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| **Topic** | **Turnout/Presentation & Tack: Rider & Attire** |
| D1 | Safe and neat attire – Polo & Breeches with riding helmet & boots, pin, armband |
| D2 | Safe and neat attire – Polo & Breeches with riding helmet & boots, pin, armband |
| D3 | Safe and neat attire – Polo & Breeches with riding helmet & boots, pin, armband |
| C1 | Present in appropriate competitive attire for either eventing, dressage, or show jumping. |
| C2 | Present in appropriate competitive attire for either eventing, dressage, or show jumping. |
| HB | Safe and neat attire – Polo & Breeches with riding helmet & boots, pin, armband |
| HA | Safe and neat attire – Polo & Breeches with riding helmet & boots, pin, armband |

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| **Topic** | **Turnout/Presentation & Tack: Grooming/Horse** |
| D1 | Groom mount and pick out hooves (with assistance). |
| D2 | Mount clean and well brushed with hooves picked out and showing farrier care. Eyes, nose, lips, and dock wiped off. Groom with assistance if necessary. |
| D3 | Mount to be well brushed (no sweat), clean (no dirt), with feet picked out, showing farrier care. Mane and tail brushed and eyes, nose, lips, and dock wiped off. Groom independently. |
| C1 | Mount to be well groomed, reflecting regular care with a healthy coat, no sweat or dirt. Mane and tail brushed with little, if any, dandruff. External areas around sheath/udder clean. Feet picked out and reflecting regular farrier care. Eyes, nose, lips, dock clean. |
| C2 | Mount to be thoroughly groomed, reflecting regular care with a healthy coat, no sweat or dirt. Mane and tail brushed with little, if any, dandruff. Sheath or udder showing regular attention. Feet picked out and reflecting regular farrier care. Eyes, nose, lips, dock clean. |
| HB | Mount to be thoroughly groomed, no sweat or dirt. Mane and tail brushed. Fee picked out. Eyes, nose, lips, dock clean. |
| HA | Mount to be thoroughly groomed, no sweat or dirt. Mane and tail brushed. Fee picked out. Eyes, nose, lips, dock clean. Demonstrate at least 3 show braids. |

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| **Topic** | **Turnout/Presentation & Tack: Tack** |
| D1 | Tack up (with assistance). Name 6 saddle parts and 4 bridle parts. |
| D2 | Tack to be safe and clean (properly adjusted with assistance if necessary), with attention to stitching, girth, and stirrups. No obvious jockeys or heavy dust. Tack up (with assistance if necessary). Name and located 10 saddle parts and 5 bridle parts. Name 2 different bits. |
| D3 | Tack to be safe, especially stitching on stirrups/girth and clean. No jockeys or dust. Stress points, stirrup pads (if used), and bit all clean. All tack must be properly adjusted. Tack up independently. Describe proper adjustment of snaffle bridle with cavesson noseband. Describe proper adjustment of the bit your mount is wearing. |
| C1 | Tack to be safe, clean, and properly adjusted, reflecting regular care/conditioning with metal polished. No jockeys or dust and all stress points clean. Identify tack on own mount and discuss fit. Describe 3 different snaffle bits. Describe how to adjust a curb chain. |
| C2 | Tack to be safe, clean, and properly adjusted, reflecting regular care/conditioning with metal polished. No jockeys or dust and all stress points clean. Explain reasons for equipment used on mount. Demonstrate proper adjustment and reason for fit of tack used on mount. Describe and explain the action of 2 types of snaffle bits and 2 types of curb bits. |
| HB | Demonstrate and discuss proper bridle fit. Identify various types of saddles, discuss their use, proper fit, and the dangers of ill-fitting tack. Identify various bridles & bits, discuss their use, action, and proper fit. Identify other riding equipment (such as nosebands, girths, martingales, training aids, pads, and boots), discuss their use, and proper fit.  |
| HA | Discuss correct fit, uses, and missusses of various tack and equipment. Include the action of the equipment and its appropriateness for different disciplines/levels. Describe the inspection for safety and fit. Examine a saddle and evaluate fit with/without a pad and with rider. Explain temporary adjustments for improving fit. Discuss how to reclaim neglected tack and how to properly store tack. |

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| **Topic** | **Leading/Longeing** |
| D1 | Approach mount safely and put on halter. Demonstrate walk-halt-walk transitions. Turn in the correct direction. |
| D2 | Lead mount correctly in tack. Demonstrate walk-trot-halt transitions. Turn in the correct direction. |
| D3 | Lead safely from both sides at the walk. Demonstrate correctly jogging a mount in a bridle and turning in the correct direction. (Whip must be carried and used appropriately as needed.) |
| C1 | Discuss 3 reasons for longeing. Discuss necessary longeing equipment. Describe parallel longeing and explain why it might be used. Demonstrate parallel leading. |
| C2 | Discuss equipment and safety precautions for longeing. Discuss the type and length of the longe line used. In an enclosed area, longe own mount and walk and trot in both directions on a 20m circle (with assistance). While longeing, demonstrate the correct use of equipment, body position, posture, and voice. |
| HB | Show a mount in hand as if jogging for soundness on a straight line at walk/trot. Show confidence and control with proper leading and correct turns. Identify longeing equipment, discuss their use, proper fit, and the dangers of ill-fitting tack.  |
| HA | Show the horse in hand on a triangle. Demonstrate confidence, control, and correct technique. Discuss the breed, disposition, suitability for a discipline or activity and for performance level, general condition, and conformation & movement. Discuss longeing techniques, proper fit of equipment including side reins, safety when longeing horse, and safety when longeing rider. Demonstration of longeing including proper fit and use of equipment, warm-up, safe, confident, and effective techniques, sufficient knowledge and skills in order to recognize problems and alter plan and training techniques as needed, free forward movement, regular rhythm, acceptance of aids, development of lateral and longitudinal suppleness. Discuss horse’s level of training. Discuss a plan to improve the horse and provide additional suggestions in order to continue the mount’s future training through longeing. |

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| **Topic** | **Bandaging** |
| D1 | N/A |
| D2 | Give 2 reasons why you would bandage a mount’s leg(s). Apply 1 protective boot and 1 bell boot (with assistance). |
| D3 | Describe the critical areas protected by shipping bandages or boots and give reasons for their use. Describe the area a stable bandage covers and the materials used. Apply 1 polo wrap to a front leg (with assistance). |
| C1 | Name 2 possible effects of poor bandaging techniques. Apply 2 stable bandages: front/rear diagonal pair (under direct supervision and with assistance if need). |
| C2 | Under examiner supervision, apply 1 shipping and 1 stable bandage (front/rear diagonal pair) and give reasons for each bandage’s use. |
| HB | Choose and discuss the materials for a standing/stable bandage. Discuss 3 reasons for applying a standing bandage. Discuss cupping and when it is appropriate. Discuss the dangers related to applying a standing bandage. |
| HA | Based on a scenario, demonstrate and discuss the appropriate bandage. Know the uses and application of various bandages. |

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| **Topic** | **Foot & Shoeing** |
| D1 | Give 1 reason to pick out a mount’s hoof. Tell whether your mount wears shoes or not. |
| D2 | Give reasons for daily hoof care. Give 2 reasons why a farrier regularly checks your mount. |
| D3 | Name 3 parts of the hoof. Describe 3 obvious signs of a foot needing shoeing or trimming. |
| C1 | Discuss causes of thrush and prevention. Identify 6 farrier tools and their uses. Identify 3 types of shoes. Discuss 3 examples of bad shoeing. |
| C2 | Discuss the 5 steps in shoeing. Identify 5 types of shoes, if shod, discuss feature of own mounts shoes. |
| HB | Imitate shoe removal using the appropriate tools. Identify types of shoes, materials, and features. |
| HA | Discuss all aspects of shoeing. |

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| **Topic** | **Conformation/Unsoundness, Breeds, Colors, and Anatomy** |
| D1 | Name and locate 10 parts of the mount. Name color and breed of own mount. |
| D2 | Name and locate 15 parts of the mount. Name and describe 6 colors of mounts. Name and describe 5 markings a mount might have. Name 5 breeds. |
| D3 | Name and locate 20 parts of the mount. Name 5 ways a mount could be identified. Describe the eyes’ location and how this affects the mount’s vision. Know 1 common conformation fault for each of the following: head, neck, shoulder, back, and pasterns. Name 10 equine breeds.  |
| C1 | Identify and discuss 3 bad points of basic leg conformation. Name, describe, and locate on a mount 5 common unsoundnesses. |
| C2 | Discuss how conformation of own mount is related to its breed. Discuss angles of shoulder and hip of own mount. Name 5 basic conformation qualities that you want in a mount for your own use and how they affect basic movement and soundness. Name, describe, and locate: splint, bowed tendon, ringbone, sidebone, navicular, thoroughpin, curb, bone spavin, and bog spavin. |
| HB | Name and locate the inner and outer hoof structures. Discuss the functions of hoof structures. Name and locate the principal bones, tendons, and ligaments of the front leg (from the scapula down). Name and locate the principal bones, tendons, and ligaments of the hind leg (from the pelvis down). Discuss the overall balance of a mount including proportion and angles. Relate the mount’s conformation to long term soundness and athletic potential. Discuss a variety of conformation faults (front leg, high leg, and other areas of the body) and how they may affect long-term soundness. Identify and discuss conformation faults and how they might affect movement. Discuss various types of lamenesses including potential causes, location, inner structures involved and related conformation faults. |
| HA | Discuss all aspects of teeth/mouth. Discuss the anatomy of the leg (including principle bones, tendons, and ligaments). Discuss lameness associated with conformation faults, including uses and limitations of horses with conformation faults. Discuss functional anatomy and the biomechanics of movement. |

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| **Topic** | **Health and Maintenance Record Book** |
| D1 | Bring a stall card for your mount and explain why it is important. |
| D2 | Provide a record book that contains horse info & photo, contact info for vet/farrier, and feeding information. |
| D3 | Provide a record book that contains horse info & photo, contact info for vet/farrier, and feeding information, contact info for equine dental professional, dated list of routine care (vaccinations, deworming, shoeing, dentistry). Should have at least 3 months of consecutive records prior to the test. |
| C1 | Provide a record book that contains horse info & photo, contact info for vet/farrier, and feeding information, contact info for equine dental professional, dated list of routine care (vaccinations, deworming, shoeing, dentistry), weekly riding/conditioning schedule, activities beyond daily routine, extra veterinary visits, and expenses. Should have at least 6 months of consecutive records prior to the test. |
| C2 | Provide a record book that contains horse info & photo, contact info for vet/farrier, and feeding information, contact info for equine dental professional, dated list of routine care (vaccinations, deworming, shoeing, dentistry), weekly riding/conditioning schedule, activities beyond daily routine, extra veterinary visits, expenses, tack and equipment used, blanketing or special care requirements, and a short description/summary of your mount’s history and daily routine. Should have at least 9 months of consecutive records prior to the test. |
| HB | Provide a record book that contains horse info & photo, contact info for vet/farrier, and feeding information, contact info for equine dental professional, dated list of routine care (vaccinations, deworming, shoeing, dentistry), weekly riding/conditioning schedule, activities beyond daily routine, extra veterinary visits, expenses, tack and equipment used, blanketing or special care requirements, a short description/summary of your mount’s history and daily routine, a diagram of the stable and turnout areas, and a barn map showing: stalls, important papers, first aid kits, and emergency equipment. Should have at least 12 months of consecutive records prior to the test. |
| HA | N/A |

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| **Topic** | **Stable Management** |
| D1 | Give 2 reasons for cleaning tack. |
| D2 | Demonstrate tying a quick release knot (with assistance if necessary). Name 5 grooming tools and describe how to use them. List 3 examples of unsafe horse equipment. Name 3 common stable vices and give 1 possible cause for each vice named. |
| D3 | Demonstrate and discuss the steps involved in cleaning a stall and discuss the reasons for cleaning a stall. Explain the purpose of banking a stall. Demonstrate and discuss the proper methods of hanging a water bucket and hay net/bag. Discuss how to fit a halter. |
| C1 | Discuss 1 drainage and 1 absorbent bedding. Correctly put on and adjust a blanket/sheet on a mount. Describe and give reasons for 3 types of clipping. Name 2 internal and 2 external parasites. Discuss general barn safety procedures. |
| C2 | Discuss 3 concerns for pasture safety and fencing. Discuss emergency information that should be posed in all barns. Name 3 toxic plants in your area and describe appearance. Describe 4 ways to control internal/external parasites in pastures and stalls. |
| HB | Discuss facility safety including inspections of facility, inspections of mount. Explain at least 5 safety practices all facilities should utilize. Discuss measures to prevent or decrease the spread of diseases. Identify various toxic plants. Discuss their symptoms and care of mount. |
| HA | Present and discuss a detailed outline of your stable plan. It should include the type of facility, a drawing of the facility, floor plan w/dimensions, construction materials, schedules, manure management, pasture management, seasonal differences, parasite management, poisonous plants, and an emergency plan. |

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| **Topic** | **Travel Safety** |
| D1 | Name basic rules of safe riding in a group in an enclosed area. |
| D2 | Name 2 pieces of equipment used on your mount for its safety in a trailer. |
| D3 | Name rules for riding safely on public roads in your state. Describe the procedure for a mounted group crossing a public roadway. Describe the proper steps to load/unload a mount. |
| C1 | Name basic equipment needed for mount’s safety and comfort during trailer travel. Name 2 documents you should carry if traveling long distances or out of state. Discuss 5 items from the truck/trailer safety checklist that you should check before you travel. |
| C2 | Demonstrate how to load/unload an experienced, cooperative mount (with assistance). Name which equine health certificates/documents are required to travel in your state. |
| HB | Review the vehicle/trailer checklist. Discuss how to prepare a mount for hauling both short and long distances. |
| HA | Discuss diseases associated with travel or exposure to strange mounts.  |

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| **Topic** | **Land Conservation** |
| D1 | Name 2 different places in your area where you see horse activities taking place. Name the facility where your meetings are often held. |
| D2 | Talk with grandparents, parents, instructors, and/or older friends/neighbors about where they rode when they were young, and if those places are available to ride on today. Discuss this information with Examiner. |
| D3 | Name 5 important rules when riding across privately or publicly owned land. Write thank-you notes to 2 land-owners who support your club to tell them why you appreciate being able to use their land. If you ride on public land, write a thank-you note to the manager or contact person. |
| C1 | Name 2 different locations near you where the land is used for 3 different activities, including horseback riding. |
| C2 | Discuss what public land is available to ride on in your county. Describe 2 things you can do to be a good steward for public land used for recreation. |
| HB | Provide a written description of the land conservation project and discuss why it is needed. Bring a letter from your DC verifying that the project was completed and how it has improved a facility or public space. |
| HA | Discuss land conservation concerns or initiatives and equine sports/horse management. Describe methods to include land conservation awareness in unmounted curriculum. Discuss the impact of land conservation issues related to your barn plan. |
| **Topic** | **Nutrition** |
| D1 | Demonstrate how to feed a treat to a pony, Give 1 example of a succulent, Discuss why and how often water should be available |
| D2 | Give 3 basic rules for feeding and explain feeding schedule for mount. |
| D3 | Give 5-7 basic rules for feeding. Describe how feeds are measured and weighed. Discuss the amount of roughage and the amount of concentrates per ration for own mount. |
| C1 | Discuss how much water an average horse drinks in a day and 2 reasons why water is important for horses. Describe 2 characteristics of bad hay. Explain why access to good quality roughage is essential. Discuss amount and type of feed for own mount. |
| C2 | Describe own mount’s ration when developing fitness, maintaining fitness, taking day off, sick, and roughed out. List the 6 classes of nutrients. Look at a feed label and identify the percentage of protein and fat. From the ingredients list, identify 1 source of carbohydrate, 1 vitamin, and 1 mineral. |
| HB | Evaluate a sample of hay, grain, and bedding. Discuss the quality of the sample, the availability, cost, origin, and seasonal variation. Discuss a variety of supplements and why they might be used. Review a feed label and identify sources of protein, carbohydrates, and fat from the listed ingredients. Discuss the 6 classes of nutrients, their primary sources, and why they are needed. Discuss various feeding principles and their effect of the digestive system and overall health. |
| HA | Discuss the characteristics, advantages, and disadvantages of feeds. Discuss the cost and storage of feed. Interpret a fee label for nutritional and portion information. Discuss feed supplements. Discuss complete nutritional programs for various horses. Discuss how certain health conditions require nutritional management. |

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| **Topic** | **Conditioning** |
| D1 | Give one reason for cooling out |
| D2 | Describe 2 signs that show when a mount is properly cooled out. Describe condition of own mount. What does TPR stand for? |
| D3 | Describe care of mount after strenuous work, to include cooling out, checking legs, watering, and feeding. Describe 2 signs that a mount might not be fit enough for the work being asked. Describe the normal range of TPR of a mount at rest. |
| C1 | Discuss the meaning of conditioning and the reasons for conditioning a mount. Define the conditioning principles: long slow distance work, interval training, inversion, and recovery rate. Describe factors to consider before a horse can begin a conditioning program. Discuss how you would condition your horse after one month of time off. Give the acceptable ranges of TPR for a mount at work. |
| C2 | Discuss the 1-week riding/conditioning schedule contained in your record book. Candidate should show and be able to discuss details of activities, specific exercises, schedule changes, feed, fitness, and TPR recovery rates. Define the conditioning principles: progressive loading, peaking, rest, tapering, overloading, aerobic conditioning, and anaerobic conditioning. Measure and record TPR of own mount at rest. |
| HB | Discuss the conditioning terms and principles including the different types of work and effectiveness. Discuss TPR during work and how this changes with fitness. Discuss recovery rates. Discuss how conditioning is related to nutritional changes. Share a 6-8 week plan designed to get an unfit, but healthy horse in shape for ordinary daily riding. Include a description of the mount and the amount and type of work and rest. |
| HA | Discuss conditioning principles: anaerobic and aerobic energy production, exercise physiology (and its effects on the musculoskeletal, cardiovascular, and respiratory systems), fatigue and injury, strength vs. endurance, and environmental influences on conditioning. Present and discuss an 8-week conditioning plan that includes complete description of mount and factors/changes related to feeding, training, and conditioning. |

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| **Topic** | **Health Care and Veterinary Knowledge** |
| D1 | Discuss what a veterinarian is. Give 1 reason the veterinarian might need to provide care for your mount. |
| D2 | Give 2 reasons to have your mount routinely checked by a veterinarian. |
| D3 | Name 3 symptoms of a sick or injured mount that would cause you to seek help. Name 2 diseases your horse can be vaccinated against. |
| C1 | Describe how to treat minor wounds. Discuss regular parasite control for own mount, reason why to de-worm a new mount in a barn, and use of a fecal egg test. Name 3 things you can do to prevent your horse from contracting a communicable disease (while riding at other facilities or keeping mount at show grounds). Explain the reason for having a Coggins test done. Discuss causes, signs, and preventative measures for colic, laminitis, and heaves. |
| C2 | Discuss immunizations and health requirements appropriate for your area. List 3 prevalent internal parasites in your area. Discuss routine parasite prevention for your mount. Discuss causes, signs, and preventative measures for: tetanus, rabies, encephalomyelitis, West Nile virus, and scratches. Explain the need for the regular care of teeth. Identify/describe parts of a horse’s mouth: bars, lips, incisors, molars, wolf teeth, and canines. |
| HB | Use teeth to determine the approximate age of the presented mount. Discuss various diseases and ailments including causes, symptoms, prevention, and care of mount. Discuss scenarios where a mount is in distress including signs of distress, TPR changes, emergency care, and the need to call a vet. Discuss immunizations and vaccinations. Discuss various parasites including their lifecycle, damage they cause, testing, and prevention. Discuss fecal testing and other prevention programs to manage parasites. |
| HA | Describe how the anatomical parts contribute to the following systems: respiratory, circulatory, nervous, urinary, digestive, skeletal, reproductive, major muscle groups. Discuss disease scenarios. Discuss various diseases/disorders. Discuss various drug classes, including: use, complications, storage, administration, management concerns, and competition rules. Discuss precautions when shipping, feeding, or restraining a sedated mount. Discuss the use of twitches and other methods of restraint. |

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| **Topic** | **Teaching** |
| D1 | Name 1 of your instructors where you ride. |
| D2 | Give 1 reason for checking girth and stirrup bars before mounting. |
| D3 | Describe how you assisted at 1 unmounted Pony Club activity. |
| C1 | Bring a letter from DC verifying the member assisted twice at an unmounted Pony Club activity. Demonstrate a safety and tack inspection for a D member. During the inspection, review why items are being checked and any safety issues found. |
| C2 | Bring a letter from DC verifying the member is routinely assisting in unmounted instructional activities for D-level members (at least 4 hours total). Assist a D1 or D2 member to prepare for turnout in regard to safety. Describe the following unsafe equipment and how it might be fixed: loose throat latch, saddle pad not attached, bit too low/high, worn out stitching, and cracked leather. |
| HB | Create written lessons plans for D1 to C1 level (unmounted, flatwork, and jumping). Bring a letter from DC verifying the member is routinely assisting in unmounted and mounted instructional activities for D & C level members. Discuss a safety check and the safety aspects of teaching. Teach an unmounted lesson to D level members. |
| HA | Discuss how you prepare a lesson plan and how to handle certain lesson situations. Discuss techniques and safety precautions for longeing a rider. Discuss teaching a pony club member to longe. Discuss emergency preparedness procedures. Demonstrate 20 minutes of a lesson, prepare to be evaluated on teaching skills, organization, appropriateness and accuracy of explanations, your ability to make corrections and improvements, problem solving, and safety factors. Prepare to discuss your lesson. Discuss your “Instructor’s Tool Kit”. |

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| **Topic** | **Rider Safety** |
| D1 | Name 3 pieces of clothing or equipment that you should wear for your safety when you ride. |
| D2 | Name 3 items that should be included in a human first aid kit. Name 3 pieces of information that are required on the medical armband/bracelet. Describe what you should do for yourself when you fall off a horse. |
| D3 | Name 2 items that are required to ride in a Pony Club mounted lesson. Give 2 examples of when a riding helmet needs replacing. List some common injuries that may happen when a rider falls off a horse. |
| C1 | List 3 ways to determine if a riding helmet fits properly. List 3 circumstances where a helmet is required to participate in USPC activities. Describe 3 signs of heat illness. |
| C2 | List 5 signs of a concussion. Explain 2 ways to cool off a rider during a hot day. Explain the importance of the heat index. |
| HB | Discuss heat related illnesses. Discuss the signs of a concussion. Discuss what to do in the event a rider falls and what Return to Play means. |
| HA | Discuss heat stroke, symptoms, and care. Discuss concussion, symptoms, and care. Discuss rider fall care under different circumstances. Discuss the Return to Play protocol. |

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| **Topic** | **Equine Sports** |
| D1 | Name 2 disciplines listed on the USPC website. |
| D2 | Name 3 disciplines listed on the USPC website. |
| D3 | Name 5 disciplines listed on the USPC website. |
| C1 | Name 7 disciplines listed on the USPC website. |
| C2 | N/A |
| HB | N/A |
| HA | N/A |