

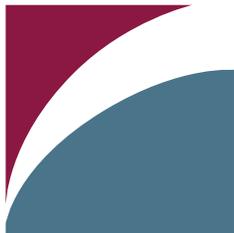


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Cloverbud Curriculum

Puzzling Horse Parts!

Knowing the parts of the horse and how they function is essential for interacting with the animal.

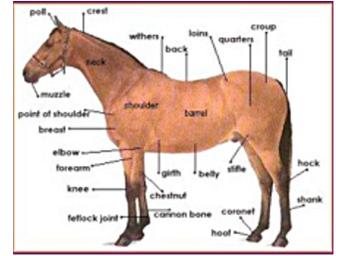
What Part Goes Where?

So many activities and interactions with horses require you to know what the parts of the horse are, where they're located, and how they function. It's also important to use the correct terminology when speaking with others about horses. For example, telling the vet that a horse has a wound on the withers is more specific than just saying on the back.

These activities start with the very basic parts of the horse. More complex games can be played using more advanced terms and adding more parts of the horse, along with added functions.

To begin with, use common names and parts that are going to be familiar to youth, including Head, Nose, Ears, Eyes, Neck, Mane, Chest, Shoulder, Withers, Back, Hindquarters, Tail, Hock, Hoof and Knee. As the youth become comfortable with these parts, add more to the list, such as Poll, Dock, Crest, Coronet Band, Pastern, Fetlock, Cannon, Stifle, Gaskin, Loin and Croup.

Explain the function of the parts as well. Eyes, ears, and nose are for sensing things. The mane is like the hair on your head, protecting your skin and helping to keep you warm in winter. The tail is good at whisking away flies. The shoulders and withers help a horse move its front end, while the hindquarters and back help move the rear end. The back is also where the rider sits. Knees and hocks allow the horse to bend its legs, like your elbows and knees. The hoof is the horse's foot, and its hard wall protects sensitive structures inside.



Do you know your parts?

Skill Level: Cloverbud, K-3

Learner Outcomes

- 1. Identify/locate the anatomical parts of the horse.
2. Connect the parts of the horse to their function.

Science Standards: Unifying Concepts and Processes/Form to Function, and Life Science/Characteristics of Organisms

Success Indicator: Correctly identify anatomical parts and their proper location.

Life Skill(s): Decision making, Cooperation, Teamwork

Tags: Cloverbud, horse, parts

Time Needed: 45-60 minutes (can easily be divided into smaller segments)

Materials List

- Printed page of large horse puzzle pieces
Printed page of small horse puzzle pieces
Printed page with small horse outline
Scissors, glue or tape, and crayons or colored pencils.

### Did You Know?

The horse can see almost all the way around their bodies without turning their head!

Horses are measured at the withers (where the neck joins the back) to know how tall they are!

The horse's knee joint is the same as the human wrist, and their hock joint is the same as the human ankle!

### Glossary Words

**Anatomy** – refers to the body structure of the horse

**Topline** – the top of the horse, from the withers to the tail

**Withers** – along the horse's topline, where the neck joins the back

**Hock** – the joint bending backwards in the hind leg

## Experience / 'What to Do'

Begin by discussing the parts of the horse along with the function or purpose of those parts. Give each child a stuffed or model horse to point out parts and follow along, or have them point out the matching parts on their own body.

### Small Horse Puzzle

1. Print out "Small Horse Puzzle Pieces" and "Small Horse Outline."
2. Give each child a page with horse parts on it. It may be helpful to write the names of the parts on the back, to make puzzle assembly easier for younger children.
3. Allow each child to color their horse parts as you discuss the names and functions of the parts.
4. When they're done, have them cut out the pieces and then assemble them inside the small horse outline. Cut to the outside of the lines to make the pieces fit better. If the pieces are cut too small, then the outline can be colored to match and fill in the spaces.
5. The pieces can be glued or taped in place.

**Large Horse Puzzle** (appropriate for older youth; the large pieces match the smaller image, which can be used as a reference)

1. Print out "Large Horse Puzzle Pieces."
2. Spread out the puzzle pieces (uncut) on the floor or table in their proper places. Discuss the names of the parts of the horse and ask the youth why they think animals have those parts.
3. Have youth cut out puzzles pieces.
4. Jumble the pieces on the floor or table and then have the children work as a group to reassemble the puzzle. As they do this, ask them if they have body parts that are similar, or if they know similar parts on other animals. Also, review the function of each part again.
5. As a group, have the youth decide what colors to use, and then color the puzzle. Tape it together.

**A game of "Simon Says!"** (See "More Ideas!") can be used to test the children's grasp of the information in this module.

## Talk It Over

### Share . . .

1. How did you decide which part of the horse went where in the puzzle?
2. What hint did one part of the horse give you to tell you what it did/what its function was?
3. What was your favorite part of this activity, and why?
4. What would you like to try again?

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### Reflect . . .

1. Why do you think it's important to know the parts of the horse?
2. Why do you think it's important to know what the parts of the horse do?
3. What part of the body do you put a shoe on? How many different names for this part can you think of on other animals? (for example, dog, horse, crab)
4. What did you like about working in a group? How did it feel to work alone?

### Generalize . . .

1. How does knowing what your body parts do help you?
2. What did you learn from working in a group?

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### Apply . . .

1. Look at one of your animals or an animal in your neighborhood to see if you can tell how a body part helps it move, sense danger, or change direction.
2. What would you change to make working in a group better the next time you work in a group?

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## More Ideas!

**Simon Says!** Each child will need a picture or a model/stuffed horse for this activity, or use the small horse puzzle.

1. Begin that game of “Simon Says” incorporating the parts of the horse. For example, the leader says “Simon says touch the horse’s nose!” The youth should then touch the nose on the picture, toy, or model.
2. If the leader does not open the command with “Simon says...,” then the youth should not respond. For example, if the leader says, “Touch the horse’s mane!,” the youth should not touch the horse’s mane.
3. More complex commands could include “Simon says touch your nose AND the horse’s nose!”

## Pin the Part on the Pony!

1. Draw a large outline of a horse on a large piece of paper. Hang this on a wall or board at a level where the children can easily reach it. Alternatively, the large horse puzzle can be used.
2. Print 2 copies of labels for horse parts.
  - a. Hang one where the children can easily see it.
  - b. Cut one out and place the pieces in a bowl or other container.
3. Have the children write the names of the parts of the horse on their own paper, working from the list you provided. Then have them cut the names out to form labels. Have the older kids work with the younger ones who may not be able to read or write well.
4. Have one child draw a name out of the container and read it to another child. Again, an older child can help those who can’t read yet. The second child should then select the correct label from their pile and tapes it in the proper place on the large outline of the horse.
5. The child who just placed a label now selects a part for the next child. Continue until all parts are labeled.

For more advanced youth, include more choices and/or more specific parts. This could include Poll, Dock, Crest, Coronet Band, Fetlock, Pastern, Stifle, Gaskin, Loin and Croup.

## For More Information

Search [www.extension.org/](http://www.extension.org/) for additional information.

## References

“Equine Science – Basic Knowledge for Horse People of All Ages” by Jean T. Griffiths.  
[www.Horsebooksetc.com](http://www.Horsebooksetc.com) or Phone: 1-800-952-5813

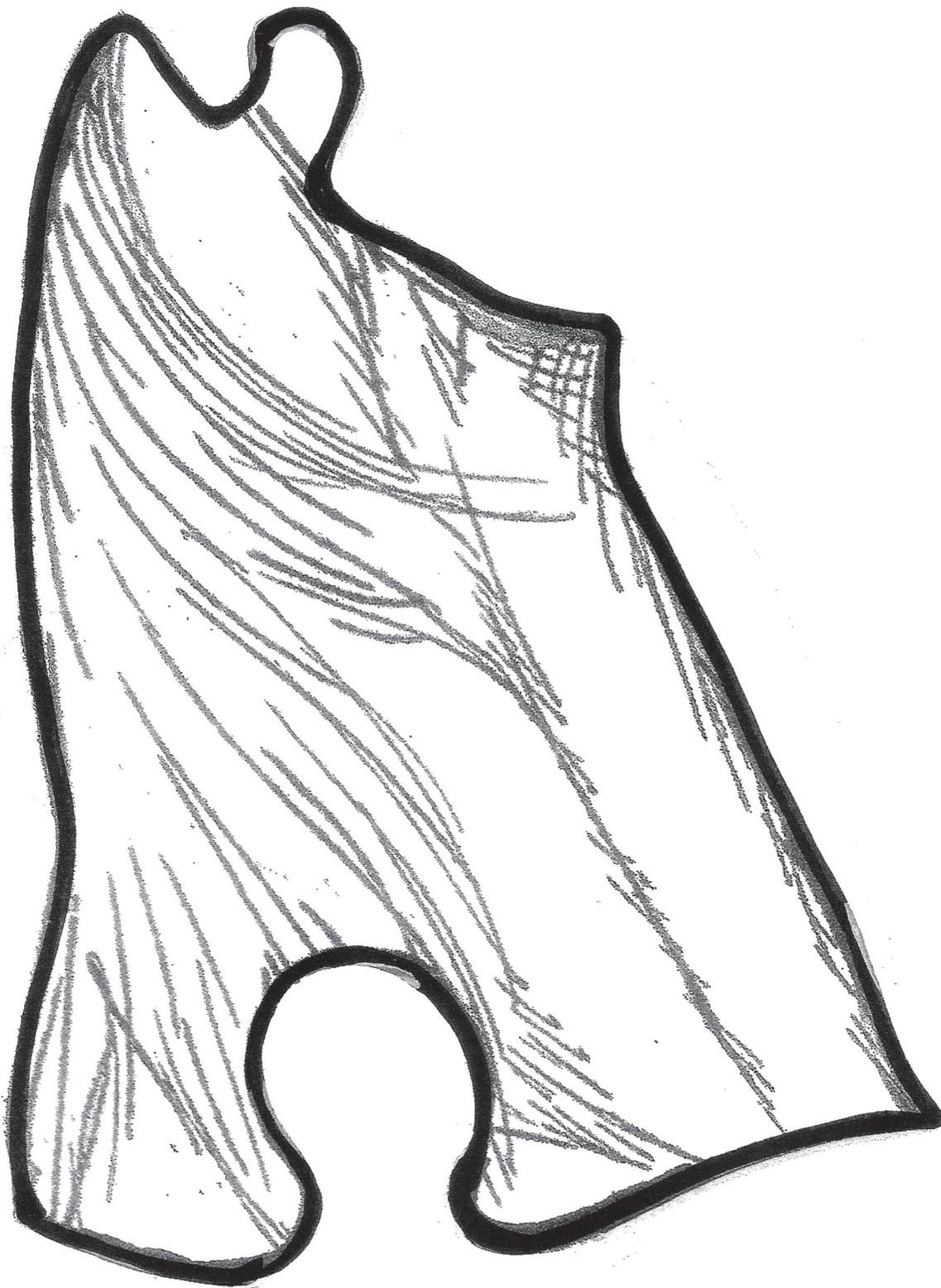
“Horse Science” by Ray Antoniewicz. [www.4-hmall.org/detail.aspx?ID=16681](http://www.4-hmall.org/detail.aspx?ID=16681)

“Horses & Horsemanship” by Ray Antoniewicz. [www.4-hmall.org/detail.aspx?ID=16680](http://www.4-hmall.org/detail.aspx?ID=16680)

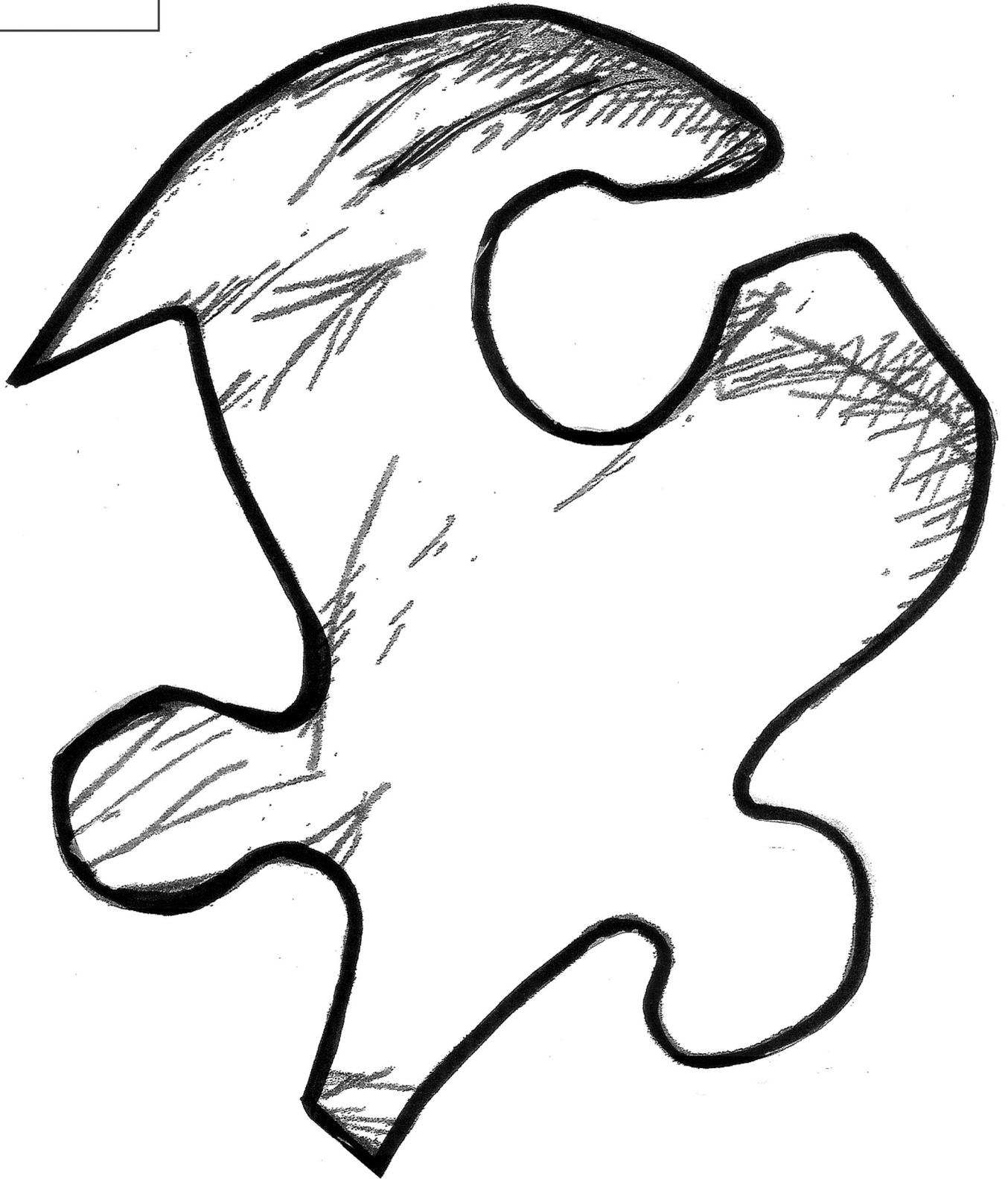
Head  
Color, then cut out



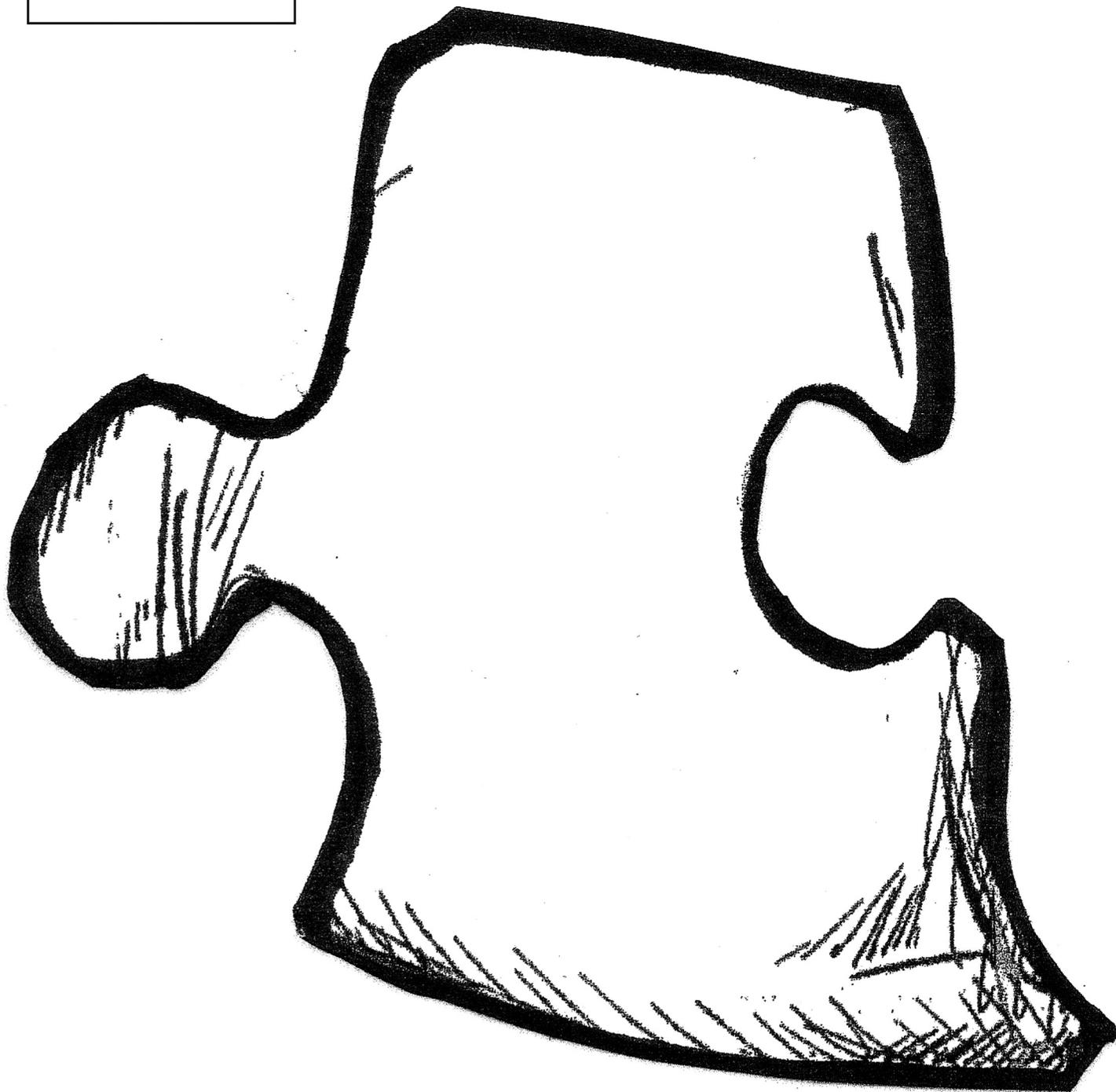
Neck  
Color, then cut out



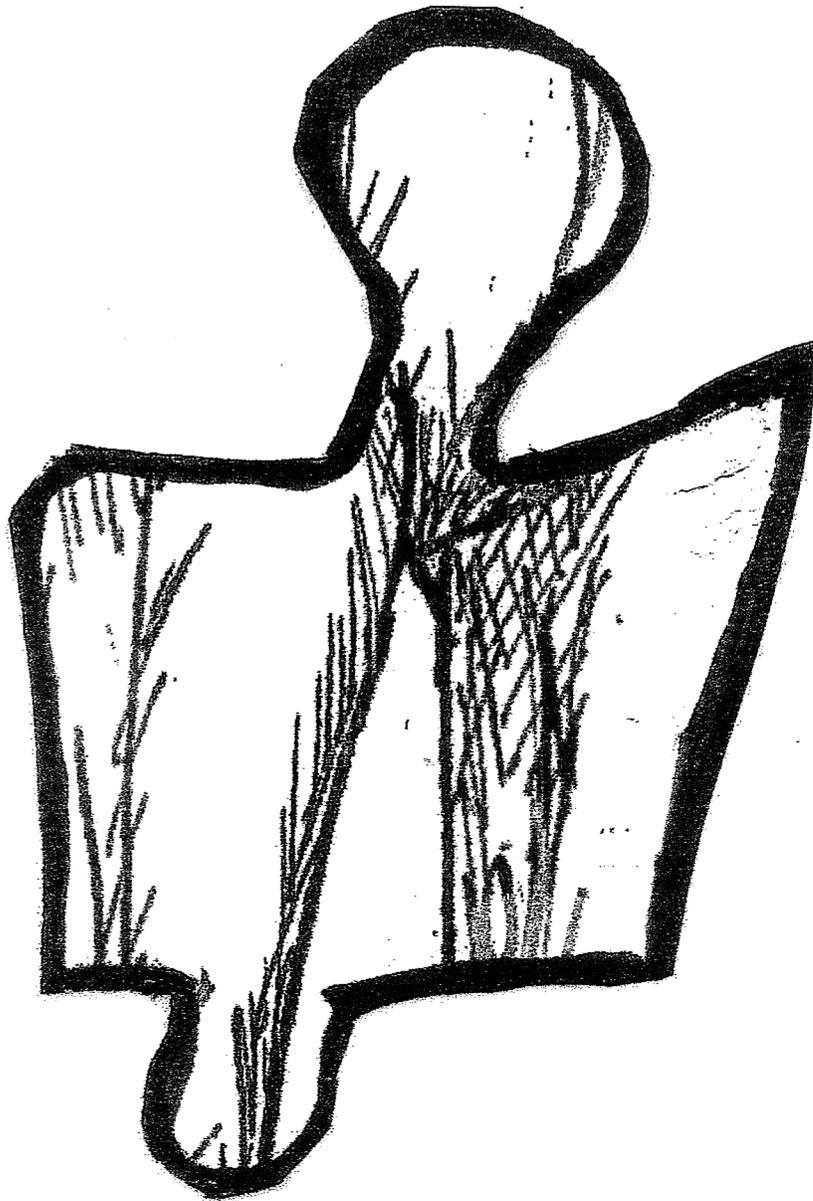
**Chest and Shoulders**  
Color, then cut out



**Belly**  
**Color, then cut out**



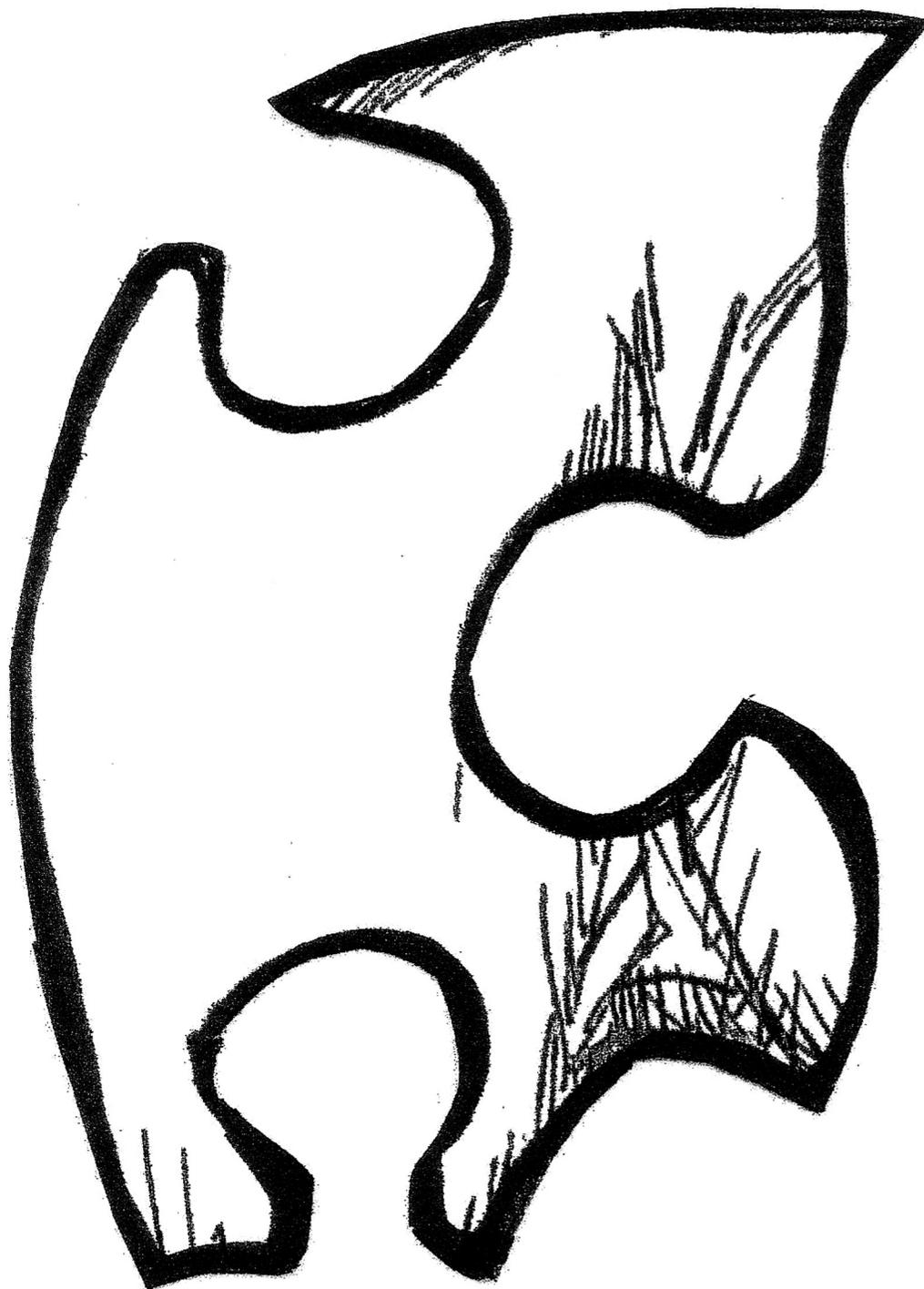
**Forearms**  
**Color, then cut out**



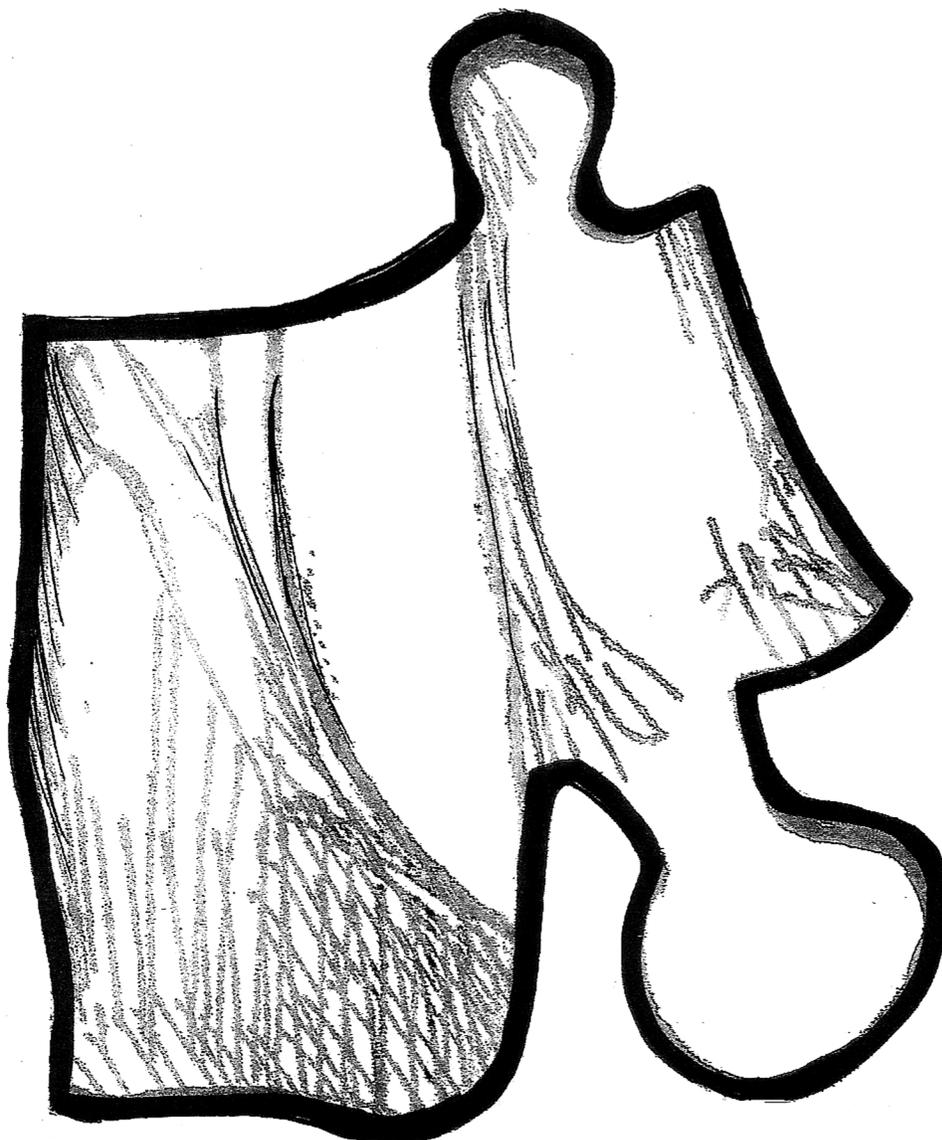
**Forelegs**  
Color, then cut out



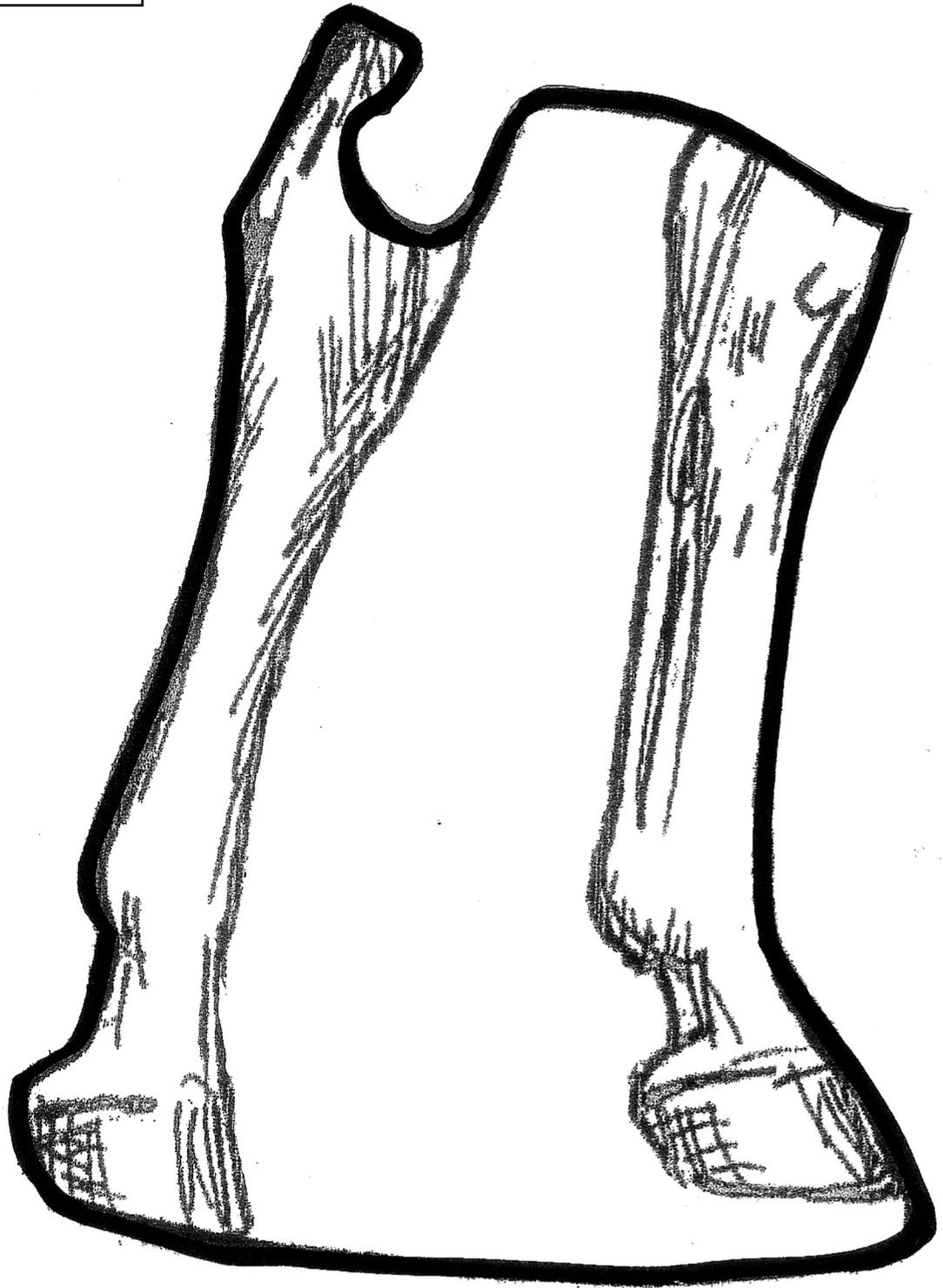
Hindquarters  
Color, then cut out



Gaskins  
Color, then cut out



**Hindlegs**  
Color, then cut out

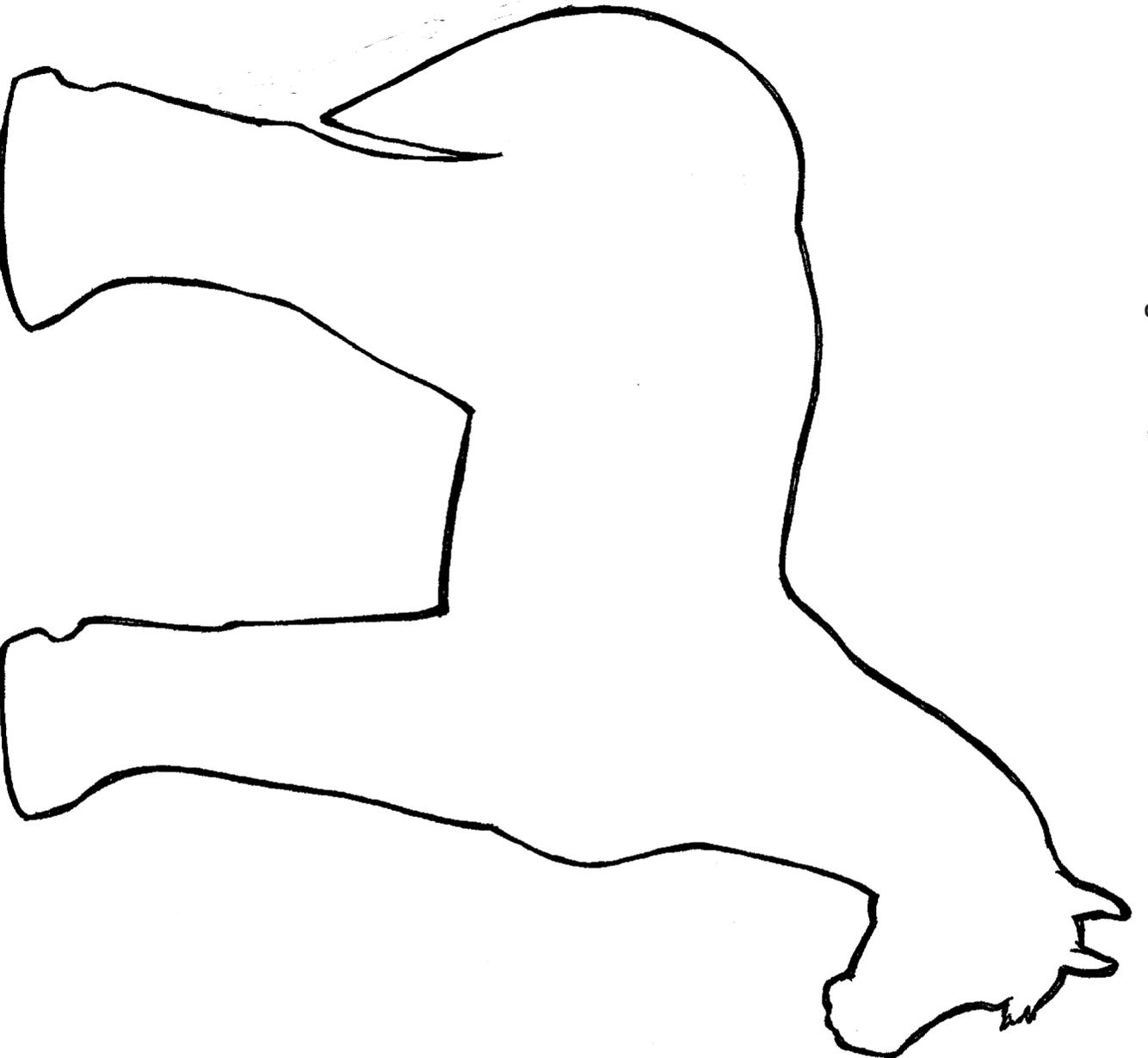


Tail  
Color, then cut out

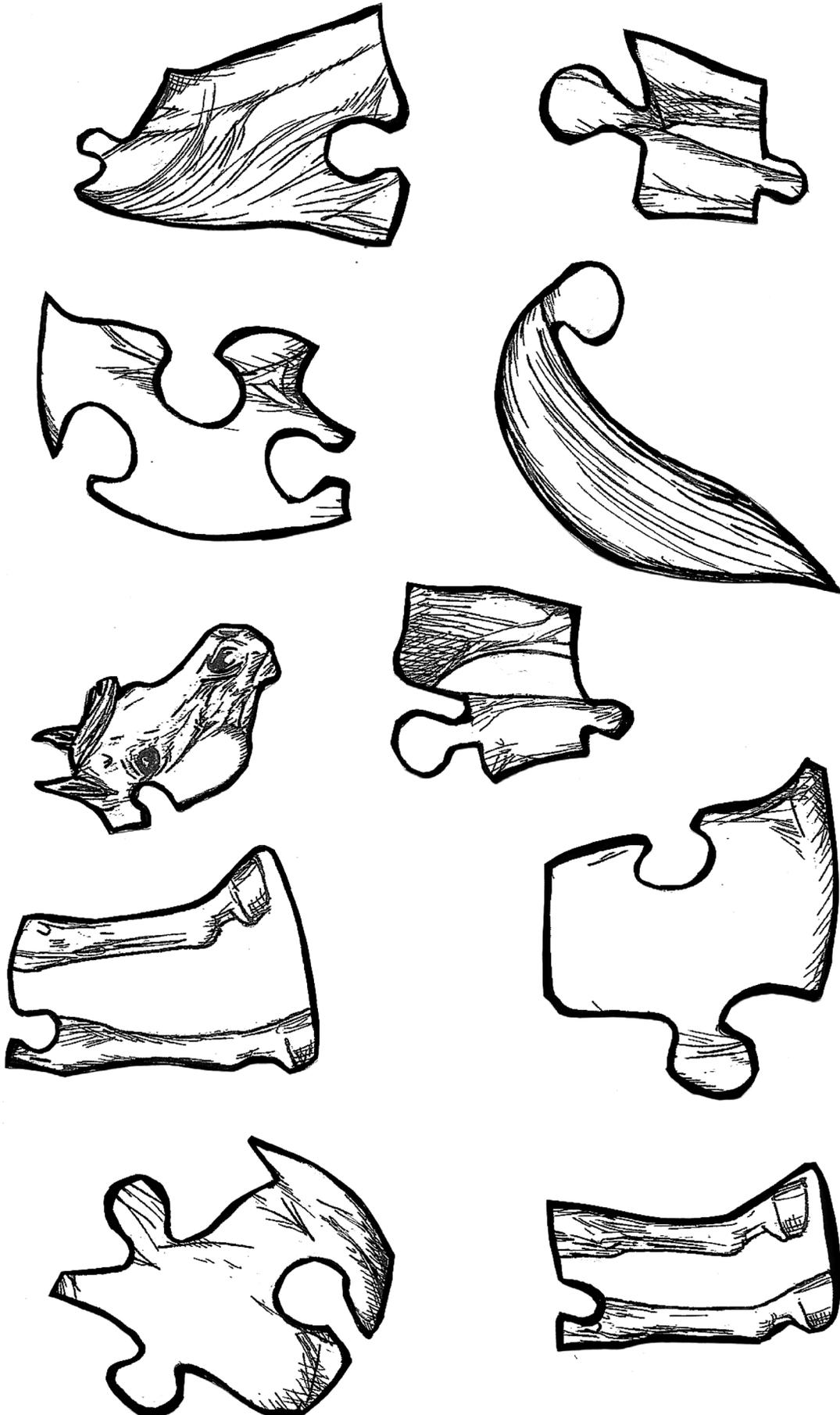


**Fuzzing horse tails:**

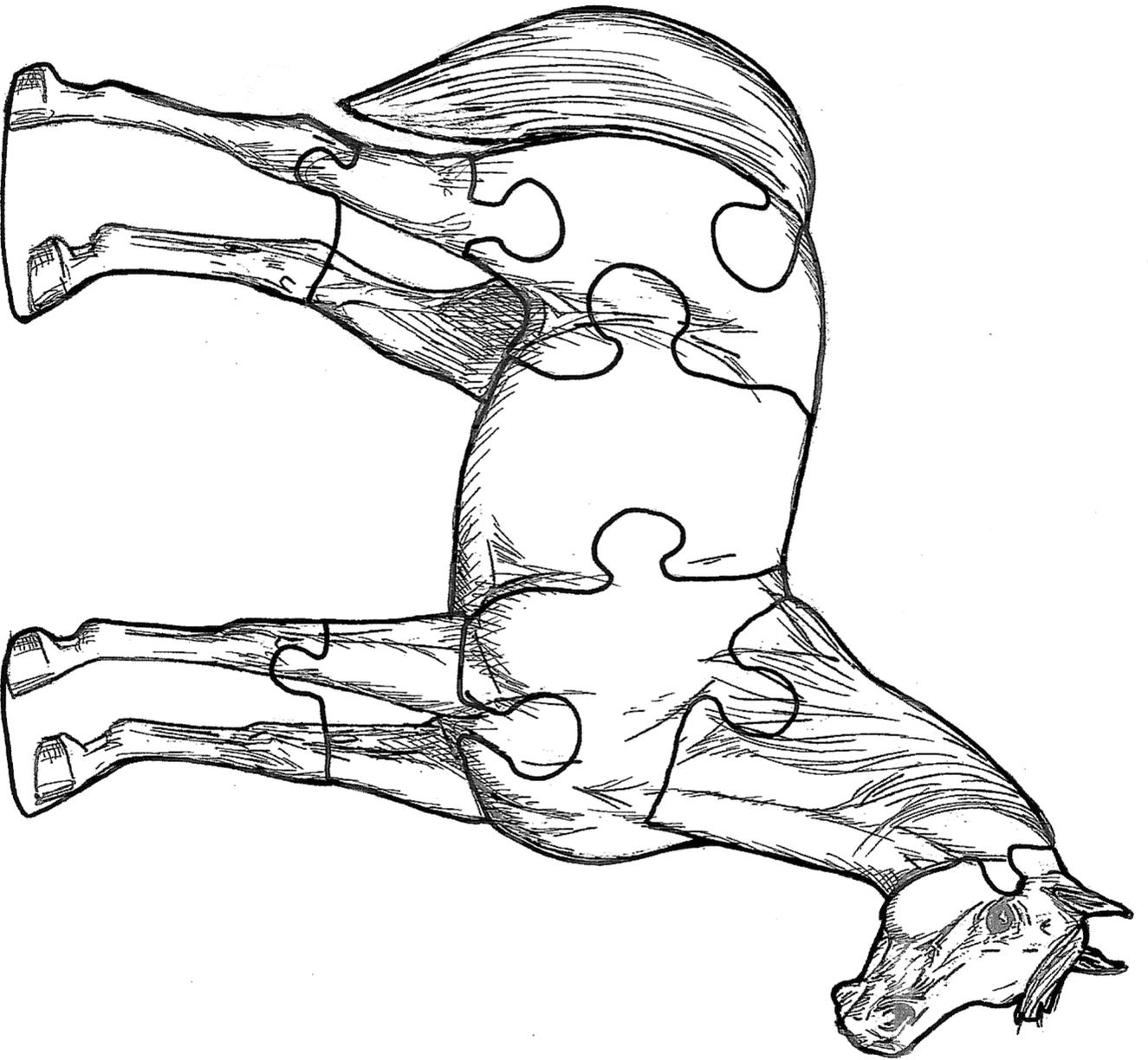
Virginia 4-H Horse Activities for K-3 Youth



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