
NAME

REGION

LOCAL CLUB

Qualifications Sheet C-3 Rating

RIDING TEST EXPECTATIONS

Instructor should sign and date when achieved.

Candidate should ride with a basic balanced position, demonstrating coordinated use of aids, developed through an independent seat; initiate and maintain free forward movement with smooth transitions and steady light feel of pony's mouth; show confidence and control at all gaits on the flat and over fences.

RIDING ON THE FLAT

Requirement	Instructor's Notes	Date	Initials
Mount & dismount from either side.			
Demonstrate warm-up for flat work.			
Evaluate warm-up, discussing organization & reasons.			
Ride schooling figures to include: circles, half-circles, & straight lines at each gait with & without stirrups.			
Evaluate performance (bend, forward motion, accuracy of transitions).			
Demonstrate: Moving pony away from leg (sideways) at walk or trot.			
Demonstrate knowledge of aids for reinback.			
Demonstrate: Increase & decrease of speed at each gait.			
Discuss difference between increase of speed & lengthening of stride.			
Evaluate performance related to increase & decrease of speed at each gait.			

RIDING ON THE FLAT (cont'd)

Requirement	Instructor's Notes	Date	Initials
Basic balanced position maintained with independent seat & aids.			
Free forward movement maintained.			
Confidence & control shown throughout flat work.			
Demonstrate ability on different pony, initiating free, forward movement at each gait, showing confidence & control.			
Evaluate performance & differences from own pony.			

RIDING OVER FENCES

Requirement	Instructor's Notes	Date	Initials
Discuss reasons for different lengths of stirrups & various positions for different work.			
Demonstrate warm-up for jumping, using exercises appropriate for horse, including simple gymnastic grid, to include some work without stirrups over 1 or 2 fences not to exceed 2' 6".			
Ride over stadium course (not to exceed 3' 3").			
Evaluate performance & ways ride could be improved.			
Basic balanced position shown with independent seat & aids.			
Confidence & control shown over gymnastics & stadium fences.			
Demonstrate ability on different pony over fences (not to exceed 2' 9").			
Evaluate performance & how pony differs from own.			

RIDING IN THE OPEN

Requirement	Instructor's Notes	Date	Initials
Ride at gallop in the open, alone & in a group.			
Demonstrate a knowledge of pace at 240 meters per minute, developing 350-400 mpm.			
Ride cross-country obstacles at appropriate pace (350-400 mpm).			
Evaluate performance, pace, & reasons for any disobedience.			

RECORD BOOK

One year of records is required. You are expected to keep careful records of veterinary visits and general health of your pony. Have the DC/Joint DC check your book in plenty of time before the rating so changes can be made, if necessary.

Requirement	Instructor's Notes	Date	Initials
Book Check-3 months before rating.			
Book Check-2 months before rating.			
Book Check-1 month before rating.			
Book Check-1 week before rating.			
Health, maintenance, immunizations up-to-date for past year.			

C-3 PREP GUIDE HORSE MANAGEMENT

The candidate should achieve a level of competence to care for his/her horse in a manner that will ensure comfort and health, while knowing when and where to turn for help if needed. He/she should also have the ability to explain stable and veterinary routines to D-level Pony Clubbers.

Supervision is required in the testing of longeing.

NOTE: The test will often ask for only a few of the multiple answers to the questions, but for this guide, you should try to list as many answers as you can—even if only one or two are requested. Please practice verbalizing your answers with someone!

TURN-OUT/TACK

INSPECTION EXPECTATIONS

- Correctly formal or informal attire, as designated by DC. (**No polo shirt!**)
- Pony well-groomed, with attention to mane, tail, nose, eyes, & dock, reflecting regular care.
- Feet picked out showing farrier care.
- Tack safe & clean, with metal polished, and well adjusted, reflecting regular care.

What is the correct way to present a horse to an examiner?

How do you clean your horse? Are there special tricks that you use? Where did you learn these hints?

Describe formal and informal attire.
(Refer to requirements in Horse Management Handbook.)

INFORMAL

FORMAL

What is your daily grooming routine?

How do you clean your tack?

What areas do you check for safety on your tack?

In detail, tell why you use the tack that you use for flat work and over fence work (bridle, noseband, saddle pad, girth, martingale, stirrups, breastplate, crupper, boots, etc.)

Flat Work:

Over Fences:

Describe the basic actions of:

3. Snaffle

2. Curb

3. Pelham

CONDITIONING

Describe condition of own pony.

Know vital signs (Pulse, Temperature, Respiration) of own pony:

At Rest:

After Work:

Discuss different methods of condition for various activities.

NUTRITION

List SIX classes of nutrients needed by pony and primary feeds that provide them.

Nutrients

Feeds

1.

2.

3.

4.

5.

6.

STABLE MANAGEMENT

Discuss safety practices, both human and equine around the barn, including fire prevention.

Human

Equine

Describe THREE toxic plants in **your** area, when most toxic, which parts are toxic, and symptoms of poisoning.

1. Plant

When toxic

Parts

Symptoms

2. Plant

When toxic

Parts

Symptoms

3. Plant

When toxic

Parts

Symptoms

PONY PARTS, CONFORMATION, & LAMENESS

Describe good and bad points of conformation of own pony.

Good Points:

Bad Points:

Know what conformation points might contribute to the following blemishes or unsoundness:

3. Bowed tendon

2. Curb

3. Ringbone

4. Sidebone

5. Navicular

6. Interfering

7. Overreaching

8. Forging

9. Splint

TRAVEL SAFETY

Discuss preparation of trailer and vehicles for safe, comfortable travel.

Trailer

Vehicle

RECORD BOOK

Record Book must be kept up to date and **BROUGHT TO TEST!**

HEALTH CARE & VETERINARY KNOWLEDGE

Discuss **causes & signs** of the following:

PROBLEM	CAUSES	SIGNS
1. Colic		
2. Azoturia		
3. Laminitis		
4. Heaves		
5. Choking		
6. Tooth Problems		
7. Skin Diseases		

Discuss **symptoms & preventative measures** for the following common diseases:

1. Influenza

SYMPTOMS	PREVENTATIVE MEASURES

2. Equine encephalomyelitis

SYMPTOMS	PREVENTATIVE MEASURES

3. Tetanus

SYMPTOMS	PREVENTATIVE MEASURES

4. Strangles

SYMPTOMS	PREVENTATIVE MEASURES

5. Rhinopneumonitis

SYMPTOMS	PREVENTATIVE MEASURES

Discuss internal parasites and the damage they can cause to pony.

Discuss teeth to include:
Concept that teeth grow continuously:

Baby teeth replaced by permanent:

Location of incisors and molars:

Number of teeth (male & female)

LONGEING

Longe own pony to pony's level of ability using **properly fitted equipment** suitable to own pony including: bridle or cavesson, saddle or surcingle (side reins are not required, but allowed if appropriate).

Demonstrate safe longeing technique.

Demonstrate proper use of equipment and voice.

(Note: You should be prepared to use any equipment listed as "protective" under "safety precautions", even if it is not listed as REQUIRED, in the Standards of the Rating.)

FOOT & SHOEING

Discuss types of shoes on own pony.

Why are they used?

BANDAGING

Be able to apply a shipping and stable bandage.

What are the materials used in the above bandages?

What are the purposes for using each of the above bandages?

What are the potential dangers of using the above bandages?

TEACHING

Must bring a letter from DC that he/she is assisting his/her club in simple, mounted instructional program for D-level Pony Clubbers with supervision.

Prepare a lesson plan and present an unmounted lesson of choice from D-2 or D-3 standards to D-1 or D-2 Pony Clubbers. (Limit 10 minutes)

LESSON PLAN- UNMOUNTED

TOPIC
LEVEL
TIME
AGE
CLASS SIZE
EQUIPMENT
PERSONNEL
NEW VOCABULARY

- I. OBJECTIVE
 - A. TO UNDERSTAND
 - B. TO BECOME AWARE
 - C. TO EXAMINE
 - D. TO EVALUATE

- II. HANDS ON WHENEVER POSSIBLE, FOCUS QUESTION/ACTIVITY
 - A. DEMONSTRATION
 - B. ROLE PLAY/SKIT
 - C. DIAGRAM
 - D. SKELETON
 - E. SYSTEM
 - F. DRESSAGE PATTERN
 - G. TACK
 - H. FEEDS

- III. DISCUSSION
 - A. HOW/WHY
 - B. HOW DID
 - C. WHY DID
 - D. WHO DID
 - E. WHERE DID
 - F. WHAT DO YOU THINK?

- IV. FOR FURTHER INQUIRY
 - A. WHAT MIGHT HAPPEN IF..?
 - B. WHAT MIGHT HAVE CAUSED..?

- V. EXTENSION ACTIVITY
 - A. ASSIGN SPECIFIC ACTIVITY
 - B. ASSIGN READING/RESEARCH
 - C. FOLLOW ACTIVITY WITH A SPECIFIC ACTION

- VI. QUESTIONS TO TEST UNDERSTANDING