
- 11** A rope container for feeding horses hay in. (6)
- 13** Chopped straw used to bulk out the concentrate feed of a horse. (begins with c.) (5)

Solution

				¹ W	H	E	E	L	B	A	R	R	O	W			
				O													
² S		³ T	H	O	R	O	U	G	H	⁴ B	R	E	D				
K				D						A							
I				S						L							
⁵ P	I	T	C	H	F	O	R	K		E							
				A									⁶ M				
				V									A				
				I					⁷ D				R				
		⁸ C	O	N	C	E	N	T	R	A	T	E					
				G					O								
				S					⁹ P	O	N	Y					
						¹⁰ H			P								
	¹¹ H			¹² Y	E	A	R	L	I	N	G						
	A					Y			N					¹³ C	O	L	T
	Y		¹⁴ F	I	L	L	Y		G					H			
	N					A			¹⁵ S	H	E	T	L	A	N	D	
¹⁶ G	E	L	D	I	N	G								F			
	T					E								F			

Glossary of Terms

Adolescent	growing up: between young and adult
Bale	a package of hay or straw usually made by a machine and tied up with string called 'baler twine', or plastic netting
Cast	stuck and unable to get up because the horse's legs are against the wall; usually as a result of rolling over on the stable floor
Castrate	remove the testicles from a horse: this is normal for most male horses
Colt	immature or adolescent male horse (usually still not castrated)
Concentrate	the energy-rich component of horse feed, usually based on oats, wheat, barley
Droppings	the small balls of faeces that horses pass
Equine	of horses, of that species: horses are 'equine' animals
Foal	a young horse up to the age of 1 year
Filly	immature or adolescent female horse
Gelding	a male horse that has been castrated (most of the male horses that you will deal with are geldings)
Hand	an old fashioned term of measurement: it is about 10cm. Horses are measured to the wither (the hump at the bottom of their neck).
Hay	a very dry preserved form of grass
Haylage	preserved grass that is not as dry as hay; comes wrapped in plastic
Hay-nets	the mesh nets that are often used to feed hay to horses; they are hung up on metal rings
Husbandry	care to ensure the health and well-being
Lactating	the life stage when milk is being produced (mares only)
Pony	this is an equine animal that is less than 146cm tall
Mare	this is a female horse
Roughage	the fibre part of the horse's diet which is essential for them; this

	may be grass, haylage or hay
Setting fair	making the horse's bed and stable ready for him to settle in to
Skipping out	removing the droppings from the stable, usually in a rubber bucket
Stallion	this is a male horse that has not been castrated (neutered)
To foal	to give birth to a foal
Trickle feeder	an animal that is designed to spend a large portion of its day eating
Udder	this is the mammary glands of the mare, between their hind legs
Wean/weaned	removed from the mother, no longer suckling her milk
Yearling	a young horse between the age of one and two years