



Canadian Pony Club



B2 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 "B2"

2019

Loyalty

Character

Sportsmanship

Table of Contents

Reference Books	3
Additional Requirements	3
Feeding	3
Saddlery	3
Bandages.....	4
Foot and Shoeing.....	4
Teeth.....	4
Conformation and Unsoundness.....	4
Longeing.....	4
Teaching.....	4
Grooming.....	4
Vet, First Aid and Diseases.....	5
Stable and Pasture.....	5
Conditioning	5
Lesson 1.....	5
Feeding & Watering.....	5
Lesson 2.....	8
Saddlery	8
Lesson 4.....	11
Bandages.....	11
Lesson 5.....	12
Foot & Shoeing	12
Lesson 6.....	14
Teeth & Ageing	14
Lesson 7.....	16
Conformation & Unsoundness	16
Lesson 8.....	18



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty	Character	Sportsmanship
Longeing.....		18
Lesson 10.....		20
Vet & First Aid.....		20
Lesson 11.....		26
Teaching.....		26
Lesson 12.....		27
Stable and Pasture.....		27



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

Reference Books

All D/D1/D2/C/C1/C2/B workbooks, study guides and the books 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
- AHSO 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
- ECL English Coach Longeing Demonstration (DVD), HCBC
- 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

Know nutrient values of common feeds and how the body uses those nutrients. Conditions under which minerals and vitamin supplements may be needed. Feed costs, storage, how to balance a ration and methods of feeding and watering. How to feed a sick horse and deal with poor feeding habits such as bolting, delicate feeder, glutton.

Saddlery

Knowledge of the double bridle, its purpose, parts and action. Ability to fit a double bridle. Knowledge of the purpose, use and fitting of a wide variety of bridles and nosebands including gags, hackamores,



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

figure 8, Kineton, etc. Able to assess the fit and suitability of an unknown horse's saddle and tack and suggest changes if necessary. Discuss teeth and mouth in relation to biting.

Bandages

Bandages: shipping bandages, first aid bandage on the limb, including any other bandage required for support. Correct bandaging technique and appropriate use of material. Discuss the use of bandages versus boots in various situations.

Foot and Shoeing

Ability to discuss changes in foot due to common diseases and ailments. Ability to identify the purpose and use for different types of shoes as at B level as well as corrective shoeing. Assess good and inadequate shoeing with relation to additional factors such as type and size of shoe and appropriate trimming balance and finishing of the foot.

Teeth

Not tested at this level except as noted under 'Saddlery'.

Conformation and Unsoundness

Conformation: Show knowledge of the overall skeletal system. Ability to relate conformation to function, including unsoundness and movement.

Unsoundness: Unsoundnesses of wind, limb and eye with deeper knowledge of possible causes, treatment and prognosis.

Longeing

Longeing a rider: Demonstrate how to safely longe a student (minimum C2 level, maximum B2 candidate), approximately 15-20 minutes. Discuss the suitability of the horse and the tack for a lesson on the longe and demonstrate safe practice for mounting the rider and giving instructions. Evaluate the rider's ability, and correct and strengthen his/her position with appropriate exercises.

Teaching

Teach D1/D2 level Pony Clubbers. Two to four students in a group. Ride control, lesson plan, voice, knowledge of subject matter. Creation of a lesson plan.

Grooming

Not tested at this level



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

Vet, First Aid and Diseases

Discuss how vital signs (TPR, mucous membranes, dehydration, gut sounds, etc.) relate to the horse's health. Discuss contagious and non-contagious diseases showing a broad knowledge of causes, symptoms, treatments, and prevention. Able to discuss the life cycle of a variety of internal parasites.

Stable and Pasture

Discussion that reflects experience and thought. Practical stable set up and construction such as placement of equipment, feed and tack rooms, safety features and hazards. Stable vices; their causes and prevention. Short and long term maintenance of pastures and paddocks.

Conditioning

Advanced conditioning and cool out methods. Considerations when conditioning, choosing a program, over-conditioning, under-conditioning, health concerns associated with conditioning. Signs of fitness. Feeding in relation to conditioning.

Lesson 1

Feeding & Watering

Topic Outline

1. Know nutrient values of common feeds and how the body uses those nutrients.
2. Conditions under which minerals and vitamin supplements may be needed.
3. Feed costs, storage, how to balance a ration and methods of feeding and watering.
4. How to feed a sick horse and deal with poor feeding habits such as bolting, delicate feeder, glutton.

References

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

Assignment

1. Give one use for the following in the horse's diet and state a good source of each:
 - a) sodium
 - b) calcium
 - c) Vitamin A
 - d) potassium



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

- e) iodine
 - f) iron
 - g) Vitamin D
 - h) Vitamin K
 - i) protein
 - j) electrolytes
2. What is bran, what is its nutritive profile, and why should it never be fed in excess?
 3. What is beet pulp, what is its nutritive profile, and how does the body utilize it? In the preparation of beet pulp, what may cause problems and why?
 4. What vital role does salt play in the diet? How is salt utilized by the body during exercise, and how can you replace it in adequate amounts? What are the methods of feeding salt? What varieties of salt can you offer your horse and what is each most suitable for? What happens if a horse consumes an excess amount of salt? What happens if the horse experiences a salt deficiency?
 5. What are the results of excess protein in the diet?
 6. How do you store fat soluble vitamin supplements to prevent deterioration? What precautions must you take if feeding a fat supplement? How much fat can be added to the diet? If you feed an excess amount of fat, what are problems that might occur (other than the obvious one of the horse gaining too much weight)?
 7. Carbohydrates fed in excess of immediate needs can be stored as fat or as glycogen. Where is glycogen stored? Explain glycogen's role. What effect would a lack of carbohydrates have?
 8. Electrolytes are essential for the regulation of body fluids. Discuss electrolytes and their role. How do you feed electrolytes, under what circumstances do they need to be fed, and how much does your horse need?
 9. When adjusting a ration for cold weather, an increase in what nutrient would contribute most to producing a higher body temperature in the horse? If there is a rapid drop in temperature, how much does the intake need to increase? How long does it take for the horse to acclimatize to the temperature change? What other changes to feeding routine needs to be made during cold snaps?
 10. Name one area to which each of these vitamins is responsible:
 - a) vitamin A
 - b) vitamin B complex
 - c) vitamin C
 - d) vitamin D
 - e) vitamin E
 - f) vitamin K
 - g) niacin



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

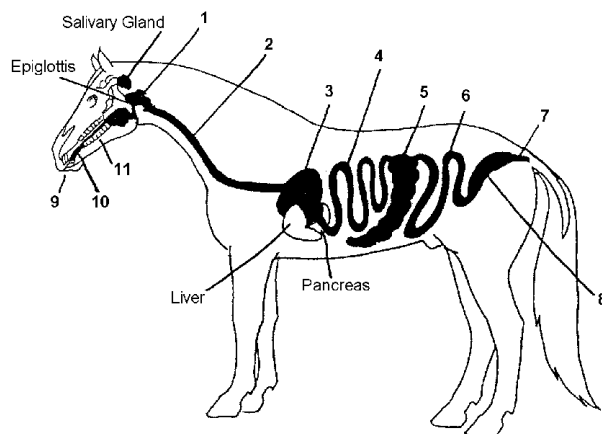
2019

Loyalty

Character

Sportsmanship

11. What changes can be made to the diet of an old horse to ensure he maintains condition? What other factors can help him maintain condition?
12. From the list of feeds below, pick which is the:
- a) highest in digestible energy
 - b) highest in crude protein (but low in Calcium)
 - c) highest in Calcium and fibre
 - d) highest in phosphorous
- oats (grade 1) corn (shelled) dehydrated beet pulp wheat bran
13. Explain how you would deal with the following problems:
- a) bolting the feed
 - b) delicate feeder
 - c) glutton
14. Take a field trip to your local feed store. Create a chart and note prices of the grains, hays and supplements you feed your horse. Track this over a year and see what kind of season fluctuations there are in the prices.
15. Name these parts of the digestive system, state the function and capacity, explain how the body uses the nutrients in each location and the length of time digesta stays there. For #3, look up the names of the sphincters that control food moving in and out; for #4, give the name and specific function of the three divisions of this part of the digestive system.





CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

Lesson 2

Saddlery

Top Outline

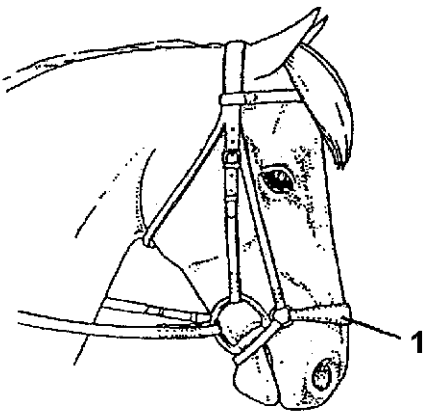
1. Knowledge of the double bridle, its purpose, parts and action.
2. Ability to fit a double bridle.
3. Knowledge of the purpose, use and fitting of a wide variety of bridles and nose- bands including gags, hackamores, figure 8, Kineton, etc.
4. Able to assess the fit and suitability of an unknown horse's saddle and tack and suggest changes if necessary.
5. Discuss teeth and mouth in relation to biting.

References

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

Assignment

1. Compare and contrast the purpose and fitting of the nosebands on the page and the next. What precautions should one take when using each? Which parts of the anatomy are most vulnerable if the tack is poorly fitted?





CANADIAN PONY CLUB

STUDY GUIDE

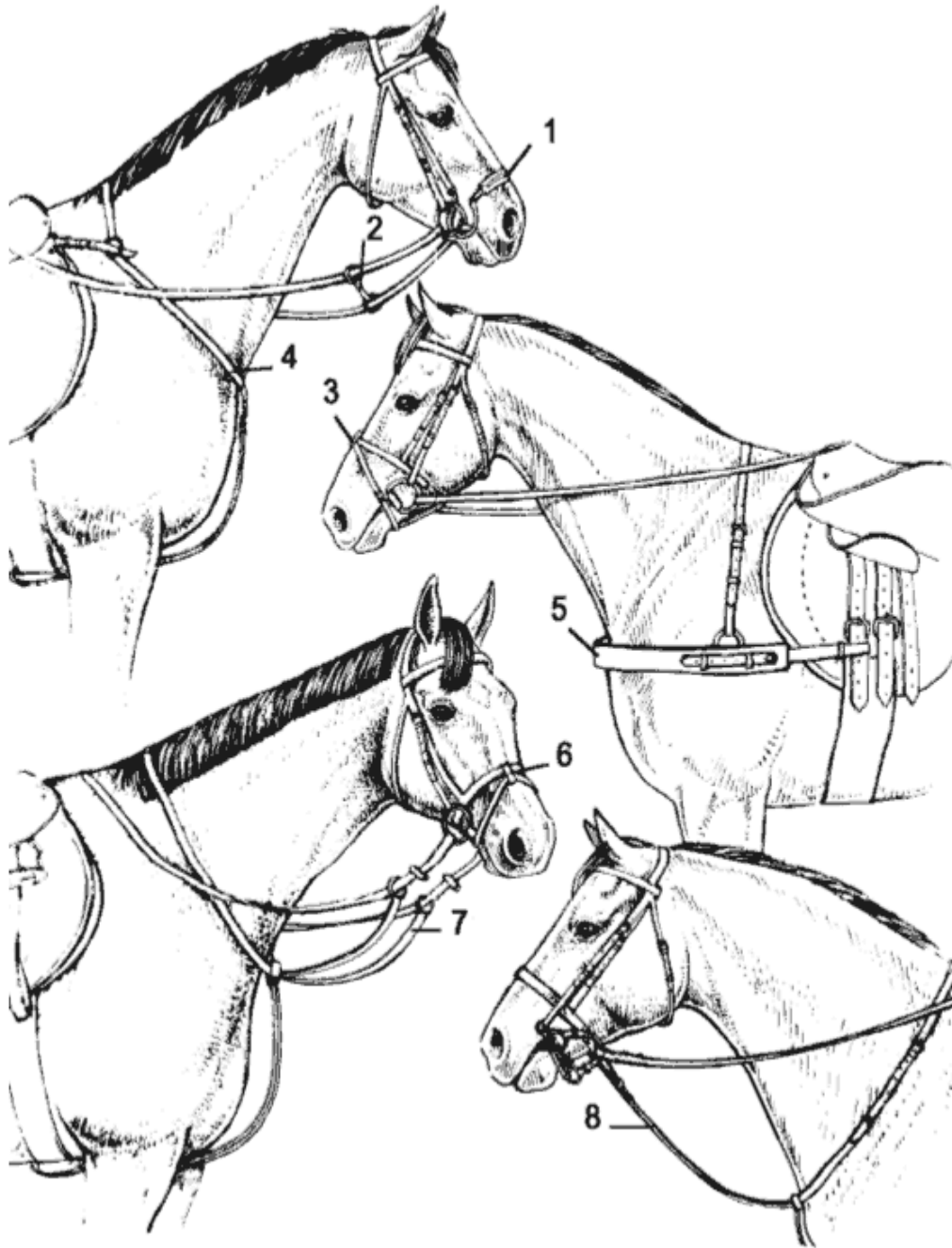
LEVEL "B2"

2019

Loyalty

Character

Sportsmanship





CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

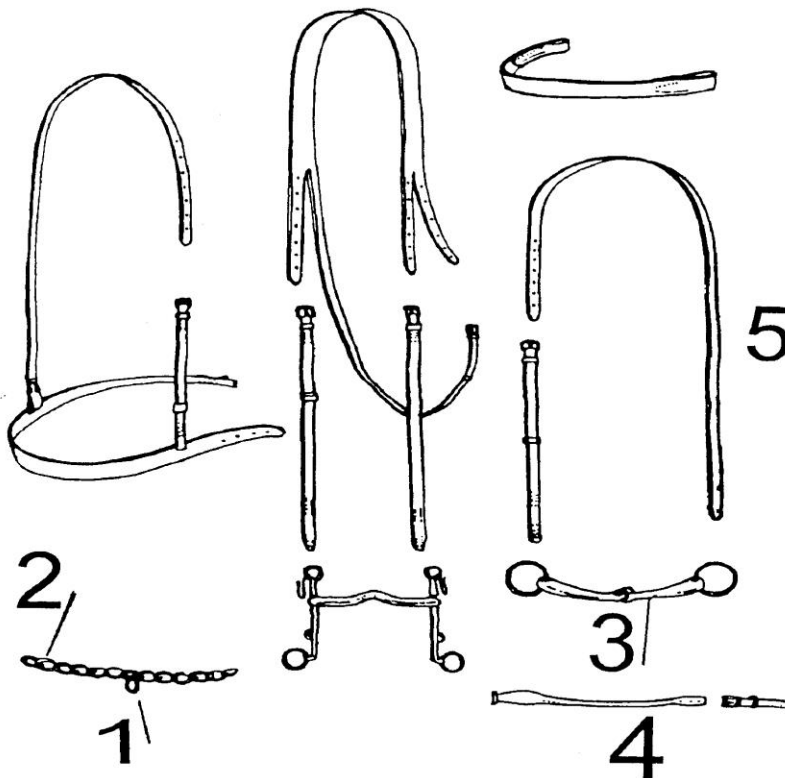
2019

Loyalty

Character

Sportsmanship

2. Name all the parts of the double bridle. Explain how you would fit it. What is the purpose/action of a double bridle, and what will make it more/less severe? What are the bits used in a double bridle, and explain the placement of each in the mouth?



- 1) _____ 2) _____
3) _____ 4) _____
5) _____

3. Explain the difference between a port and a tongue groove in a curb bit.
4. You have a horse with very high withers. What saddle fit problems would you expect to encounter, and how would you resolve them?
5. For safety reasons, the girth should always be buckled to the first girth billet, and either the second or the third girth billet. Why is this?
6. The job of tack safety check at D Rally is very important. What would you look for on a:
- a) bridle



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

- b) stirrup iron
 - c) stirrup leather
 - d) saddle pad
 - e) girth
 - f) stirrup bar
7. List the five families of bridles. Explain the action of each, and what type of horse and rider each would be most suitable to. Rate them in order of level of sophistication (from a rider's perspective).
 8. List five factors that determine the severity of the bit. What factors relating to the conformation of a horse's mouth could make a bit more severe? What changes can be made to bits to make them more severe?
 9. You are working with a group of C2 and B members who are preparing to teach their first riding lesson. What would you tell them to look for when it comes to common problems in fit and suitability of tack of the members they will have to teach?
 10. The architecture of the horse's mouth can affect what type of bit will be most comfortable for the horse. Give some examples.
 11. What issues with the teeth might create problems with biting?

Lesson 4

Bandages

Topic Outline

1. Bandages: shipping bandages, First Aid bandage on the limb, including any other bandage required for support. Discuss the use of bandages versus boots in various situations.

References

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

Assignment

1. Describe how to put on a sweat bandage. What materials are needed, why is it applied, and how long should it be left on?



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

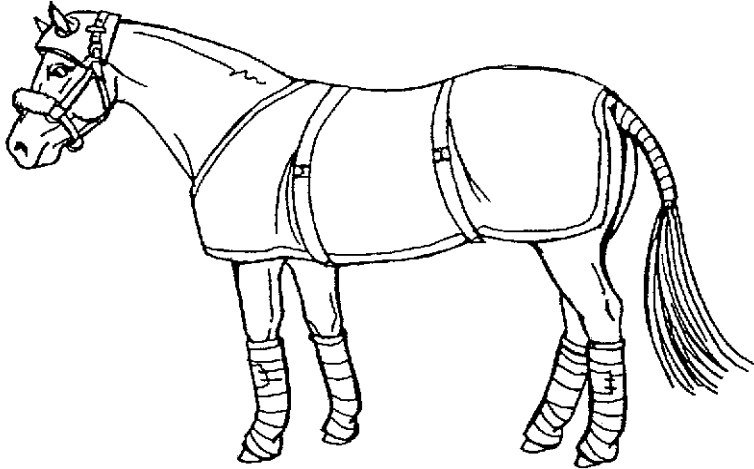
2019

Loyalty

Character

Sportsmanship

2. Describe how to put on shipping bandages as if you were teaching a C2 member. What materials do you need to have on hand? What difference would type of material used make to length of time the bandages are left on?



Lesson 5

Foot & Shoeing

Topic Outline

1. Ability to discuss changes in foot due to common diseases and ailments.
2. Ability to identify the purpose and use for different types of shoes as at B level as well as corrective shoeing.
3. Assess good and inadequate shoeing with relation to additional factors such as type and size of shoe and appropriate trimming balance and finishing of the foot.

References

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



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

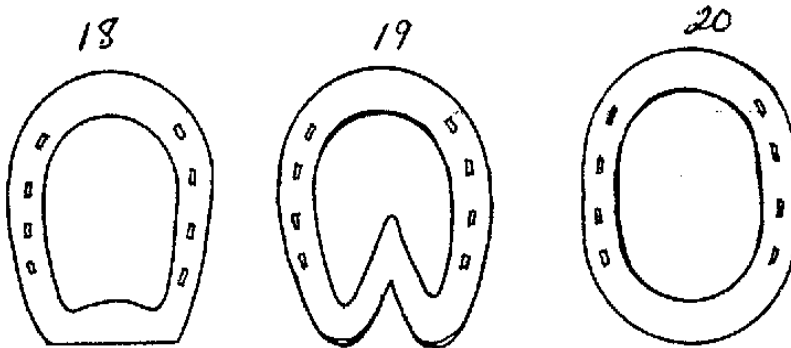
Character

Sportsmanship

Assignment

Shoeing

1. Why is a wide web shoe useful on a horse that has had laminitis?
2. Aluminium shoes may be used for several reasons. Name them. Are there any particular qualities of aluminium shoes that are different from conventional shoes?
3. Name these three types of bar shoes, and explain what conditions would necessitate their use. How do they help the horse?



1. Describe a degree pad and state what it would be used for. What are regular pads used for? Are there any precautions you should take when using pads?
2. What shoe might be used in the following situations:
 - a) make it easier for the foot to break over and help to prevent stumbling
 - b) prevent forging or over-reaching
 - c) a horse that brushes
 - d) a horse with navicular
3. What are corns? What causes them? Where are they located? What can you do if your horse gets them?
4. How does a farrier determine the correct size of shoe for your horse? How can you tell if the size is incorrect?
5. Horses that go barefoot may need to have their feet balanced more often than horses that wear shoes. How can you tell if a foot has gone out of balance?

The Foot

1. Name two conditions that will affect the coffin (pedal) bone. What is it about this bone that makes it susceptible to these conditions? What is the purpose of the coffin bone? Does it work in conjunction with any other structures in the foot?
2. Briefly explain the function of the following:



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

- a) navicular bursa
 - b) digital cushion
 - c) corium
 - d) periople
 - e) collateral cartilage
 - f) sensitive laminae
3. For each of the following, give one cause and one symptom:
- a) corns
 - b) quittor
 - c) thrush
 - d) pedal osteitis
 - e) seedy toe
4. Do some in-depth research on the hoof wall. What is this structure made from? What is its weight bearing capacity, and what causes hoofcracks - can anything be done to help this situation?
5. Explain the role of the sensitive laminae in the case of laminitis. What causes this on a systemic level, how is the function of the sensitive laminae affected in relation to other structures in the foot, and explain what effect rotation of the coffin bone has on the horse.
6. Explain the difference in function in the shape of the hind and forefeet. Research the five common shapes you can find in a forefoot.
7. Label all the parts of the hind leg, and diagram how they are connected to the foot (add tendons and ligaments as necessary).

Lesson 6

Teeth & Ageing

Topic Outline

Not tested at this level, but good for practice

1. Able to identify more outstanding features of teeth, such as hooks, Galvayne's groove and slope.
2. Demonstrate how to handle a horse to view the teeth.
3. Ability to age any horse using the tables, shape and outstanding using correct terminology (e.g., bishoping, infundibulum, dental star, etc.).

References

- MH
- USPC "C"



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

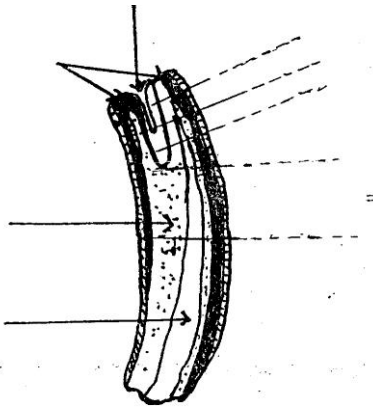
Character

Sportsmanship

- US AB Manual

Assignment

1. What does the appearance of the dental star indicate?
2. What age do the following dental clues indicate:
 - a) all deciduous incisors in wear; 3 temporary pre-molars and 2 permanent molars present
 - b) infundibulum gone from central and lateral incisors
 - c) Galvayne's groove has reached the bottom of the upper corner incisor
 - d) central milk incisors are present; three cheek teeth are present
3. List four features of:
 - a) wolf teeth
 - b) canine teeth.
4. At what age does the horse achieve the maximum length of tooth?
5. Using a chart, describe four differences between the mouth of a 2 year old, the mouth of a 5 year old, the mouth of a 7 year old and the mouth of a 12 year old (all geldings).
6. Label the component parts of this tooth. Tell what the purpose of each part is.



7. Draw a diagram that shows the progression on the Galvayne's groove at ages 10, 15, 20, 25 and 30.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

Lesson 7

Conformation & Unsoundness

Topic Outline

Conformation:

1. Show knowledge of the overall skeletal system.
2. Ability to relate conformation to function, including unsoundness and movement.

Unsoundness:

1. Unsoundnesses of wind, limb and eye with deeper knowledge of possible causes, treatment and prognosis.

References

- MH
- USPC "C"
- US AB Manual

Assignment

Unsoundnesses

1. Match the unsoundness to the location on the horse:

UNSOUNDNESS

- a) sidebone
- b) ringbone
- c) carpalis
- d) bucked shins
- e) osselets

LOCATION

- i) pastern bones
- ii) periosteum of the cannon bone
- iii) lateral cartilages of the foot
- iv) bones of fetlock/metacarpophalangeal joint
- v) knee joint

2. What is the common term for:
 - a) inflammation of the periosteum of the cannon bone
 - b) ossification of the lateral cartilages
 - c) strain of the plantar tarsal ligament
3. Discuss the difference between tendons and ligaments with regard to structure, function and healing capabilities.
4. Describe the location, symptoms, and a probably cause for the following:
 - a) sore shins
 - b) sesamoiditis
 - c) splints



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

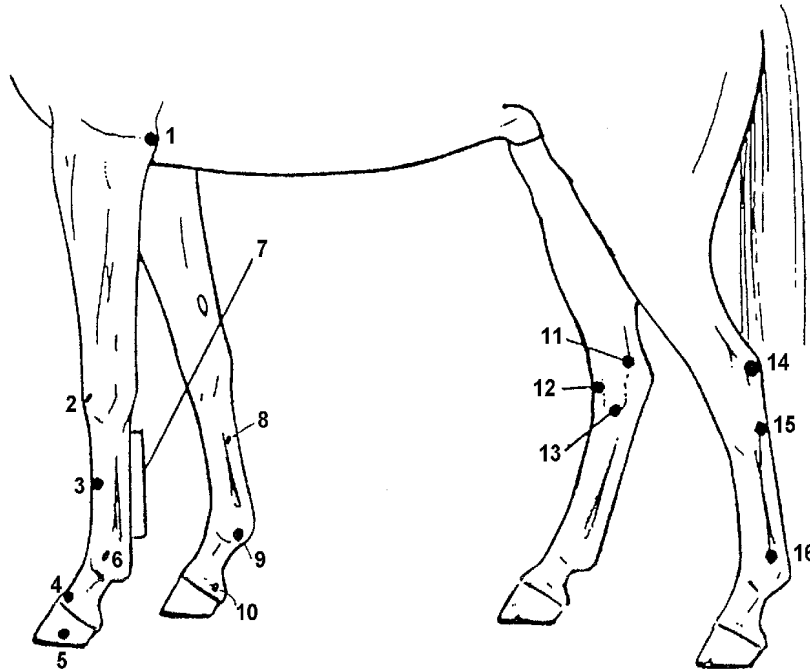
2019

Loyalty

Character

Sportsmanship

5. Name the unsoundness. State the anatomical site, the cause, and any treatment.



Conformation

1. Name two conformation faults related to each of the following parts of the body:

- neck
- front legs
- back
- hind legs
- head

2. Name one conformation fault that may predispose a horse to the following:

- laminitis
- bone spavin
- ringbone
- curb
- thoroughpin
- strained tendons

3. Name five characteristics of a good head.

4. Name three characteristics of a good foot. Why is the foot so important in a conformation analysis?



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

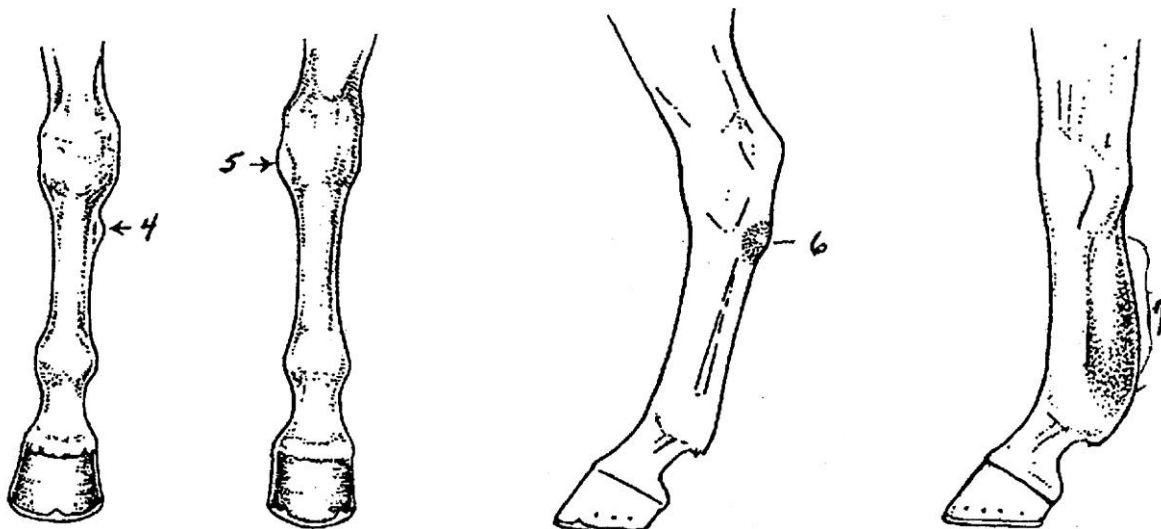
2019

Loyalty

Character

Sportsmanship

5. Circle the correct answer:
 - a) (Forging/overreaching) is the noise made by the striking of the hind shoe against the front shoe as the horse is trotting and occurs because the horse is either tired, unbalanced, has long hind toes, or a short back.
 - b) When a horse injures the inside of the coronary band of one foot by the contralateral foot, he is said to (brush/tread).
6. Bad conformation can lead to both unsoundnesses and poor movement; sometimes corrective shoes can be utilized to improve the situation, or prevent it from getting worse. Create a chart that connects bad conformation to unsoundnesses, poor movement, and the shoes that may help the situation.
7. List the above in order of severity from worst to least problematic.
8. Name the conformation faults that would make a horse susceptible to the following:



Lesson 8

Longeing

Topic Outline

Longeing a rider:

1. Demonstrate how to safely longe a student, approximately 15-20 minutes.
 - a) Discuss the suitability of the horse and the tack for a lesson on the longe and demonstrate safe practice for mounting the rider and giving instructions.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

- b) Evaluate the rider's ability and demonstrate appropriate exercises to improve their position, balance or strength.

References

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

Assignment

1. Name three things that you should, for safety reasons, wear when lungeing a horse. If you are going to longe a rider, what would you tell them they must/must not wear to a lungeing session?
2. Name two benefits of using side reins when lungeing. When you are putting a rider up, describe the steps you will take when attaching your side reins and when this should take place.
3. Describe the method of attaching the longe line that gives maximum control when lungeing off the bridle. Why must this method be used with great care? What other methods are there of attaching a longe line to a horse?
4. Why is the whip considered a natural aid when lungeing? Briefly describe four methods of using the whip. What effects do the following gestures with the whip have on the horse?
 - a) pointing toward a point in front of the horse
 - b) pointing toward the horse's shoulder
 - c) pointing toward the hock

When lungeing a rider, what other methods other than your use of the whip and line do you have for controlling speed and direction?

5. Give three reasons why lungeing sessions should not go on for too long:
 - a) for the horse
 - b) for the rider

How long should your lungeing session last at your test?

6. Choose two of the following problems and briefly explain how you would deal with them:
 - a) playing on the line
 - b) disobedience
 - c) lazy horse
 - d) horse who rushes



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

What would make you decide that a horse is not a suitable mount for a rider being longed? Could any of the above situations be improved enough in one longeing session that you could put a rider up?

7. What are some common handler errors when longeing?
8. What are some common exercises for improving?
 - a) lower body strength and position
 - b) upper body strength and position
 - c) balance
 - d) independent seat
9. Name four ways of avoiding boredom and keeping a horse's attention during a longeing session.
10. Why should horses never be longed on too small a circle? What effect would a small circle have on a rider on the longe?
11. Once you put the rider up on the horse, what are some things you should evaluate about the rider prior to commencing work?
12. What are some questions that you need to ask a rider prior to putting them up on a horse to longe, if this is the first time you have met the person?
13. Outline the procedure you would go through to mount a rider on a horse in order to do your longeing session at your test.
14. What are the qualities you will look for in a horse that will be suitable to be your longeing horse at your B2 test?
15. When you first assess your rider at your B2 test, what will you be looking for in his/her position to determine the type of exercises you will ask him/her to do, and how will you determine this?
16. Research and create a lengthy list of useful exercises for riders on the longe.

Lesson 10

Vet & First Aid

Topic Outline

1. Discuss how vital signs (TPR, mucous membranes, dehydration, gut sounds, etc.) relate to the horse's health.
2. Discuss contagious and non-contagious diseases showing a broad knowledge of causes, symptoms, treatments, and prevention.
3. Able to discuss the life cycle of a variety of internal parasites.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

References

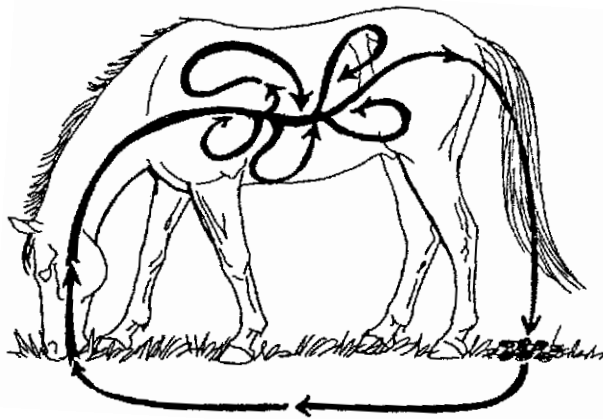
- US AB Manual

Assignment

1. Elaborate on the life cycles of the following; show where damage can be done:

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



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

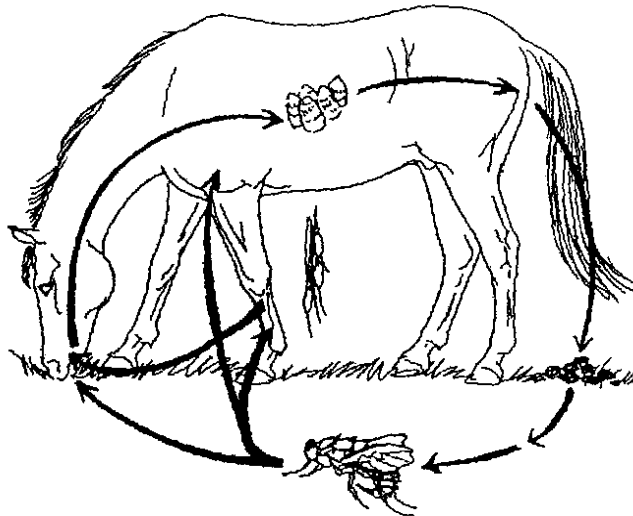
Loyalty

Character

Sportsmanship

LIFE CYCLE OF BOTFLY

Larvae (bots) remain in stomach 8-10 months



Bot larvae
pass out with
manure

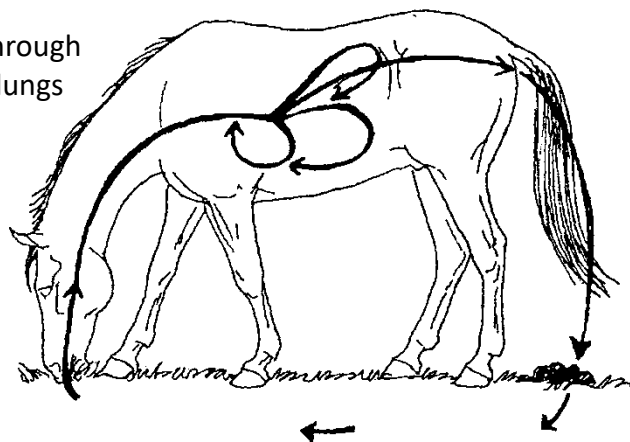
Horse rubs eggs, which
hatch and are swallowed

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



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

2. Make a chart of the above internal parasites, showing how they are picked up, how they migrate through the system, and how they are passed out. Include some of the less common internal parasites as well, such as small strongyles, pinworms, lung worms and tapeworms.
3. Give six reasons for loss of condition.
4. List five diseases a horse can be inoculated against.
5. Name four different kinds of colic. Explain the difference between a surgical colic and a medical colic.
6. What is COPD? What is another name for the condition? What is a main cause of this disease? How is it treated?
7. Name two conditions or injuries which should never be treated with cortisone.
8. Name two conditions (not injuries) when reluctance of the horse to move is one of the first signs of trouble.
9. Match the medication most suitable for use with the listed conditions:
 - a) Dexamethazome (Azium)
 - b) Phenylbutazone (Bute)
 - c) Antibiotics (penicillin, etc.)
 - d) Flunixin Meglumine (Banamine)
 - e) Acepromazine (Ace)
 - f) Xylazine (Rompun)
 - g) Ivermectin (Eqvalan)
 - h) Isoxsuprine
 - i) internal parasites
 - ii) colic pain
 - iii) laminitis
 - iv) dental work
 - v) bacterial infection
 - vi) allergies, asthma
 - vii) navicular disease
 - viii) tranquilizing for clipping



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

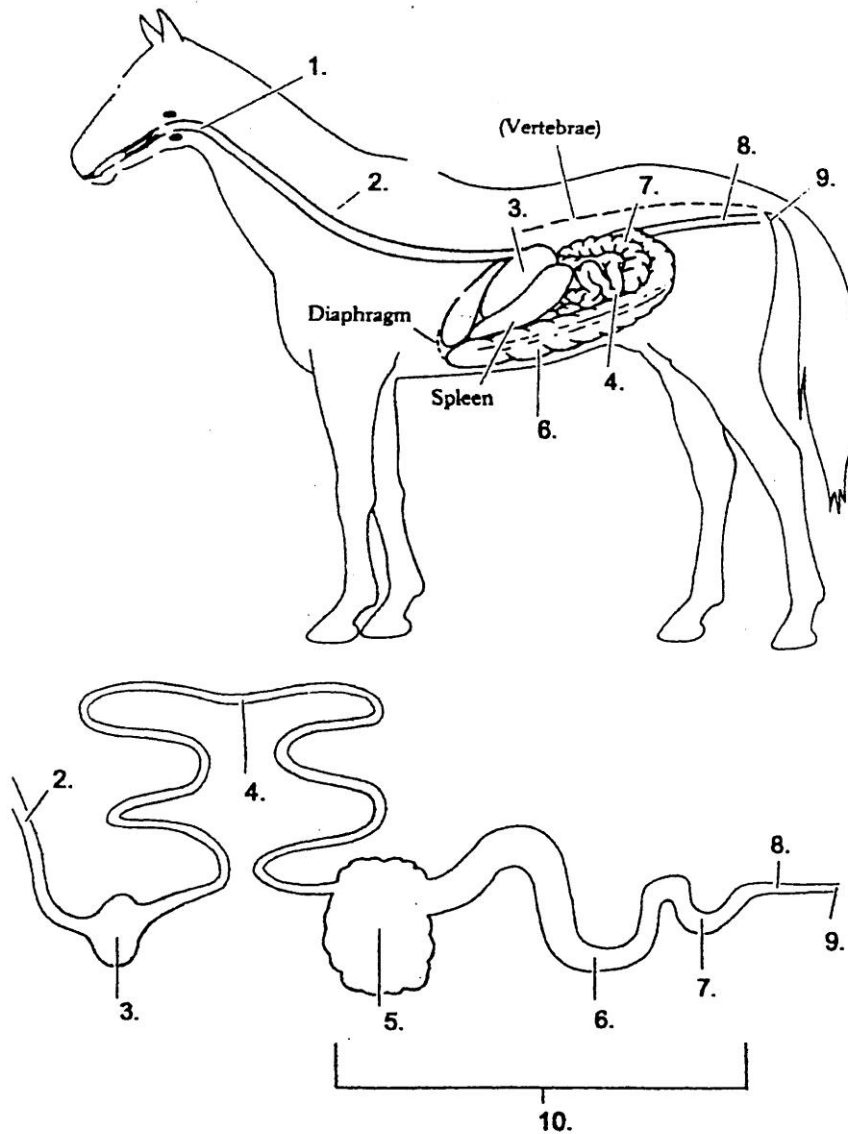
2019

Loyalty

Character

Sportsmanship

10. Label the following parts of the anatomy, and indicate where choke and the various colics would occur.



11. Your horse has a corneal ulcer

- What might have caused this?
- What are the signs and symptoms of this injury?
- What First Aid measures should you take?



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

12. What do the following usually indicate:

- a) pale membranes
- b) yellow membranes
- c) deep red membranes
- d) blue membranes

13. What skin disease or condition is suggested by the following symptoms:

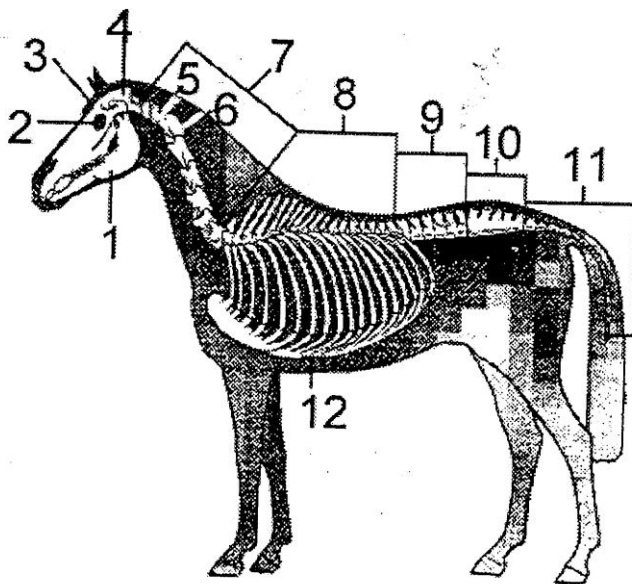
- a) papillomas, most often seen around the nose and lips; caused by a virus
- b) skin tumours that can occur inside the hind legs, sheath and udder; firm and fibrous to the touch
- c) pressure sores from rubbing by the girth or saddle
- d) a general term used to describe small multiple skin lumps which usually appear suddenly all over
- e) caused by a fungus, infects the root of the hair, leaving small, circular, raised bare patches
- f) tumours often seen in the sheath/udder, dock and anus, typically on grey horses

14. What two things can a resting heart rate over 50 bpm indicate?

15. Discuss the causes, symptoms, and treatment of:

- a) recurrent uveitis
- b) tetanus

16. Label the parts below.





CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

Lesson 11

Teaching

Topic Outline

1. Teach D1/D2 level Pony Clubbers. Two to four students in a group. Ride control, lesson plan, voice, knowledge of subject matter.

Assignment

1. You are scheduled to teach a group of four 7 to 9 year old's a Stable Management lesson. Discuss four characteristics of this age group that should be borne in mind when planning your lesson.
2. When teaching outdoors, it is often harder for riders to hear you. List three important things to remember about the use of your voice when giving a riding lesson.
3. List four things that a good introductory lesson for a beginner should include.
4. List four safety requirements of an arena for teaching a beginner lesson.
5. List six things to check on horse's tack prior to starting a lesson.
6. List four exercises a student can do to warm up at the halt. Explain the benefits to the rider.
7. Why should you never use just two trot poles in a row?
8. Give the distances you would set for:
 - a) trot poles for ponies
 - b) one stride combination at canter
 - c) trot poles for a horse
 - d) a bounce fence approached at trot
9. A good instructor always does safety checks. Give three examples of items you would check on the:
 - a) rider
 - b) saddle
 - c) horse
 - d) arena
 - e) bridle
 - f) equipment
10. Give one reason for teaching and practising each of these:
 - a) sitting trot without stirrups
 - b) cantering without stirrups
 - c) posting without stirrups



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

11. List three qualities of a good instructor.

Lesson 12

Stable and Pasture

Topic Outline

1. Discussion that reflects experience and thought.
2. Practical stable set up and construction such as placement of equipment, feed and tack rooms, safety features and hazards.
3. Stable vices; their causes and prevention.
4. Short and long term maintenance of pastures and paddocks.

Assignment

1. Describe four stable vices and give one cause (other than boredom). Suggest a remedy for each.
2. Other than the daily feeding, turn out and cleaning, list five routine maintenance chores that are required at an equine facility.
3. Describe what procedures you would routinely take over the course of a year in order to maintain the condition of your pasture.
4. List three considerations when deciding where to locate a manure pile.
5. What are two problems associated with storing hay in a loft above the stalls? Are there any advantages to this practice?
6. What are five prevention strategies that every barn needs to observe? If you are building a barn, are there any decisions that you can make regarding site, design and materials that will make a barn more fire safe?
7. Give three requirements of:
 - a) a barn roof
 - b) a building site for a stable
8. Other than doors and windows, give two methods of ventilation.
9. Why is an isolation program important for any new horse being brought into a stable? List four considerations that would merit isolation. How would you carry out an isolation program for a horse that is already at the stable? List four steps that should be taken to prevent an outbreak of infectious conditions.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

Riding Questions

1. List five common causes of jumping problems, such as refusing or running out, in the horse.
2. Define:
 - a) rhythm
 - b) tempo
 - c) cadence
 - d) balance
 - e) impulsion
3. Give the sequence of footfalls for right lead canter.
4. Explain the Training Pyramid as though you are teaching some D2 level riders. What levels of the Training Pyramid do you have to achieve for your B2 test?
5. Give three uses of trot poles for the horse, and three uses of trot poles for the rider, other than to develop balance and rhythm.
6. Give three common faults in the performance of the:
 - a) shoulder-in
 - b) walk pirouette
 - c) counter canter
 - d) simple change through the walk
 - e) rein back
 - f) medium trot
 - g) free walk
 - h) 10 m. circle at the trot
 - i) stretch circle
 - j) collected trot
7. List four signs of relaxation in the working horse.
8. List two important reasons to school the shoulder-in.
9. List two reasons why a horse might jump with a flat or hollow back.

Conditioning Questions

1. Explain the difference between a continuous training program and interval training.
2. What are the three main areas of conditioning?
3. How does the feed to work ratio change over the course of a conditioning program?
4. Define these terms:
 - a) Over-conditioning



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

- b) Under-conditioning
 - c) Work
 - d) Exercise
5. What role does the spleen have in work? What is packed cell volume, and how does it affect a horse's ability to perform his job. How does the spleen affect lactic acid accumulation?
 6. What is the role of the cardiovascular system in the conditioning process? How quickly does it get in shape relative to other systems?
 7. Describe the difference between a conditioning program and a maintenance program. What is peaking? What is tapering?
 8. Explain azoturia and its relation to conditioning. What other factors can cause it that are not related to conditioning?
 9. What are some common health concerns that can crop up over the course of a conditioning program?
 10. What is the role of hill work in a conditioning program?
 11. What does 'sport specific' mean in relation to conditioning?
 12. Should you do the same work every day while conditioning, or should you vary your work, and why?
 13. Discuss how intensity, frequency and duration are utilized in a conditioning program. What is an important thing to note?
 14. What are sets and reps?
 15. Muscle groups can be divided into two primary functions, the locomotional muscles that arise from a strong topline and hindquarter, and the postural or finely controlled muscle groups. Explain the danger of over-conditioning one of these muscle groups, and what the result would be. Which muscles are easier to train (condition)?
 16. What can jumping small ditches and drops do to help a horse during the course of a conditioning program? At what point should exercises such as these be introduced?
 17. The components of a horse's exercise period are the pre-ride preparation, the warm up, the work, the cool down, and the post ride activities.
 18. Outline some important elements of a warm up, regardless of level of rider and horse. What are the physiological changes that occur in the horse's body during warm up?
 19. How can you tell if your horse is getting more fit?
 20. During work, the horse's heart rate and respiratory rate rise. Does his temperature rise, and if so, by how much?



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "B2"

2019

Loyalty

Character

Sportsmanship

21. How does terrain factor into a fitness program?
22. What is the physiological role of water in the cool out?