



Canadian Pony Club



HA STUDY GUIDE

Abstract

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



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

Table of Contents

Reference Books	3
Additional Requirements	3
Feeding and Watering - 20 marks	3
Saddlery - 10 marks	4
Bandages and Rugs, Prep to Travel, Handling - 10 marks each section	4
Foot and Shoeing - 10 marks	4
Teeth - 10 marks	4
Conformation and Unsoundness - 10 marks each section	5
Longeing - 60 marks each section	5
Grooming - 10 marks	5
Vet, First Aid and Diseases - 30 marks	6
Stable and Pasture - 20 marks	6
Teaching - 60 marks	6
Lesson 1	6
Feeding & Watering	6
Lesson 2	10
Saddlery	10
Lesson 4	16
Bandages, Rugs and Travel	16
Lesson 5	19
Foot & Shoeing	19
INFORMATION ON FOOT AND SHOEING	22
Lesson 7	23
Conformation & Unsoundness	23
Lesson 8	27
Lungeing	27



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty	Character	Sportsmanship
Lesson 9.....		29
Grooming.....		29
Lesson 10.....		30
Vet & First Aid.....		30
Lesson 11.....		37
Teaching.....		37
Lesson 12.....		39
Stable and Pasture.....		39



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

Reference Books

All D/D1/D2/C/C1/C2/B/B2 workbooks and study guides, as well as 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
- AHSB 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)

Unlike at the levels D through B2, where in your testing you were simply asked to learn and memorize new information, at the 'A' level, note that in addition to acquiring more in-depth knowledge, a lot of your questions will be about the synthesis of this new information in conjunction with that you have acquired through practical experience, in order to make connections and provide more 'big picture', multi-faceted answers.

Additional Requirements

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

Feeding and Watering - 20 marks

Feeding for specific purposes such as maintenance, growth, work, varying weather conditions, older horses; causes for not maintaining condition in spite of good feed and care, vices. Show an understanding of the digestive system and how the body uses nutrients. Identification, use and nutritional value of concentrates, forages, costs, quality. Supplements and their benefits.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

Saddlery - 10 marks

Ability to identify and fit a wide selection of bits and bridles, and discuss their use, value and action. Discuss types and selection of saddles for a purpose, horse and rider, and how to deal with ill-fitting tack. Ability to identify and discuss uses of wide selection of clothing, general saddlery, and artificial aids. Understand the bridling of young or sensitive horses.

Bandages and Rugs, Prep to Travel, Handling - 10 marks each section

Bandages: Two first aid bandages appropriate for scenarios provided by examiners, not limited to the limbs. Knowledge and efficiency plus effective application of treatments such as poultices, compression bandages, hot and cold treatments, and wound dressings.

Travel: Demonstrate application of shipping bandages. Able to discuss the preparation, care and safety of horses for travel. Knowledge of loading and unloading techniques as well as potential problems while loading or trailering, causes and possible solutions. Knowledge of safe preparation and maintenance of trailer and tow vehicle/van.

Handling: demonstrate safe and efficient handling of all horses throughout the entire test. Observations may be made by examiners and test officials during assessments, in the barn, turning in/out horses, and during breaks. HA candidates will demonstrate a thoughtful and considerate approach to handling horses at various training levels. The technique and exercises chosen will show tact, compassion and a thorough understanding of training principles and animal welfare. Marks may be deducted for any situation where safety of the horse or people in the area may be at risk such as leaving a horse unattended or standing tied for a prolonged period, rough or abusive handling, inappropriate handling of a horse in a crowd, etc.

Foot and Shoeing - 10 marks

Know the anatomy of the foot including structure and interaction of parts at rest and in movement. Discuss trimming and shoeing practices for a variety of purposes and situations (e.g., discipline, footing type, etc.). Understand the cause, symptoms, treatment and future use of the horse, as well as the changes that may occur within the foot and the resulting consequences for diseases and conditions such as laminitis, navicular, cracks, under-run heels, etc.

Teeth - 10 marks

Not tested at this level except as noted under Veterinary.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

Conformation and Unsoundness - 10 marks each section

Conformation: ability to constructively discuss a horse's suitability for a given purpose. Identify and discuss good and bad points of conformation on two or more horses provided. Relate conformation, movement, and type to soundness and possible limitations.

Unsoundness: have a good knowledge of main types of unsoundnesses including limb, wind and body. Ability to explain possible causes and symptoms, treatment, possible prevention and the future of the horse.

Longeing - 60 marks each section

Longeing an Unknown Horse: exhibit confidence and authority while longeing a green or problem horse for improvement, approximately 20 minutes. Discuss the horse's obedience, cadence, rhythm, balance, movement, and tracking up, and demonstrate appropriate exercises to improve the horse on the longe. Discuss a plan to improve this horse over time, showing an understanding of appropriate development of the green or problem horse with respect to the value to longeing potential problems, and the frequency and length of sessions.

Teaching a Student to Longe:

Candidate will move around the horse efficiently, demonstrating experience and a high comfort level. They will have lunged the horse to ensure suitability and/or make adjustments to the lesson if situations become evident. They will draw the 'student' into the lesson from the start. They will be able to demonstrate, observe, and instruct the student to:

- ensure the area is safe with gates, etc., closed
- secure reins and stirrups
- check the side reins for length before presenting the horse for lungeing and readjust during lungeing session if necessary
- wear hard hat, gloves, boots (spurs removed)
- ensure the horse is correctly turned out as for B2 which whip and lunge line safely contained while equipment is being checked
- uses correct techniques, body language and safety in all aspects
- candidates will be expected to spend equal time in hands on lungeing by the 'student' with correction and input

Grooming - 10 marks

Discuss topics to get candidate's opinion (e.g., care and use of grooming machines, clippers; wipping; the value of grooming) and discuss how to clip, trim, pull and braid in a variety of situations. Each horse should be assessed on its own merits and appropriate techniques chosen



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

to show a horse to its best advantage as for sale or show, and how to highlight its good features and hide its worst features as appropriate for the breed, type, and discipline.

A full practical demonstration is not required but examiners may ask candidates to clarify or confirm their understanding by short demonstrations of skills or techniques.

Vet, First Aid and Diseases - 30 marks

Further knowledge of equine systems (circulatory, respiratory, musculoskeletal, urinary, endocrine) and how they are affected by a wide variety of equine diseases. Able to discuss a wide variety of veterinary topics including general health care, first aid and nursing the sick horse. Outline measures to prevent the spread of contagious diseases and parasites for horses in the stable and competing or travelling. Explain or demonstrate common treatments and therapies for lameness, injury, and disease such as bowed tendons, muscles strains and sprains, wounds on the body, strangles, etc. Discuss dental issues and abnormalities.

Stable and Pasture - 20 marks

Be able to cope with a horse in the stall. Discussion can extend to practical management of stable and field, with emphasis on good routine, general care and upkeep, health, safety, costs, storage, and conservation.

Teaching - 60 marks

Teach C/C1 level Pony Club members. Two to four students in a group. Preparation and lesson plan, ride control, voice, organization and effectiveness. Dealing with problems such as ill-fitting tack, disruptive students and ponies.

Lesson 1

Feeding & Watering

Topic Outline

1. Feeding for specific purposes such as maintenance, growth, work, varying weather conditions, older horses.
2. Causes for not maintaining condition in spite of good feed and care, vices.
3. Show an understanding of the digestive system and how the body uses nutrients.
4. Identification, use and nutritional value of concentrates, forages, costs, quality.
5. Supplements and their benefits.



Loyalty

Character

Sportsmanship

References

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

Assignment

1. Relate the Rules of Feeding to the equine digestive system. Be very in-depth and specific. For example:

RULE: Don't work horse immediately after a full meal.

REASON: Primary considerations are:

- a) Gut fill - the margo plicatus demarcates the separation between the top (unprotected) and bottom (protected) mucous covering within the stomach cavity; feeding before work can cause food and digestive enzymes/HCl to splash up into the unprotected area, causing ulcers
- b) low plasma volume will result
- c) high heart rate will result
 - i) fluid is pulled from circulation to aid in digestion
 - ii) this, along with the digestive juices, causes plasma volumes to drop by 1/4 of the normal amount
 - iii) This causes dehydration, increased protein, increased thirst
 - iv) This affects the horse's ability to dissipate heat
 - v) This causes the heart rate to spike (but not if the horse if feed grass, due to the moisture content; just true with hay)

...and there's more! Complete this rule, then tackle the rest.

6. Research how one would feed a horse:
 - a) who is severely malnourished?
 - b) with equine metabolic syndrome
 - c) a mare in the last month of gestation
 - d) just home from the race track on a lay-up, on stall rest due to a soft tissue injury
 - e) just out of colic surgery
7. Look up grain and hay prices in your area. Create a budget and feeding plan for the above horses for one month. Include cost breakdown, feeding times, amounts and types of hay/grain to be fed for each horse listed above, as well as any supplements given and turn out/grass consumption.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

8. Research the advantages and disadvantages/precautions to take when feeding:
 - a) rye hay
 - b) rice bran
 - c) beet pulp
 - d) wheat bran
 - e) compressed hay
 - f) linseed
9. Research the nutritional connection, causes and impact of the following, and create a set of notes that would be helpful in teaching a group of C2 Pony Club members:
 - a) colic
 - b) laminitis
 - c) azoturia
10. Research and evaluate the best method of group feeding horses in a pasture/paddock situation. Consider type, location and number of feeding stations, in relation to access for all horses being fed to prevent bullying, reduce waste, and ensure the protection/quality of whichever feedstuffs are being provided in relation to the weather, etc.
11. Go to your local feed store. Look at the supplements that are on sale there, and take notes on cost, amount to be fed/frequency and purpose. Create a chart that shows how much consumption of each would cost on a yearly basis.
12. While at the feed store, take a look at the hay that is for sale. Note the differing weight of bales, and quality of the forages on offer. Take a look at the nutritional analysis if available. Estimate how much/which kinds of hay you would feed over the course of the year. Remember to consider seasonal changes that can influence amounts being fed. Estimate your hay costs for the year.
13. In spite of good feed and care, you have a horse that is losing weight. Name some possible causes for this to happen and some possible solutions. Also, create a list that would be useful for teaching a group of C2 Pony Club members other, more common reasons that a horse will lose weight.
14. Create a chart that would be useful when teaching a group of B Pony Club members that lists types of grain and hay along with their use, nutritional value, cost, any cautions to be taken when feeding, and include a sample, if available.
15. Research the feeding formulas to be used when creating a feed plan for horses in maintenance, light work, moderate work, hard work, growth and gestation.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

16. When creating a feed plan for horses, you must first look at the current condition of the horse to be fed. What specific guidelines should be used to evaluate weight and nutritional needs?
17. Create a list of vices, explain how these vices are established, what their results are to the horse's well being, and how you can manage the horse to eradicate the vice or minimize its impact.
18. Imagine that you have just retired an older horse. Create a feed plan for him now, and then project for the next 5-10 years what nutritional changes he may require, as well as any other types of changes to his care or environment that will impact his well-being and longevity.
19. Describe a feeding program for each of the following horses. Explain the reasons behind your decisions.
 - a) 10 year old 13 hh pony, ridden lightly 3-4 days a week from late spring to early fall, outside in a pasture year round, loose housing, automatic waterer, in good condition
 - b) 7 year old warmblood gelding, in light condition, ridden 1-2 hours daily, 5-6 days a week, shown hack, hunter/jumper (3'6") and dressage every other weekend, May to October, events at Training level twice during the summer. Stabled summer and winter with 3-4 hours of dry lot turnout each day.
 - c) An extremely thin, very stressed 4 year old Thoroughbred right off the track. The owner intends to train it as a hunter. It is new to your barn.
20. Detail the basic nutritional requirements of the horse. List one food that is a good source of each of the above. Why is it impossible to get a horse into top physical condition on bulk feeds alone? How does the ratio of bulk feeds to concentrated feeds change as your horse goes from 'fat' to 'fit'? Why is it important to ensure that the horse still has plenty of fibre in its diet when it is working hard and in top condition?
21. Discuss the steps a good farmer will take in preparing a field for haying, and how the hay crop is harvested. What factors will make the difference between good quality hay and poor-quality hay?
22. People refer to the horse having 'flora' in its hindgut. What does this mean? Is this a positive or negative thing? What happens if the flora disappears or decreases significantly? What might cause this to happen? Is there anything you can do to restore the numbers?
23. Look up enzymatic and microbial digestion. What do those terms mean? What parts of the intestinal tract are responsible for each? How do they differ?
24. Research water soluble carbohydrates (WSC) and their impact on the development of laminitis in horses.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

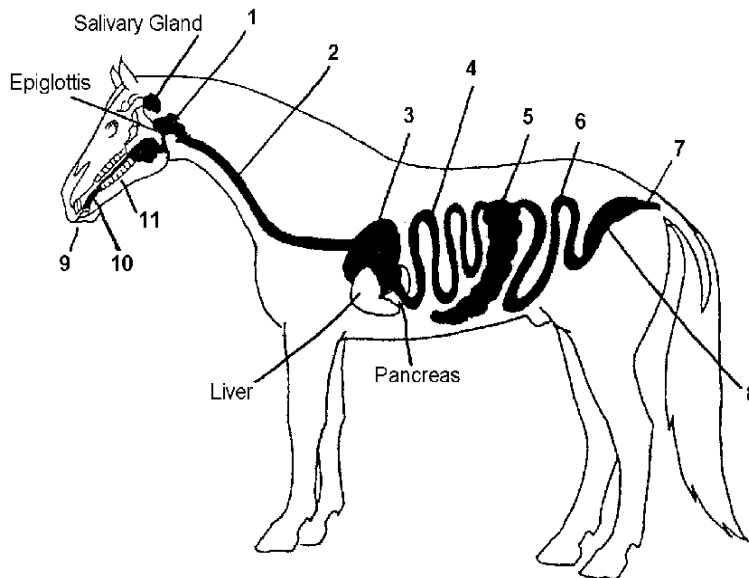
2019

Loyalty

Character

Sportsmanship

25. The amount of nutrition grass can provide depends on many different factors. List them.
26. Horses that are kept on pasture have a significantly lower rate of colic than horses that are stabled. Why is this?
27. Oils and oilseed meals can be fed to horses. What types of oil can be fed to horses, and what are some examples of oilseed meals that are commonly fed? What is the nutritive value of feeding these products, how much would you feed, and what cautions do you need to observe when feeding them?
28. Name these parts of the digestive system, state the function, explain how the body uses the nutrients and the length of time digesta stays there.



Lesson 2

Saddlery

Topic Outline

1. Ability to identify and fit a wide selection of bits and bridles, and discuss their use, value and action.
29. Discuss types and selection of saddles for a purpose, horse and rider, and how to deal with ill-fitting tack.
30. Ability to identify and discuss uses of wide selection of clothing, general saddlery, and artificial aids. Understand the bridling of young or sensitive horses.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

References

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

Assignment

1. There are many types of saddles available. Create a lesson suitable for B level members that discusses the types of tree and forks you would find in dressage, all purpose and jumping saddles. Discuss the considerations you would take when choosing and fitting each type of saddle to the average horse.
31. Consider the narrow and the wide backed horse. What are indicators that you may observe that will tell you that a particular saddle is not fitting each of these horses? Is there anything you can do to make a poorly fitting saddle fit a horse better?
32. Imagine that you are helping a D2 level member to saddle shop. What considerations would you take in fitting the saddle to the rider, and in ensuring that the rider get the correct type and quality of saddle?
33. You have been called to a barn to help in the initial bridling of a horse that is just starting training. What considerations would you take to ensure that the horse's introduction to a bridle will be a good experience for him?
34. A horse owned by a D1 member of your branch has developed bridling issues. What might have caused this, and outline the steps you will take to improve the situation.
35. Describe or illustrate the following articles of tack, their fit, and the function/problems for which they might be used:
 - a) chambon
 - b) gag snaffle
 - c) clothing bib
 - d) crupper
 - e) drop noseband
 - f) kinton noseband
 - g) curb chain
 - h) bell boots
 - i) five point breastplate
 - j) lungeing cavesson
 - k) overgirth



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

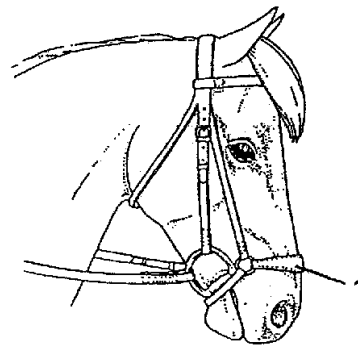
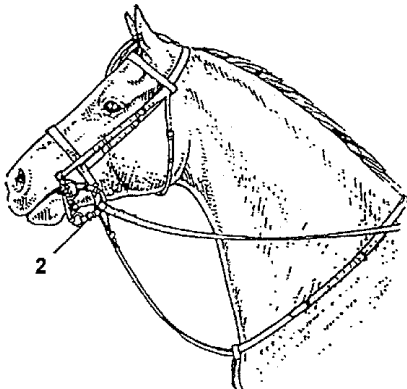
Sportsmanship

36. Complete the following statements:

- a) Modern humane bits influence a horse by applying _____ instead of _____.
- b) Four factors influencing the choice of a bit for a horse include:

37. Explain what can be done to reclaim neglected tack. Do not forget to discuss all aspects such as those parts made of metal and other materials. How can you tell when an article is no longer safe or useful?

38. Identify the following pieces of tack, and explain the use, value, fitting and action as if preparing to teach a group of C2 Pony Club members. Suggest alternate articles of tack that can be used instead of those shown. Also mention when/where these articles of tack are allowed to be used when showing in the various disciplines.





CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

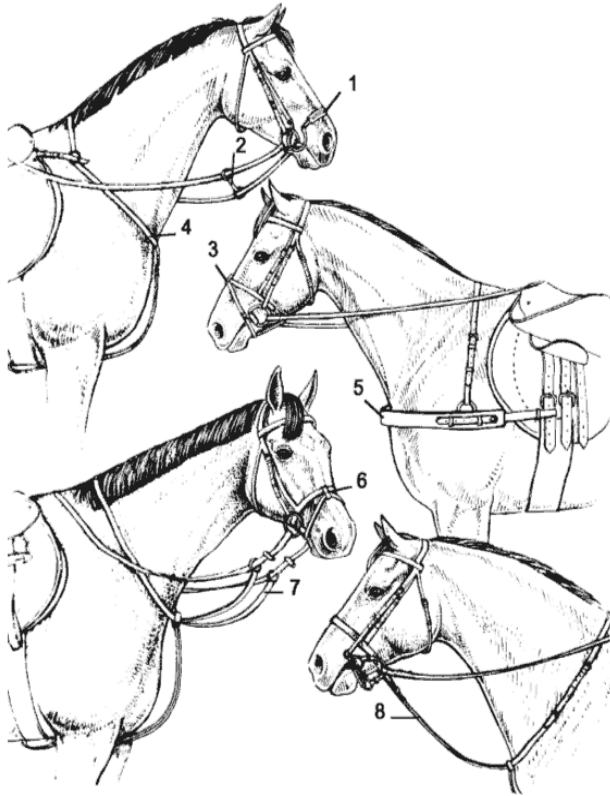
2019

Loyalty

Character

Sportsmanship

39. Identify each and explain the use, value, fitting and action. For each item, suggest another item of tack that could be used to achieve the same/similar results.





CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

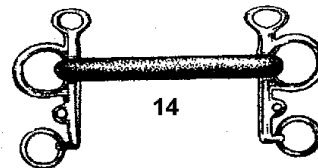
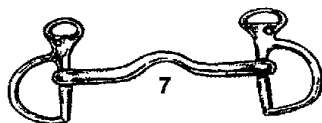
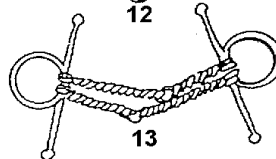
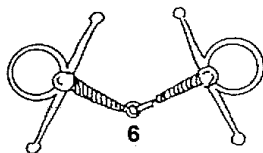
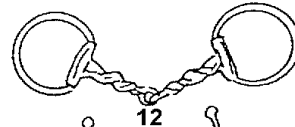
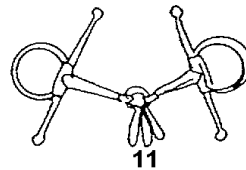
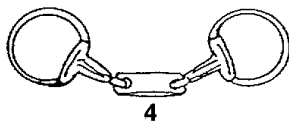
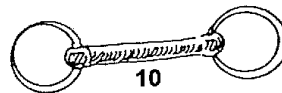
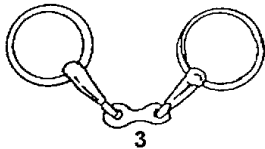
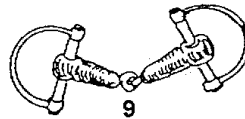
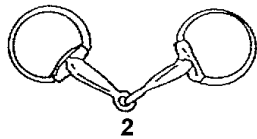
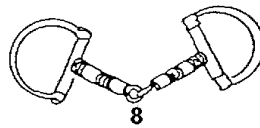
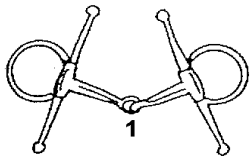
2019

Loyalty

Character

Sportsmanship

40. Identify and explain the action and purpose of each. Suggest an alternate bit that could achieve similar results.





CANADIAN PONY CLUB

STUDY GUIDE

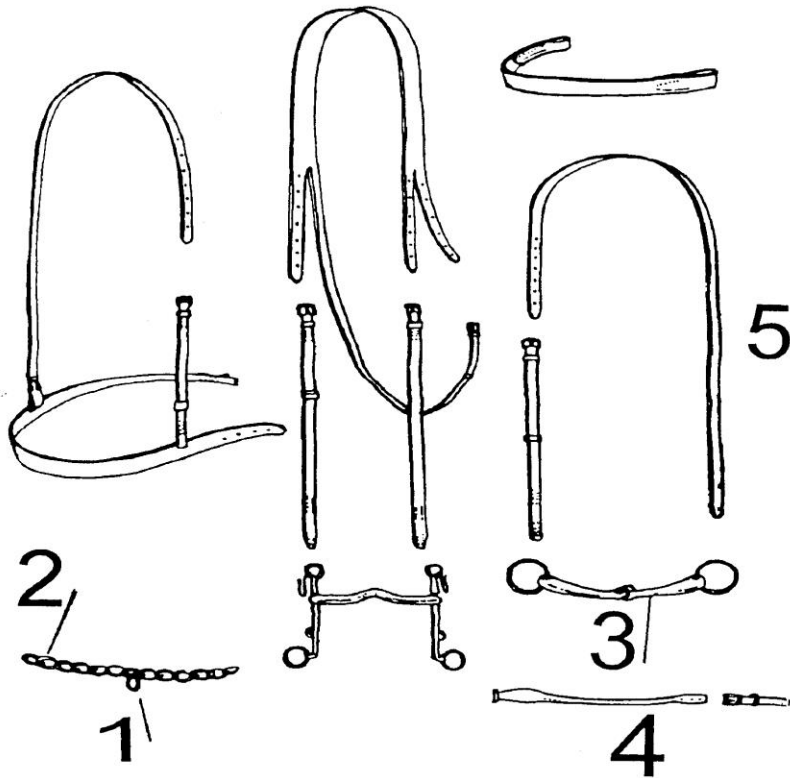
LEVEL "HA"

2019

Loyalty

Character

Sportsmanship



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

41. Name the above pieces of the double bridle, describe how to fit a double bridle, and describe the action of the double bridle.



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

Lesson 4

Bandages, Rugs and Travel

Topic Outline

Bandages:

1. Two first aid bandages appropriate for scenarios provided by examiners, not limited to the limbs.
42. Knowledge and efficiency plus effective application of treatments such as poultices, compression bandages, hot and cold treatments, and wound dressings.

Travel:

1. Demonstrate application of shipping bandages.
43. Able to discuss the preparation, care and safety of horses for travel.
44. Knowledge of loading and unloading techniques as well as potential problems while loading or trailering, causes and possible solutions.
45. Knowledge of safe preparation and maintenance of trailer and tow vehicle/van.

Handling:

1. Demonstrate safe and efficient handling of all horses throughout the entire test.
46. Observations may be made by examiners and test officials during assessments, in the barn, turning in/out horses, and during breaks.
47. HA candidates will demonstrate a thoughtful and considerate approach to handling horses at various training levels.
48. The technique and exercises chosen will show tact, compassion and a thorough understanding of training principles and animal welfare.
49. Marks may be deducted for any situation where safety of the horse or people in the area may be at risk such as leaving a horse unattended or standing tied for a prolonged period, rough or abusive handling, inappropriate handling of a horse in a crowd, etc.

References

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



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

Assignment

1. Create a scenario and list the bandages, cottons, any medications or other equipment that would be used if your horse had one of the following:

- freshly bucked shins
- an eye injury
- an over-reach
- draining sores from strangles in the throatlatch area
- a new bruise on the knee with lots of inflammation
- severe bleeding, proximal digital artery, left hind
- suppurating sore on the withers
- sole abscess

Indicate how to apply the bandage, how long the bandages are to be left on for each time, and total time the treatment would be expected to last.

50. List the problems the following would be used for, and what materials or equipment would be used in conjunction with each; include how long it would be left on:

- poultice
- compression bandage
- hot compress
- cold compress
- sweat bandage

51. There are four classes of bandage classified by amount of stretch in the material; this determines function. Outline the type of bandages and situations in which they would be used.

52. Create a step-by-step guide to applying shipping bandages, including type of material and how long bandages can be left on. Are you going to do things any differently if the horse is on a 12 hour journey vs. if on a one hour trip? How are you going to manage things on the 12 hour journey?



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

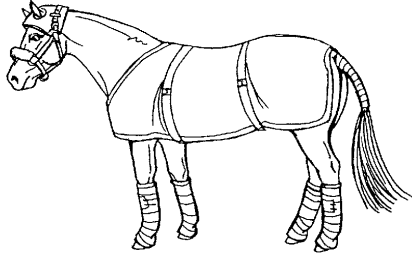
2019

Loyalty

Character

Sportsmanship

53. Create a lesson plan for D2 members of your branch on the topic of preparing your horse for trailering, including equipment to use on your horse when travelling. Make a tow vehicle and trailer check list.





Loyalty

Character

Sportsmanship

Lesson 5

Foot & Shoeing

Topic Outline

1. Know the anatomy of the foot including structure and interaction of parts at rest and in movement.
54. Discuss trimming and shoeing practices for a variety of purposes and situations (e.g., discipline, footing type, etc.).
55. Understand the cause, symptoms, treatment and future use of the horse, as well as the changes that may occur within the foot and the resulting consequences for diseases and conditions such as laminitis, navicular, cracks, under-run heels, etc.

References

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

Assignment

Shoeing

1. In respect to laminitis and navicular syndrome, what shoeing techniques may be used, and why might these be helpful?
56. Define these interfering problems, tell what conformation or other factors would have caused them, and what shoeing techniques may be useful in managing them:
 - a) over-reaching
 - b) forging
 - c) brushing
57. Name the purpose of each of the following shoes or their features:
 - a) leather padding
 - b) three quarter shoe
 - c) plastic shoes
 - d) feather-edge
 - e) trailer shoe
 - f) heart bar shoe



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STUDY GUIDE

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2019

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Character

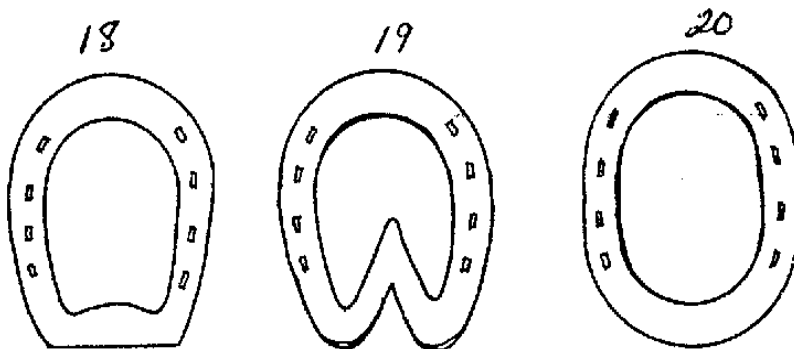
Sportsmanship

g) egg bar shoe

58. Discuss the cause, possible consequences, and shoeing or other therapies that would be used to improve a horse with:

- a) sheared heels
- b) contracted heels
- c) club foot
- d) onychomycosis/white line disease
- e) shelly foot
- f) thin sole
- g) corn

59. Identify #18-20, explain what kind of soundness issue and movement the horse might have had and why this shoe helps, and include any conformation fault that may have led to the development of the horse's problem. What might be the prognosis for this horse? If there are going to be any changes to his shoeing based on improvement or deterioration of this condition over the next five years, indicate what you would expect to see.



The Foot

1. For each of the following structures, explain their function, where they start, where they end, and the route in between:
 - a) suspensory ligament
 - b) deep digital flexor tendon



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LEVEL "HA"

2019

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Character

Sportsmanship

60. Match the structure with its function or description (there may be some left over):

- | | |
|--------------------------|-------------------------------------------------------------------------|
| _____ Coffin bone | 1. Absorbs shock |
| _____ Navicular bone | 2. Aids in the expansion of the foot |
| _____ Navicular bursa | 3. Serves as fulcrum to the deep flexor tendon |
| _____ Deep flexor tendon | 4. Supports the weight of the horse |
| _____ Digital cushion | 5. Hard shell formed from insensitive laminae |
| _____ Coronary band | 6. Produces horn |
| _____ Corium | 7. Attaches to the bottom of the coffin bone |
| _____ Wall | 8. Cushions the navicular bone |
| _____ Periople | 9. Tiny hair like tubules that grow from the surface of the coffin bone |
| _____ Lateral Cartilages | 10. Pressure on this helps to pump blood up leg |
| _____ Second phalanx | 11. Helps to keep moisture in the foot |

61. Discuss the weight bearing role of the foot, including anatomy involved. Outline causes for problems that arise related to weight bearing, and suggested course of action.

62. The horse has many unique joints whose structures can lead to unsoundness. Discuss:

- a) the knee
- b) the fetlock joint
- c) the hock
- d) the coffin joint

63. Discuss the interrelation of ALL the structures within the foot, especially weight bearing, how they affect movement, circulation, shock absorption, etc.

64. While the terms founder and laminitis are related, they are not to be used interchangeably. What is the difference between them, what would you observe anatomically if a horse was afflicted, what types or degrees of founder are there, and what makes one worse than another?

65. What is the corium? Discuss its location and purpose. Can any problems develop in this area?

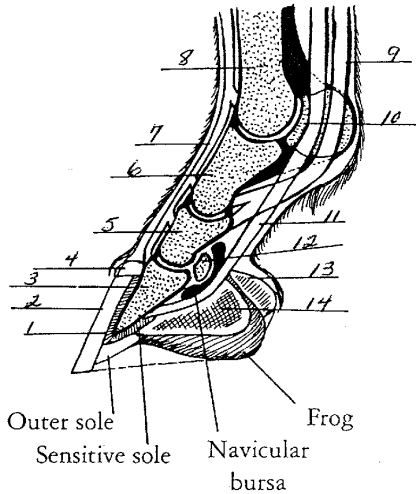


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66. Give the correct names for each numbered part of the diagrams.



INFORMATION ON FOOT AND SHOERING

Answer key for Shoeing page - Shoes

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

Answer key for Foot page - 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
- 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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Character

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Lesson 7

Conformation & Unsoundness

Topic Outline

Conformation:

1. Have the ability to constructively discuss a horse's suitability for a given purpose.
67. Identify and discuss good and bad points of conformation on two or more horses provided.
68. Relate conformation, movement, and type to soundness and possible limitations.

Unsoundness:

1. Have a good knowledge of main types of unsoundnesses including limb, wind and body.
69. Ability to explain possible causes and symptoms, treatment, possible prevention and the future of the horse.

References

- MH
- USPC "C"
- US AB Manual

Assignments

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 soft tissue injuries with osteo-arthritic problems. Include causes and treatments, including prognosis.
3. Research laminitis. Make an in-depth study of causes, and discuss conventional treatment options; look up new therapies. What factors affect the prognosis?
4. Create a list of the current options available for diagnosing limb issues today.
5. In the case of soft tissue injuries, many new therapeutic options are available today. Research and create a list of these therapies.



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STUDY GUIDE

LEVEL "HA"

2019

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Character

Sportsmanship

6. Compare and contrast roaring and whistling with COPD. Include causes, site, treatments, and prognosis. Be specific.
7. Research the type of issues that could affect a horse's vision. Create notes that would be useful if teaching this topic to B level Pony Club members.
8. Do an in-depth study of azoturia. Look up recent research regarding causes and treatments. Create a lesson plan that would be helpful to teach to C2 member Pony Club members.
9. Look up a picture of a horse's hock. Draw and label the major structures. Identify the sites of the issues that typically are found in the hock. Research those unsoundnesses.
10. Research the types of fractures that are common in the lower limb. Note the therapies available today and the prognosis for each.
11. We are familiar with some of the more common bursal enlargements like capped hock and elbow, or thoroughpin and windpuffs. Research some of the less commonly seen bursal enlargements, particularly those that occur on the torso, and outline causes, treatment options, and prognosis.
12. Define the following terms. Include description, anatomy, characteristics or symptoms, causes and treatment (if applicable):
 - a) bridle lameness
 - b) luxation
 - c) plaiting
 - d) stay apparatus
 - e) tread
 - f) hygroma
 - g) speedy cut
13. Outline the distinction between a gait abnormality and a lameness.
14. Create a chart to classify unsoundnesses based on site affected. Classify under the following headings: bone related, soft tissue related, elastic structure related and corium related.
15. What role does muscle have in soundness? If a horse is muscle sore, how would you expect him to show this, and what can be done about it?



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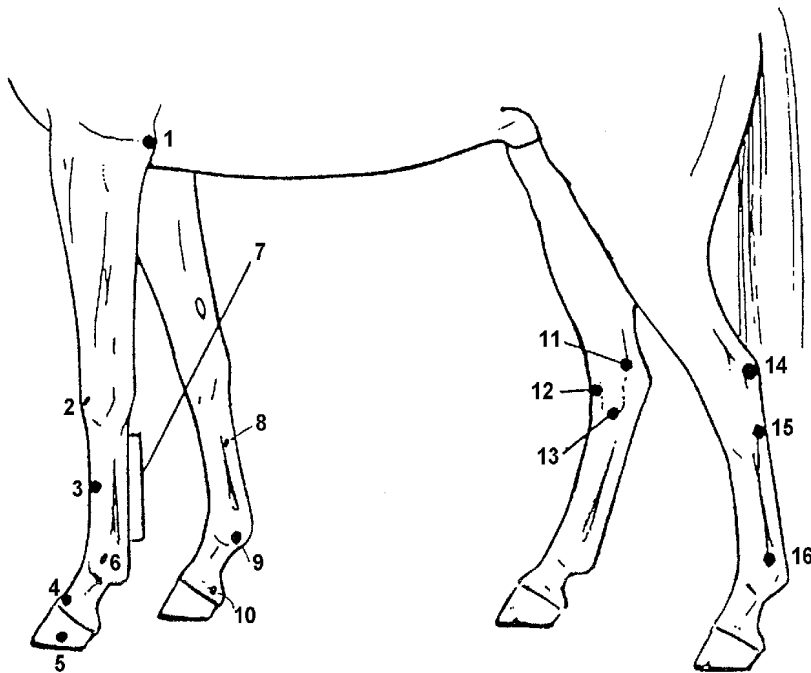
Loyalty

Character

Sportsmanship

16. 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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STUDY GUIDE

LEVEL "HA"

2019

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Character

Sportsmanship

Conformation:

1. Where would you find the LS joint, what is its importance, and what impact may it have on your horse's conformation, movement, potential soundness and performance?
2. List the conformation faults found in the front leg:
 - a) seen viewed from the front
 - b) seen viewed from the side
 - c) involving the angles of the pastern
3. Explain how each will affect the horse's movement and how it will impact its potential to be a performance horse and stay sound over the long term. What soundness issues would you expect to see occurring as a result of these conformation problems?
4. Research the shoulders and hindquarters of horses that are good jumpers as opposed to those that are top dressage horses. Outline the fundamental differences, primarily in length of each major bone in relation to the others in the vicinity and in the angles of the joints.
5. Relate each unsoundness to a possible conformation fault; explain how the horse that has this issue will move. Outline any shoeing, treatments or therapies that could potentially improve the situation, and state how long it would take until improvement was noted, if this is a possibility.
 - a) ringbone
 - b) bog spavin
 - c) thoroughpin
 - d) splints
 - e) bowed tendons
 - f) sesamoiditis
 - g) osselets
 - h) navicular syndrome
6. Discuss how the neck's attachment to the body can affect balance, movement and performance. Research what a ewe neck is. Look up a diagram of the horse's spinal column and draw a picture of it. Label the component parts.
7. Consider the width of a horse's body, particularly in the shoulder, ribcage and hindquarter areas. How will deviations from the norm impact the horse, and in which ways?
8. What makes an ideal topline, and how important is a good topline to a horse's soundness and performance? Can you improve a horse's topline, and if so, to what degree can you expect to see changes? Are there any 'deal breakers' when it comes to topline?



Loyalty

Character

Sportsmanship

Lesson 8

Lungeing

Topic Outline

Longeing an Unknown Horse:

1. Exhibit confidence and authority while longeing a green or problem horse for improvement, approximately 20 minutes.
2. Discuss the horse's obedience, cadence, rhythm, balance, movement, and tracking up, and demonstrate appropriate exercises to improve the horse on the longe.
3. Discuss a plan to improve this horse over time, showing an understanding of appropriate development of the green or problem horse with respect to the value to longeing potential problems, and the frequency and length of sessions.

Teaching a Student to Longe:

1. Candidate will move around the horse efficiently, demonstrating experience and a high comfort level.
2. They will have lunged the horse to ensure suitability and/or make adjustments to the lesson if situations become evident.
3. They will draw the 'student' into the lesson from the start.
4. They will be able to demonstrate, observe, and instruct the student to:
 - a) ensure the area is safe with gates, etc., closed
 - b) secure reins and stirrups
 - c) check the side reins for length before presenting the horse for lungeing and readjust during lungeing session if necessary
 - d) wear hard hat, gloves, boots (spurs removed)
 - e) ensure the horse is correctly turned out as for B2 which whip and lunge line safely contained while equipment is being checked
 - f) uses correct techniques, body language and safety in all aspects
 - g) candidates will be expected to spend equal time in hands on lungeing by the 'student' with correction and input



CANADIAN PONY CLUB

STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

References

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

Assignment

1. Give three features of a safe longeing area. What precautions would you take if you are longeing a young or difficult horse for the first time?
2. Name five pieces of equipment worn by the horse when safely longeing. Explain what decision process you will go through to determine your choices in tack/method (e.g., using a longeing cavesson instead of the Barnum method) when going out to longe an unfamiliar horse.
3. Give the signs of relaxation you would see in a horse that is being longed. If a horse you are longeing is very tense, what can you do to improve the situation? If the situation escalates, outline some alternate methods you can use to regain control of the horse. What are some potential dangers that can result if the situation is not addressed promptly?
4. Explain how to tell if a set of sidereins is the correct length for a horse, and explain how you will know when a green horse who has never had sidereins on before is ready for them. Are there any precautions you will take the first time you put them on?
5. List five different ways to attach a lunge line to a horse for a longeing session. Compare and contrast each method, as though you are teaching someone how to longe. Make sure you point out suitability of method to the various types of horse.
6. Create a lesson plan on how to longe, including reasons for longeing, dress for the person doing the longeing, fitting of equipment for horse, instructions on how to correctly use the whip and hold the longe line, and provide a brief overview on the longeing triangle and its use.
7. When you first put your horse out on the longe each day, what things are you quickly assessing prior to making him work any harder? What signs might you see that may cause you to stop longeing immediately on any particular day? What questionable signs might you see that will cause you to decide to longe for a short time more prior to re-assessing?
8. What can be done to create more impulsion in a horse that is being lazy on the lungeline?



Loyalty

Character

Sportsmanship

Lesson 9

Grooming

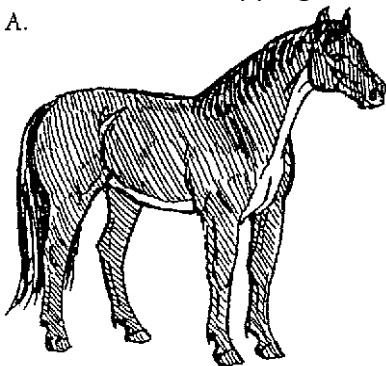
Topic Outline

1. Discuss topics to get candidate's opinion (e.g., care and use of grooming machines, clippers; wipping; the value of grooming) and discuss how to clip, trim, pull and braid in a variety of situations.
2. Each horse should be assessed on its own merits and appropriate techniques chosen to show a horse to its best advantage as for sale or show, and how to highlight its good features and hide its worst features as appropriate for the breed, type, and discipline.
3. A full practical demonstration is not required but examiners may ask candidates to clarify or confirm their understanding by short demonstrations of skills or techniques.

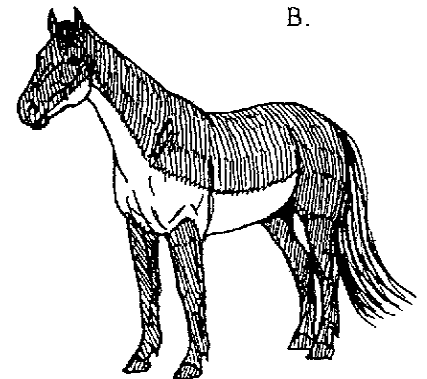
Assignment

1. You want to receive 10/10 for your turn out on your 'A' test. Outline the steps you will take to prepare your horse for this.
2. You are giving a show turn-out clinic for some lower level members of your branch. Outline the different types of turnout one may expect to see at shows; make sure you explain what is preferred/allowable in the different disciplines.
3. 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.
4. Explain how to prepare a horse for clipping, and how to care for your clippers once you are done.
5. Identify these clips and explain the purpose of each as though you were advising a C level member about clipping. Create a scenario and choose which clip would be most suitable.

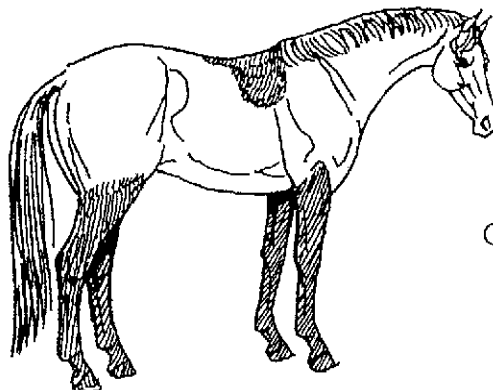
A.



B.



C.





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Character

Sportsmanship

Lesson 10

Vet & First Aid

Topic Outline

1. Further knowledge of equine systems (circulatory, respiratory, musculoskeletal, urinary, endocrine) and how they are affected by a wide variety of equine diseases.
2. Able to discuss a wide variety of veterinary topics including general health care, first aid and nursing the sick horse.
3. Outline measures to prevent the spread of contagious diseases and parasites for horses in the stable and competing or travelling.
4. Explain or demonstrate common treatments and therapies for lameness, injury, and disease such as bowed tendons, muscles strains and sprains, wounds on the body, strangles, etc.

References

- US AB Manual

Assignment

1. List the diseases against which your horse should be vaccinated regularly; create a regional chart that shows which diseases should be inoculated against in each Canadian region.
9. Give the definition, causes, symptoms, treatments and prognosis for:
 - a) laminitis
 - b) colic
 - c) cold
 - d) COPD
 - e) mud fever
 - f) lymphangitis
10. What is the most serious type of wound? Why? What factors would make a wound of this type either more or less serious? Which wound would be considered second worst, and why?
11. List the uses of a poultice and a sweat. How would you prepare one? Explain the application process, and tell how long it should be left on. How do you know when it is no longer being effective?
12. 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



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STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

13. Answer the following:

- a) Why might a vet prescribe antibiotics in the case of a viral infection?
- b) Why are antiseptics used sparingly, and with some wounds, not at all?
- c) Name three diseases caused by a virus, and three caused by bacteria.

14. What are the three most common routes by which disease agents enter a horse's body?
List all the ways medicine can be administered.

15. Answer the following:

- a) How is a Coggins test taken? How long before the horse needs to be retested?
- b) For what reason is this test taken?
- c) What are the symptoms and what is the prognosis for this disease?
- d) What is the requirement if a horse tests positive?

16. A horse in your stable has been diagnosed with a contagious disease. List six precautions you would take to prevent the spread of the disease to your other horses.

17. Define the following terms:

- a) edema
- b) inflammation
- c) shock
- d) antibiotic
- e) antiseptic

18. A horse arrives in your barn with a heavy parasite load:

- a) What are the symptoms?
- b) Is there a way you can confirm what type and approximately how many worms a horse has?
- c) What steps can you take to rid the horse of the worms?
- d) In addition to internal parasite, might you expect this horse to have any other health issues?
- e) How can you prevent the other horses on your property from picking up the worms themselves?
- f) What can you do to ensure that the horse stays worm free?
- g) What possible damage may have been done to the horse while he carried the heavy worm load?



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LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

19. Which worms are foals most likely to pick up? How does this happen? What can you do to prevent it? What is the potential for damage to the foal's health if they carry a heavy worm load?
20. Outline the steps you can take in your barn, paddocks and pastures that will help to prevent horses from picking up parasites. Is there anything you can do when you are off property with your horse that will reduce his risk of picking up parasites?
21. Some types of colic require surgical intervention.
 - a) List the signs that will tell you that a colic has progressed to this point.
 - b) Discuss four types of surgical colic, and describe the anatomy involved.
 - c) Outline immediate pre-operative and post-operative care that will be required by the horse undergoing colic surgery.
 - d) Discuss both long term and short-term complications that could arise as a result of a horse having undergone colic surgery.
 - e) If possible, go to a surgery when colic surgeries are done and find out more. Don't forget to ask what it costs.
22. If teeth are not given regular care, where would you expect to find problems? Be specific. What problems are most commonly found? List some less commonly seen problems. How are these problems resolved?
23. Other than teeth problems, the mouth can be the site of other issues, as well. Define or describe the problem, explain the cause, and outline any treatment for:
 - a) a bit injury
 - b) lampas
 - c) a tongue injury
24. What would the mouth of a cribber look like, and what issues might arise from this? Is there anything that can be done to improve the situation?
25. What are the signs of an abscessed tooth? What are the causes, which teeth are typically affected, what might the consequences be, and how would this be treated?
26. Make a list of dental abnormalities, and categorize them as to either congenital or acquired.



Loyalty

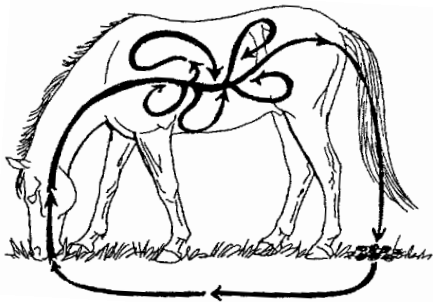
Character

Sportsmanship

REVIEW THE LIFE CYCLES OF THE FOLLOWING:

LIFE CYCLE OF LARGE STRONGOYLES

Larvae migrate through blood vessels and organs



Mature Strongoyles
Lay eggs in
Digestive tract

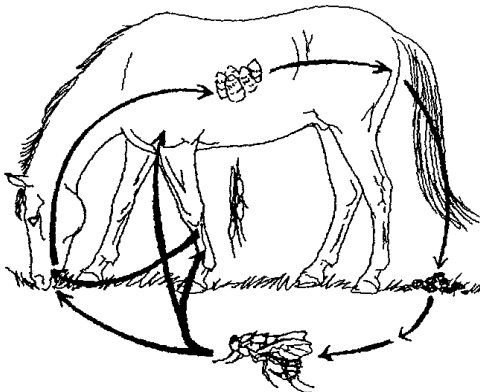
Eggs pass out in
manure and
hatch into larvae

Larvae mature and become infective

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

LIFE CYCLE OF BOTFLY

Larvae (bots) remain in stomach 8-10 months



Bot larvae
pass out with
manure

Larvae pupate and hatch
into botflies

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

Horse rubs eggs, which
hatch and are swallowed



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STUDY GUIDE

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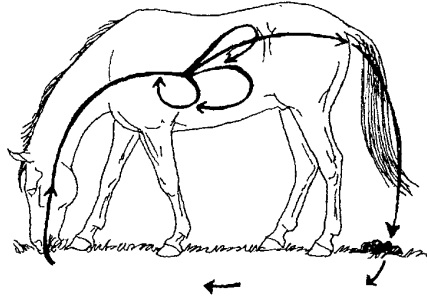
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LIFE CYCLE OF ASCARID

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 infective
larvae

GENERAL ANATOMY

1. List the functions of the skin.
27. List the functions of the liver.
28. Compare and contrast the functional anatomy of the upper and lower respiratory tracts.
What health issues are unique to each?
29. Name two parts of the:
 - a) urinary system
 - b) lymphatic system
30. In the space below, draw and label the parts of the cardiovascular system. Indicate the direction of the flow of blood through the chambers of the heart.



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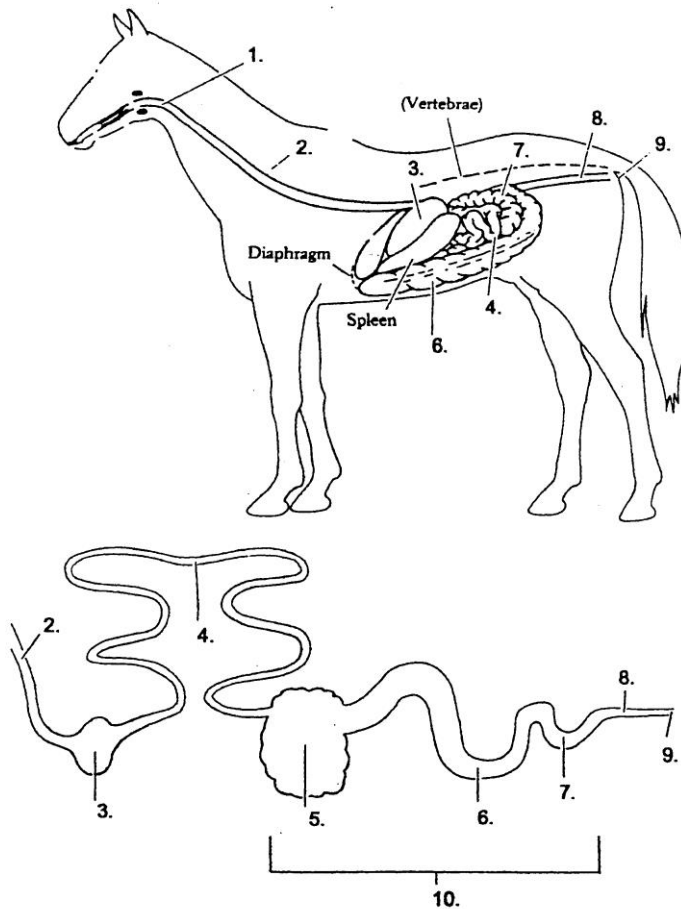
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31. Label the parts below. Indicate the capacity of each.





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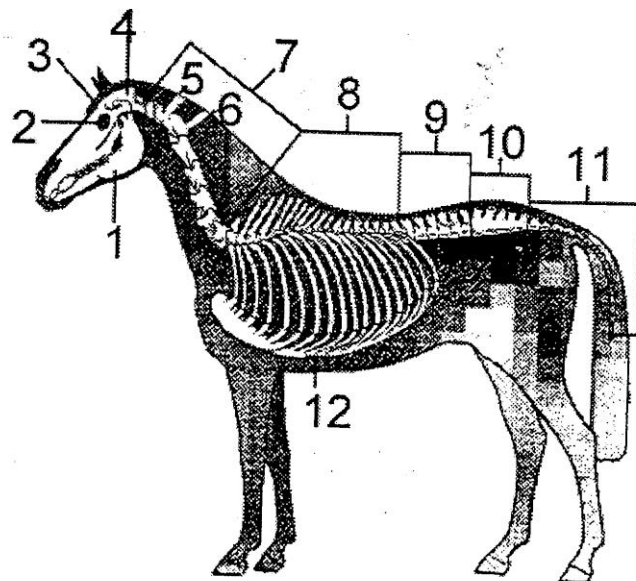
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32. Label the parts below.





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Sportsmanship

Lesson 11

Teaching

Topic Outline

1. Teach C/C1 level Pony Club members. Two to four students in a group.
33. Preparation and lesson plan, ride control, voice, organization and effectiveness.
34. Dealing with problems such as ill-fitting tack, disruptive students and ponies.

Assignment

1. Explain the Training Pyramid as though you are introducing it to a group of C/C1 members.
35. Discuss several possible solutions to the following common teaching problems:
 - a) riding group of mixed ability
 - b) inexperienced rider with green horse or pony
 - c) bored or uninterested child
 - d) fear
 - e) over-mounted student
 - f) interfering parent
36. What are the recommended distances for a typical gymnastic exercise. Recommended distances in gymnastic exercises can be modified depending upon circumstances. What are they?
37. Horses and riders are usually wary of ditches and water. Name two difficulties that can arise when schooling these types of fences and two ideas that provide a progressive training program that will help prevent problems.
38. Describe a series of four **progressive** gymnastic exercises to encourage rhythm and balance. Give the heights and distances for each.
39. How would you introduce the topic: *The four types of walk* - to a group of C/C1 members?
40. Outline how you would instruct a group of C/C1 members to warm up for a flat lesson; do the same for cool out after a hard jumping school.
41. What signs would indicate that a rider was too dependent on his hands? Give four exercises you might use to correct these problems. As the rider is working to improve his position, are there any artificial aids that may help in this situation?
42. How would you deal with a situation where a student showed up at a lesson with:
 - a) a horse that was difficult to mount



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STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

- b) a pony that was nappy by the gate
- c) tack that was inappropriate for the discipline

43. Explain how and why you would correct the following rider problems:

- a) stiff back and arms
- b) loose lower leg
- c) List five more rider exercises you could have students do at the walk; explain what they will help to improve

44. Create lesson plans for the following topics:

- a) riding forward on contact
- b) riding serpentines
- c) riding a gymnastic grid to a maximum of 2'9"

45. How can you tell if a rider is crooked? Why is this bad? How can you remedy it?



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Character

Sportsmanship

Lesson 12

Stable and Pasture

Top Outline

1. Be able to cope with a horse in the stall.
46. Discussion can extend to practical management of stable and field, with emphasis on good routine, general care and upkeep, health, safety, costs, storage, and conservation.

Assignment

1. Create a chart showing the different types of bedding available in your area. List advantages and disadvantages of each. Name the most suitable stable tool to be used with each. Research the most common means of disposing of the bedding. Find out the purchase price of the bedding and any potential price associated with disposal; estimate how much would be used in a month. Calculate the yearly cost for each bedding.
47. You've been hired to consult on barn construction for a new Pony Club family. Research the best/safest, most economic type of:
 - a) flooring for the stall
 - b) flooring in the aisle
 - c) Give the dimensions of the following:
 - i) a box stall
 - ii) a door in a stall
 - iii) the barn aisle
 - iv) the lowest point of the roof
 - d) Two types of stable doors that can be found in a barn are swing doors and sliding doors. Which would you choose and why?
 - e) Ventilation systems
48. In helping this family set up their barn, write up a recommendation for paddocks/fields (size, fencing, water access, shelter, etc.), turn-out schedule, pasture maintenance, manure pile management, winterizing, and basic equipment purchase.
49. 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?
 - c) What happens if it is not a good fit - one horse is considerably more dominant. Is there anything you can do?



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STUDY GUIDE

LEVEL "HA"

2019

Loyalty

Character

Sportsmanship

50. List important points to note when dealing with a sick horse.
 - a) What can be done to reduce stress for horses?
51. What are some important points to note with a grass-kept horse as the seasons change? Consider pasture maintenance, nutritional intake, and health issues that may affect the horse at grass in the different seasons.
52. List four ways you can help to keep a horse warm in winter. What are other considerations for dealing with horses in the winter?