



THE UNIVERSITY OF ARIZONA  
COLLEGE OF AGRICULTURE & LIFE SCIENCES

# Cooperative Extension



## CLOVER COMMUNICATOR YAVAPAI COUNTY 4-H NEWS FEBRUARY 2020

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You may view a color copy of this  
newsletter online at:

[http://extension.arizona.edu/4-H/  
yavapai](http://extension.arizona.edu/4-H/yavapai)

Stacy DeVeau  
4-H/STEM  
Program Coordinator, Sr.

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4-H Club Program Coordinator

Administrative Associate



February 1	4-H Horse ID Deadline
February 1- 2	Archery Family Fun Shoot & Campout - Gardner Canyon, Coronado National Forest
February 5	State teen leadership survey submission deadline
February 8	2020 Arizona 4-H State Dog Show, Tucson
February 8 - 9	Next Level Livestock Camp - Show Goat & Sheep Camp - Buckeye
February 10	Online Entry Deadline for EXPO Indoor, Dog, Dairy & Breeding, Small stock
February 11	EXPO Meeting, 6:00 PM - Shelby Hansen Room
February 17	2020 Arizona 4-H Youth Foundation Scholarship Application Deadline to state Foundation Office
February 29 - March 1	Arizona 4-H State Shoot
March 14 - 15	Next Level Livestock Camp - Show Pig Camp - Buckeye
April 1	Yavapai County EXPO Scholarship Application Deadline
April 1	Tractor Supply Clover Campaign Application Deadline



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## Save the date

### 2020 Arizona 4-H State Dog Show

February 8, 2020



Hosted by Pima and Gila County  
UA Cooperative Extension

University of Arizona Campus Agricultural Center

4101 N Campbell Ave, Tucson, AZ 85719

Show begins at 8:30 a.m.

Setup and Registration at 7:30 a.m.

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***Proof of Current Vaccinations Required Prior to Attending Show  
(Rabies, DHPP, & Bordetella)***

*Registration Details & Accommodations Coming Soon*

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#### Tentatively Scheduled Events:

Obedience \* Showmanship \* Rally \* Agility

\*Quiz Bowl \* Dogology \* Costume Contest

Concessions All Day

Dinner on Saturday 2/8/20 (after event)

Questions: Renee Carstens [rcarstens@email.arizona.edu](mailto:rcarstens@email.arizona.edu) 928-978-8511

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## IMPORTANT LINKS



Rachel Hays  
Thomas Vasovski



Shamrock Hustlers 4-H Club  
Lonesome Valley Wranglers 4-H Club



February 8  
February 21



## Arizona 4-H State Shoot

**Feb. 29th- March 1st**

Registration 8 am Start at 9 am

**Saturday: Archery Recurve & Compound, and  
Smallbore Pistol**

**Sunday: Shotgun and Smallbore Rifle**

**Location: Shed Range  
Eloy S. Toltec Buttes Road  
Eloy, AZ 85131**

**Cost: 1 discipline \$20, 2 disciplines \$30, 3 disciplines  
\$40, 4 disciplines \$45**

**Award ceremony with dinner provided at the  
conclusion of each day. Food vendor will be on site.**

**Application will be available soon.**

**First place will win a buckle, top participants will be  
awarded a medallion, and top seniors will be selected  
to participate in 4-H National Shoot.**



**Questions? Contact Juan Arias at [juanarias@email.arizona.edu](mailto:juanarias@email.arizona.edu)**



### **You will need:**

Activity sheet, pencil or crayons. This activity is intended to be done at a park or an area where there are different types of habitats (grasses, trees, wetlands, meadows, etc...).

### **Instructions:**

1. Read over the activity sheet with the youth.
2. Explain to them that today they are nature detectives and their job is to find as many of the items on the activity sheet as they can.
3. Using the pencils or crayons, have the youth or an adult volunteer write down what they find beside each description on the activity sheet.
4. This can be done as a group or you may divide them into smaller groups if you have more than one adult volunteer per group.
5. Set a time limit of approximately 15 - 20 minutes.
6. Then gather the group back together.
7. Have them share with each other what they found.

### **Teaching Activity:**

Ask them if they think they are good detectives. How many of their senses did they use to find the items; seeing, smelling, hearing, touching?\* Explain to the youth that all around them are different colors, textures, patterns and signs of life in nature. Have them share some of the different items they found with each other. \*If you would like to include the sense of taste, have a snack of fruit or nuts available after the activity. Explain that these items too are found in nature and we can enjoy them with our sense of taste.

### **Variations:**

- If you have access to magnifying glasses you can give each group one to inspect items up close. You may find the colors blue and green on a beetle or feather when you look at it more closely.
- You can give each youth a piece of paper and a crayon to see how many patterns they can capture by laying the paper on the item and lightly coloring over it. For example, lay the piece of paper on different tree barks and color the paper to discover the different patterns and lines of each species.
- Don't forget to remind them to look up at the sky. Birds, clouds, the sun and rainbows contain many colors and shapes.

*Prepared by: Rebecca Miller, Office Associate, Ohio State University Extension, Hocking County.*





# Can You Find...



- ☐ A bird that is singing.
- ☐ Something green.
- ☐ Something that is rough to touch.
- ☐ Something that is smooth to touch.
- ☐ A hole or nest where a critter might live.
- ☐ An insect.
- ☐ A flower.
- ☐ Something that is oval in shape.
- ☐ Something yellow.
- ☐ Something rectangular.
- ☐ Something blue.
- ☐ A feather.
- ☐ Scat (droppings left behind from an animal such as deer, raccoon, bird...).
- ☐ Tracks from an animal.
- ☐ Something brown.
- ☐ A tree.
- ☐ A nut or seed.
- ☐ A vine.
- ☐ A spider.
- ☐ An ant.
- ☐ A worm.
- ☐ A butterfly.
- ☐ Something orange.
- ☐ Something with lines on it.
- ☐ Something with spots on it.
- ☐ Something white.
- ☐ A frog or toad.
- ☐ Something hairy.
- ☐ Something that hops.
- ☐ A food source for the deer, raccoon, or any other animal.
- ☐ Something we may use to decorate our home.
- ☐ Something people need to use in our everyday lives.
- ☐ Something not on this list!



*All items should be naturally found in nature. Also, be sure to encourage the youth to leave the items where they find them. Explain, that others may enjoy looking for these items too!*

*Prepared by: Rebecca Miller, Office Associate, Ohio State University Extension, Hocking County.*



**4-H Cloverbuds**  
OHIO STATE UNIVERSITY EXTENSION



## Chapter 2 - Appearance

# WHO'S THAT HORSE

Have you ever gotten two horses mixed up? You will want to identify horses by looking at their unique color and markings. In this activity you'll learn common horse markings and how to describe them.

**Horse Project Skill:** Identifying horses

**Life Skill:** Planning/organizing

**Educational Standard:** NS.5-8.3 Life science - structure and function in living systems

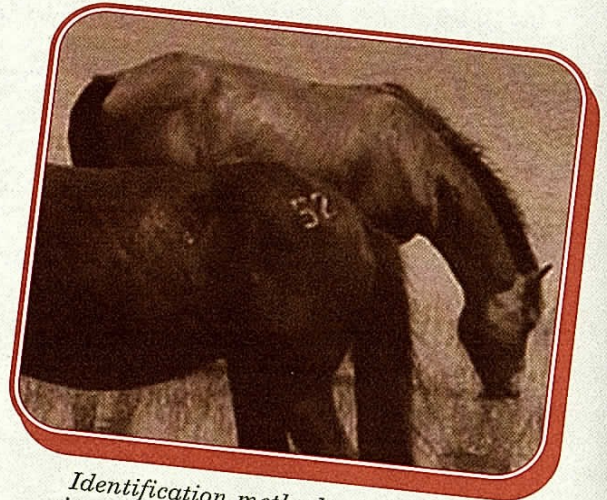
**Success Indicator:** Identify common horse colors and markings



Using markers or colored pencils, draw the proper color and markings for the horses below. You may need to ask your project helper to help you fill in the markings or consult a reference book.

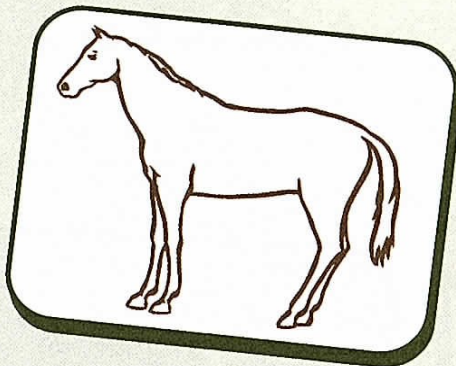
Now find more pictures of different colors and markings of horses. To finish this activity, you need to find pictures that can be printed, copied or cut out. Old catalogs or horse show programs may be helpful. You may need to research this online, at the library or at an extension office.

Attach the pictures you find to a poster board. Identify beneath each picture what color the horse is and what markings are present. Share your poster with your project helper.

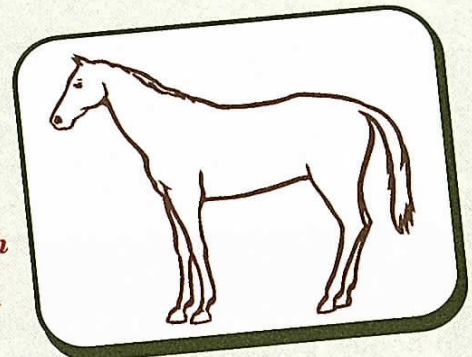


Identification methods can include signalment, tricoglyphs, lip-tattooing, hot branding, freeze branding, outlining leg chestnuts and implanting computer chips.

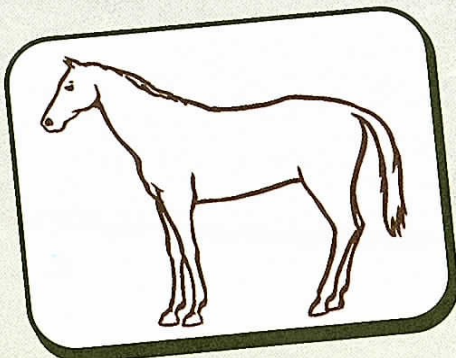
**Black  
with left  
hind  
stocking**



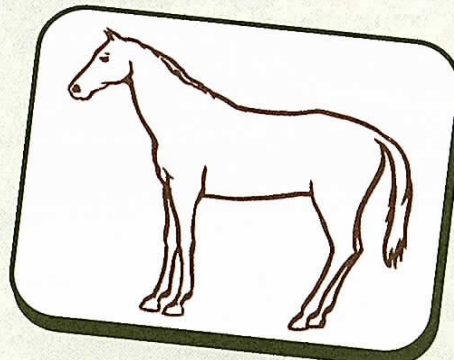
**Blue  
roan with  
hind  
stockings**



**Brown  
with right  
front  
coronet**



**Bay with  
three  
white  
pasterns**





## STABLE TALK

### HORSIN' AROUND

Where did you find the pictures for your poster? What did you learn by making this poster?

### BITS & PIECES

Why is knowing the colors and markings of horses important?

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### HORSEPOWER

Are there other things in your life that you have to identify? How do you remember to tell things apart?

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### GALLOPING AHEAD

How can you use your poster to create a game to help someone else learn?

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## SPUR YOU ON

1. When horses are registered with a breed association, they must be clearly identified. Research what different breed associations require for identification in their registry. Share what you find with your project helper or club.
2. With an older family member or your helper, take pictures of the leg chestnuts on five different horses. Then ask someone else to use the pictures to identify the horses.

Revised by Colleen Brady. Rewritten previously by Carmelita Lamb and Toby Lepley.  
Photo courtesy of the United States Library of Congress.



## Coat Colors & Patterns

### Colors

**Bay** – brown to reddish brown, always have black manes and tails and black lower legs.

**Black** – black hair from nose to tail.

**Brown** – brown hair on entire body, mane and tail are also brown.

**Chestnut** – reddish brown color on entire body, mane and tail may be the same color as the body or darker.

**Gray** – mix of white and other colors on the entire body, sometimes has dapples, which are darker gray areas.

**Roan** – mixture of white and other colors over the entire body, head and legs tend to be darker than the body, do not get lighter as they age.

**Sorrel** – reddish brown body with a lighter mane and tail.

### Patterns

**Appaloosa** – Breed of horse with leopard-type markings on the rump or over the entire body. Seven coat patterns are recognized: blanket, few spot leopard, frost, leopard, marbled roan, snowflake and white with dark spots over hindquarters.

**Pinto** – A horse color pattern with patches and not spots. Horse is a dark color (such as bay, brown or chestnut) and white. Common patterns include: overo, tobiano and tovero.

### Horse Talk

Appaloosa, Bay, Black, Blanket, Brand, Brown, Chestnut, Freeze branding, Gray horse, Hot branding, Leg chestnuts, Leopard, Lip-tattooing, Overo, Pinto, Roan, Signalment, Sorrel, Stocking, Tobiano, Tovero, Tricollyphs