

**Connections Curriculum**  
**Helping to Build a Better Tomorrow by Taking Care of our**  
**Community Today**

**Unit: My Community and Equine Wellness**



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**HUMANE SOCIETY**  
**INTERNATIONAL**

Celebrating Animals | Confronting Cruelty  
Worldwide

**Purpose:** The Connections Curriculum is designed to help students understand the connection between the human and animal community across all domains of life. This particular unit of study focuses on the role that equines play in our world and lives. Equines are horses and other closely related species (including mules, donkeys, and burros). This unit also demonstrates the relationship between equines and humans by asking students to think critically and to carry out hands-on learning activities that focus on core learning strategies. Utilizing a self-paced scaffolding model, the Connections Curriculum is meant to fit into the activities of your classroom or program and sequential order so that concepts build upon one another. Each lesson highlights the learning objectives and how they connect to curriculum areas you are already teaching.

**Grade Level:** K-4

**Ages:** 6-10

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## How to Use this Guide

In each section of the unit you will find the following headings:

**Information/Introduction:** This includes relevant content and preparation information for the section's activity. Can be read aloud to students to provide context or provided as supplementary reading material.

**Unit Goals:** The purpose of the unit or the broad learning outcomes.

**Section Goal:** The purpose of the section or lesson.

**Learning Objectives:** The objectives outline the lesson's focus and what the students should be able to do upon completion of that section.

**Vocabulary Spotlight:** The vocabulary spotlight provides key terms that students should be introduced to and understand in order to further comprehension.

**Evaluate:** This section is where students can apply what they have learned and develop deeper understanding of the objectives

**We encourage educators to create a student folder for each unit in the Connections**

**Curriculum.** Students can use this dedicated space to collect their work and relevant materials pertaining to their learning **and** help students review what they have learned and to bring home relevant materials that can foster a school/home connection as well. You may also wish to have students supplement their activity folders with a journal, where they respond to a specific writing prompt. Journaling helps students to process information and it helps teachers and parents to evaluate learning.

Throughout this unit you will see content and questions specifically for you, the educator, under headings titled **Humane Education and You**. These items review the goals of humane education and its value in academic learning as well as challenge you to create the strongest humane pedagogy possible. We encourage you to write down your response to the questions and reflect on your own scholarship and practice as you move through each unit.

**Humane Education and You:**

- Humane education is the teaching of compassion and kindness to people, animals, and the environment and the interconnection among the three.
- Humane Pedagogy is an overarching philosophy of teaching and learning through which humane education principles are woven into the personal practice of an educator.
- Experts agree that humane education can be an important part of the curriculum for primary schools.
- Humane education can cross content areas so that math, English/language arts, and other subjects can be taught within a humane education framework.

Think about it....

**What does humane education mean to you? What do you already do in your daily life or in your classroom that represents tenets of humane education?**

## Unit Goals:

At the end of this unit students will be able to:

- Identify key areas of wellness for themselves and for equines (horses, donkeys, burros)
- Compare and contrast daily care routines for themselves and equines
- Describe the relationship between animal wellness and community/individual health
- Identify steps for disease prevention
- Describe healthy eating habits and basic nutrition
- Perform basic animal care routines

### Core Content Subjects Addressed in Activities:

**Language Arts:** develop new vocabulary, ability to articulate (verbally) a point based on facts, write effectively using new information and vocabulary, and use words of comparison and description

**Health and Science:** understand the connection between good health practices and health benefits, understand the importance of disease prevention for animals and humans, understand basic hygiene and care practices

**Social/Emotional Development:** utilize ethics in their decision making, develop empathy and understanding for other living things

**Cognitive Development:** think critically, analyze information and apply it to solution making

Before beginning this or any unit of study in the Connections Curriculum program, ask students their beliefs, feelings, and knowledge about the topic of study so you have a better understanding of the knowledge that students are bringing to this unit. At the end of the program, ask the same questions so you can see how much the students have learned. This will help you reflect on the learning process in your classroom. We hope you will share the pre- and post-results with us at [hsa@humanesociety.org](mailto:hsa@humanesociety.org).

## Section I: Community Connection



**Section Goal: to identify the roles that working animals play in our lives**

## Lesson 1: Equines in Our Every Day Lives

**Introduction to Lesson:** Animals are a part of our everyday life. We see them in our streets, our markets, and even in and around our homes. Equines are our partners in work and our transport. They have become members of our community through all of the work they do and their interactions with us. We are connected because through their lives, our lives are enriched. We are also connected through sharing basic physical characteristics and basic needs. Food, water, and care are things that *all* living beings need to survive. Why is this important? How can we make this connection stronger? We are going to start to investigate the similarities between ourselves and the animals that we see working for us and with us every day.

### Learning Objectives:

Students will be able to:

- Use appropriate language to describe key components of community life
- Organize thoughts to demonstrate connections
- Understand how equines are partners with people in communities around their country
- Articulate the importance of the animals role in the lives of people

### Materials:

- chart paper, whiteboard, or blackboard and markers or chalk
- writing utensil for students
- poster paper
- art materials
- *Our History with Equines* overview
- Optional: draw a large copy of the *Community and Animal Chart* for group discussion or make copies for each student.
- Optional: history books or magazines relating to the lives of horses

### Teacher Preparation:

1. Read *Introduction to Lesson*.
2. Draw *Community and Animals Chart* with headings (or copy enough for students.)
3. Make copy *Our History with Equines* for students
4. Optional: have history books or magazines relating to the lives of horses available in the classroom

## Lesson Procedure



### Vocabulary Spotlight: Equine

The term 'equine' means horse or relating to the horse family. Donkeys, burros, mules, and zebras are all 'equines' or members of the horse family.

## Opening Activity:

1. Begin this unit by asking your whole class what they already know about equines. Ask students to name the various equines that live in the community. Then highlight the word and definition in the Vocabulary Spotlight.
2. Ask students to look at the *Community and Animals Chart* and read the headings: **Work, Earning Money, Family-Animal Relationship**. Explain that the three areas outline the key ways we interact with animals on a regular basis. Define with your class what each of the headings mean. Optional: You may wish to copy the chart for students and ask them to brainstorm before filling the large chart in as a class.

## Lesson Body:

1. Ask the students to discuss how they see equine relating to their everyday lives in each of the four columns. Encourage them to share their ideas and experiences and fill in the class chart. The more discussion-the better! Here is a sample chart with some ideas, note that some items may be in more than one column.

Work	Earning Money	Family-Animal Relationship
Farming	Selling	Helping with security
	Transportation	Becoming part of our families and households

2. Save this chart as you will revisit it at the end of the unit.
3. Read *Our History with Equines* aloud to students. After reading, elicit from students any new information they learned from hearing the reading. Add the new information to the chart above.
4. Ask students to create a poster that illustrates the importance of the equine in their community. Explain that the poster should include at least one way that equines are important to the community and give one tip to help people build the human-animal

relationship. Provide students with paper and drawing materials and ask them to use their creativity. Give them ample time to design and create their poster.

**Closure:**

1. When the posters are complete, have each group or student present their poster to the rest of the class.
2. Display the posters around the classroom for the remainder of the unit and/or display them in a public location like the library or market.

Name: \_\_\_\_\_

### Community and Animals Chart

Work	Earning Money	Family-Animal Relationship

## Our History with Equines

Equines are often called ‘beasts of burden’. Why? Because of their strength and determination these animals have long been helping humans with work on the farm and for transport. People all over the world depend on equines (in example: horses, donkeys, and mules) to provide us with work to help support our families and grow our communities. They carry heavy loads of goods for sale to and from the market, they pull wagons and carts for transport, and they carry people from place to place.



For thousands of years, people have depended on equines for so many things. In fact, in many societies around the world being able to care for an equine is considered a great luxury. In some cultures for example, horses are considered ‘gifts for the gods’ and are very important in rituals and celebrations.

Equine that are in good health are very strong and able to pull heavy loads. They are agile and flexible and have helped humans to do amazing things like clear forests for roads and plowed land for farming. In some cities, horses played a key role in protecting people by pulling steam powered fire engines! They were speedy, strong and brave and enabled fire fighters to do their jobs better.



Image from the collection of the Historical Society of New York. Ask to the copyright holder for more information.

Horses and other equines also worked at moving people around as mass transportation. Pulling streetcars and allowing people to move around

cheaply and easily helped to expand and grow cities.



Photo: SPANA.org

Equines still play an important role in our world! They partner with us in transportation, farming, and as companions on our journeys. In what ways do you interact with equine?

## Section II: Welfare Connection



**Section Goal: Understanding the Basic Needs of Ourselves and Our Animals**

**Humane Education and You:**

- The Five Freedoms include care of an animal's physical and mental state. Good animal welfare implies both fitness of the body and a sense of mental well-being. The Five Freedoms are designed to protect animals kept by humans from unnecessary suffering.
- 1. **Freedom from Hunger and Thirst** - by ready access to fresh water and diet to maintain health and vigor.
- 2. **Freedom from Discomfort** - by providing an appropriate environment including shelter and a comfortable resting area.
- 3. **Freedom from Pain, Injury or Disease** - by prevention or rapid diagnosis and treatment.
- 4. **Freedom to Express Normal Behavior** - by providing sufficient space, proper facilities and company of the animal's own kind.
- 5. **Freedom from Fear and Distress** - by ensuring conditions and treatment which avoid mental suffering.

(The Farm Animal Welfare Council)

Think about it....

**How would your life be different if you could not express the Five Freedoms? How may an animals quality of life change if an owner followed the ideas presented in the Five Freedoms?**

## Lesson 1: Understanding Basic Care

**Introduction to Lesson:** We have just talked about how equines have been helpful to people for hundreds of years. People and equines have had to work together to accomplish things like building towns and keeping people safe. This type of work is hard for people and the animals. When we are in charge of another living being (a person or an animal) we can talk about their “welfare”. Welfare concerns the health, happiness, and general well-being of a person or animal. Animal welfare is looking at how we can improve the health, happiness, and well-being of all animals. We are going to learn more about basic health care for ourselves and for the animals that work with families.

### Learning Objectives:

Students will be able to:

- Identify and understand the basic care needs of working animals
- Illustrate their understanding of their own daily routine
- Use appropriate vocabulary to describe daily activities
- Connect their own daily activities to that of animals

### Materials Needed:

- Image of horse (large)
- *I Need. You Need. I Need You* worksheet for each student or art paper for students to draw their own charts
- Tape or BluTack
- Chart paper
- Black board or white board and chalk or markers
- Scissors
- Writing utensil for each student
- Image of a horse (small)

### Teacher Preparation:

1. Read *Introduction to Lesson*
2. Copy *I Need. You Need. I Need You.* worksheet and *Daily Activity Cards* for each student. Cut out activity cards for students, or if they are older they may cut these out themselves.
3. Locate photos or illustrations of horses. Be sure that one is larger than the others.

## Lesson Procedure

### Opening Activity:

1. Ask students to describe their daily routine from when they get up in the morning until they go to bed at night. Write them down on chart paper (see example below).
  - i. *I get out of bed*
  - ii. *I brush my teeth*
  - iii. *I eat breakfast*
  - iv. *I walk to school*
  - v. *etc.*
  
2. Cut the items into individual strips and write the following columns on the board:

Food and Water	Shelter	Rest and Care

3. Review the items they provided above one at a time and ask them into which category it best fits. For example, *I eat breakfast* would best fit under **Food and Water**. Tape *I eat breakfast* under **Food and Water**. Do this until all of the items are in a category.
4. Ask students who is responsible for making sure they get everything they need. Accept answers and explain that adults are the responsible caregivers for children, helping to make sure they get everything they need to survive and be happy.

### Lesson Body:

1. Hold up and display the image of the horse or other equine. Ask the students what a daily routine might be for a horse or other equine. Accept all answers and write them on chart paper.
2. Explain to students that all animals, but especially working animals (because of all the work and exercise they do) need certain things every day just like they do: **Food and Water, Shelter, Rest and Care** when sick or hurt.
3. Cut the items into individual strips and ask students to help sort the items into categories. Write the same columns on the board:

Food and Water	Shelter	Rest and Care

4. Review the items they provided above one at a time and ask them into which category it best fits. For example, *A horse eats breakfast* would best fit under **Food and Water**. Tape *A horse eats breakfast* under **Food and Water**. Do this until all of the items are in a category.
5. Ask students who are responsible for making sure equine get everything they need. Explain that we, humans, are the responsible caregivers for the animals who live with us. Explain that they depend on us for everything. With older students you may wish to describe domestication and how domesticated animals need humans to care for them.

**Closure:**

1. Ask students to complete the *You Need. I Need. I Need You.* worksheet. Explain that for each basic care item they need to form the equation that equals good health and care for both the human and the animal-and that shows our responsibility to the animals.
2. Hand out the *I Need. You Need. You Need Me.* worksheet and ask students to use the blank spaces to draw their own pictures or ask students to choose one topic (example: shelter) and draw all three components on art paper.

**Evaluate:**

Look at each child's chart. See what basic needs they selected for themselves and equines. Ask them about their choices. If they are keeping a journal ask them write about what they learned. Have them place their work in their unit folder.

Name: \_\_\_\_\_

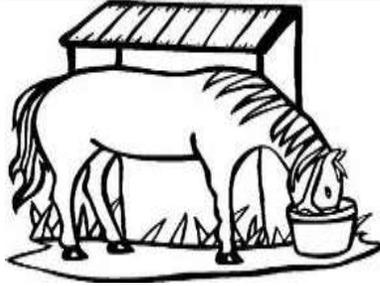
**I Need. You Need. You Need Me.**

Directions: Draw your need in the first column, draw what the horse needs in the second column, and draw yourself providing the need to the horse.

**I NEED**

**YOU NEED**

**YOU NEED ME**



I need **food** and **water**

You need **food** and **water**

You need me to **feed** and **water** you

I need **shelter**

You need **shelter**

You need me to **shelter** you

I need **care** when I am sick

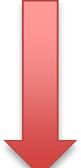
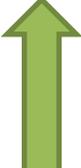
You need **care** when you are sick

You need me to **care for** you when you are sick.

## Lesson 2: A Healthy Equation

**Introduction to Lesson:** Did you know that **Healthier Animals + Healthier Environment = Healthier Humans and Community**? What do we do to take care of ourselves? What are some things we do each day to make sure that we **can** do all of the things that we need to do? These lessons will focus on health care routines and necessities that **ALL** members of our community need...people and animals. The healthier we all are, the better we will feel, and the better we will be able to do our work!

We already talked about what we do and what we need each day to be healthy and happy when we discussed our daily routines. What about our animals? How does a daily care routine help them? Basic and routine care of animals helps to prevent disease spreading to humans and allows for a longer life for the human and the animal. In addition to immunizations, healthy animals are less likely to infect humans. Healthy animals are also more likely to work more effectively and efficiently and are also less likely to be act out or be aggressive. The more opportunity there is for positive interactions between humans and animals the greater likelihood of living in harmony together. You can present this chart to your students by drawing it on the board or copying it from this book and distributing it to them as a hand-out during discussions if you wish.

Reduce	Reduce	Increase
		
Illness and time taken to care for sick person or animal		Productivity and production
The spread of ingestious or transmittable diseases	The risk of injuries (to both animal and human)	Human animal positive relationship
Rabies, parasites (including worms), influenza, herpes	Bites, scratches, sores and lameness	Harmony in the community and environment

### Learning Objectives:

Students will be able to:

- Draw comparison between feeling healthy and feeling sick
- Understand the connection between feeling healthy and performing tasks well
- Identify obstacles for working animals that might prevent them from feeling well or doing their job well

- Identify methods of illness and injury prevention

**Materials Needed:**

- various baskets or buckets
- a backpack or sturdy bag
- stuffed animals or dolls
- shoes of various sizes
- a wagon or wheelbarrow
- a blindfold
- numerous heavy objects or many bottles filled with dirt, sand, or water (appropriate for the size and age of the children)
- *Prevention Brainstorming* worksheet
- optional: *Reduce, Reduce, Increase* graphic organizer drawn on large paper or the board

**Teacher Preparation:**

1. Draw the *Cause and Effect* graphic organizer on large paper or the board.
2. Decide on 3 tasks that equines perform on a regular basis. Prepare physical challenges similar to these tasks around the classroom or in a safe outdoor area for your students. See examples below for the types of challenges you can create:
  - i. Transporting people from place to place- replicate this by filling a basket or bucket full of dolls or stuffed toys and ask students to move this basket a predetermined distance.
  - ii. Transporting goods from place to place-fill a backpack or sack with heavy objects (appropriate for age group) and ask students to carry this sack from point A to point B.
  - iii. Pulling carts or other things- fill a wagon or wheelbarrow with heavy objects (appropriate for age group) and ask students to pull or push this from the designated point A to point B.

**IMPORTANT: Each item should be able to be pulled or carried by the children with little difficulty and should be weighted appropriately for their age and size.**

## Lesson Procedure



### Vocabulary Spotlight: Prevention

Prevention means to do things to help stop something from happening. We do lots of prevention every day. For example, we do our homework to *prevent* getting into trouble with our teacher! A great way to stay healthy is to prevent illness and injury.

### Opening Activity:

1. Ask students how they feel when they are sick or hurt. Accept a few answers and then review that when sick or hurt in some way we are not at our best. Discuss that they might need to rest because they don't have the energy to do the things they need to do. If a person has an injured your leg for example, she may not be able to do the things she wants to do, like walk to the market or play football. Or a person might need medical attention to help heal – something like medicine or a bandage to keep the wound clean.
2. Introduce that it is the same for animals: if they are sick or injured they may not perform their job well. The longer they are sick or injured, the worse they will feel. If they are not able to perform well, the person and family relying on them will not be able to do all of the things they need to do.
3. Tell the students that today, they get to pretend that they are a horse, donkey, or burro. They have to try to do the same type of work! Ask students to think about how easy or hard the tasks are as they are doing them and then we are going to ask them to try and do the task with a pretend injury.

### Lesson Body:

1. Split students into three groups and have each group take turns completing one of the tasks. After each small group has completed the first task, have groups rotate to another task. Do this until everyone has had a chance to complete all three tasks.
2. When all students have completed each task, ask them to sit in a semi-circle near the tasks.
3. Ask students to describe how easy or difficult the tasks were and how they felt while doing them.
4. Then tell them that now you would like volunteers who will try the tasks another way. Quickly add the obstacle items to each task. For example you could:
  - i. Put uncomfortable objects that are lumpy and bumpy into the sack and place it on their backs

- ii. Add very wide unwieldy items to the sack or wheelbarrow that make it difficult to stay centered
  - iii. Add considerable weight to the wheel barrow to make it impossible to move
  - iv. Have them wear shoes that are too small or no shoes and try to perform the task
  - v. Ask the student to do the task hopping on one leg instead of two
  - vi. Put a blindfold over one eye of a student
5. Ask the students who volunteered and those who watched to describe the differences between performing the task the first time and then the second time with the obstacle or pretend injury. Ask about both the physical experience (discomfort, fatigue) and mental experience (frustration etc.). Explain to them, that horses and other equines experience the same feelings and this is why responsible harnessing, appropriate loading, health care, illness prevention, and welfare are so important.

**Closure:**

1. Come back to the classroom. Introduce the vocabulary spotlight word “prevention”. Read the definition and ask students to provide their own examples of how to use this word.
2. In small groups or pairs, have students discuss ways to prevent illness and injury in both themselves and their animals and write them down. (Use the *Prevention Brainstorming* worksheet if you wish.)
3. After all groups are done, ask for volunteers to share their answers and as a class discuss the question located at the bottom of the *Prevention Brainstorming* worksheet.

**\*NOTE:** You may also introduce the concept of vaccines before doing the Closure. Children are regularly vaccinated for dangerous communicable diseases. Routine vaccinations for animals also are directly responsible for eradicating many communicable and fatal diseases, such as rabies, tetanus, and west Nile.

**Extension:**

1. Ask a veterinarian to visit the classroom and share ways to keep equine healthy and cared for.

Name(s): \_\_\_\_\_

### Prevention Brainstorming

Directions: Work together as a group and think of ways you can prevent illness and injury for people and animals. Write your top ideas for each topic in the worksheet below.

Preventing Illness			
In People:			
In Animals:			
Preventing Injury			
In People:			
In Animals:			

After completing the chart above, answer this question:

In what ways does preventing illness and injury to animals help the animal and in what ways does it help people?

## Section III: Health Connection



**Objective: to create routines that support human and animal health**

## Lesson 1: Time to Eat

**Introduction to Lesson:** The following activities will help to further student's understanding of all the components of basic health care. It will also provide hands-on experience with performing care acts.

Now is a good time to review what they have learned about equines and about themselves in this unit. Remind them about prevention and ways they can stay healthy (i.e. eating right, getting medical care etc.). You can write their responses down on the blackboard or chart paper.

### Learning Objectives:

Students will be able to:

- Identify and articulate common meal times and foods
- Create a story using appropriate language to describe daily eating routines
- Understand the foods that are needed on a daily basis to remain strong and healthy(ENERGY)
- Describe healthy eating and exercise habits

### Materials Needed:

- *The Story of Adowa* worksheet for each student
- *The Story of Adowa*
- Optional: resources and materials for students to learn about the feeding and watering needs of donkeys, horses, and mules. If you have internet access you may wish to include items from:
  - *Parts of a Donkey* illustration
  - Horse Care Guidelines from The Humane Society of the United States [http://www.humanesociety.org/animals/horses/tips/horse\\_care\\_guidelines.html](http://www.humanesociety.org/animals/horses/tips/horse_care_guidelines.html)
  - Donkey care Handbook from Donkey Sanctuary <https://www.thedonkeysanctuary.org.uk/donkey-care-handbook>
  - Donkey Care Fact Sheets from Donkey Sanctuary <https://www.thedonkeysanctuary.org.uk/donkey-health-and-welfare>

### Teacher Preparation:

1. Prepare copies of The Story of Adowa worksheet for each student.
2. Have copies of research books and materials available for students so they can learn about proper feeding and watering techniques.

## Lesson Procedure



### Vocabulary Spotlight: Energy

Energy is the ability to be active; the physical or mental strength to do the things you need to do. For us and for animals, what we need to have energy is food! It is our fuel.

### Opening Activity:

1. Explain to students that together the group has *talked a little about how to take good care of all living beings, particularly horses. Remind students that in the first lesson they learned why a healthy diet for people and for animals is a very important part of feeling good.* Healthy foods help us and animals to live better, longer and with less illness and injury. Eating the right foods at the right time is important for a healthy diet.
2. Remind students about the basic care routine charts that they created in their previous activity. Ask students, “*What helps us get out of bed every morning?*” Responses may include, “*Mom*” or “*Our legs*”. All of these are correct, but we cannot get out of bed without ENERGY! How do we get energy?
3. Introduce the vocabulary spotlight.

### Lesson Body:

1. Provide each student with a copy of *The Story of Adowa* worksheet. Tell them that you are going to read a story and you want them to draw along to the story. Let them know that there will be four main parts to the story, so there will be four scenes they draw.
2. Read the students, *The Story of Adowa*. As you begin a new scene, ask students to draw what they hear happening in the box number that corresponds to the scene number. For example, when you start scene one, students draw in the box labeled one. Students may need a few minutes between scenes to complete their drawings.
3. Pause at the end of Scene 4 and ask students the following:
  - a. Why is Adowa so tired? (Answer: She has no energy because she does not have food or water.)
  - b. What might happen to her if she does not find food and water soon? (Accept all answers.)
4. After the discussion, read Scene 5 to the group. Upon conclusion of the scene, allow students a few minutes to complete their drawings.

### Closure:

1. Have students finish Scene 6 of the story and draw what Adowa looks like when she receives good food and water and once again has energy.
2. Read students the below:

***Did you know? Information to Share***

Equines should eat 1-2% of their body weight in roughage every day! This varies greatly, depending on the amount of work the equine is asked to do, and on the type of hay that is fed. It is best to allow equine to eat free-choice hay throughout the day to promote the health of their digestive systems. Other types of nutrients that equine need include salt, and concentrates such as oats should be included whenever possible. In their natural state, equine eat only small amounts at a time, because they are grazing animals. They will spend over 12 hours a day grazing if provided with pasture or rangeland. When we feed them, multiple small meals a day are better than one or two large feedings. When required to do more work, they need more food. More energy spent=more food. Pregnant, nursing, and growing animals also have additional nutritional requirements. Equine also need water available at all times, just like us. If they gulp too much water after a difficult workout they can get sick or die.

**Extension:**

1. Ask students to create a healthy feeding and watering schedule for an equine (if students may choose a donkey, a horse, or a mule and research the needs specific to this type of equine). Use the websites provided in the Materials Needed section to learn about feeding schedules.
2. Ask students the following question about how equine need to eat before they complete their feeding schedule:
  - a. *We like to eat in meals, but equine are grazers, so how does that compare to the amount they eat at one time and the total time they need to spend eating?*

***Evaluate***

If they are journaling, prompt students to write about their favorite foods and why they feel that particular food gives them the energy they need to be healthy.

Additional Resource on nutrition: (<http://www.fao.org/ag/humannutrition/20736-08c321d1e1cc9ada2e7e9871da6ac67a9.pdf>)

Name: \_\_\_\_\_

**The Story of Adowa**

1.	2.
3.	4.
5.	6.

## The Story of Adowa – Scenes 1-5

Scene 1: Adowa worked very hard with her family. She was a beautiful donkey with big ears to help her hear, an upright mane of bristles, and a tail with a tuft of long hairs at the end. She worked with a friend, Jemal, who was also a donkey. It is important to have friends!

Scene 2: Her kind family taught her to know what they wanted from her. They named her to make her feel part of the family and trained her and her friend from the time they were very young. Because they were kind to her, she listened and learned a lot.

Scene 3: One day the wind was very bad and Adowa got scared. She was so frightened she began to run. She ran and ran! She ran so far, she got lost and could not figure out how to get back to her friend Jemal and her family.

Scene 4: For days she wandered looking for her home. Adowa became very hungry and thirsty. She tried to be brave and not show her pain, but she was so hungry and thirsty that she had no energy-she lay down and could not get up.

-----Pause Reading Here-----

Scene 5: Adowa heard a noise, but she was so tired and had such little energy because she needed fresh food and water that she did not even pick up her head. She thought she heard her name and a familiar bray. But she was so tired, she figured she was dreaming. As she was lying there, a kind hand reached out and offered her a small bowl of fresh, clear water. She did not open her eyes, she just guzzled it up. Once she finished the bowl, she dared open her eyes. There was her family and her friend Jemal. They helped her stand, offered her some food, and slowly the group walked toward home.

## Optional: Parts of a Donkey Graphic

You may wish to draw this or share with students.

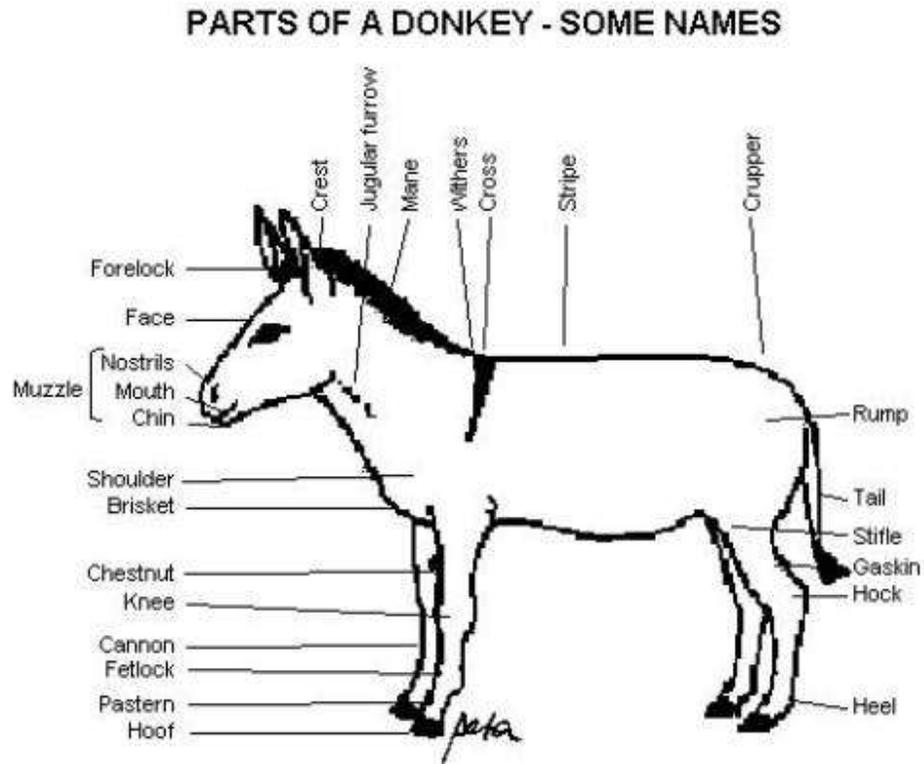


Illustration by Peta Jones: from Fastonline – Equine and Donkey Development  
[http://www.fastonline.org/CD3WD\\_40/LSTOCK/001/Equines/Donkeys\\_Development/Glossary.htm](http://www.fastonline.org/CD3WD_40/LSTOCK/001/Equines/Donkeys_Development/Glossary.htm)

## Lesson 2: Looking Good! All About Grooming

**Introduction:** Part of our everyday routine also includes taking care of our bodies. In addition to what we eat that keeps us healthy we also need to stay clean and look after our bodies. Taking care of what goes into our bodies contributes to the health of the outside of our body. But the outside of our body also needs special care. Our skin is exposed to all types of things that can make us sick. Taking care of the outside of our bodies with proper ‘grooming’ will help us to stay well. This means we have to be careful about taking care of the bodies of our animals too because they are only able to do *some* grooming themselves (like a mud or dirt bath!) and they can’t always communicate when something is wrong.

### Learning Objectives:

Students will be able to:

- Understand what germs are and that they cause illnesses to spread
- Identify ways to prevent germs and illnesses from spreading
- Identify and describe healthy grooming practices for themselves and animals who depend on them

### Materials Needed:

- Crayons and/or colored pencils
- Art paper for each student or pair of students
- Grooming tools (items for both humans and equine)

### Teacher Preparation:

1. Bring grooming tools (items for both humans and equine) in to show the students.
2. (Optional) set up a grooming station in a corner of the classroom.

### Lesson Procedure

#### Opening Activity:

1. After going over the information in the Introduction with students, ask them if they know what germs are. Accept answers and explain that germs are tiny living things that we cannot see that can make us sick.
2. Tell students that today they will learn about ways to keep their bodies and animals’ bodies safe.

#### Lesson Body:

1. Pass out art paper to each student or pairs of students. Ask students to fold their paper in half. Model holding the paper in landscape so it is longer than it is high and folding the ends into each other so there are two equal halves.
2. Ask students to draw a body or person on the left side. Have them design the body as they want. Encourage them to include details: eyes, nose, mouth, teeth, hair, clothes, shoes, etc.

3. Ask students to draw an equine (horse, donkey, or mule) on the right. Have them design the equine as they want. Encourage them to include appropriate details: saddle, shoes, cart, bit, teeth, etc.
4. Let students know that you are going to ask them to compare how they groom or take care of themselves and what grooming equine need. After they have decorated their pictures, ask them to point to the teeth on the human. Then ask them to point to the teeth on the equine drawing. Ask students how they care for their teeth, what they use to care for their teeth, and to share the routine. Define routine for the students if necessary. Then ask students how we can help care for the teeth of our equines, ask them to describe the routine and materials used.
5. Ask students how taking care of our teeth and the teeth of equines helps to reduce illness or injury.
6. Continue step four and five with other body parts, asking students to locate the same item on their human and on their equine, and then asking them to describe the care routine. If students do not know every equine grooming technique or routine, describe it for them. You may wish to bring grooming supplies in for the lesson to let students see them.

**Closure:**

1. Ask students to share whether they noticed any similarities between grooming routines for equines and their own grooming routines. Accept all answers. If journaling, you can ask students to answer the above question in the journal.
2. If you are keeping project folders, ask students to put their drawing in the folder.

**Extension:**

1. Create a grooming station for students in one corner of the room. Place tools and if possible a plush equine in the station. Allow students to practice holding and using the grooming tools and work with them to encourage things like gentle brushing, looking at the foot and frog of the horse, donkey, or mule.

## Lesson 3: Skin Care!

### Learning Objective:

Students will be able to

- Understand how the skin functions
- Describe basic first aid strategies to protect the skin

### Materials Needed:

- 2 pieces of the same fruit (use an apple, banana or any other type of fruit that has a skin that clearly shows bruising)
- a container or plastic wrap, a knife or fork
- *Skin Care Cards* (create enough so each group has a set of either doctor or veterinarian cards)

### Teacher Preparation:

1. Have your fruit ready for class.

### Lesson Procedure:



#### Vocabulary spotlight: Mammal

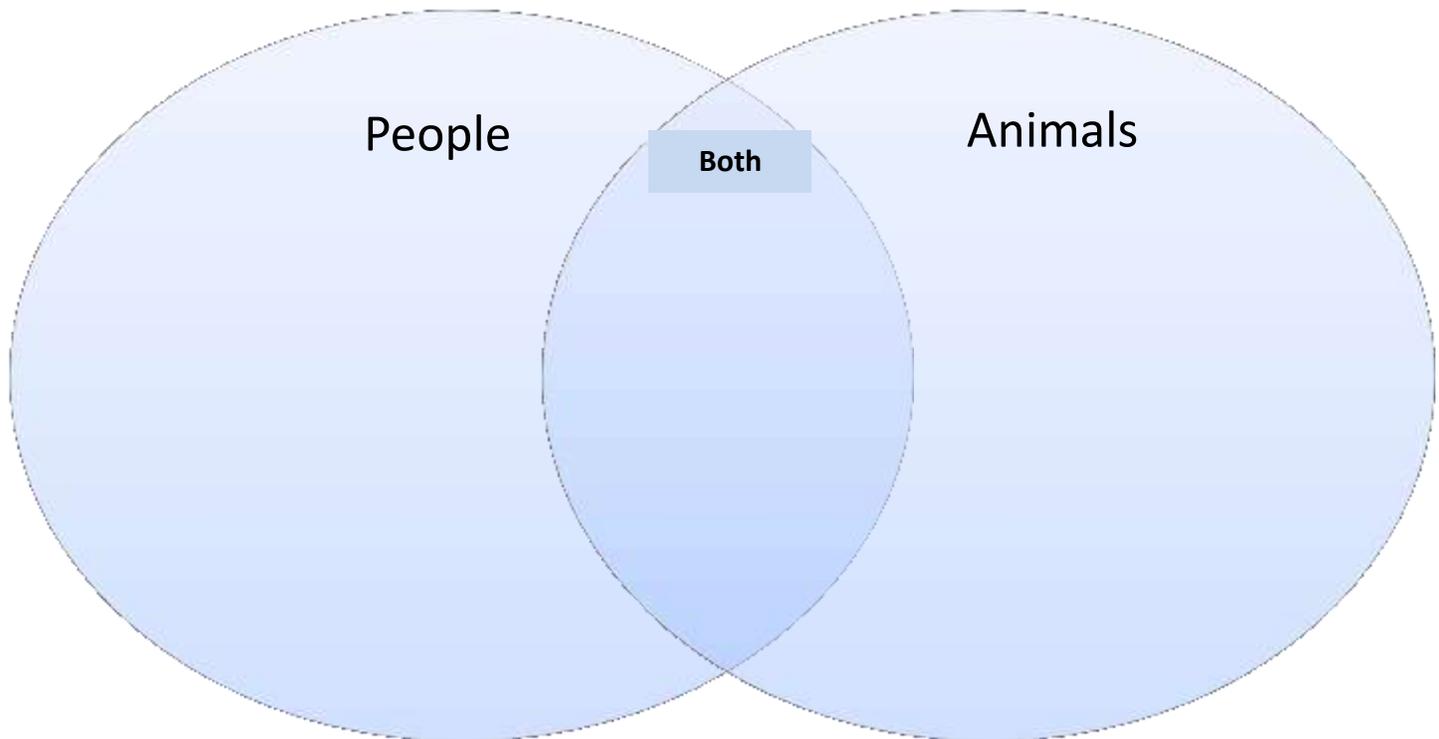
A mammal is an animal that breathes air, has a backbone, and grows hair at some point during its life.

### Opening Activity:

1. Explain to students that we are now going to look at the importance of skin and this activity will help students to understand how our skin contributes to keeping us healthy.
2. Introduce the vocabulary spotlight word mammal.  
Define the word and share that all mammals have skin with hair. Ask students to think of a few mammals. Accept answers. If they did not say “people”, share that we (people) are mammals and so are horses, donkeys, dogs, cats, even dolphins!
3. Share that the thing that is similar in all of us, all of the mammals they listed, is that we have skin and hair. Ask the class what they think skin is for. (Accept all answers.) Explain that the most important function of the skin is that it protects us. It acts as the main barrier between the environment (what is outside) and the internal (what is inside) like: organs of the body, shielding them from injury, bacteria, chemical invasion and the harmful rays of sunlight. The skin is a sensory organ meaning that it is sensitive to touch, temperature, pain, pressure and itching. It also plays a role in regulating body temperature. Like helping us to sweat when we are hot! Since we know equine are mammals, they feel the same if their skin is injured.
4. Tell students that to demonstrate how skin protects us, we will experiment with fruit and the experiment will take a few days to finish.

**Lesson Body:**

1. Create a demonstration in front of the class. With one piece of fruit, wash it, wipe it dry, and place it in a safe place, with an appropriate covering. With the other piece, leave it unwashed or wiped and place several 'injuries' on it. You can do this by poking small holes in it, dropping it, or cutting a small piece out of it. Then place it next to a window without a covering. Explain each action as you do it. For example, "*I am cleaning the skin and removing dirt and germs from it.*" Or "*Poking these holes and leaving them like this could be like getting a cut or scrape that doesn't get treated.*"
2. Tell the students they are going to be scientists and observe the fruit over the next few days. During those days, ask students to write down or draw their observations. Allow a few days to pass and then come back to the lesson and the fruit.
3. After a few days, place the two pieces of fruit side by side. Discuss with the students the differences in between the two pieces of fruit. Ask them to share what they see now and what they observed happening over the last few days. It will be clear: the fruit that was kept clean and washed without damage or dirt and in a safe place will be in better condition. The fruit that was not taken care of when injured will be severely bruised, damaged and probably not-edible.
4. Explain to students that damage to the skin happens to people and animals too. Ask students how many of them have ever had a scrape or a cut? Then ask how many of them have ever seen a working animal with a sore on his or her skin? Ask them how our skin and the skin of the equines in the world are similar to the fruit. Remind them of the term: *prevention* and ask them to draw some conclusions about their fruit experiment and skin care for themselves and their animals.
5. Tell your students that they are going pretend to be doctors and veterinarians. Split the class into two groups, one group will be doctors and one will be veterinarians. Provide each group with a set of *Skin Care Cards*. Ask each group to sort the cards into categories, determining if the skin condition affects people, animals or both. You may choose to give students a Venn diagram (example below).



6. After each group has sorted, ask both groups to share their results. Ask students what they notice. (The answer is that many of them are the same!) Review this is because both people and animals have skin and if the skin is injured and the wound is not cleaned, germs and parasites can get into the cut and make the injury worse.

**Closure:**

1. Ask students what they can do to help prevent germs and infection from getting into their skin and the skin of other mammals like horse, donkeys, and burros. (Answers can include, but are not limited to, cleaning any wounds and preventing wounds in the first place.)
2. Review how to clean wounds and when to know to call the veterinarian. For small wounds,
  - a. Wash your hands. This helps avoid infection. ...
  - b. Stop the bleeding. Minor cuts and scrapes usually stop bleeding on their own.
  - c. Clean the wound.
  - d. Apply an antibiotic.
  - e. Cover the wound.
  - f. Change the dressing.
  - g. Watch for signs of infection.

For larger wounds,

- a. Visit a doctor or veterinarian. Get stitches for deep wounds.
  - b. Watch for signs of infection.
3. If you have time, allow students to practice good skin care and first aid by role playing. Set up a "clinic" in your classroom! Place their checklists into the unit folder.

**Extension:**

1. Have students look at their skin closely. Ask them what they see. Some responses might include: holes (pores), freckles, and hair. Explain to children that we have hair all over our bodies, like many animals, to protect us. Explain to the children that washing and brushing hair helps to remove dirt and keep it healthy. Provide them with various equine and human grooming items and ask them to sort for whether it used by a person or an equid.

## Skin Care Cards

<p><b>Flies and Fly Bites</b></p> <p>There are many types of fly including the common housefly, the stable fly, horse flies Flies can bite and they can lay eggs in open wounds.</p>
<p><b>Midges</b></p> <p>Culicoides midges cause the condition 'sweet-itch'. The midges are very active at dawn and dusk and their bites cause intense irritation, leading to excess rubbing. The sore areas often bleed, attracting more insects. Prevention is most effective.</p>
<p><b>Mites</b></p> <p>There are a number of mites that cause intense irritation. They cause irritation by biting.</p>
<p><b>Lice</b></p> <p>Lice are parasites that live and lay eggs on their host. There are different types of lice.</p>
<p><b>Ticks</b></p> <p>Ticks are parasites that bite and feed on the blood of a host mammal before falling off to complete their lifecycle. Ticks tend to be common in areas with long grass and bracken. Although the tick bite itself rarely causes more than local irritation, ticks are a problem due to their ability to pass on infectious disease; the most well-known is Lyme Disease which can cause severe illness in mammals.</p>
<p><b>Rain scald and mud fever</b></p> <p>Both of these conditions occur when skin/hair is wet for a long time. Treatment involves antiseptic washes, good hygiene and dry conditions. A course of antibiotics is often required.</p>
<p><b>Ringworm</b></p> <p>This is a fungal skin condition. It can take different forms, including lesions that appear as circles and hair loss. Ringworm is contagious and can easily become widespread.</p>
<p><b>Sunburn</b></p> <p>Skin may burn in the sun.</p>

## Skin Care Cards Details and Answers

### Flies and Fly Bites

There are many types of flies including the common housefly, the stable fly, horse flies. Flies can bite and they can lay eggs in open wounds.

People and Animals can BOTH be bitten by flies and eggs can be laid in open wounds.

### Midges

Culicoides midges cause the condition 'sweet-itch' in hypersensitive (or allergic) animals. The midges are very active at dawn and dusk and their bites cause intense irritation, leading to excess rubbing, especially on the mane and tail areas in equine. The sore areas often bleed, attracting more insects. Prevention is most effective but can be difficult. It is important to stable equine at dawn and dusk, to use fly repellents several times a day, and keep equine away from water courses and wet areas where midges congregate.

If your equine is affected by sweet-itch, seek the advice of your vet.

Animals are the main being impacted by midges.

### Mites

There are a number of mites that cause intense irritation. Some types live on equine, while others live in hay and straw. They cause irritation by biting, usually on the lower legs or around the head and neck. Your vet might be able to find these on skin samples. Various insecticide preparations are available. Humans can get different types of mites as well.

People and Animals BOTH can get mites.

### Lice

Lice are parasites that live and lay eggs on their host. There are two types of lice found commonly in equine: chewing lice which eat dead skin in the coat, and sucking lice which feed on the blood of their host. Both types of lice can cause itching, rubbing, hair loss, depression and, in the case of sucking lice, anaemia. Lice are more common in the winter months and tend to prefer animals with long coats and those with lowered immunity (for example the very young or old, or those who are sick). Lice live within the coat and are commonly seen in the armpits and above the eye socket. Eggs, immature 'nymphs', and adults might all be seen and should be included in treatment programs.

Humans can also get lice. Thankfully, lice are host-specific, so lice on your equine cannot pass to humans or non-equine animals and lice on people cannot pass to equines.

People and Animals BOTH can get lice. However the types of lice they can get are different.

### Ticks

Ticks are parasites that bite and feed on the blood of a host mammal before falling off to complete their lifecycle. Ticks tend to be common in areas with long grass and bracken. Although the tick bite itself rarely causes more than local irritation, ticks are a problem due to their ability to pass on infectious disease to equines and other mammals. The most well-known of these is Lyme Disease which can cause severe illness in mammals including donkeys, horses, and humans.

It is important to be check for ticks, especially in areas with long grass. Common areas for attachment in equine are between the back legs, under the tail, and in the ears. If ticks are found, carefully remove them so that the tick mouth part is not left. Special tick removers are available from a veterinarian. Avoid traditional methods of tick removal, including burning, squeezing, or smothering in Vaseline, as they increase the risk of the tick regurgitating its stomach contents, thus increasing the risk of infection.

People and Animals BOTH can get ticks.

#### **Rain scald and mud fever**

Both of these conditions occur when an equine's skin/hair is wet for a long time. Rain scald affects the shoulders, back and rump, while mud fever affects the lower limbs. Treatment involves antiseptic washes, good hygiene, and dry conditions. A course of antibiotics is often required, so you will need to call a veterinarian.

Animals are impacted by rain scald and mud fever.

#### **Ringworm**

This is a fungal skin condition. It can take different forms, including lesions that appear as circles and hair loss. Ringworm is contagious and can easily become widespread. Although it will generally resolve in 6 to 12 weeks, call a medical professional for advice and treatment to limit the spread of the disease. Treatment includes using washes and disinfecting the environment. Ringworm can be transmitted to humans so take precautions when handling a donkey with ringworm; wear gloves and wash hands and equipment thoroughly after handling an animal or human with ringworm.

People and Animals BOTH can get ringworm.

#### **Sunburn**

Skin may burn in the sun and equine prevention is a mesh mask with detachable nose flap and/or daily high-factor sun-block application. For people, clothing cover and a daily sun-block application is preventative. Some equine will also develop sensitivity to the sun if they have liver disease or have eaten certain plants, including St John's Wort. Your vet might take a blood sample to narrow down the cause.

People and Animals BOTH can be sunburned.

## Lesson 4: Call the Doctor!

### Objectives:

Students will be able to:

- Recall the names of specialists who handle dental care, foot care and health care for people and animals
- Understand the importance of specialized care for certain areas of the body and the consequences of positive and negative health care
- Identify and perform basic care techniques to keep the teeth, feet and skin healthy for themselves and their animals

### Materials Needed:

- blackboard or chart paper
- writing utensil

### Teacher Preparation:

1. Draw chart on the board or poster paper.

Job	Dentist	Farrier	Doctor	Veterinarian
What do they do?				
Helps (People or Animals)				

### Lesson Procedure:

#### Opening Activity:

1. Ask students if they have ever gotten an injury, and if yes, who helped them to feel better. (Answers will include, but are not limited to parents, family, and doctors.)
2. Explain to students that while sometimes we know how to fix a health problem ourselves (and to prevent problems from happening), other times we need to see a professional, like a doctor. The animals in our care are similar in that they depend on us to know how to help them prevent illness or injury or to call a veterinarian. This lesson will explore health problems and injuries that require specialized care, as well as basic first aid information for when a specialist is not available.

#### Lesson Body:

1. Show students the chart you prepared earlier. Ask the students what each word means, what each person does, and who they take care of. Write correct responses underneath. When finished your chart should look like this:

<b>Job</b>	<b>Dentist</b>	<b>Farrier</b>	<b>Doctor</b>	<b>Veterinarian</b>
What do they do?	Takes care of teeth	Takes care of feet, hooves	Takes care of health issues	Takes care of health issues (often including teeth)
<b>Helps</b> (People or Animals)	People [some students may say there are also individuals like veterinarians who treat animals or specialized Equine Dentists]	Equines	People	Animals

2. Discuss the importance of each profession. Ask students the following:
  - a. Have you ever been to a dentist or doctor?
  - b. Has your family ever taken an animal to the vet? When does a horse need to see a veterinarian or a farrier?
  - c. Has a farrier ever helped the family equine with a foot or shoe problem?
  - d. What can a veterinarian do for a horse to prevent him from becoming sick?  
(Answer include: provide information on regular vaccinations, caring for skin conditions and wounds, hoof trimming, and teeth floating).

**Closure:**

1. Ask students to define each of the previous professions by writing about or drawing pictures of what they do. Place student work in their unit folders if using them.



*Evaluate:*

Journal prompt: Ask students to write about a time they or someone they knew (person or animal) needed to see a specialist or doctor. If they have an experience, describe a situation where you might need a specialist.

## Lesson 5: Safety First! Game

**Introduction:** Another component of being healthy is knowing how to keep yourself from being injured. When working with horses, donkeys, or other equines knowing how to interact with them is so important to keep us and them safe from injury. If our animals are being treated kindly in words and actions, being fed and watered well, and have been groomed regularly, they are much less likely to become aggressive. How do you feel if you are hungry or thirsty? How about if you have an itch that you can't scratch? You might feel grumpy or annoyed. When animals feel this way, they can act out by biting or kicking. Most injuries can be *prevented* so let's look at some safe ways to behave around horses or other equines.

### Learning Objective:

Students will be able to:

- Identify proper ways of handling a horse or equine

### Materials Needed:

- True/False questions

**Teacher Preparation:** None

### Lesson Procedure

#### Opening:

1. Tell students that you want to test their knowledge of equines and how to handle them. But the group is going to play a game!

#### Lesson Body:

1. Read the students the directions, "I am going to read a statement and then I am going to ask you if it is true or false. If you think it is true, STAND. If you think the answer is false, SIT.
2. After the class has responded to the question, read the answer out loud.
3. Repeat step two until all of the questions have been answered.

#### Closure:

1. Congratulate those who did well.
2. Let the students know that the group is going to continue to learn about equine and the next lesson is about body language. Knowing how to communicate with our animals will help us all to stay safe.

## True/False Questions

(Content retrieved from [equisearch.com/horses\\_riding\\_training/training/beginning\\_rider/safety\\_rules\\_kids\\_052908/#sthash.EWdFCzy8.dpuf](http://equisearch.com/horses_riding_training/training/beginning_rider/safety_rules_kids_052908/#sthash.EWdFCzy8.dpuf))

**1. When approaching your animal you should talk to him, so not to take him by surprise.**

TRUE! Always speak to a horse to alert him of your presence before walking near; this avoids provoking his startle reflex. Approach from the side, to avoid "blind" spots (directly in front of and behind). Touch him first on the neck or shoulder, with a firm but gentle stroking motion. Be careful when entering an area containing several horses (they could jostle or step on you). Also, do not take food into a group—they are likely to crowd around and it could incite a "food fight," with you caught in the middle.

**2. When grooming you should stand directly in front or behind the horse so you can have access to both sides.**

FALSE: Never stand directly in front of or behind a horse. Stand at the horse's shoulder or to the side of the horse. You should also always try to keep one hand on the horse at all times so they are aware of where you are.

**3. If you are tending to your animal's hoof or lower legs, it's fine to sit on the ground.**

FALSE: Always stay in a squatting position so that you can quickly move out of the way. If you sit, it is harder to get out of the way.

**4. If you want to feed your animal something from your hand, keep your hand flat with your thumb tucked in.**

TRUE! To avoid getting nipped or bit, keep your fingers away from the horse's mouth.

**5. It doesn't matter how you tie up or hobble your equine as long as he or she can't get away.**

FALSE: Tying your animal improperly can lead to injury for you or your animal. A good rule of thumb is: "Eye high and no longer than your arm". That means the animal should be attached to a secure and safe object at the height of the animal's eye and the distance between the knot and the equine should be no longer than the length of one arm.

## Lesson 6: What Are You Saying? Body Language

### Learning Objectives:

Students will be able to:

- Recognize the body language of equines
- Analyze ways humans can create better relationships with equines to create stronger bonds and a better working relationship

### Materials Needed:

- Body Language worksheet
- Art materials to make puppets – or –
- Items to make costumes

### Teacher Preparation:

1. Prepare art materials or costumes so they are available when needed.

### Lesson Procedure

#### Opening Activity:

1. Tell your students that even though horses and donkeys are bigger animals, they are actually considered animals of PREY. This means that they have developed skills to avoid being eaten in the wild; it helps them to run fast and to see things around them that might be dangerous. The more we know about how these animals think and behave the better we can communicate with them.

#### Lesson Body:

1. Read them the following interesting fact:

**Did you know?** Equine have evolved to live in groups (herds or bands) and their ability to interpret the postures or body language and movements of their group members is important for their survival. Equine rely a great on their tail, ears, mouths, and postures. We use body language too!

2. Ask students to list the body language they use to show various emotions or feelings. Emotions can include, but are not limited to:
 

i. happy	iv. upset
ii. sad	v. sick
iii. worried/nervous	vi. hungry
3. Next, hand out the horse body language worksheet and ask students to review it with you.
4. Draw some of the items on the board or large paper so the whole group can see. As a whole group or individually, ask the students to tell you what the equine (horse, donkey, or mule) is telling us. Then write the emotion or feeling under the drawing.

## Body Language

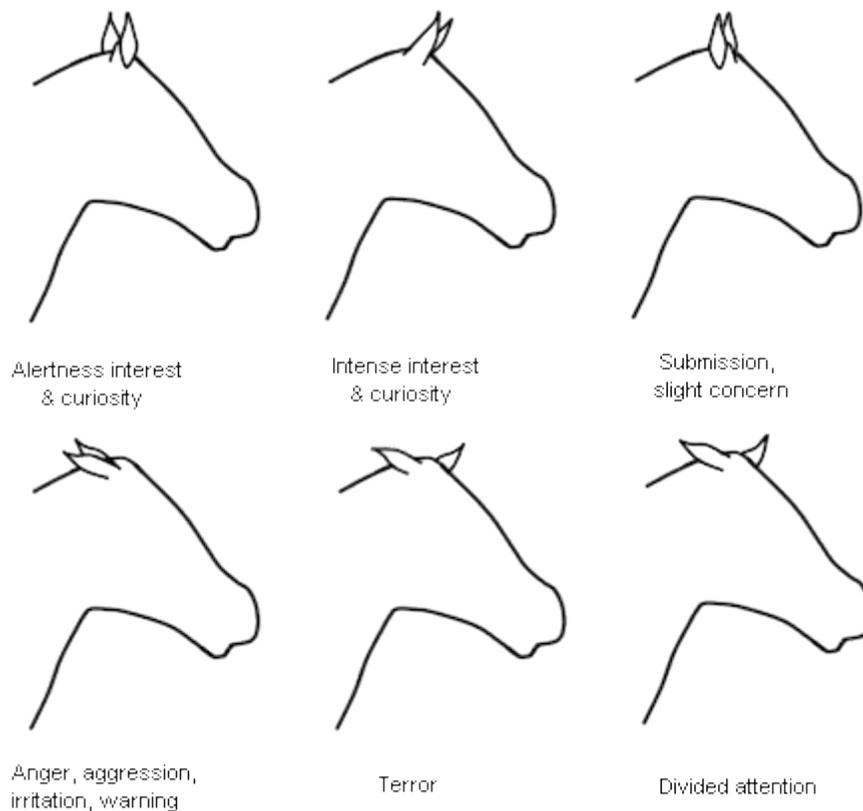
Body language Information pulled from

<http://sielearning.tafensw.edu.au/MPR/8131G/equine/Behaviour/Abnormal/BodyLanguageStressed.htm>

### The Ears

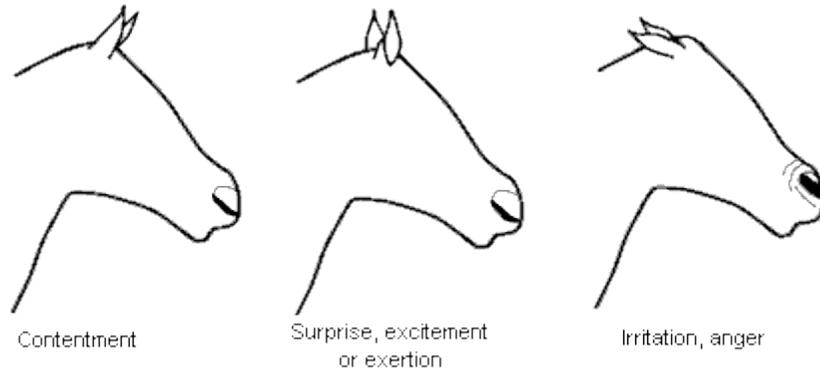
Ears of equid can give us information about their mental state.

The diagram below shows a variety of ear expressions, but the one we might expect to see in a stressed horse or donkey is the partially turned sideways ears indicating slight concern. Ears that constantly flicker between intense interest and slight concern also indicate that all is not well in that particular circumstance.



## The Nose and Mouth

The main messages to be gained from reading nostril and mouth activity are whether the equid is content, surprised or irritated/stressed.





Contentment



Relaxed, desire to drink



Irritation, grumpiness



Acceptance



Grimace from fear or discomfort



Fawning, fear, submission



Anticipation



Snarl, anger, aggression



Threat, anger



Vocalisation

**Closure:**

1. Ask students to perform a drama or create a puppet show in which they show some of the body language signals.
2. Allow them to perform this for another class or the rest of the school.

## Let's Review! Culminating Activity

### Learning Objectives:

### Materials Needed:

- One class copy of the *Question and Consequence* cards located at the end of the lesson
- Two large cards, one reading **START** and another reading **FINISH**
- Seven dots or other items to mark a location

### Teacher Preparation:

1. Copy and cut apart *Question and Consequence* cards.
2. Create a START spot in the classroom, seven dots or other indicators spread throughout the room, and an END spot. The final outcome should look like a game board.

### Lesson Procedure

#### Opening:

1. Ask students if they have any questions about equines.
2. Explain to the students that they are now going to play a game. Split the class into three teams. (You may create more teams if you have a large group.) Ask each team to choose one student to be the actor. Once the actor has been selected, ask him or her to stand on the START spot.
3. Provide directions for the game to the teams. The goal of the game is to get the actor to from the START spot to the END spot. The teacher will read the questions and the teams must decide upon an answer. The actor on the team is not allowed to speak during the game. If the team chooses the correct or responsible option, the actor will be allowed to move forward one step-one step closer to the END spot.

#### Lesson Body:

1. Read the following scenario to the class.  
*You have been asked to go to the next town and deliver some gifts to your family there. You are travelling alone and want to make the trip quickly and you want to bring enough supplies so that you don't run out along the way. You load your horse and think you are ready to go. You say good-bye to your family and head off!*
2. Ask each group to choose one member to be the spokesperson. The spokesperson will share the answers of the group and is the only one who can give the answer.
3. Next, read the directions to the group.  
*Your team must get the gifts delivered and be sure the horse is not overworked. Your team will listen to each question and the answer choices and quickly decide which answer they feel is the correct choice.*
4. Read the *Question and Consequence Card* item #1. Allow each team to decide upon their answer and tell their spokesperson their choice. Depending on the answer given by

the spokesperson, the team actor will be able to move forward. Repeat this step until a team has won.

5. If one team reaches the end of the trail quickly, you may finish the questions with the remaining teams.

**Closure:**

1. After the teams have arrived at the END spot, have students to return to their seats. Ask students some of the following questions:
  - a. What the most interesting thing was that they learned from this unit?
  - b. What was surprising in the game or unit?
  - c. In what ways are human needs similar to equine needs?
  - d. How can we show responsibility for equines in our care?

**Extension:**

1. Have students develop new questions and consequences for the game.
2. Change the questions to play the game again and again as you see fit for your group of students!

Congratulations on completing the **Connections: Working Equine Unit**. We hope you and your classroom have learned something new.

### Question and Consequence Cards

1. Your horse is stumbling under the weight of the supplies. What do you do?
  - a) Lighten the load and carry some of it yourself  
(Consequence: Good Choice! Move one steps ahead.)
  - b) Give him a smack with a branch and make him carry on  
(Consequence: No! Stay put. You will move slower when your animal is struggling.)
  
2. You have been travelling most of the day and you are hungry. You stop to eat some of the food you packed. What should you do with your animal?
  - a) Take off the load and allow him to have some food, water, and rest  
(Consequence: Good Choice! He will feel much better and be ready to go when you are. Take two steps forward.)
  - b) Give him a bit of food and water but leave the pack on. You don't have time to rest that long and you don't want to have to load him up all over again.  
(Consequence: Good to give your animal some energy, but better to give him a break from all that work too! Take one step forward.)
  
3. When you take off your animal's pack you see a small sore spot. You are also getting a blister on your foot. What do you do?
  - a) Put a bandage on your foot and carry on. You can help your animal when you get to where you are going.  
(Consequence: No! If you are uncomfortable with a sore spot your animal is too. Not taking care of it now will only make it worse. Don't move forward.)
  - b) Put a bandage on your foot and cut a small hole in the padding of your animal where the sore spot is allowing space between the sore and the weight of the load. You will get more help when you get to where you are going.  
(Consequence: Yes! Basic first aid for you and your animal will help you get to your destination more quickly. Move ahead one spaces.)

4. You notice that your horse is limping. Do you...
- a) Continue on. You are almost there. You will get the horse help as soon as you arrive.  
  
(Consequence: You can make an injury worse if you don't stop. You might not have an animal to return with. Go back two spaces.)
  - b) Stop and inspect the animal's feet. If possible, lighten the load, stop, rest, and get some energy!  
  
(Consequence: Good call. Clean out any rocks or stones that can be causing pain. A small stone can cause a lot of pain for the animal's feet. Cleaning, using a hoof pick and caring for the feet will make a big difference! Move ahead one space.)
5. You arrive in town and you notice that your animal is still having trouble with his feet. Do you...
- a) Clean them again and hope that it goes away. You will call the farrier when you get home.  
  
(Consequence: Risky. You could end up with an animal who can't walk. Go back on e space.)
  - b) Stay an extra night and call the farrier or veterinarian.  
  
(Consequence: This is a good choice. Seeing a professional at this point could help save the feet and life of your animal. Move forward 2 spaces. )
6. As you are walking you start to feel unwell. It has been very hot. What do you do?
- a) Stop and drink some water. Put on a hat and a shirt to protect your skin or find some shade for a rest.  
  
(Consequence: Good choice! The sun is strong. You need to protect your skin from it with shade and covering. You and your horse will feel better after a short break in the shade. Drinking water is also very important for you and your equine. It keeps your bodies working right! Move ahead one space.)
  - b) Pour some water over your head and keep going. You want this trip to finish.

(Consequence: This is not good enough. The water might feel good on your skin, but it will be better for you inside your body. Protection and a break from the sun will help restore your strength. Be sure to give your horse some water and a break too. Move back one space and rest.)

7. You finally arrive at your destination. What should you do?

- a) Tie up your horse with a little food and go inside and go to bed. You are exhausted.

(Consequence: Wait! Have you groomed and fed your animal? No moving forward for you!)

- b) Unload your animal and wash and brush his coat. Give him feed and water and then go inside and go to bed. You are exhausted.

(Consequence: Well done! You have both worked hard today. Grooming your animal will keep his coat beautiful and healthy. And you both need to recover and gain some energy. Move ahead one space!)

8. You unload your animal and tie him up for food and rest. You notice that he is not eating. When he tries to eat, he is dropping more food than he is putting in his mouth and seems to be moving his mouth in a strange way. What do you do?

- a) Look inside his mouth and see if there is anything in there. If you don't see anything, it must be ok, he will eat when he is hungry.

(Consequence: If you present food to your hungry animal and he doesn't eat, something is wrong. Moving his mouth in an unusual way, biting or chewing on the bit more than usual, or tossing his head, dropping food, and even bad breath can indicate a dental problem. Move back one space.)

- b) Try to find an animal dentist or veterinarian to check your animal's teeth. There could be a small sharp edge that is making it difficult for your animal to chew properly.

(Consequence: You are doing a great job looking after your animal. Go ahead one space.)