

# Don't Bug Me

## Student Activities

### Main Activity

### Speaking with Ease

Choose one of the topics below to present a short 5-7 minute presentation to your fellow club members.

- How and where do face flies feed?
- Identify and discuss blood sucking pests.
- Discuss how blood sucking pests act as transmitters of disease.
- Discuss insecticide use and fly sprays for horses.
- Discuss sanitation measures for fly control.
- Problems associated with blister beetles.

### Riding Further

### Pesky Pest Words

Insects and pests have names and characteristics of their own. See if you can figure out what these odd names and terms mean.

#### 1. House Fly

- A. A fly that builds houses.
- B. A fly that is a concern to both horses and humans.
- C. A house that flies.

#### 2. Stable Fly

- A. A bloodsucking fly.
- B. A very calm fly.
- C. A fly that manages stables.

#### 3. Horn Fly

- A. A fly with horns.
- B. A fly found near cattle.
- C. A fly that plays a horn.

#### 4. Blister Beetle

- A. A beetle found in alfalfa hay.
- B. A beetle with blisters.
- C. A beetle that is not harmful to horses.

#### 5. Buffalo Gnats

- A. Gnats the size of buffalos.
- B. An endangered species of fly.
- C. Also referred to as black flies.

#### 6. Larvicides

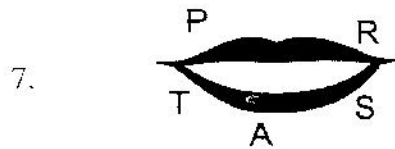
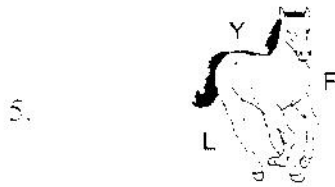
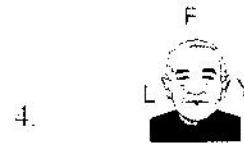
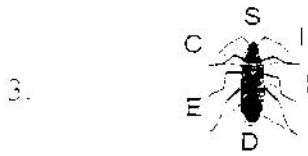
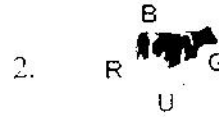
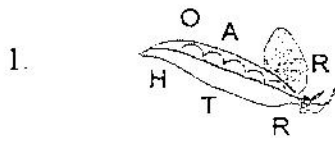
- A. Several flies in a circle.
- B. Insecticides designed to kill fly larva.
- C. Insecticides made from lava.

# Youth Leader's Manual

## Pest Quizzlers

Look at the pictures and scrambled letters. See if you can name the eight items related to pests.

Example:  = FLY SPRAY





## Pedicure Utensils

### Student Worksheet

#### Main Activity

#### Hoof Hardware Scavenge

Go on a Scavenger Hunt collecting as many farrier tools as you can find. Explain the uses of these items to the rest of the group. Be sure to find the following types of equipment:

Hoof Knife

Rasp

Hoof Pick

Pull Off

Clinch Cutter

Apron

Nippers

Hoof Gauge

Driving Hammer

Nail Cutters

Shaping Hammer

Clinchers

Clinching Block

Crease Nail Puller

Hoof Testers

Anvil

Shoeing Box

Shoe Spreader

#### Riding Further

#### Farrier Demonstration/Stable Activity

Visit your stable or your leader's stable, and observe a farrier trimming and shoeing a horse. Discuss with the farrier the tools he/she is using and their function. Be prepared with pencil and paper to record the steps and procedures used to trim and/or shoe the demonstration horse.

This procedure outline will assist you in the next activity.

#### Do-It-Yourself/Stable Activity

Take the opportunity to trim or assist in trimming a horse. Beginners should read the procedure notes taken while observing the farrier while the older beginners trim a front foot on a demonstration horse.

#### Wooden Shoe

Nail a horse shoe on a piece of plywood. Use the appropriate tools to nail, cut, clinch and finish the shoe.

B. How much hoof growth occurs in 6 months?

$$0.375 \text{ inches/month} * 6 \text{ months} = 2.25 \text{ inches growth}$$

C. If a horse's hoof is 5 inches long from the coronary band to the toe, how long would it take to grow a completely new hoof (5 inches long)?

$$\frac{5 \text{ inches}}{0.375 \text{ inches/month}}$$

$$= 13.3 \text{ months} * 4 \text{ weeks/month} = 53.3 \text{ weeks} * 7 \text{ days/week} = 373 \text{ days}$$

2. Make copies of page 3, **HOOF AND HEART RATE** for the kids and have them work in groups of four. Arrange for as many mares and foals as needed on the number of groups established. Have kids discuss whether to accept or reject the hypothesis, "Hoof growth rate seems to be highly correlated to heart rate." Measure the heart rate and amount of foal hoof growth once a week over a 6 week period. Do the same for an older horse. Compare your measurements and see if the hypothesis is true. Make sure the mares and foals selected are being fed adequately and are exposed to the same environments (i.e.: stall or pasture).
4. Have a farrier demonstrate trimming and shoeing. Allow members to try using some of the farrier tools used in trimming the hoof. Make sure kids pick feet up properly as discussed in the review information.

Additional resource information can be found in **Horse Industry Handbook Fact Sheet 505** Foot Structure and Function.

### Sharing your experience

Use the following questions to lead kids in a discussion of what they have learned in working through the "Main Activity".

Share.

1. What did you do to pickup and clean the horse's front and hind feet?
2. What did the horse do when you picked up a front and a hind foot?
3. How did you identify the structures of the hoof once you picked it up?

Process:

4. Why is it important to pick up a horse's foot properly?
5. Why is it important to keep your horses's feet clean?
6. What can you do to insure you don't get injured when picking up a horse's hoof?

Generalize:

7. Why do you clean and watch your horse travel regularly?
8. What do you learn about yourself and others while picking up and cleaning a horse's foot?

Apply:

9. In completing this worksheet, how did your views change on the way you approach caring for your horse's feet?
10. How would knowing how to correctly pick up a horse's foot help you in working around other livestock?

## Hoof Parts

Working with your team identify and color the parts of the hoof. Distinguish between sensitive and insensitive parts.

Coronary band - Blue

Frog - Green

Hoof wall - Brown

Periople - Purple

Periopic Ring - Yellow

Sensitive frog - Pink

Sensitive sole - Gray

Sole - Red

Terminal papillae of sensitive laminae - Orange

White line - White



# Heel to Toe

## Student Activities

"No Hoof, No Horse" is one of the most common quotes used by horse people. Knowing the parts of the hoof, growth rates and techniques for picking up horses feet will aid you in making sure your horse is sound for all your riding activities.

## Main Activity

### Big Foot

1. In groups of two, correctly pick up a front and hind foot. As you pick up each foot, correctly clean the hoof with a hoof pick.
2. Identify the structures of the hoof on the diagram provided. Then use that diagram to identify structures on the hoof you are picking up. Evaluate each hoof to see if it is balanced.
3. Have your partner lead the horse away and towards you and evaluate how each hoof strikes the ground. Then switch and let your partner have a turn. As a team, discuss with other teams your observations.

---

## Youth Leader's Manual

### Riding Further

#### 1. FARRIER DEMONSTRATION/Stable Activity

Help the students identify the steps and procedures of trimming and shoeing as the farrier may go quickly. Visit your stable or your leader's stable, and observe a farrier trimming and shoeing a horse. Discuss with the farrier the tools he/she is using and their function. Be prepared with pencil and paper to record the steps and procedures used to trim and/or shoe the demonstration horse. This procedure outline will assist you in the next activity.

#### 2. DO-IT-YOURSELF/Stable Activity

This activity should be performed with a horse that is easy to handle and shoe. Let the farrier assist the students as they read and perform the tasks. If you have several students and a limited number of horses, let each student perform one step of the process and rotate to the next student. Take the opportunity to trim or assist in trimming a horse. Beginners should read the procedure notes taken while observing the farrier, while the older beginners trim a front foot on a demonstration horse.

#### 3. WOODEN SHOE

Pre-cut the pieces of plywood to approximately a 12" X 12" square. This will give the students extra board to hold onto. You may want to draw an outline of the hoof on the plywood to give the students a target for their shoe. Be sure the students turn the nails the correct direction. Nail a horse shoe on piece of plywood. Use the appropriate tools to nail, cut, clinch and finish the shoe.

### Sharing your experience

Use the following questions to lead kids in a discussion of what they have learned in working through the "Main Activity."

#### Share:

1. What did you learn about farrier tools?

#### Process:

1. How did you go about collecting the farrier tools?
2. How did you decide the use for each tool?

#### Generalize:

1. What did you learn in going to other places to find your farrier tools?

#### Apply:

1. How did this activity expand your ways of gathering resources?

# Youth Leader's Manual

2. Have kids work in pairs and only assist after the kids have exhausted their means of discovering answers. Handout copies of **HOOF PARTS** activities. After 20 minutes, have kids review with you the parts and color key of the hoof. Then have each team use their diagrams to identify structures of the hoof as they pick up the horse's feet again and make a determination of the hoof's balance sight along the wall.
3. Have the kids lead the horse away from and towards each other. Have them discuss their observations. Ask them questions that lead them on their discovery.

## HOOF PARTS

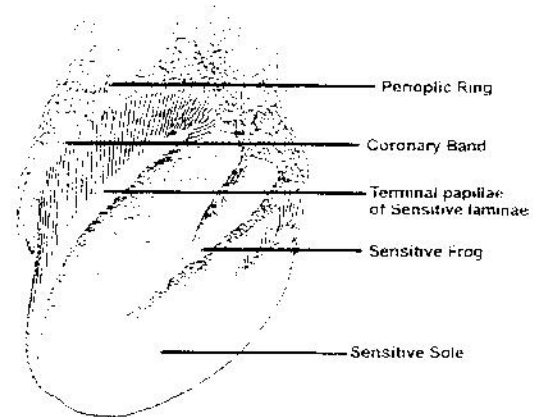
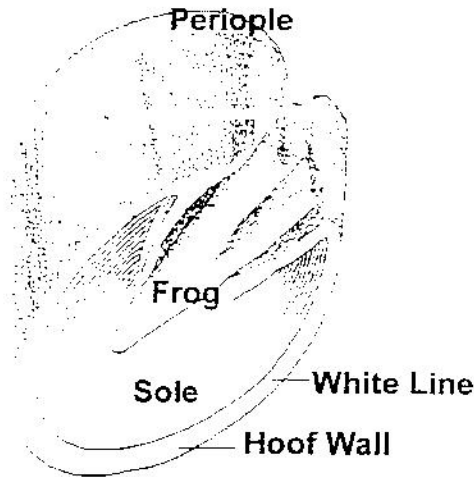
Answers to parts of the hoof.

### Sensitive

Coronary band - Blue  
Periopic ring - Yellow  
Sensitive frog - Pink  
Sensitive sole - Gray  
Terminal papillae of sensitive laminae - Orange

### Insensitive

Frog - Green  
Hoof wall - Brown  
Periople - Purple  
Sole - Red  
White line - Yellow



## Riding Further

1. Make copies of page three **FOOT FIGURES** and have kids work in groups of two or three to solve the problems. Have students discuss how they arrived at their answers.

- A. A horse is trimmed every 6 weeks. How much (in inches) hoof is removed each time?  
 $3/8$  inches growth per month = 0.375 inches/month

$$\frac{6 \text{ weeks}}{4 \text{ weeks/month}} = 1.5 \text{ months}$$

$$0.375 \text{ inches/month} * 1.5 \text{ months} = 0.5625 \text{ inches per trimming (~ 0.6 inches)}$$

## Youth Leader's Manual

### Riding Further

1. Make copies of page one for matching **PEDI-PARTS**.  
Match the correct hoof parts with the function.

- |               |  |
|---------------|--|
| 1. Sole       | C. Protects the internal structures of the foot from injury. |
| 2. Frog       | E. Absorbs shock and provides traction.                      |
| 3. Hoof wall  | A. Bears weight.   |
| 4. Quarters   | D. Widest part of the hoof.                                  |
| 5. White line | B. Buffer between movements of the sole and hoof wall.       |

2. **SHOE SHAPING**/Stable Activity

Invite a farrier to demonstrate correct shaping and nailing methods. Have enough "styrofoam feet" and shoes so each student can participate in this project. You may need to review the parts of the hoof before beginning. The styrofoam circles ("feet") should be cut in different sizes. You may want to use old shoes collected from the students or farrier.

Choose a "styrofoam foot" and a horseshoe. On the "foot", draw the frog, commissures (grooves along either side of the frog) and white line. Using a shaping hammer, shape the shoe to fit the styrofoam foot. Then, nail the shoe to the foot. (You do not have to wring off the nails.) Did you shape the shoe correctly? Does it fit properly? Pull the shoe off the foot and observe the nail holes. Are they in the correct position? If not, how would you correct their position?

### Sharing you experience

Use the following questions to lead kids in a discussion of what they have learned in working through the "Main Activity."

#### Share:

1. How much did your horse's hoof grow?
2. What did you learn about hoof growth?

#### Process:

1. How did you gather and measure hoof growth information?

#### Generalize:

1. How did you utilize the information you gathered to reach your conclusions?

#### Apply:

1. How is the gathering of information for this activity similar to other scientific projects you have performed in school?

# Equine Pedicure

## Student Activities

### Main Activity

#### Hoof Growth

Using a permanent marker, paint pen or a livestock marker, place a mark just below the coronet band on the front and sides of a hoof. Make sure the mark is not on the coronet band, as this may irritate the hoof. Every few days, make sure the mark is still visible and remark it as needed. Measure the distance from the mark(s) to the top of the hoof (coronet band) each month. Record the monthly growth. How long does it take the mark(s) to reach the ground? You may choose to do this activity on more than one hoof and/or repeat this activity at different times of the year to compare the hoof growth rate.

### Riding Further

#### Pedi-Parts

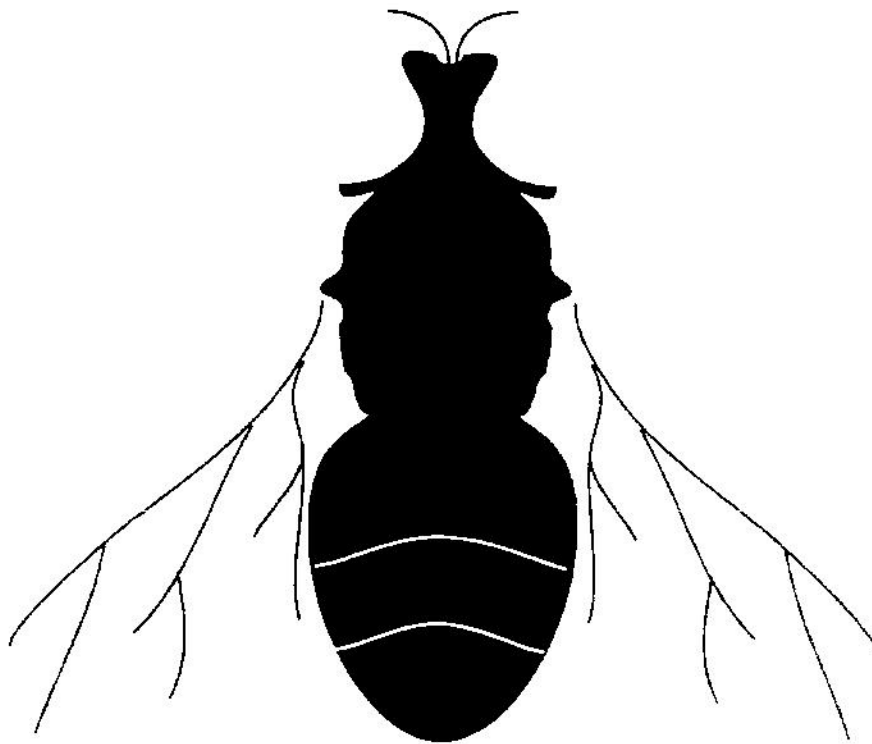
Match the correct hoof parts with the function.

- |               |  |
|---------------|--|
| 1. Sole       | A. Bears weight.   |
| 2. Frog       | B. Buffer between movements of the sole and hoof wall.       |
| 3. Hoof wall  | C. Protects the internal structures of the foot from injury. |
| 4. Quarters   | D. Widest part of the hoof.                                  |
| 5. White line | E. Absorbs shock and provides traction.                      |

## Drawing Flies

Draw in the appropriate parts and label them. After drawing in the parts, identify the function of the parts they drew.

Draw the following parts: eyes, mouth, legs, wings.



Function of each:

---

## Youth Leader's Manual

### Riding Further

1. Make copies of page one **PESKY PEST WORDS** for the kids to complete. See if they can figure out what these odd names and terms mean.
  1. B
  2. A
  3. B
  4. A
  5. C
  6. B
2. Make copies of page three **PEST QUIZZERS**. Have the kids look at the pictures and scrambled letters and see if they can name the eight items related to pests.
  1. Arthropods
  2. Cattle Grub
  3. Insecticides
  4. Face Fly
  5. Horse Fly
  6. Hair Coat
  7. Mouth Parts
  8. Mosquitoes
3. Make copies of **DRAWING FLIES**, so the kids can complete the drawing. Have the kids identify the function of the parts they drew. Refer to the **Don't Bug Me**, BEG 100 Student Activity for a complete diagram of the fly.
4. **Find-A-Fly/STABLE ACTIVITY**. Encourage kids to collect as many pests as they can find in their barns, pastures or on their horses. Pests should be placed in a container and kids should identify each pests. After identification, kids should discuss which pests are most prevalent in their areas, and how they would control them.

### Sharing your experience

Use the following questions to lead kids in a discussion of what they have learned in working through the "Main Activity."

Share:

1. What did you discover about pests and horses?

Process:

1. How did you prepare for your presentation?

Generalize:

1. How did you go about gathering information for your topic?
2. How did you feel about speaking in front of other club members?

Apply:

1. How will you use your information gathering skills for future activities?
2. As a result of this activity, how would you react about speaking in public in the future?