



Canadian Pony Club



C2 STUDY GUIDE

Abstract

Study Guide for those working towards their C2 Level in Pony Club.
Prepared by CPC Education Committee.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "C2"

2019

Loyalty

Character

Sportsmanship

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Reference Books

All D/D1/D2/C/C1 books as well as those listed below

- S Saddlery (from the resource list)
- L USPC Longeing and Ground Training
- USPC "C" USPC C Manual
- MHP Maximum Hoof Power (from resource list)
- MH Manual of Horsemanship, 11-13th Editions
- US AB USPC AB Manual (from the resource list)
- B USPC Bandaging Your Horse
- CSH Conditioning Sport Horses
- AHS All Horse Systems Go
- HCH Horse Conformation Handbook
- Con USPC USPC Conformation Handbook
- GTW Grooming to Win
- TP C/D Testing Procedures (2012; with April 2013 Addendum)

Lesson 1 Feeding and Watering

Uses of water; identify concentrates and forages, ingredients, factors that affect quality including storage and processing. Nutrient types and feeding rules. Feeding for level of work, conditioning and other factors.

Lesson 2 Conditioning

Not tested at this level (other than aforementioned feeding in relation to conditioning).

Lesson 3 Saddlery

Identify a wide variety of snaffles by material, cheek and mouthpiece design, action of snaffle bit, bit evasions and solutions; how the saddle design and fit affects rider position

Lesson 4 Bandages and Rugs, Prep to Travel

Correctly apply stable and tail bandages; explain purpose of these bandages; purposes and fit of blankets, bandages and boots

Lesson 5 Foot and Shoeing

Recognize different types of common shoes; traction devices; parts of shoe; internal and external structure of foot; common ailments



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Lesson 6 Teeth

Types, numbers and purpose of teeth, general care, when and why to float. Signs that a horse needs its teeth floated

Lesson 7 Conformation and Unsoundness

Identify, locate and discuss causes of bursal enlargements, bony enlargements, sprains and strains. Trot up for vet.

Lesson 8 Lungeing

Condition, fit and purpose of own equipment; safety, handling of line and whip; technique with line, whip, body language and use of voice; appropriate circle size

Lesson 9 Grooming

How and why to pull mane; grooming routines (quartering, strapping, etc.); reasons to clip; types of clips

Lesson 10 Vet and First Aid

First Aid kit - uses of items; symptoms and treatment of common diseases (colds, colic, heaves); how to stop severe bleeding

Lesson 11 Stable and Pasture

Pros and cons of different types of bedding, appropriate tools, efficiency



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LESSON 1

FEEDING AND WATERING

Topic Outline

1. Recognise a wide variety of grains and mixed feeds.
2. Recognise basic types of hays. e.g., brome, alfalfa, timothy, grass hay, clover
 - includes factors affecting quality such as processing and storage
3. Begin to understand the nutrient content of various grains and hays
 - includes factors affecting quality such as processing and storage
4. Begin to study the digestive system.
5. Six basic nutrients - uses and sources
6. Review properties of good hay.
7. Review rules of feeding in relation to level of work, conditioning and other factors
8. Feeding weight vs. volume
9. Basic uses of water

References

MH

- rules of good feeding
- roughage
- concentrates
- succulent foods
- feed scales
- feeding the sick horse
- watering
- nutrients
- feeding arrangements

USPC "C"

- feeding the sick horse
- nutrients
- digestive system



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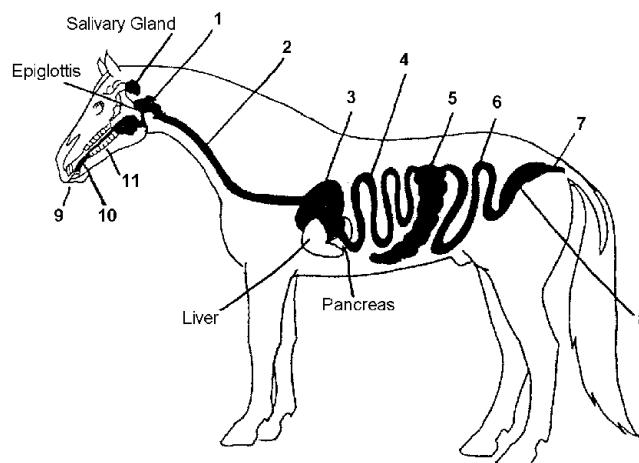
USPC AB Manual (from resource list)

All Horse Systems Go

Assignment

Feeding and Watering

1. Give two reasons for feeding plenty of bulk in the daily diet.
2. List 3 uses of water in the horse's body.
3. List 4 properties of good hay.
4. List 3 factors, other than size, weight, age and temperament, that determine the amount of feed fed to a particular horse.
5. List 5 rules of good feeding and give reasons for each.
6. List 3 uses of protein in the horse's body.
7. Explain why it is important to feed by weight rather than by volume.
8. What is the difference between a grain and a concentrate?
9. Name the six basic nutrients required by horses.
10. Explain the observable difference between:
 - a) oats and barley
 - b) timothy and alfalfa
11. Can you name these parts of the digestive system?





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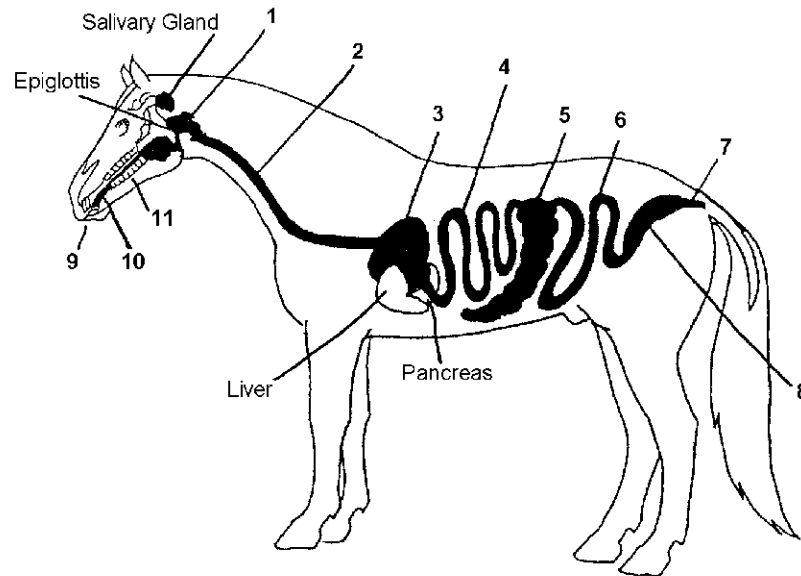
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INFORMATION ON THE DIGESTIVE SYSTEM



The digestive tract or alimentary canal consists of a muscular tube about 100 feet (30 m.) long that begins at the mouth and ends at the anus

- 1) pharynx
- 2) esophagus
- 3) stomach
- 4) small intestine
- 5) cecum
- 6) large intestine
- 7) anus
- 8) rectum
- 9) lips
- 10) tongue
- 11) molars

Associated organs that assist in the process are the teeth, tongue, salivary glands, liver and pancreas

[Horses are slow eaters](#)

Horses need to eat little and often

- it takes 15-20 minutes to eat 1 lb. (0.45 kg) of hay
- it takes 5-10 minutes to eat 1 lb. of grain



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- Each swallow of water takes in about half a pint (0.2 L)
- It takes about 72 hours (3 days) for food to pass through the digestive tract

LESSON 2

CONDITIONING

Not tested at this level, other than feeding in relation to conditioning. It's good to review, however.

Topic Outline

1. Developing a conditioning program.
2. How feeding relates to conditioning.
3. Recognising a fit horse.
4. Relate feeding to level of activity.
5. Causes of poor condition.
6. Care of the horse before, during and after competition.

References

MH

- fatness vs. fitness
- conditioning plan
- roughing off
- defining conditioning
- causes of poor condition

USPC "C"

- galloping
- conditioning ration

USPC AB

CSH

AHSG

- two chapters, one on respiratory system and conditioning, and one on muscles and skeleton



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Assignment

1. List three signs that your horse is becoming fit.
2. Explain the difference between 'work' and 'exercise'.
3. What are two signs that you are giving your horse too much work?
4. What feeding changes should you make when taking a horse from soft to hard condition?
5. Name three things that you would consider before beginning your conditioning plan.
6. Define interval training and continuous training programs, giving one advantage of each.
7. List three advantages of using a heart rate monitor when conditioning a horse.
8. List the three types of conditioning.
9. Conditioning and schooling work together to produce a competition-ready individual. List two improvements conditioning will result in, and two that schooling will result in.
10. Define overloading and discuss how it relates to a conditioning program.
11. When setting up a conditioning program, list two rider-related concerns.
12. List two benefits of doing a warm up.
13. List two purposes achieved in doing a warm down.
14. List two concerns for caring for a horse before, during and after competition.
15. In relation to potential health issues, list some problems that could develop in the early stages of a conditioning program.
16. Discuss the concepts of intensity and frequency in relation to conditioning.



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LESSON 3

SADDLERY

Topic Outline

Describe the action of the snaffle bit and identify a wide variety of snaffles by material, cheek and mouthpiece design. Discuss ways the horse can evade the bit and possible solutions. Explain ways that saddle design and fit can affect the rider's position.

1. Identify a wide variety of snaffle bits.
2. Understand the action of a snaffle bit and common evasions.
3. Begin to become familiar with other types of bits.
4. Review fitting a saddle.
5. Review the identification, purpose and fitting of various pieces of equipment.

References

MH

- saddle structure
- types of saddles
- fitting a saddle
- girths
- snaffle bridles
- types of reins
- double bridles
- action of the bit
- snaffle bits
- types of bits
- resistance to the bit
- nosebands
- martingales
- care of saddlery

USPC "C"

- safety and tack inspection



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USPC AB Manual (from resource list)

Saddlery (from resource list)

- families of bridles
- parts of bridles
- action of the bit
- the snaffle
- double bridle
- the pelham
- the gag snaffle
- bitless bridle
- nosebands
- martingales
- types of snaffles
- curb chains
- structure of saddle
- saddle fitting
- types of saddles
- girths
- breastplates
- stirrups

Assignment

An evasion is when the horse avoids the action of the bit. There are many different types of evasion. Examples are opening the mouth, crossing the jaw, tipping the head, sticking the tongue out, getting the tongue over the bit, being unsteady on contact, tossing or throwing the head, dropping behind the bit, being hard to steer or stop, and many other problems. Often these are mistaken for disobediences.

Causes of evasions include teeth problems, poorly fitting bits, bits that are too severe, a rider with hard hands, issues in the mouth (low upper palate, narrow lower jaw, tongue pain, etc.), lack of training, poor prior experience, and many other issues.

The solution to evasions begins with checking the health of the horse's mouth, to make sure there are no sores or other sources of pain. Make sure the teeth don't need floating. Check the shape of the horse's mouth. Choose a bit that fits the horse and suits its level of training. Some horses might need an additional piece of equipment like a drop, flash or cross-over noseband in order to keep the mouth closed.



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1. List three reasons why a horse may resist the bit.
2. Name three types of nosebands and a use for each.
3. Name three areas of the mouth acted upon by the snaffle bit.
4. What is the purpose of a standing martingale?
5. List two considerations when fitting a dropped noseband.
6. Discuss the nutcracker action of a single jointed snaffle bit.
7. List:
 - a) five ways a saddle can affect rider position
 - b) three things to look for when fitting a saddle to a rider
 - c) five types of girth
8. If you had to make a choice, would it be more important to have a saddle that fits the rider or one that fits the horse?
9. Define the word 'evasion'.
10. Give five examples of evasions and a piece of tack that can help with each. Other than other items of tack, are there any other possible solutions to these evasions?
11. Explain how to fit a crossover or Mexican (figure 8) noseband, and discuss its action.
12. List some of the different materials a bit can be constructed of, and any advantages or disadvantages of each.
13. Describe different cheek designs that might be found on a snaffle bit, and their action on the horse.
14. Describe different mouthpiece designs that might be found on a snaffle bit, and their action on the horse.
15. Look at the pictures of bits on p. 13 and organize them in order of severity from least to greatest severity.



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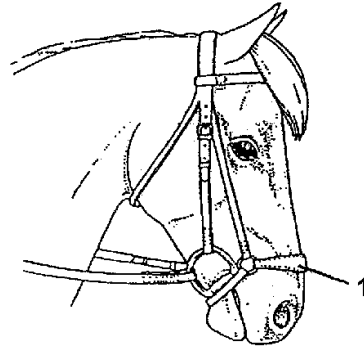
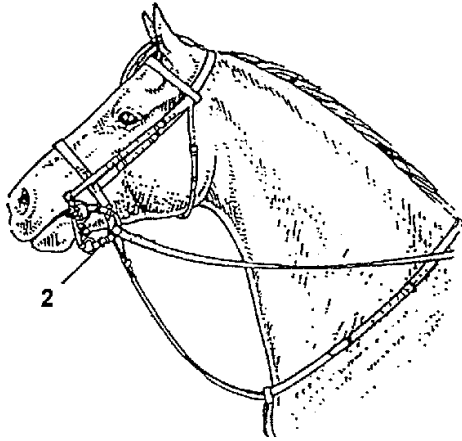
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16. Identify #1 and #2, and explain purpose (#2 is pointing to the leather strap between the two rings of the bit to which the rein is attached).





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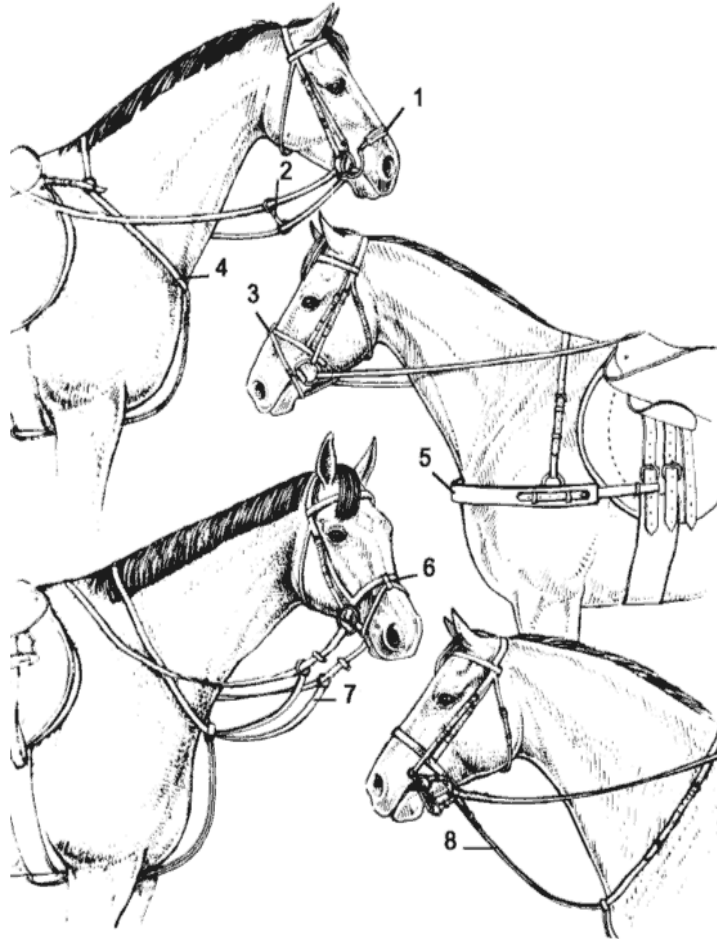
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17. Identify #1-8, describe purpose, and explain how to fit #3-8





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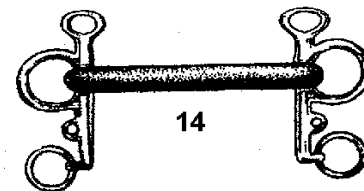
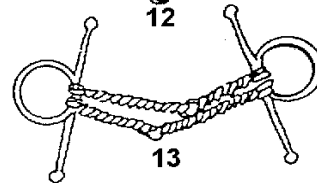
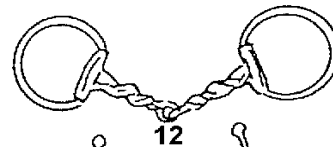
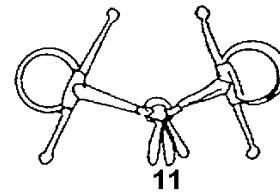
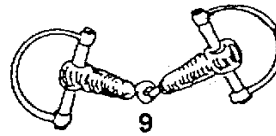
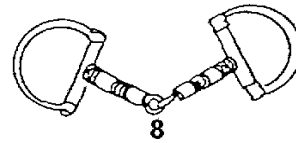
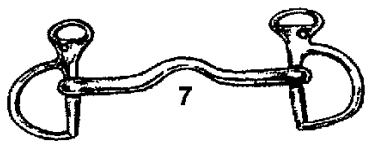
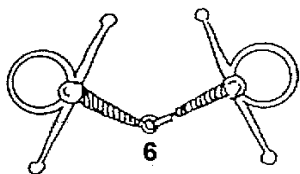
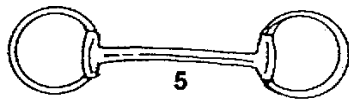
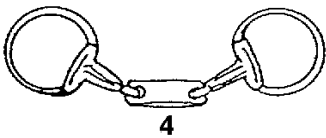
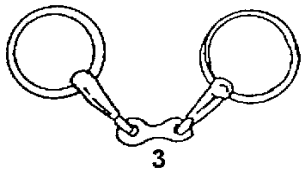
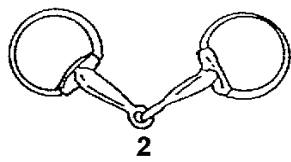
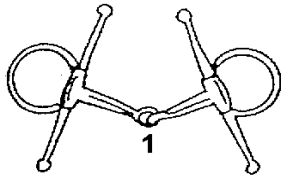
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18. Identify #1-14, including materials used, and explain the action of #9, 10, 3, 4, 13 and 7.





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LESSON 4

BANDAGES, RUGS AND TRAVEL

Topic Outline

1. Practice applying stable and tail bandages.
2. Identify different types of boots and bandages, and understand the purposes of each.
3. Practice applying different types of rugs and blankets.
4. Identify different types of rugs and the purposes of each.
5. Know the purpose and fit of blankets, boots and bandages for travel.
6. Trailer safety, how to load a difficult horse.

References

MH

- types of rugs and blankets
- putting on and taking off a rug
- bandages
- tail bandages

USPC "C"

- shipping bandages
- stable bandages
- blankets

Saddlery (from resource list)

- bandages
- rollers & surcingles
- rugs and blankets

USPC Bandaging Your Horse

- bandage materials
- padding materials
- shipping bandage
- stable bandage
- tail bandage
- do's & don'ts and helpful hints



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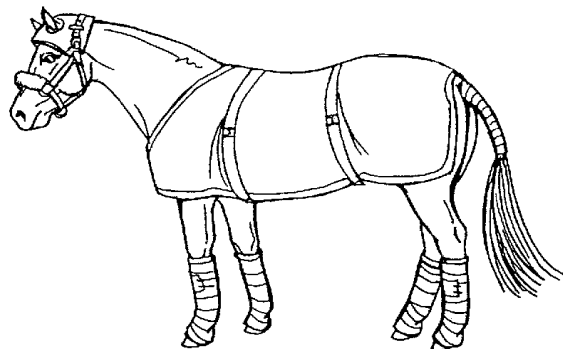
Sportsmanship

US AB Manual (from resource list)

- travel
- bandages
- boots

Assignment

1. Name two different types of rugs or blankets and give a purpose for each one.
2. Name two different types of boots and give a purpose for each one.
3. Give two purposes for a tail bandage.
4. Why should you never put a tail bandage on wet?
5. Name three qualities of a well applied stable bandage.
6. Give two methods of encouraging a reluctant horse to load.
7. List five things which should be checked regularly on your horse trailer.
8. What are three factors that will influence how long a stable bandage can be kept on for?
9. Discuss the materials you would want in an ideal tail bandage.
10. Discuss the different uses of stable bandages, and describe material used or how each would be applied to achieve its purpose.
11. Outline the steps to take when rugging-up, and the steps to take when off-rugging.
12. Other than protective clothing and vehicle and trailer maintenance, what are some safety factors to consider when trailering a horse?
13. Compare and contrast straight haul and angle haul trailers.
14. Identify five pieces of equipment to use on your horse when travelling in the picture below.





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LESSON 5

FOOT & SHOEING

Topic Outline

1. Structure of the foot - inside and outside.
2. Understand the purposes of the various structures.
3. Identify all the shoeing tools and understand the uses of each one.
4. Know the names of different parts of the shoe.
5. Be able to identify and understand the purpose of several common types of shoes.
6. Recognise a good shoeing job.
7. Understand the use of traction devices, including 'studs', how to apply and when they should be used.
8. Discuss common ailments.

References

USPC AB Manual

MH

- structure of the foot
- when to re-shoe
- farrier's tools- systems of shoeing
- signs of good shoeing
- types of shoes
- studs
- care of the unshod foot

USPC "C"

- reasons to shoe
- farrier tools
- good /bad shoeing
- types of shoes

Maximum Hoof Power

- hoof structure
- types of shoeing & trimming



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- advantages of barefoot
- advantages of shoeing
- purposes of shoeing,
- shoeing process (pictorial)
- preparation of the hoof
- shoe preparation
- nails
- types of shoes
- shoe terms
- types of pads
- clips
- phases of a stride
- terms of movement
- movement defects
- shoeing for your discipline
- foot problems
- training a horse for shoeing
- lost shoes

AHSG

- chapter on the hoof

Assignment

Shoeing

1. List four shoeing tools and give a use for each one.
2. List four indicators that it is time to re-shoe.
3. List six things to look for in a newly shod foot.
4. Give one advantage of hot shoeing and one advantage of cold shoeing.
5. Draw a diagram of a shoe and name the 7 parts.
6. Give two general purposes of a bar shoe.
7. Draw an egg bar shoe and give two reasons to use one.
8. Name two variations that can be made to the toe of a shoe that can help decrease the force of break-over.



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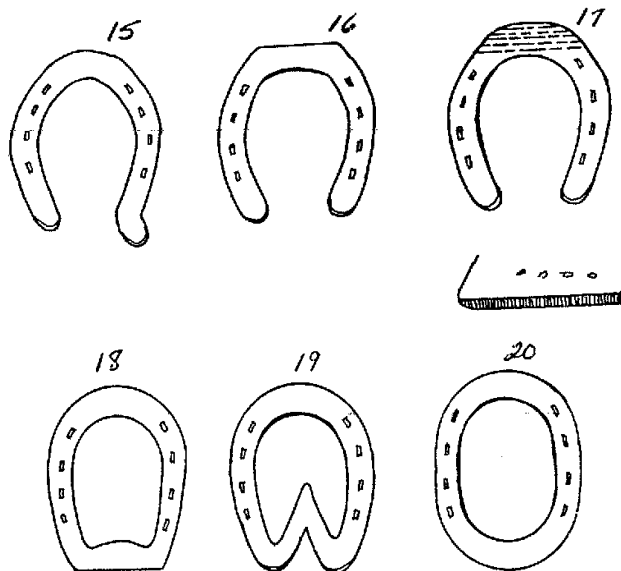
Sportsmanship

9. Discuss the purpose of the following:

- fuller groove
- concave iron
- pencilled heels
- wedge heels

10. List three ailments that can be helped by corrective or therapeutic shoeing.

11. Identify #15-20.



The Foot

- List the three bones found completely or partially in the foot.
- What is the purpose of the navicular bone?
- Explain the structures involved in the blood pumping mechanism within the foot.
- Which structures in the foot help to absorb concussion?
- Discuss the function of the sensitive laminae.
- Explain why it is preferable for a horse to have a concave sole.
- List three ailments of the foot that can change its structure over time.
- Discuss problems that can occur in the horse's heel.
- Discuss problems that can occur if the toe is too long.



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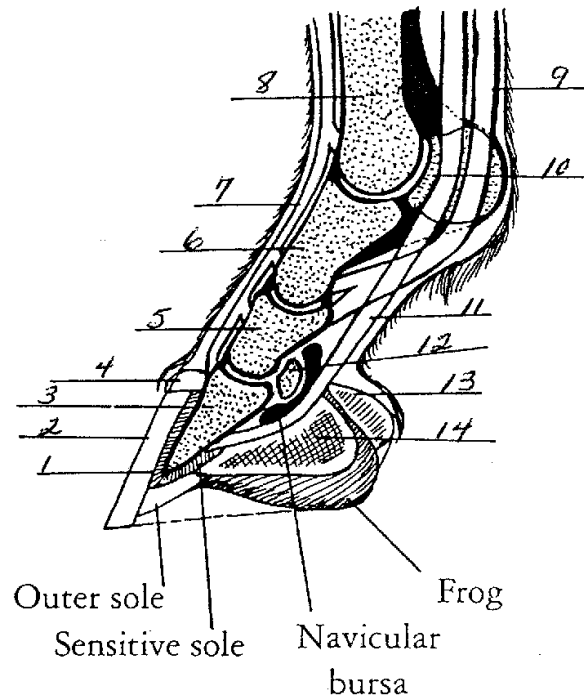
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10. Discuss ways of improving the quality of the horse's hoof wall.

11. Give the correct names for each numbered part of the diagrams.



INFORMATION ON FOOT AND SHOEING

Answer key for shoeing page (p. 16) - shoes

- 15 - trailer (for right/off hind)
- 16 - square toe
- 17 - rolled toe
- 18 - straight bar
- 19 - heart bar
- 20 - egg bar

Answer key for foot page (p. 17) - structural anatomy

- 1 - sensitive laminae
- 2 - hoof wall, aka: insensitive wall
- 3 - coffin bone, aka: pedal bone, os pedis, third phalanx, P3, distal phalanx
- 4 - coronet
- 5 - short pastern bone, aka: second phalanx, P2, middle phalanx



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- 6 - long pastern bone, aka: first phalanx, P1, proximal phalanx
- 7 - extensor tendon
- 8 - cannon bone, aka: third (large) metacarpal
- 9 - superficial digital flexor tendon
- 10 - deep digital flexor tendon
- 11 - sesamoid bones, (there are two of them), aka: proximal sesamoid (medial and lateral)
- 12 - navicular bone, aka: distal sesamoid
- 13 - lateral cartilage
- 14 - plantar cushion, aka: digital cushion



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LESSON 6

TEETH & AGING

Topic Outline

1. Two sets of teeth-names
 - identifying features of each
2. Types of teeth-molars, incisors, wolf, canine
 - numbers and purposes
3. Incisors-name of each set
 - age of appearance
4. Galvayne's Groove-definition and location
 - use in ageing
5. Floating-definition, teeth involved, reasons, when to float, symptoms

References

MH

- wolf teeth
- anatomy of the mouth
- ageing by the teeth

USPC "C"

- anatomy of the mouth

US AB Manual

Assignment

1. Name the two sets of teeth that a horse will get in its lifetime.
2. Give two differences in appearance between these two sets.
3. Which teeth are used for?
 - a) grinding?
 - b) biting?



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4. How many:
 - a) molars are found in a mature horse?
 - b) incisors are found in an adult horse?
5. List two facts about tushes.
6. List four facts about wolf teeth.
7. Draw a diagram showing the progression of Galvayne's Groove from the time it appears until it disappears. Use ages 10, 15, 20, 25 and 30 as your reference points.
8. Describe floating, including signs that a horse needs its teeth floated, reasons for floating and which teeth (and typically which part of those teeth) are involved.
9. At what age does:
 - a) a horse have a full mouth?
 - b) a hook first appear and which teeth are involved?
10. At what age do the following permanent incisors appear:
 - a) centrals
 - b) laterals
 - c) corners
11. How often should a horse have its teeth floated?
12. Who is allowed to float a horse's teeth?
13. What is an infundibulum?
14. Explain how to look in a horse's mouth to check for age.
15. Define the term dental arcade.
16. Draw a diagram of a tooth and label the component parts.



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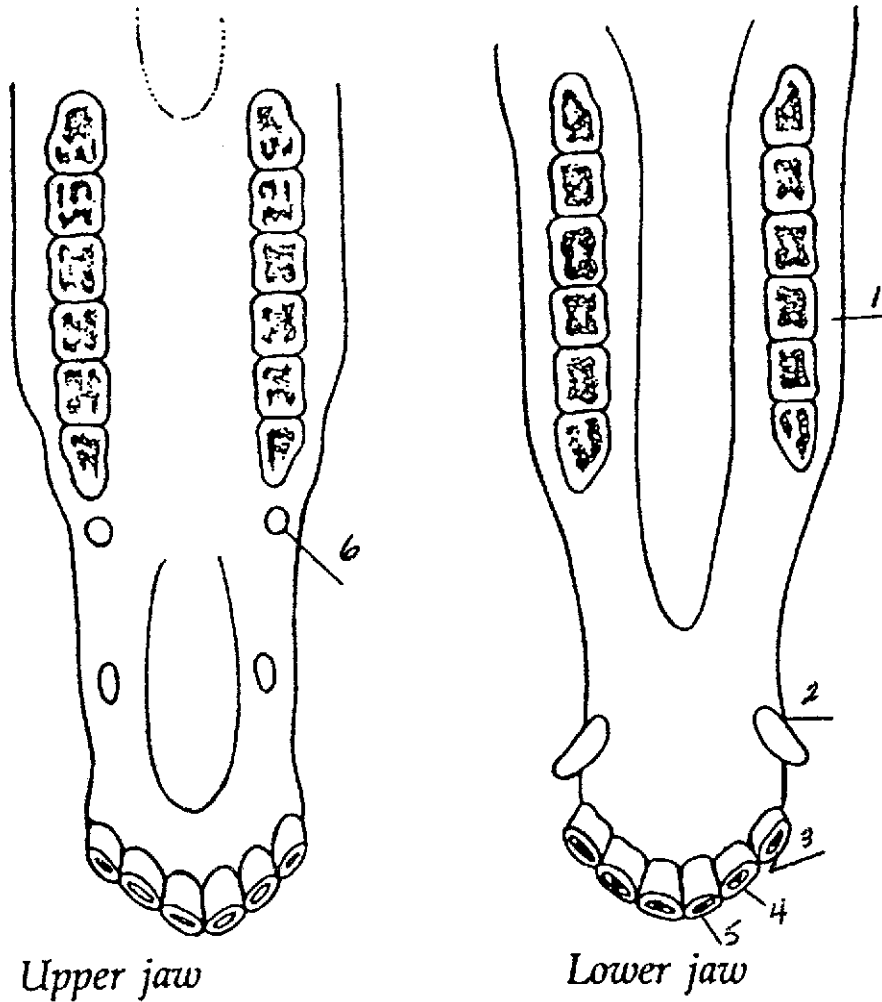
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17. Give the correct name for the numbered parts of the diagram.





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LESSON 7

CONFORMATION & UNSOUNDNESS

Topic Outline

1. Be able to name and locate a wide variety of unsoundnesses.
2. Be able to give a possible cause for each unsoundness.
3. Begin to relate unsoundnesses to conformation faults.
4. Begin to study the underlying structures of the legs.
5. Be able to give a basic outline of a given horse's conformation.
6. Point out good and bad points of conformation.
7. Know how to trot a horse up for a vet.

References

MH

- general impression
- conformation faults
- foreleg conformation
- hind leg conformation
- unsoundnesses
- sprains
- bursal enlargements
- bony enlargements

USPC "C"

- conformation
- foreleg conformation
- hind leg conformation
- lower leg conf. faults
- unsoundnesses
- movement problems



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US AB Manual

Assignment

Identify, locate and discuss the causes of one bursal enlargement, bony enlargement, sprains and strain. Trot horse as for vet.

Unsoundnesses

1. Define the following:
 - a) unsoundness
 - b) blemish
 - c) lameness
 - d) sprain
 - e) strain
 - f) technical unsoundness
2. What is the name given to an ossification of the lateral cartilages of the foot?
3. Name the bursal enlargement which is a swelling of the extensor tendon sheath where it passes over the knee.
4. List five other bursal enlargements.
5. List three examples of bony enlargements (calcifications).
6. Explain how to trot a horse up for a vet
7. Diagram below the track/path one would take in a typical vet check. Show where you would trot/turn/stand for inspection, and diagram where the vet might be situated.



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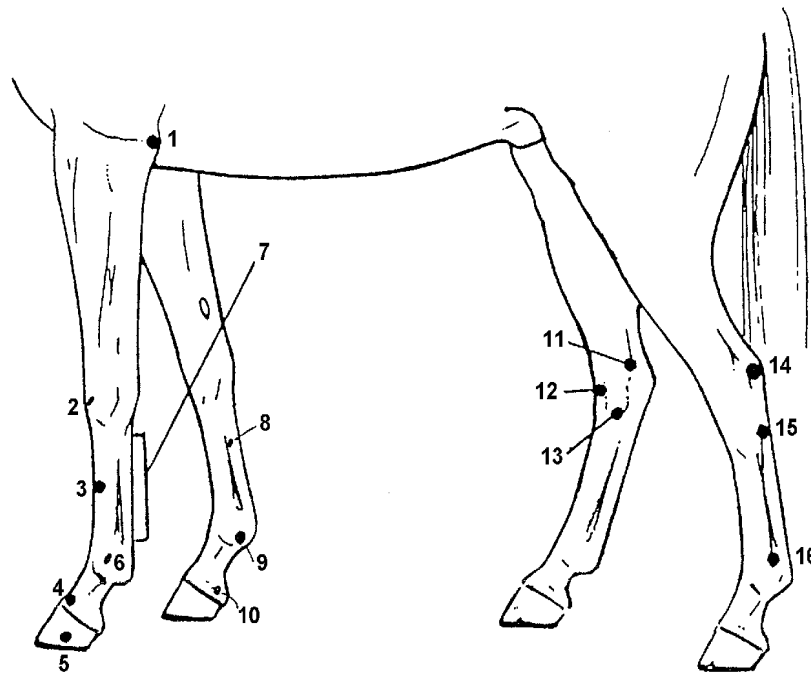
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8. Use the chart for the unsoundnesses illustrated below (number 1-16).

	Name	Cause	Anatomy affected	Blemish or unsoundness?
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				





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Conformation

1. Name the conformation fault: (MH)
 - a) small, deeply set eyes
 - b) convex nose
 - c) a short, thick neck
 - d) toes turning inward
2. Give two conformation faults found in the front leg: (MH)
 - a) seen viewed from the front
 - b) seen viewed from the side
 - c) involving the angles of the pastern
3. Define the following conformation faults:
 - a) sickle hocks
 - b) coon foot
 - c) ewe neck
 - d) cow hocks
4. Relate each unsoundness to a possible conformation fault:
 - a) ringbone
 - b) bog spavin
 - c) thoroughpin
 - d) splints
 - e) bowed tendons
 - f) sesamoiditis
 - g) osselets
 - h) navicular syndrome



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LESSON 8

LUNGEING

Topic Outline

1. Begin to recognise the different pieces of lungeing equipment.
2. Begin to learn how to fit and use the various pieces of equipment.
3. Begin to understand the reasons for lungeing.
4. begin to practice basic techniques of lungeing for exercise.

References

MH

- lungeing
- lungeing equipment

US AB Manual

USPC "C"

- reasons to lunge
- lungeing equipment
- safety while lungeing
- methods of communication
- method of lungeing

USPC Guide to Lungeing - (L)

- reasons to lunge
- fitting equipment
- use of the voice
- use of the whip
- use of the lunge line
- use of the body
- C Level lungeing

Saddlery (S)

- lungeing equipment



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Assignment

1. List three situations when you might lunge for exercise.
2. Give three features of a safe lungeing area.
3. Name five pieces of equipment worn by the horse when safely lungeing.
4. Give the signs of relaxation you would see in a horse that is being lunged.
5. Name three things a person lungeing a horse should wear in order to lunge safely and effectively.
6. Explain how to tell if a set of sidereins is the correct length for a horse.
7. List three different ways to attach a lungeline to a horse for a lungeing session. Compare and contrast each method.
8. List three reasons to lunge, other than for exercise.
9. Explain what is meant by the lungeing triangle.
10. Explain how to correctly use a lunge whip.
11. Explain how to correctly fit a lungeing cavesson.
12. Explain the steps you would take to prepare your saddle for the lungeing portion of your C2 test.
13. Why is it important that your horse wear boots when lungeing?
14. When you first put your horse out on the lunge each day, what things are you quickly assessing prior to making him work any harder?
15. What can be done to calm a horse that is getting stressed, is going too fast and not wanting to stop once out on the lungeline?
16. What can be done to create more impulsion in a horse that is being lazy on the lungeline?
17. Why is it important that your lungeline never touch the ground when you are lunging?

INFORMATION ABOUT LUNGEING - C2 Test

Length of time you will lunge: 10 minutes

Equipment needed by the horse:

- front and back brushing boots
- bell boots
- bridle, reins secured
- saddle, stirrups secured
- side reins, adjusted corrected for horse, but not to be attached to bit during lunge session



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- lunge line
- lunge whip
- other equipment that could be used: lungeing surcingle, lungeing cavesson (other acceptable means of attaching line to horse include dog collar method and a coupling)

Equipment needed by the person lungeing:

- gloves
- appropriate footwear (paddock boots, etc.)
- appropriate clothing (includes medical armband; formal dress not required)
- hat/helmet
- watch (not cell phone!)
- MAKE SURE YOU DO NOT WEAR SPURS!

Considerations when lungeing:

1. Make sure you choose a safe, enclosed, level area with good footing, no obstructions (jumps, etc.) and adequate room. Area should be relatively quiet with nothing to spook or startle the horse.
2. Make sure the gate is closed before you commence; ideally you should not lunge in an area where other horses are working.
3. Ensure that your tack is all correctly fitted.
4. Once you send your horse out on the line, assess his:
 - a) soundness - do not continue lungeing if he appears lame/sore
 - b) attentiveness - is he focused on you, or on something else?
 - c) relaxation - is he breathing normally, blowing through the nostrils, swinging his tail from side to side, supple in his back, etc.?
5. Assess the quality of his trot: is he tracking up, or not going forward enough? Do his hind feet follow the track of his fore feet? Is he bending to the inside?
6. Is your circle large enough? Can your horse go forward freely in balance?
7. Variety of activities: are you doing transitions? Have you changed direction?
8. Think about your effectiveness:
 - a) Are you using your line like the rein and the whip like your leg?
 - b) Are you maintaining the triangle? Is the positioning of your body being effective in relation to your horse's attentiveness and energy level?
 - c) Are you able to keep your line up off the ground, and able to use your whip in both a driving and neutral position?
 - d) Does your horse listen to your voice aids? Are they clear and consistent?



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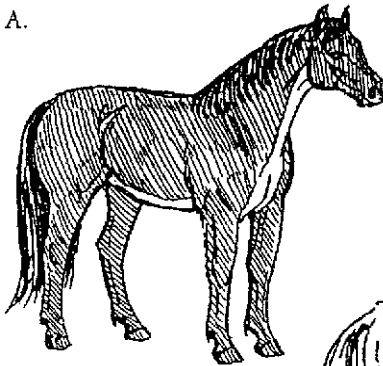
LESSON 9

GROOMING

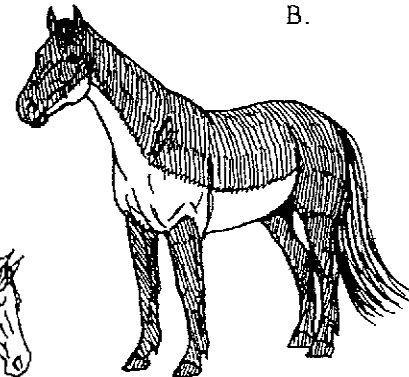
Topic Outline

1. List three reasons to clip a horse.
2. Name and describe four types of clips.
3. Explain how to pull a mane.
4. Give two reasons to pull a mane.
5. Explain how to 'bang' a tail.
6. Define the following:
 - a) strapping
 - b) set fair
 - c) quartering
7. When would one undertake each of the above (question 6)?
8. Pretend you are teaching a younger member how to properly groom a horse, and outline the order, purpose and technique used for each grooming tool.
9. Identify these clips and explain the purpose of each.

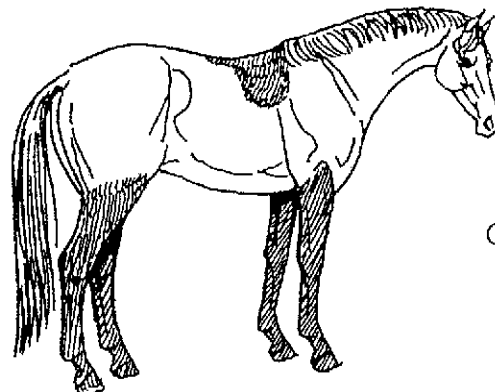
A.



B.



C.





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LESSON 10

VET & FIRST AID

Topic Outline

[US AB Manual](#)

1. List three diseases against which your horse should be vaccinated regularly.
2. Give two causes, two symptoms and two possible treatments for:
 - a) laminitis
 - b) colic
 - c) cold
 - d) heaves
3. What is the most serious type of wound? Why?
4. List one external and four internal parasites that affect horses.
5. List three uses of a poultice.
6. List the items in your First Aid kit that would be used:
 - a) if your horse had an arterial bleed
 - b) over the course of treating a horse with a bruised sole (USAB)



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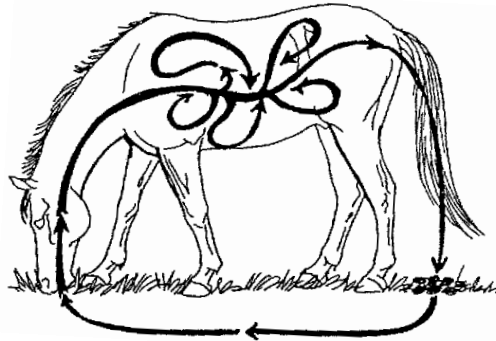
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7. Start to study the life cycles of the major parasites. Use these diagrams to get you started, then check the reference materials for more information.

LIFE CYCLE OF LARGE STRONGOYLES

Larvae migrate through blood vessels and organs



Mature Strongoyles
Lay eggs in Digestive tract

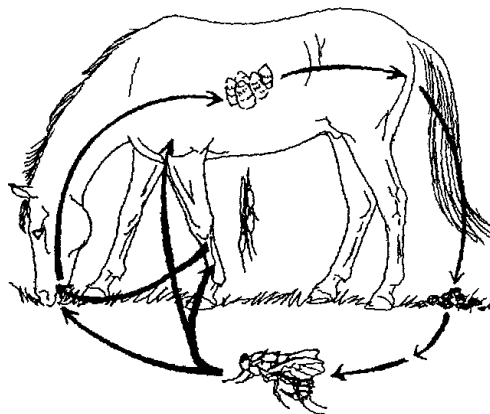
Eggs pass out in manure
and hatch into larvae

Horse swallows infective
larvae with contaminated
grass, fee or water

Larvae mature and become
infective

LIFE CYCLE OF BOTFLY

Larvae (bots) remain in stomach 8-10 months



Bot larvae pass out
with manure

Larvae pupate and hatch
into botflies

Horse rubs eggs, which
hatch and are swallowed

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



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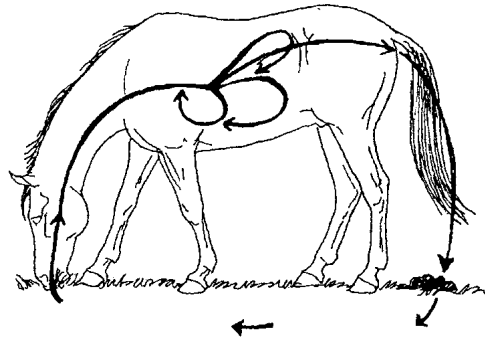
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LIFE CYCLE OF ASCARID

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 infected larvae



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LESSON 11

STABLE AND PASTURE

Assignment

Discuss the pros and cons of different types of bedding and stable tools for each type, stressing efficiency in use.

1. Create a chart showing three different types of bedding. List one advantage and one disadvantage of each. Name the most suitable stable tool to be used with each.
2. List three different types of flooring, and give one advantage and one disadvantage of each.
3. Give the dimensions of the following:
 - a) a box stall
 - b) a door in a stall
 - c) the barn aisle
 - d) the lowest point of the roof
4. Two types of stable doors that can be found in a barn are swing doors and sliding doors. Note one important point about each.
5. Explain what the combined system is, and list three different advantages of using the combined system.
6. List five advantages of keeping a horse at grass.
7. Explain what you would change about your stable routine in the winter.
8. List three important points regarding ventilation in a barn.
9. You have acquired a new horse.
 - a) What should be done when he first arrives on the property?
 - b) What steps will you take to safely integrate him into your present herd?
10. List five points to note when dealing with a sick horse.
11. List three methods of manure disposal.
12. Explain how the three-pile method of composting manure works.
13. What are some important points to note with a grass- kept horse as the seasons change?
14. List four ways you can help to keep a horse warm in winter.