



Canadian Pony Club



B STUDY GUIDE

Abstract

Study Guide for those working towards their B Level in Pony Club.
Prepared by CPC Education Committee.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B"

2019

Loyalty

Character

Sportsmanship

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Reference Books

All D/D1/D2/C/C1/C2 workbooks, study guides and books as listed below:

- S Saddlery
- L USPC Longeing and Ground Training
- USPC "D" USPC D Manual/Book 1
- USPC "C" USPC C Manual
- USPC "A" USPC Manual: Advanced Horsemanship
- MHP Maximum Hoof Power
- MH Manual of Horsemanship, 11-13th Editions
- US AB USPC AB Manual
- B USPC Bandaging Your Horse
- CSH Conditioning Sport Horses
- AHSG All Horse Systems Go
- HCH Horse Conformation Handbook
- Con USPC USPC Conformation Handbook
- GTW Grooming to Win
- HN Horsemaster's Notebook (1997)
- CGEVM Comprehensive Guide to Equine Veterinary Medicine
- HGBM Horse Gaits, Balance and Movement
- TP - C/D C/D Testing Procedures (2012; with April 2013 Addendum)
- TP - A/B A/B Testing Procedures (2012; with April 2013 Addendum)

Additional Requirements

Maintain standards and efficiency as in previous levels, in addition to the following:

Feeding

Ability to recognize and discuss grains and roughages. Relating to their own horse, have accurate knowledge of the routine and feeding (in pounds or kilograms) according to what the horse is doing under varying conditions or work and extend that knowledge to other situations and horses as presented by the examiner. Demonstrate a general understanding of the nutrients provided in the diet and common sources with emphasis on energy and protein content. Able to discuss the roles and common sources of vitamins and minerals.

Discussion that demonstrates an understanding of good feeding rules and their experiences with their own animals will indicate their development and understanding of this section. Candidates should correctly use nutrition terminology including water, energy, protein, carbohydrates and fibre,



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lipids/fats, and vitamins and minerals. Basic understanding of how energy and protein content are involved in balancing a ration.

Saddlery

Able to fit a wide variety of tack (bits, bridles, saddles, numnahs, martingales, blankets, brushing boots, bell boots, etc.), and know how it works. Explain the dangers of ill-fitting tack. Discuss various bit evasions and ways to prevent them.

Bandages and Rugs

Practical demonstration of specified bandages including any necessary first aid materials (ointments, poultice, pressure pad, ice pack, etc.) and explanation of treatment. Strong emphasis on ability to bandage quickly, neatly, safely and with sufficient tension and thickness of cottons. Candidates are expected to understand the purpose for each bandage and explain how their application supports that purpose.

Required bandages: Tail, First Aid of candidate's choice on the limb, including any other bandages required for support. Neat, efficient, safe.

Foot and Shoeing

Relating to their own horse, show an understanding of the interior and exterior structures of the foot correct terminology. Explain how to care for shod and unshod feet and how to maintain condition of the foot under various conditions. Identify the parts of a shoe, and various types of shoe (e.g., plain, stamped, aluminium plates, feather-edged, egg bar, etc.). Recognize farrier tools and explain their use in the shoeing procedure, understanding the benefits and drawbacks of hot and cold shoeing.

Teeth

Discuss the regular care of the mouth and teeth, and signs there might be a problem. Know the types of teeth and how they are used for biting/chewing food. Able to identify outstanding features such as milk teeth, permanent teeth, tushes, hooks, Galvayne's groove and slope. Demonstrate how to handle the horse to view the teeth. Ability to age any horse using the tables, shape and outstanding features using correct terminology.

Conformation

Overall recognition of general balance and proportion, straightness of limbs, and type and quality of horse. Knowledge of the skeletal structure of the lower leg (knee and hock down). Identify some good and bad points of conformation on a horse and identify specific unsoundnesses to which the horse might be predisposed. Assess and discuss condition and fitness of horse.



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Unsoundness

Ability to pinpoint areas of unsoundness and common ailments such as spavins and discuss possible causes (e.g., a blow, work on hard ground), symptoms and treatment. Name unsoundnesses that are not related to the limbs (wind, eye, etc.).

Lungeing

Lunge own horse (or schooled horse provided) to show improvement. Evaluate the suitability, the area provided for lungeing. Demonstrate correct adjustment and discuss the purpose, value and variations in equipment (lunge line, whip, boots - fore and hind plus front bell boots, bridle with reins, sidereins, saddle with stirrups, surcingle, and lungeing cavesson optional). Mention should be made by the candidate of the triangle of control. Demonstrate how to attach and adjust sidereins. Demonstrate safe and effective handling of the line and whip, use of voice, body language, and control. Evaluate the horse's cadence, rhythm, balance and tracking-up. Identify possible goals for improving the horse on the lunge and a plan for improvement. Demonstrate appropriate exercises to achieve those goals. Show an awareness of the horse's training and fitness in the circle size, direction changes and breaks. Approximately 10-15 minutes.

Grooming

Ability to demonstrate that they can truly groom a horse. Note preparations such as tying up a horse, laying out equipment in reasonable working order. Demonstrate the ability to put in 3-4 braids under supervision.

Discussion relating to situations such as reason for grooming, grooming of stabled pony versus pastured pony, a sick horse; grooming in winter versus summer; uses of different brushes, pulling, clipping and trimming.

Vet, First Aid and Diseases

Candidates must bring their own complete first aid kit for inspection which should be properly labelled and contents listed. Syringes for flushing wounds are permitted but no needles should be present.

Know average temperature, pulse and respiration and demonstrate how to measure each. Describe in detail candidate's own comprehensive preventative program and how it helps to prevent illness, injury, infection, colic, heaves, etc. Discuss prevention and treatment for a variety of internal parasites.

Stall and Stable

Strong emphasis is placed on practical discussion of routine, effectiveness and safety. Specify a situation such as 'This horse is stabled at night, fed in the stall both morning and night, but is out



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during the day'. Direct discussion to types of bedding used and manure disposal, barn design such as ventilation, light, drainage, flooring, watering systems and shelter in the pasture.

Lesson 1

Feeding

Topic Outline

1. Ability to recognize and discuss grains and roughages.
2. Relating to their own horse, have accurate knowledge of the routine and feeding (in pounds or kilograms) according to what the horse is doing under varying conditions or work and extend that knowledge to other situations and horses as presented by the examiner.
3. Demonstrate a general understanding of the nutrients provided in the diet and common sources with emphasis on energy and protein content.
4. Able to discuss the roles and common sources of vitamins and minerals.
5. Discussion that demonstrates an understanding of good feeding rules and their experiences with their own animals will indicate their development and understanding of this section.
6. Candidates should correctly use nutrition terminology including water, energy, protein, carbohydrates and fibre, lipids/fats, and vitamins and minerals.
7. Basic understanding of how energy and protein content are involved in balancing a ration.

References

- MH
- USPC "C"
- USPC AB Manual
- All Horse Systems Go



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Assignment

1. Create a chart that lists all the types of grain that can be fed to horses. List protein percentages and note which feeds are either good or poor sources of particular nutrients. Outline any particular cautions/points of interest if being fed. Note which is the most energy dense, which has the hardest kernel, and which provides the most fibre. Begin a collection of feed samples of common grains that would be useful if teaching D2 members.
2. Hay should be the greater part of the stabled horse's diet. What percentage of the diet should be hay? What type of hay has the highest protein? What is the safest way to feed hay to a group of horses living outside? Why would hay have coarse, woody stems? Name one disadvantage of feeding round bales. Give an advantage and a disadvantage of feeding hay cubes.
3. Make a feed chart for your horse when he is in hard work. Include all grains, hays, grass consumed and water. Note amounts in pounds or kilograms, and times being fed. How would this chart change if your horse went on an extended lay-off?
4. Research nutrients. State the function for each. How much of each does your horse need, and what are good sources? What is the result of excesses of each? In relation to carbohydrates, where is glycogen stored? When adjusting a ration for cold weather, an increase in what nutrient would contribute most to producing a higher body temperature in the horse?
5. Create a chart and outline the vitamins your horse requires. State the sources, and signs of deficiency and toxicity (if any). Note which are fat soluble and which are water soluble. What does fat soluble and water-soluble mean? How do you store fat soluble vitamins? Are there any vitamins that work in relation with minerals?
6. Create a chart for the main minerals the horse requires. Note which are micro and which are macro minerals. What are electrolytes?
7. List the rules of feeding. Discuss the purpose for each in relation to your own horse.
8. Discuss the value of feeding beet pulp, including preparation and problems associated with feeding in excess.
9. Explain what the calcium phosphorous ratio should be and why it is important.
10. State the protein percentage of oats, corn, barley, bran, linseed and alfalfa.



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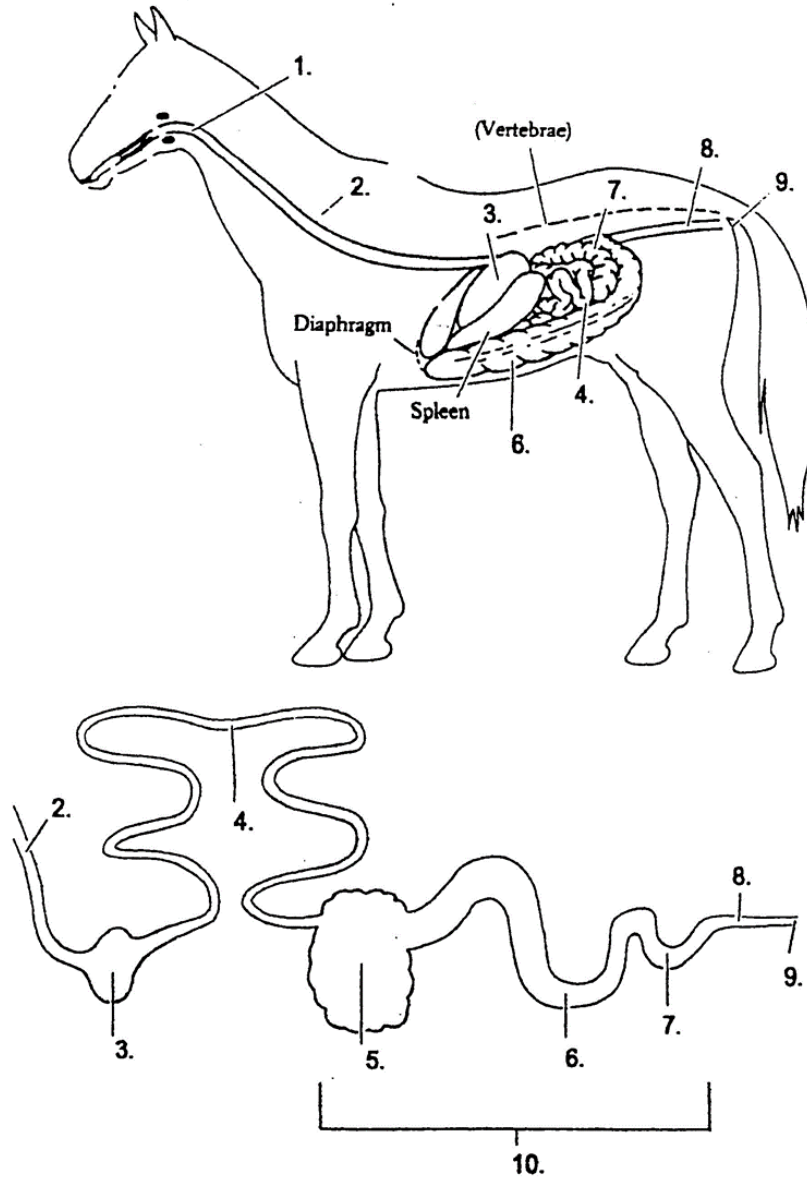
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11. Name these parts of the digestive system and state their function.





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Lesson 2

Saddlery

Topic Outline

1. Able to fit a wide variety of tack (bits, bridles, saddles, numnahs, martingales, blankets, brushing boots, bell boots, etc.), and know how each works.
2. Explain the dangers of ill-fitting tack.
3. Discuss various bit evasions and ways to prevent them.

References

- MH
- USPC "C"
- Saddlery
- USPC AB Manual

Assignment

1. Define the term bit evasion. Give five examples of bit evasions. For each example, give a cause. Give a solution for each.
2. What is more important, to have a saddle fit a horse or to have a saddle fit a rider? What factors must be considered when fitting a saddle to a horse? What factors must be considered when fitting a saddle to a rider? Other than fit, what other factors must be considered when purchasing a saddle?
3. What type of bit would be unsuitable for?
 - a. a horse with a small mouth
 - b. a horse that leans on the bit
4. How do you check for a broken tree?
5. Bits work on specific pressure points on the horse's head. Pressure on different points has specific effects. Match the pressure point with its characteristic effect.
 - a. pressure on this spot alone tends to cause the horse to raise his head
 - b. pressure here encourages the horse to extend its head and neck
 - c. pressure here tends to encourage the horse to open his mouth
 - d. pressure here encourages the horse to lower his head



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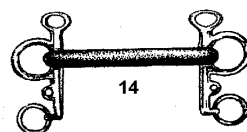
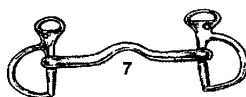
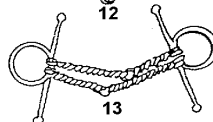
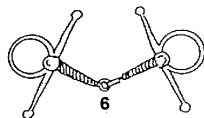
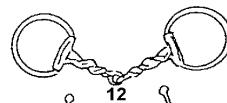
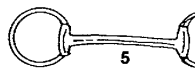
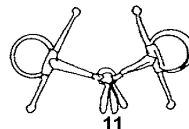
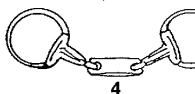
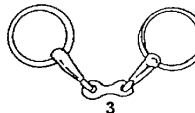
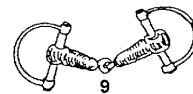
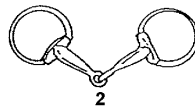
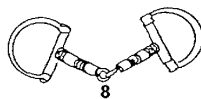
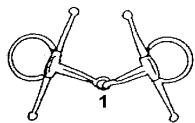
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e. pressure here encourages flexion and yielding of the jaw and chewing

Choose from one of these options (note: there will be one left over)

- i. poll
- ii. tongue
- iii. corners of the lips
- iv. roof of the mouth
- v. sides of the jaws
- vi. curb groove

From the bits pictured below, choose the best bit for achieving each of the above (a through e)





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Lesson 4

Bandages and Rugs

Topic Outline

Bandages:

1. Practical demonstration of specified bandages including any necessary first aid materials (ointments, poultice, pressure pad, ice pack, etc.) and explanation of treatment.
2. Strong emphasis on ability to bandage quickly, neatly, safely and with sufficient tension and thickness of cottons.
3. Candidates are expected to understand the purpose for each bandage and explain how their application supports that purpose.

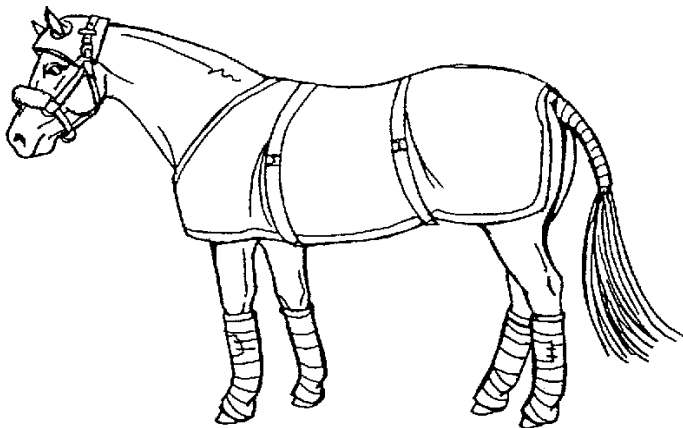
Required bandages: tail bandages, first aid bandage of the candidate's choice on the limb including any other bandage for support. Neat, efficient, safe.

References

- MH
- USPC "C"
- Saddlery
- USPC Bandaging Your Horse
- US AB Manual (from resource list)

Bandages and Rugs Assignment

1. What is this horse wearing to prepare him for the trailer, and how is each applied?





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2. What is the proper body position for the handler to put on bandages?
3. What is the main purpose of a?
 - a) stable bandage
 - b) shipping bandage
 - c) tail bandage
4. When applying a stable bandage:
 - a) What parts of the leg must be covered?
 - b) How much overlap should there be on each roll of bandage?
 - c) How much cotton should be exposed at top and bottom?
 - d) Where should the bandage end?
 - e) How is the bandage fastened once it's done?
 - f) In which direction is the bandage rolled:
 - i) on the near side
 - ii) on the off side
5. What can happen if a bandage is applied with uneven pressure? Why should you always rub the legs after taking a bandage off?
6. Give two reasons for applying a pressure bandage.
7. Discuss material options for bandages and cottons.

Lesson 5

Foot & Shoeing

Topic Outline

1. Relating to their own horses, show an understanding of the interior and exterior structures of the foot; correct terminology.
2. Explain how to care for shod and unshod feet and how to maintain condition of the foot under various conditions.
3. Identify the parts of a shoe, and various types of shoe (e.g., plain, stamped, aluminium plates, feather-edged, egg bar, etc.).
4. Recognize farrier tools and explain their use in the shoeing procedure, understanding the benefits and drawbacks of hot and cold shoeing.



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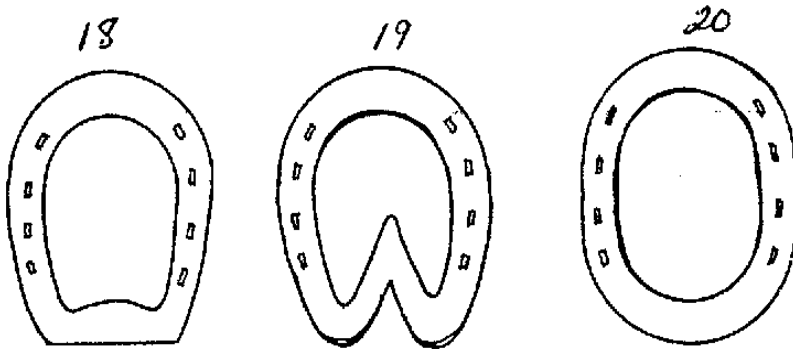
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References

- USPC AB Manual
- MH
- USPC "C"
- Maximum Hoof Power
- AHSB

Assignment 1: Shoeing

1. What are the differences in the care required for shod and unshod horses.
2. Explain the steps in hot shoeing, including the tools used at each step.
3. Identify #18-20. What is the major difference in function/area of support?



4. Other than the shoes in question 4, name four types of shoes and a use for each.
5. Why are quarter clips typically used on hind shoes but toe clips are only ever used on fore shoes?
6. What are four features to look for in a newly shod foot?
7. Why is it important to have the angle of the foot the same as the angle of the pastern?
8. Traction devices are commonly used on performance horses.
 - a) What is meant by a tapped shoe?
 - b) What is the advantage of this type of shoe?
 - c) Name one precaution you should take when traction devices are used.
9. What shoe might be used for the following:
 - a) brushing
 - b) corns
 - c) navicular



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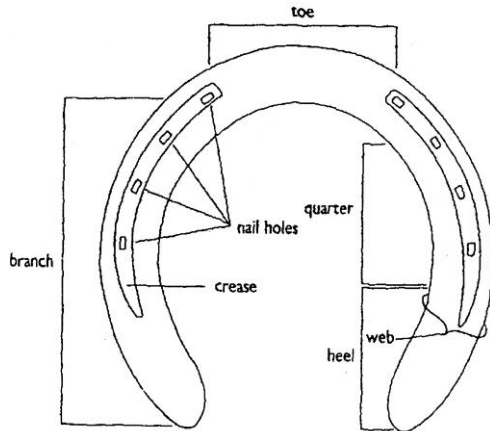
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10. Review the parts of the shoe below. Note where changes can be made to accommodate a soundness or movement related problem. Also note where changes can be made to increase traction.





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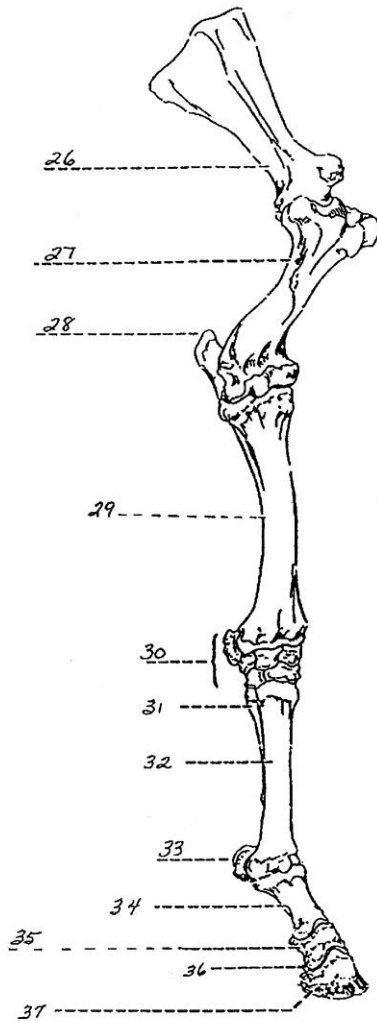
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Assignment 2: The Foot

1. Give the correct names for each numbered part of the diagrams (* see page 15).



2. Discuss an acute case of laminitis in relation to changes in the anatomy and resultant treatment.

3. Briefly explain the function of the following:

- a) navicular bursa
- b) corium
- c) periople



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- d) bars
- e) collateral cartilages
- f) laminae
- g) coronary band
- h) plantar cushion
- i) navicular bone

INFORMATION ON FOOT AND SHOEING

Answer key for Shoeing page - Shoes

- 18 - straight bar
- 19 - heart bar
- 20 - egg bar

Answer key for Foot page - Structural Anatomy

(*NOTE: for B level you only need to know parts of the fore and hind limb from the knee/hock down for testing)

- 26 - scapula
- 27 - humerus
- 28 - ulna
- 29 - radius
- 30 - carpal bones
- 31 - splint
- 32 - cannon
- 33 - sesamoid
- 34 - long pastern
- 35 - short pastern
- 36 - navicular
- 37 - coffin



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Lesson 6

Teeth & Ageing

Topic Outline

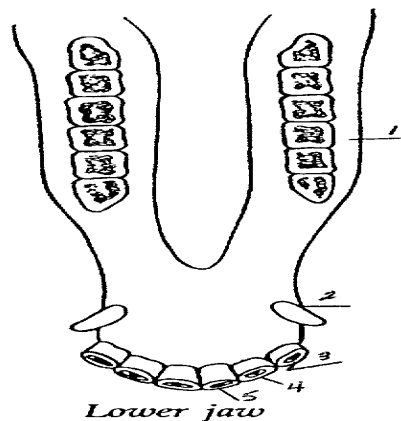
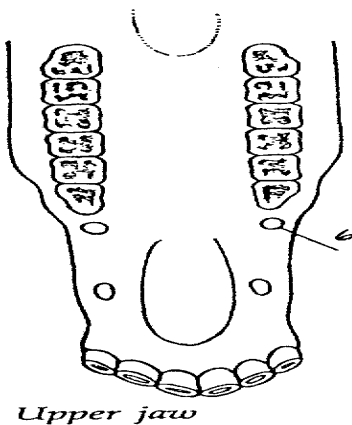
1. Discuss the regular care of the mouth and teeth, and signs there might be a problem. Know the types of teeth and how they are used for biting/chewing food.
2. Able to identify outstanding features such as milk teeth, permanent teeth, tushes.
3. Demonstrate how to handle the horse and what to look for in the mouth to estimate the age of young horses (6 years of age and younger).

References

- MH
- USPC "C"
- US AB Manual

Assignment

1. Label the component parts of this tooth. Tell what the purpose of each part is.





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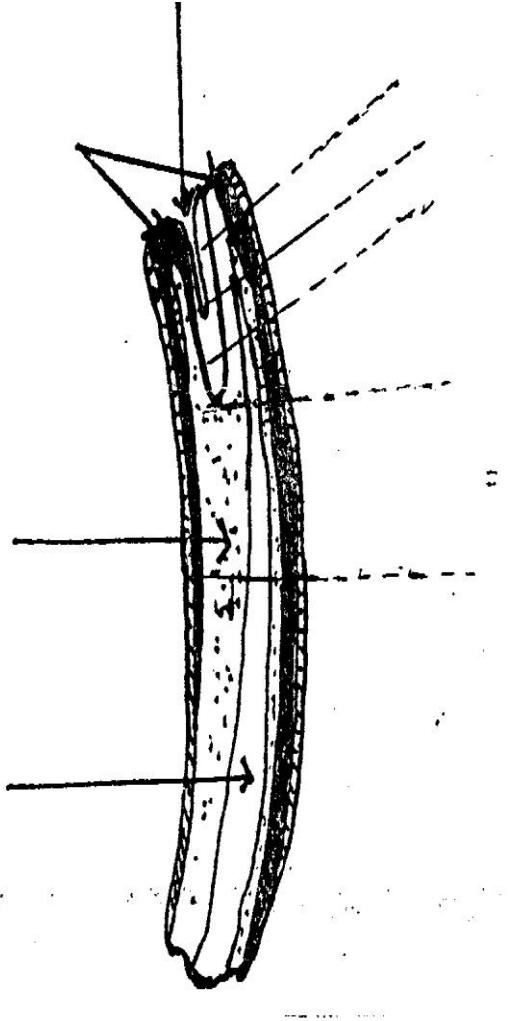
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2. Give the correct name for the numbered parts of the diagram. Show the direction of wear.
3. Define the following:
 - a) infundibulum
 - b) Galvayne's groove
 - c) dental star
 - d) dental arcade
4. Give the names of the incisors.
5. Describe the mouth of a seven year old gelding.
6. How does the shape of the upper and lower jaw affect how the molars wear? List four features of:



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- a) canine teeth
- b) wolf teeth
- c) incisors
- d) canines

Lesson 7

Conformation & Unsoundness

Topic Outline

Conformation:

1. Overall recognition of general balance and proportion, straightness of limbs, and type and quality of horse.
2. Knowledge of the skeletal structure of the lower leg (knee and hock down).
3. Identify some good and bad points of conformation on a horse and identify specific unsoundnesses to which the horse might be predisposed.

Unsoundness:

1. Ability to pinpoint areas of unsoundness and common ailments such as spavins and discuss possible causes (e.g., a blow, work on hard ground), symptoms and treatment.
2. Name unsoundnesses that are not related to the limbs (wind, eye, etc.).

References

- MH
- USPC "C"
- US AB Manual

Assignment 1

Unsoundnesses

1. Define the following:
 - a) unsoundness
 - b) blemish
 - c) lameness
 - d) sprain
 - e) strain
 - f) technical unsoundness
2. Compare and contrast bursal enlargements and calcifications.



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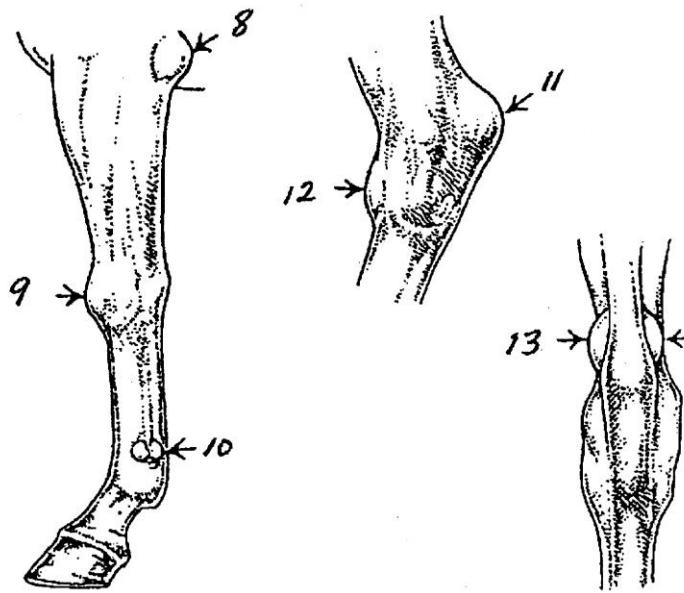
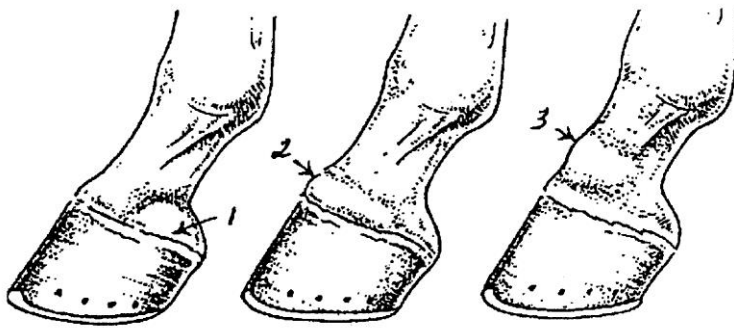
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3. Name the following unsoundnesses, give a cause and the treatment.





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Assignment 2

Conformation

1. Define the following conformation terms and explain why each is either desirable or undesirable:

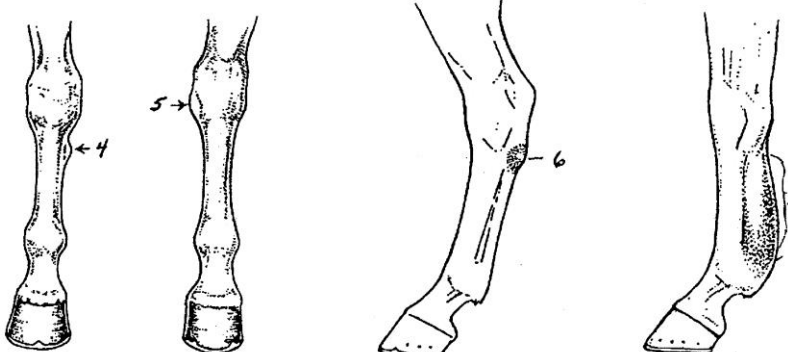
- a) ewe neck
- b) calf knees
- c) herring-gutted
- d) well-sprung ribs
- e) bowed hocks
- f) goose rump
- g) sickle hocks
- h) off-set knees
- i) Roman nose
- j) well-let down
- k) deep girth
- l) short cannon bones
- m) hollow back

2. Define conformation, including its effect on the horse.

3. In relation to conformation, discuss the following:

- a) balance
- b) size
- c) proportion
- d) blending

4. Name the following unsoundnesses and name the conformation fault(s) that may make a horse susceptible.





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Lesson 8

Lungeing

Topic Outline

1. Lunge own horse (or schooled horse provided) to show improvement.
2. Evaluate the suitability, the area provided for lungeing.
3. Demonstrate correct adjustment and discuss the purpose, value and variations in equipment (lunge line, whip, boots - **fore and hind plus front bell boots**, bridle with reins, sidereins, saddle with stirrups, surcingle, and lungeing cavesson option).
4. Demonstrate how to attach and adjust sidereins.
5. Demonstrate safe and effective handling of the line and whip, use of voice, body language, and control.
6. Evaluate the horse's cadence, rhythm, balance and tracking-up.
7. Identify possible goals for improving the horse on the lunge and a plan for improvement.
8. Demonstrate appropriate exercises to achieve those goals.
9. Show an awareness of the horse's training and fitness in the circle size, direction changes and breaks. Approximately 10-15 minutes.

Important points to note when lungeing:

- ensure the area is safe and clear with gates, etc., closed
- secure reins and stirrups
- check the side reins for length before presenting the horse for lungeing and re-adjust during lungeing session if necessary
- wear hard hat, gloves, boots (spurs removed)
- ensure the horse is correctly turned out with whip and lunge line safely contained while equipment is being checked
- use correct techniques, body language and safety in all aspects
- ensure that you make reference to the triangle of control during your lunge session

References

- MH US AB Manual
- USPC "C"
- USPC Guide to Lungeing - (L)
- Saddlery



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B"

2019

Loyalty

Character

Sportsmanship

Assignment

1. Give three features of a safe longeing area.
2. Name five pieces of equipment worn by the horse when safely longeing.
3. Give the signs of relaxation you would see in a horse that is being longed.
4. Explain how to tell if a set of side reins is the correct length for a horse.
5. List three different ways to attach a lunge line to a horse for a longeing session. Explain what type of horse each would be most useful for.
6. Explain how to dress for longeing.
7. What can be done to create more impulsion in a horse that is being lazy on the longe line? What steps can be made to slow down a horse that is too quick on the longe?
8. Explain four methods of using the whip.
9. How long should an average longeing session last, and why?
10. Give six reasons for longeing.
11. Draw a diagram of the longeing triangle (triangle of control) and explain what this means and why it's important.



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LEVEL "B"

2019

Loyalty

Character

Sportsmanship

Lesson 9

Grooming

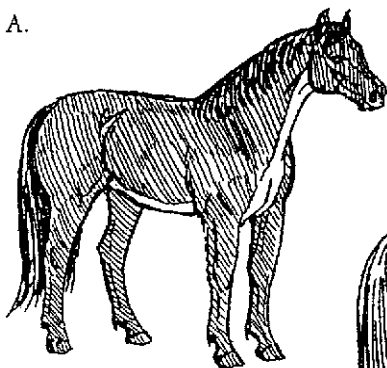
Topic outline

1. Ability to demonstrate that they can truly groom a horse.
2. Note preparations such as tying up a horse, laying out equipment in reasonable working order.
3. Demonstrate the ability to put in 3-4 braids under supervision.
4. Discussion relating to situations such as reason for grooming, grooming of stabled pony versus pastured pony, a sick horse; grooming in winter versus summer; uses of different brushes, pulling, clipping and trimming.

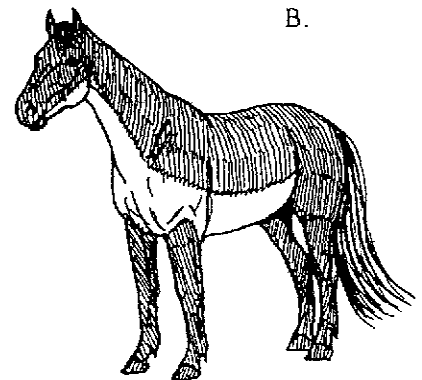
Assignment

1. List four functions of:
 - a) skin
 - b) the extra long guard hairs in a horse's winter coat
2. Explain how a sick horse should be groomed.
3. List two reasons why a tail might be pulled and describe how it is done. What is banging? Explain why it is done.
4. You are preparing your horse to show in hand. Briefly explain four additions you would make to your normal grooming routine in order to show him to his best advantage.
5. Identify these clips and explain the purpose of each.

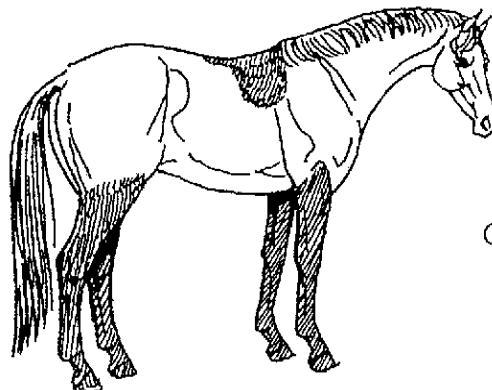
A.



B.



C.





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STUDY GUIDE

LEVEL "B"

2019

Loyalty

Character

Sportsmanship

Lesson 10

Vet & First Aid

Topic outline

1. Candidates must bring their own complete first aid kit for inspection which should be properly labelled and contents listed. Syringes for flushing wounds are permitted but no needles should be present.
2. Know average temperature, pulse and respiration and demonstrate how to measure each.
3. Describe in detail candidate's own comprehensive preventative program and how it helps to prevent illness, injury, infection, colic, heaves, etc.
4. Discuss prevention and treatment for a variety of internal parasites.

References

- US AB Manual

Assignment

1. Define and include causes, symptoms and treatments of:
 - a) tetanus
 - b) roarer
 - c) recurrent uveitis
2. Blowing (heavy, rapid breathing with flared nostrils, not related to heavy exertion) is a sign of trouble in a horse. Name two conditions that would cause this.
3. Azoturia is a serious metabolic disorder. Give other names for this malady. What causes it? Which muscles are affected? What are the symptoms? What is the treatment (short term, while you are waiting for the vet, as well as long term)? What is the prognosis? Is there any special treatment or concerns you would have once a horse has had this?
4. What is a sarcoid? Where are they likely to develop? Why can they become a major problem?
5. Discuss signs and symptoms, actions taken when waiting for the vet, treatment, follow up care on advice of vet, and prognosis for:
 - a) impaction colic
 - b) choke
 - c) open joint injury
 - d) bowed tendon
 - e) strangles



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Loyalty

Character

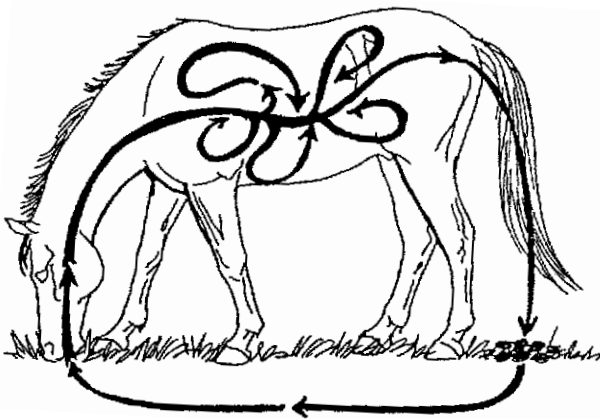
Sportsmanship

6. What are three clinical signs of inflammation?
7. Name three ways, other than injection, that medication can be administered.
8. List four signs that a wound requires a vet's attention.
9. List three uses for a poultice.

REVIEW THE LIFE CYCLES OF THE FOLLOWING:

LIFE CYCLE OF LARGE STRONGOYLES

Larvae migrate through blood vessels and organs



Mature Strongyles
Lay eggs in
Digestive tract

Eggs pass out in
manure and
hatch into larvae

Horse swallows infective
Larvae with contaminated
grass, feed, or water

Larvae mature and become infective



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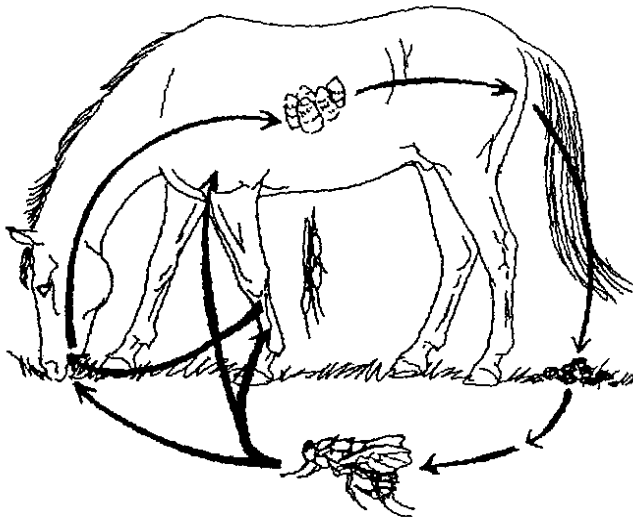
Loyalty

Character

Sportsmanship

LIFE CYCLE OF BOTFLY

Larvae (bots) remain in stomach 8-10 months



Bot larvae pass out with manure

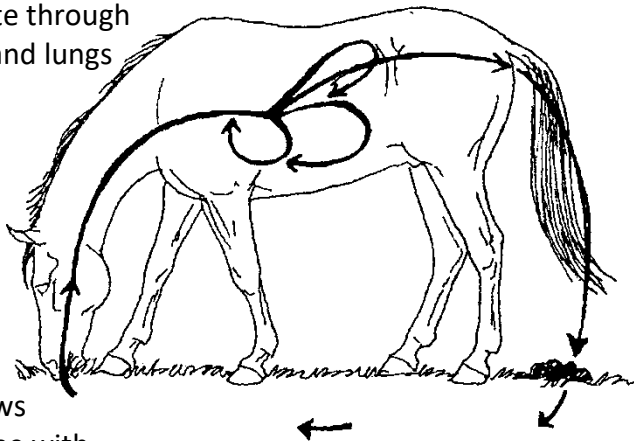
Horse rubs eggs, which hatch and are swallowed

Botfly lays eggs on hair of legs, chest, mane or nose

Larvae pupate and hatch into botflies

LIFE CYCLE OF ASCARID

Larvae migrate through Liver, heart, and lungs



Mature ascarids lay eggs in digestive tract

Eggs pass out in manure

Horse swallows infective larvae with contaminated grass, feed or water

Eggs mature and hatch into infective larvae

10. Name 4 diseases that can be controlled or prevented with vaccines.



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Loyalty

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Sportsmanship

11. Indicate whether each condition is contagious or non-contagious

Condition	Contagious	Non-contagious
Ringworm		
Tetanus		
Conjunctivitis		
COPD		
Influenza		
Mange		
Colic		
Azoturia		
Rhinopneumonitis		
Strangles		

Lesson 12

Stable and Pasture

Topic Outline

1. Strong emphasis is placed on practical discussion of routine, effectiveness and safety.
2. Specify a situation such as 'This horse is stabled at night, fed in the stall both morning and night, but is out during the day'.
3. Direct discussion to types of bedding used and manure disposal, barn design such as ventilation, light, drainage, flooring, watering systems and shelter in the pasture.

Assignment

1. If you were designing your own barn, what would be your first and second choices of flooring material? Give one disadvantage of each. What are the essentials of good flooring?
2. Discuss the reasons for, and ways to deal with, two stable vices.



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Character

Sportsmanship

3. Why is manure disposal an important aspect of stable management? Discuss the advantages and disadvantages of two methods of manure disposal.
4. List three factors that determine the acreage necessary to support a horse.
5. List four properties of good bedding. Give four reasons why sufficient bedding is necessary.
6. List three reasons why good ventilation in a stable is important.
7. Describe five means of ventilating a stable.
8. List three desirable features of a building site for a stable.
9. Describe an ideal way that grain should be stored and explain why.

Riding Questions

1. Explain the Training Pyramid. For the B level, what steps do you need to achieve?
2. How does the use of frequent transitions benefit your horse during the warm-up?
3. When jumping, what is the difference between a crest release and an automatic release?
4. What effect does deep muddy going, an uphill slope, or a direction away from the in-gate affect a horse's stride?
5. In lateral work, to what do the terms 'inside' and 'outside' refer?
6. How do the rider's preparation and aids for canter depart differ when riding a very green horse and a fully trained horse?
7. Draw or describe the following fences, and explain how to ride them:
 - a) Liverpool
 - b) Swedish oxer
8. Give the correct term for the following:
 - a) the 'language' used by the rider to communicate with the horse
 - b) a change in pace or speed
 - c) when the weight of the horse and rider are distributed in such a way as to allow him to use himself with maximum ease and efficiency
 - d) the energy asked for by the rider and supplied by the horse
 - e) the regularity and evenness of the hoof beats