

# **Equine Management and Production**

## **Instructor's Manual**

Developed by the  
Curriculum and Instructional Materials Center  
for the Agricultural Education Division  
Oklahoma Department of Career and Technology Education

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**INTRODUCTION**

Proper foot care is an essential part of caring for horses. Without proper foot care, horses can develop foot and leg problems that will affect their ability to perform. Horse owners and caretakers should know basic anatomy and have the ability to check horses' feet.

**PREREQUISITE**

*Equine Management and Production*, Unit 3, "Handling Horses Safely"

**FOCUS ASSIGNMENTS**

<b>FOCUS ASSIGNMENTS</b>	
1.	Read the Handout "No Feet, No Horse." As you read, pay special attention to the importance of healthy feet for the horse.
2.	Write a short discussion on the importance of healthy feet for the horse.
	 
	<p>Reading                      Writing</p>

**UNIT OBJECTIVE**

After completing this unit, you will show the following competencies by mastering the activities on the Job Sheets and by scoring at least 85% on the Written Test.

**SPECIFIC OBJECTIVES**

1. Complete statements about the external parts of the foot and lower leg.
2. Label internal parts of the foot and lower leg.
3. Associate parts of the foot and lower leg with their specific relationships and/or functions.
4. Identify critical factors in the care of a foot.
5. Identify the most common causes of lameness.
6. Lift, clean, and check a horse's foot. (Job Sheet 1)
7. Identify basic farrier tools.

8. Recall considerations when preparing the hoof for trimming and/or shoeing.
9. Identify common faults in preparation of the hoof.
10. Remove a shoe. (Job Sheet 2)
11. Trim a foot. (Job Sheet 3)

**Required Activities and Resources (R)**

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Manual. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction.
- Non-reproducible resources are included in the student's curriculum.

**Optional Activities and Resources (O)**

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

**FOCUS  
ASSIGNMENTS**

1. Have students read the Handout, "No Feet, No Horse."
2. Have the students write a short discussion on the importance of healthy feet for a horse.

**GENERAL  
INSTRUCTIONS****Assignment Sheets**

- R** Review the directions and any specific guidelines.
- R** Make certain that any needed materials from the Instructor's Manual are available.
- R** Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.
- R** Complete each student's Profile of Training Mastery.
- O** Have the students volunteer to read aloud the directions and any special guidelines.
- O** Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

## **Job Sheets**

- R** Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.
- R** Review and explain all general guidelines, safety cautions, and warnings.
- R** Make sure that all tools, equipment, and supplies are available.
- R** Demonstrate each of the procedures outlined in the Job Sheet.
- R** Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.
- R** Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.
- R** Complete each student's Profile of Training Mastery.
- R** Return the completed Job Sheets to the students so that they may use them for later reference if needed.
- O** Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

## **LAP Sheets**

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

- R** Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.
- R** If you want the students to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the students. Be sure to provide any needed resources.

## OBJECTIVE 1

**Complete statements about the external parts of the foot and lower leg.**

- R** Show Transparency Masters 1 and 2 to illustrate the external parts of the foot.
- O** For further information, refer to *Horses: A Guide to Selection, Care, and Enjoyment* or *Horse Owner's Veterinary Handbook*.

## OBJECTIVE 2

**Label internal parts of the foot and lower leg.**

- R** Show Transparency Master 3 to illustrate the internal parts of the foot and lower leg. Circulate around the room to ensure students write the correct information on their Information Sheet.
- O** For further information, refer to *Horses: A Guide to Selection, Care, and Enjoyment* or *Horse Owner's Veterinary Handbook*.

## OBJECTIVE 3

**Associate parts of the foot and lower leg with their specific relationships and/or functions.**

- O** Discuss the parts of the foot and emphasize that the parts of the foot work together.
- O** For further information, refer to *Horses: A Guide to Selection, Care, and Enjoyment* or *Horse Owner's Veterinary Handbook*.

## OBJECTIVE 4

**Identify critical factors in the care of a foot.**

- O** Emphasize that moisture content is important to the hoof in order to keep the hoof from drying out.
- O** For further information, refer to *Horses: A Guide to Selection, Care, and Enjoyment* or *Horse Owner's Veterinary Handbook*.
- O** Show the appropriate sections of the videotape *Fundamentals of Horse Foot Care*.

## OBJECTIVE 5

**Identify the most common causes of lameness.**

- O** Discuss the fact that many causes of lameness are preventable, if precautions are taken by the horse caregiver.

- OBJECTIVE 6**      **Lift, clean, and check a horse's foot. (Job Sheet 1)**
- R** See the general instructions for all Job Sheets.
- OBJECTIVE 7**      **Identify basic farrier tools.**
- O** Bring examples of farrier tools and display them for students to examine.
- OBJECTIVE 8**      **Recall considerations when preparing the hoof for trimming and/or shoeing.**
- R** Show the appropriate sections of the videotape *Fancy Footwork: A Horse Owner's Guide to Sound Shoeing Practices*.
  - O** Discuss considerations when preparing the hoof for trimming and/or shoeing. Emphasize factors that relate to safety.
- OBJECTIVE 9**      **Identify common faults in preparation of the hoof.**
- O** Discuss common faults in preparation of the hoof. Emphasize that horse owners and caretakers must communicate with and work with their farrier regarding horseshoeing.
- OBJECTIVE 10**      **Remove a shoe. (Job Sheet 2)**
- R** See the general requirements for all Job Sheets.
  - R** Show the appropriate sections of the videotape *Fancy Footwork: A Horse Owner's Guide to Sound Shoeing Practices*.
- OBJECTIVE 11**      **Trim a foot. (Job Sheet 3)**
- R** See the general instructions for all Job Sheets.
  - R** Show the appropriate sections of the videotape *Fancy Footwork: A Horse Owner's Guide to Sound Shoeing Practices*.
- EVALUATION**      **Pretest**
- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning Gains with Pretest/Posttest* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

### **Focus Assignment**

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in basic skills. Refer these students to the appropriate instructor, Learning Resource Center, or Educational Enhancement Center.

### **Assignment Sheet**

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Profile of Training Mastery.

### **Skill Test**

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Profile of Training Mastery.

### **Posttest**

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning Gains with Pretest/Posttest* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

## REQUIRED RESOURCES

- Complete the appropriate sections of the Profile of Training Mastery.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

The items marked with an asterisk (\*) are included in the Instructor's Manual.

### Publications

- "No Feet, No Horse," Handout\*

### Videos

- *Fancy Footwork: A Horse Owner's Guide to Sound Shoeing Practices*

✓ **NOTE:** This videotape is available for purchase from CIMC. For ordering information, call 800-654-4502.

## OPTIONAL RESOURCES

### Publications

- *Measuring Learning Gains with Pretest/Posttest*. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1998. For ordering information, call 800-654-4502.

### Videos

- *Fundamentals of Horse Hoof Care*

✓ **NOTE:** This videotape is available from the Oklahoma Department of Career and Technology Education, Curriculum and Instructional Materials Center. For ordering information, call 800-654-4502.

## UNIT REFERENCES

### Publications

- Evans, J. Warren. *Horses: A Guide to Selection, Care, and Enjoyment*, 2nd ed. New York: W.H. Freeman and Company, 1989.
- Giffin, James M. and Tom Gore. *Horse Owner's Veterinary Handbook*. New York: Howell Book House, 1989.

### Videos

- *Fancy Footwork: A Horse Owner's Guide to Sound Shoeing Practices*. Equalign.

**ANSWERS**

***LEARNING THE  
FUNDAMENTALS OF FOOT CARE***

**5**

Instructors - the Written Test and Answers have been deleted from this free sample to prevent student access.

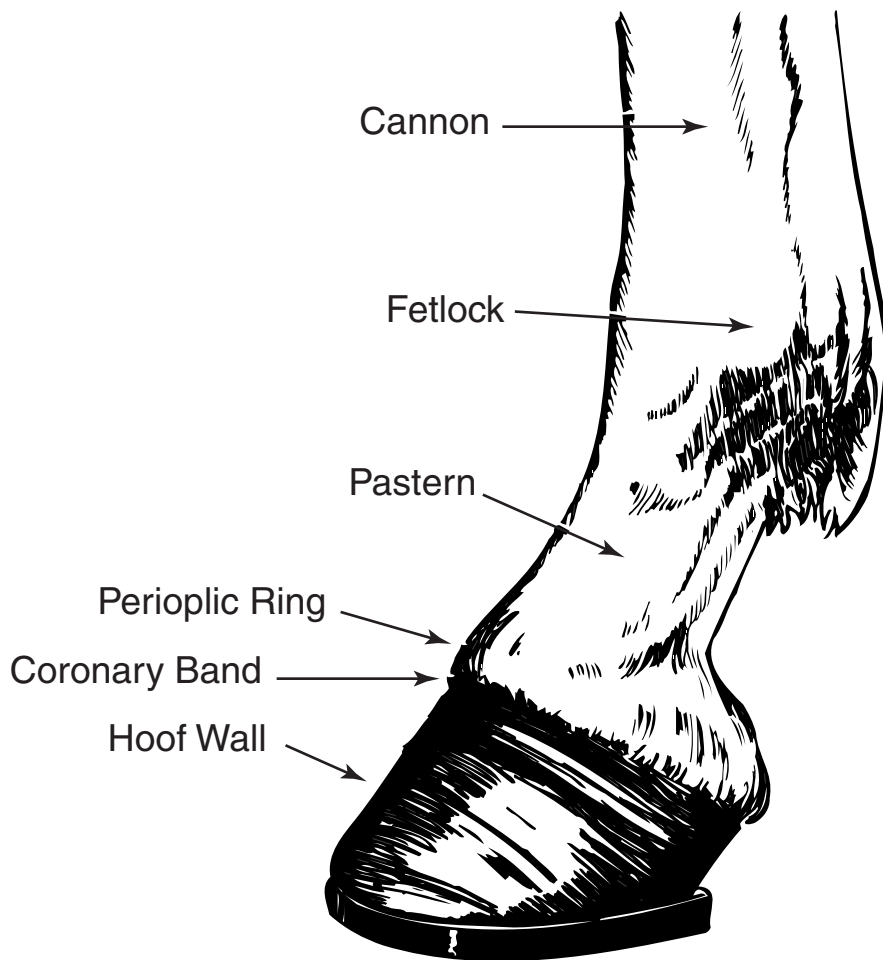
Name \_\_\_\_\_

**Check the blank as you complete each step.**

1. **Take** \_\_\_\_\_ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. **Read** \_\_\_\_\_ the introduction, unit objective, and specific objectives.
3. **Do** \_\_\_\_\_ the focus assignments.
4. **Stop** \_\_\_\_\_ and have your instructor evaluate your work from the focus assignments. After your work has been evaluated, follow your instructor's recommendations.
5. **Study** \_\_\_\_\_ the Information Sheet, objectives 1 through 5.
6. **Ask** \_\_\_\_\_ your instructor to demonstrate the guidelines and procedures in Job Sheet 1. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.
7. **Practice** \_\_\_\_\_ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.
8. **Stop** \_\_\_\_\_ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.
9. **Study** \_\_\_\_\_ the Information Sheet, objectives 7 through 9.
10. **Watch** \_\_\_\_\_ the videotape *Fancy Footwork: A Horse Owner's Guide to Sound Shoeing Practices*.

- 11. Ask** \_\_\_\_\_ your instructor to demonstrate the guidelines and procedures in Job Sheet 2. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.
- 12. Practice** \_\_\_\_\_ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.
- 13. Stop** \_\_\_\_\_ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.
- 14. Ask** \_\_\_\_\_ your instructor to demonstrate the guidelines and procedures in Job Sheet 3. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.
- 15. Practice** \_\_\_\_\_ the procedures demonstrated by your instructor. Use the Job Sheet as a guide. Notify your instructor when you are ready to perform the procedures for evaluation.
- 16. Stop** \_\_\_\_\_ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.
- 17. Take** \_\_\_\_\_ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

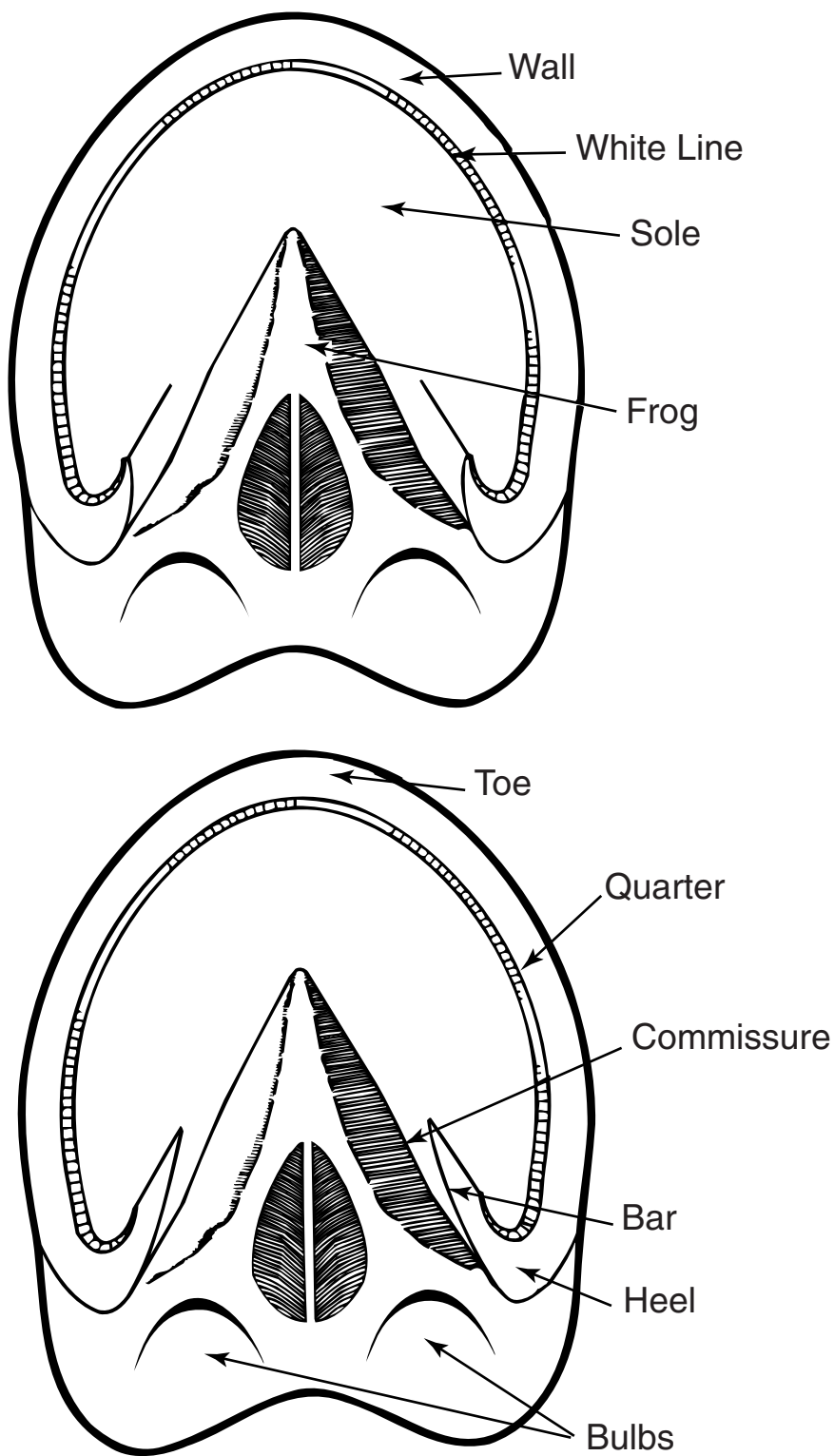
# Side View



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*May be photocopied for student use.*

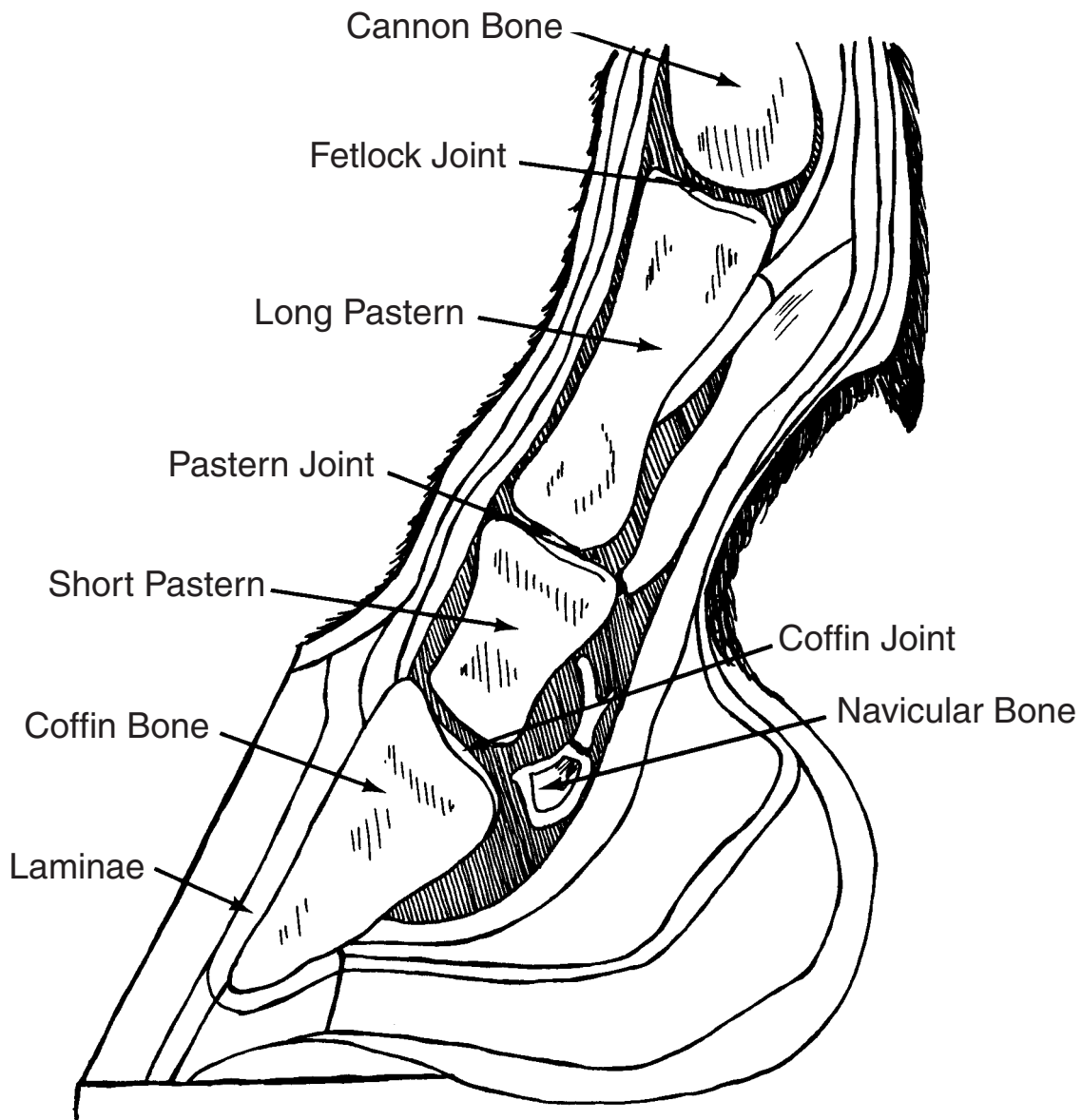
# Bottom View



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# Internal Parts of the Foot and Lower Leg



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**WRITTEN  
TEST**

***LEARNING THE  
FUNDAMENTALS OF FOOT CARE***

**5**

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# No Feet, No Horse

Without healthy feet, any horse can easily lose its ability to perform. In the wild, the rough terrain naturally wears down the horse's hoofs. Many horses today are kept in a stable or small pasture. Materials such as dirt and build-up of urine and manure can draw moisture out of the hoof and cause excessive drying. Dry ground is also often blamed for causing excessive drying and cracking, which can result in hoof infections such as thrush or canker.

Knowing the anatomy and physiology of the horse's foot and proper care can help the horse owner or caretaker ensure healthy feet and a horse that is able to perform. A well-balanced diet is necessary for the proper growth and a healthy appearance of the hoof. Cleaning and trimming are also important aspects of proper foot care.

The structures of the foot work together so that if one part of the foot is injured, the entire foot will not function properly. Working together, the structures of the foot absorb concussion when the foot strikes the ground. This concussion can be greater for horses that are used for events such as racing or cutting, where a great deal of stress can be put on the horses legs and feet. A minor injury can quickly become a problem if it is not tended to.

No matter what the horse is used for, healthy feet are essential for the performance of the horse. Horse owners and caretakers sometimes overlook the care of the feet. Such an oversight can lead to problems that could have been avoided. Always take the time to properly care for the horse's feet. For example, a pebble lodged in the sole may be easy to dislodge and remove. But, if left in the sole for several days, it may cause sole bruising and lameness. Imagine walking with a rock in your shoe for several days! Never take the horse's feet for granted. Without healthy feet, even the most athletic horse cannot perform to its ability.

*May be photocopied for student use.*

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