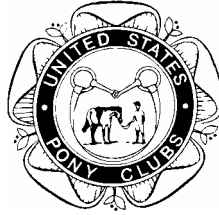


# Oregon Region



## C3 Prep Guide

2000 Standards



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Name

## Qualifications Sheet

You must review your standards of proficiency to know that you are properly prepared in these areas. The check sheets are used for your own tracking of progress and for initialing of accomplished skills by your instructor. You may also wish to have instructors from clinics make notes as to your progress. This will help you by verifying your actual level of riding and horse management skills. It will also help in your confidence to have an outside eye "sign off" accomplishments.

## Horse Management Expectations

This Prep outline is prepared to help you cover the Horse Management aspects of the C-3 Test. It is helpful for you to do this exercise because it not only gives you a great review format, it forces you to organize your thoughts and put them on paper. This reinforces the knowledge and helps you to verbalize your thoughts in the testing situation. Please practice verbalizing your answers. Show your guide to your instructors, DC, or anyone else with horse knowledge because they will add bits and pieces of their experience and aspects that you may not have considered.

Remember that you must have the Health Maintenance Record Book prepared for the test and a letter from your DC that you are assisting your club in simple mounted instruction for D-level Pony Clubbers with supervision..

## Test your knowledge

These questions are based on knowledge discussed in the required reading as well as a few answers from the enrichment reading list. They will help with increasing the depth of your knowledge.

**We hope that this guide helps you in your study. To complete your preparation for your C-3 Test review the standards for D-1 through C-2.**

Oregon Region \_\_\_\_\_

Name



## Qualifications Sheet – 2000 Standards C3 Rating

### RIDING TEST EXPECTATIONS

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

### RIDING ON THE FLAT

Requirement	Requirement Learned or Demonstrated	Date	Signature
Mount & Dismount from either side.			
Demonstrate warm-up for flat work.			
Evaluate warm-up, discussing organization & reasons.			
Ride schooling figures to include: circles, walk-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.			

### **RIDING ON THE FLAT (continued)**

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	Requirement Learned or Demonstrated	Date	Signature
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 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.			
Ability on different pony (not to exceed 2'9")			
Evaluate performance & how pony differs from own.			

## RIDING IN THE OPEN

Requirement	Requirement Learned or Demonstrated	Date	Signature
Ride at gallop in the open, alone & in a group.			
Demonstrate knowledge of pace at 240 meters per minute, developing 350-400 mpm.			
Ride cross-country obstacles at approximate pace (350-400 mpm)			
Evaluate performance, pace, & reasons for any disobedience			

## HORSE MANAGEMENT EXPECTATIONS

Candidate should achieve a level of competence to care for his or her horse in a manner that will ensure comfort and health, while knowing when and where to turn for help if needed. He or she should also have the ability to explain stable and veterinary routine to D level Pony Clubbers. Supervision is required in the testing of longeing.

## TURN-OUT

Requirement	Requirement Learned or Demonstrated	Date	Signature
Correct formal or informal attire.			
Pony should show regular evidence of regular grooming & must be clean, with attention to ears, dock, mane, tail & feet.			
Tack should be safe; clean, with metal polished, and well-adjusted, showing regular care.			
Explain the <b>use and function</b> of equipment used on own pony for flat & over fences work.			
Describe basic actions of snaffle, curb and pelham.			

## CONDITIONING

Requirement	Requirement Learned or Demonstrated	Date	Signature
Discuss condition of own pony.			
Know vital signs at rest & after work.			
Discuss different methods of conditioning for various activities.			

### **NUTRITION**

Requirement	Requirement Learned or Demonstrated	Date	Signature
List six classes of nutrients needed by a pony & primary feed that provides them.			
For your area, know availability, cost & origin of hay & grain needed to meet nutritional requirements of your pony.			

### **STABLE MANAGEMENT**

Requirement	Requirement Learned or Demonstrated	Date	Signature
Discuss safety practices, both human & equine, around barn, including fire prevention.			
Describe three toxic plants in your area, when most toxic, including which parts are toxic, symptoms of poisoning.			

### **CONFORMATION & LAMENESS**

Requirement	Requirement Learned or Demonstrated	Date	Signature
Discuss good & bad points of conformation of own pony.			
Know what conformation points might contribute to the following unsoundness': bowed tendon, curb, Ringbone, Sidebone, Navicular, interfering, overreaching, forging, splint.			

### **TRAVEL SAFETY**

Requirement	Requirement Learned or Demonstrated	Date	Signature

	Demonstrated		
Discuss preparation of trailer & vehicle for safe & comfortable travel.			

### **RECORD BOOK**

Requirement	Requirement Learned or Demonstrated	Date	Signature
Health, Maintenance, Immunizations up to date.			
Book Check - 3 months before rating.			
Book Check - 2 months before rating.			
Book Check - 1 month before rating.			
Book Check - 1 week before rating.			

### **VETERINARY KNOWLEDGE**

Requirement	Requirement Learned or Demonstrated	Date	Signature
Discuss symptoms and preventive measures of the following: colic, Azoturia, Laminitis/founder, heaves, choking, tooth problems, skin diseases.			
Discuss internal parasites & damage they can cause to a pony.			
Discuss teeth & include: number (male & female), how teeth grow, baby teeth replaced by permanent, locations of incisors & molars.			

## TEACHING

Requirement	Requirement Learned or Demonstrated	Date	Signature
Bring letter of recommendation from DC that C3 candidate is assisting in teaching mounted lessons with supervision in club.			
Prepare <b>written lesson plan</b> and teach unmounted lesson of choice to D1's or D2's from D2 or D3 Standards (limit 10 minutes)			

## LONGEING

Requirement	Requirement Learned or Demonstrated	Date	Signature
Longe own pony in enclosed area to pony's level of ability.			
Equipment suitable & properly fitted.			
Demonstrate safe, effective techniques.			
Demonstrate proper use of equipment & voice.			

## FOOT AND SHOEING

Requirement	Requirement Learned or Demonstrated	Date	Signature
Discuss type of shoes on own pony & why they are used.			

## BANDAGING

Requirement	Requirement Learned or Demonstrated	Date	Signature
Apply a shipping bandage & a stable bandage.			
Discuss purpose & dangers of each.			

## C3 Prep Guide Life Experiences

Learning is a process of not only gathering facts but also putting that knowledge into real life situations. It is the test of your true abilities. You need to go outside the books - experience and apply what you know. Many people learn best from seeing, teaching, hearing and then responding to what they are seeing, touching, hearing. Any life experience that you can gather will add to your learning.

This is a framework and is certainly not binding. Increase your life experience!

Spend two days with an equine veterinarian. Observe they're routine and calls.

\_\_\_\_\_ Vet's Signature \_\_\_\_\_ Date

\_\_\_\_\_ Vet's Signature \_\_\_\_\_ Date

Spend two days with a Farrier. Observe they're routine and calls.

\_\_\_\_\_ farriers Signature \_\_\_\_\_ Date

\_\_\_\_\_ farriers Signature \_\_\_\_\_ Date

Put on 15 A+ Shipping Bandages

\_\_\_\_\_ Instructor's Signature

Put on 15 A+ Stable Bandages

\_\_\_\_\_ Instructor's Signature

Spend one week at a riding stable or a training barn. Help if the owners, managers, and your parents/guardians allow you. Observe the stable management routine, Vet calls, and Farrier routine. Pasture management and feeds. Grooming schedule. Equipment maintenance. Conditioning and training schedules. If you are at a riding stable, observe the lessons and how the instructor teaches (body position, voice, directions, and expectations of the students)

\_\_\_\_\_ Barn Owner, Trainer or Manger's Signature

\_\_\_\_\_ Name of facility

\_\_\_\_\_ Date (s)

Groom for a friend at a show or event.

\_\_\_\_\_ Friend's Signature

\_\_\_\_\_ Name of show/event

\_\_\_\_\_ Date(s)

Spend a few hours at a show or visit a barn, which focuses on a different activity or a breed of horse that is not like your regular experience. (i.e. Arabian, Saddlebred, Standardbred, Quarter Horse).

\_\_\_\_\_ Name of show/barn \_\_\_\_\_ Date

Visit an activity as an observer that you have not seen first hand but have only read about. (Polo match, Thoroughbred Race, Fox Hunting, etc.)

\_\_\_\_\_ Activity \_\_\_\_\_ Date

Do not limit your experiences by this list. The world is your teacher!!!!

## **TURN OUT/TACK:**

*For your turn out your pony must show evidence of regular grooming and must be clean with attention to ears, dock, mane, tail, and feet. Your tack needs to be safe, clean, with metal polished, and well-adjusted, reflecting regular care.*

What is correct formal attire?

What is correct informal attire?

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?

What is your daily grooming routine?

How do you clean your tack?

How often do you clean your tack?

What do you use to clean your bit?

Have you learned any special methods for tack cleaning you think others would benefit from?

What areas do you check for safety on your tack?

In detail, tell why you use the tack that you use. (Bridle, noseband, saddle, pad, girth, martingale, stirrups, breastplate, crupper, boots, etc.)  
Flat Work:

Over Fences:

Describe the basic action of the following bits:

Snaffle:

Curb:

Pelham:

## **CONDITIONING**

How would you describe the condition of your own pony?

How did you condition your pony for the C-3 riding test?

Discuss different methods of conditioning for various activities:  
Showing, Dressage, and Show Jumping:

Competitive Trail and Distance Riding:

Foxhunting:

Combined Training:

Measurement and Record of own pony:

Pulse at Rest:

Pulse after Exercise:

Temperature at Rest:

Temperature after Exercise:

Respiration at Rest:

Respiration after Exercise:

What factors will affect Pulse:

What factors will affect Temperature:

How is excess heat lost?

1.

2.

3.

4.

Discuss the heat index and how it affects your pony's thermoregulation:

Describe how to cool out a pony in cool or cold weather:

What factors will affect Respiration's :

## **NUTRITION**

Discuss six classes of nutrients and the feeds that provide them:

1.

2.

3.

4.

5.

6.

Where does the hay and grain come from in your area? In particular the hay and grain you use:

What types of hay are more readily available at different times of the year?

What is the current cost for the hay and grain needed to meet the nutritional requirement of your pony?

## **STABLE MANAGEMENT**

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

Discuss the basic rules for fire prevention.

What would you do if you were the first to find a fire?

What emergency do you report? What information is required when reporting an emergency?

Describe three toxic plants in your area. Include when they are most toxic, which parts are toxic, and symptoms of poisoning. It would be to your benefit to draw a picture, including color of plant, and label the toxic areas.

1.

2.

3.

## **PONY PART, CONFORMATION & LAMENESS**

Describe the good and bad points of conformation of your own pony.

What conformation points might contribute to the following blemishes or unsoundness:

Bowed Tendon:

Curb:

Ringbone:

Sidebone:

Navicular:

Interfering:

Overreaching:

Forging:

Splint:

## **TRAVEL SAFETY**

Discuss the preparation of the trailer, include safety checks.

Discuss the preparation the tow vehicle and its safety checks.

How do you prepare your horse for traveling a 20-minute trip?

How do you prepare your horse for an 8-hour trip?

How do you prepare your horse for a 3-day trip?

## **HEALTH CARE & VETERINARY KNOWLEDGE**

Discuss the signs of:

Mild Colic:

Severe Colic:

Describe the following types of colic:

Spasmodic:

Flatulent:

Impaction:

Thromboembolism:

Obstruction:

The most common and preventable causes of colic include:

Describe what to do and not do in the case of colic.

Describe Azoturia. Include Symptoms, what to do and prevention.

Describe heaves. Include Symptoms, what to do and prevention.

Describe Laminitis. Include description of process, symptoms, and what to do.

Describe choking, its symptoms, what to do, and prevention.

Discuss the prevention of skin diseases.

What causes Ringworm? How is it treated?

What causes Rainrot. What are its causes?

What is Grease? What causes it and how is it treated?

Discuss the symptoms and preventive measures for the following common diseases:

Influenza:

Equine encephalomyelitis:

Tetanus:

Strangles:

Rhinopneumonitis:

Discuss the following internal parasites and the damage they can cause your pony.

Large Strongyles:

Small Strongyles:

Ascarids:

Bots:

Pinworms:

Diagram the Life Cycle of Internal Parasites:



Discuss the growth of teeth and the replacement of baby teeth.

Locate and label the incisors, canine teeth, bars, premolars, molars, and interdental space.

Describe the function of the types of teeth:

Incisors:

Premolars and Molars:

Canine Teeth:

Discuss the difference between the male and female number of teeth.

What some of the causes and signs of tooth problems:

## **TEACHING**

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

You must bring a letter from your DC that you are assisting the club in simple mounted instruction for D level Pony Clubbers.

**LESSON PLAN - UNMOUNTED**

TOPIC		LEVEL
TIME	AGES	CLASS SIZE
EQUIPMENT		PERSONNEL
NEW VOCABULARY		

- I. OBJECTIVE
  - A.
  - B.
  - C.
  - D.
  
- II. HANDS ON WHEN EVER POSSIBLE, FOCUS QUESTION/ACTIVITY
  - A.
  - B.
  - C.
  - D.
  - E.
  - F.
  - G.
  - H.
  - I.
  
- III. DISCUSSION
  - A.
  - B.
  - C.
  - D.
  - E.
  - F.
  
- IV. FOR FURTHER INQUIRY
  - A.
  - B.
  
- V. EXTENSION ACTIVITY
  - A.
  - B.
  - C.
  
- VI. QUESTIONS TO TEST UNDERSTANDING

**LESSON PLAN - UNMOUNTED**

TOPIC		LEVEL
TIME	AGES	CLASS SIZE
EQUIPMENT		PERSONNEL
NEW VOCABULARY		

- I. OBJECTIVE
  - A. To Understand
  - B. To Become Aware
  - C. To Examine
  - D. To Evaluate
  
- II. HANDS ON WHEN EVER POSSIBLE, FOCUS QUESTION/ACTIVITY
  - A. Demonstration
  - B. Role Play/Skit
  - C. Diagram
  - D. Skeleton
  - E. System
  - F. Dressage Pattern
  - G. Tack
  - H. Feeds
  - G. Etc.
  
- 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

## **LONGEING**

Describe the proper adjustment of a cavesson.

Describe the setup and rationale for longeing with a snaffle only.

What adjustments must be made to longe with the saddle on.

Why are side reins used, and how are they adjusted?

Discuss proper use of voice while longeing.

You will be required to demonstrate safe longeing technique and the proper use of equipment and voice for the examiner.

## **FOOT & SHOEING**

What type of shoe does your pony wear and why?

## **BANDAGING**

What is the purpose of a shipping bandage? What dangers are involved?

What is the purpose of a stable bandage and what dangers are involved with it?

*You will be required to apply a shipping and a stable bandage.*

# C3 Worksheet #1

(Turn Out, Bit Action, Teaching)

1. Name 5 things to look for when conducting a safety check.
  - a.
  - b.
  - c.
  - d.
  - e.
2. Explain the pressure points of these bits:
  - a. snaffle
  - b. pelham
  - c. curb
3. How do these nosebands increase the bit severity?
  - a. figure 8
  - b. drop
  - c. flash
  - d. kinton
4. Explain the difference between the tongue groove and the port.
5. The port exerts action on the \_\_\_\_\_.
6. What is a half moonpiece?
7. Which is milder? a fixed or a moveable mouthpiece?



## C3 Worksheet #2

(Longeing)

1. List 3 reasons for longeing.
  - a.
  - b.
  - c.
2. Describe these pieces of equipment and explain their use.
  - a. longe line
  - b. longe whip
  - c. gloves
  - d. watch
  - e. longe cavesson
3. Explain how to attach a longe line to a snaffle bit, including what to do with the reins.
4. What are the aids for longeing?
  - a.
  - b.
  - c.
  - d.



# **C3 Worksheet #3**

## (Trailer Safety and Bandaging)

1. List 3 things to check on a trailer each month.
  - a.
  - b.
  - c.
  
2. What papers are necessary for interstate travel?
  - a.
  - b.
  - c.
  - d.
  
3. List 10 things to check on a trailer yearly:
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  - h.
  - i.
  - j.
  
4. Explain a safety check before hauling.

5. List 10 items needed from the equipment list.
  - a. f.
  - b. g.
  - c. h.
  - d. i.
  - e. j.
  
6. Explain the purpose of:
  - a. shipping bandages -
  
  - b. stable bandages -
  
  - c. bandaging in general -
  
7. Describe these types of bandages in dimensions and usefulness.
  - a. track bandages
  
  - b. flannel bandages
  
  - c. polo wraps
  
  - d. vet wrap

8. Discuss the advantages and disadvantages of these paddings.
  - a. sheet cotton
  - b. polyester batting
  - c. quilted pads
  - d. foam rubber lined pads
  
9. Discuss the safety rules for the use of:
  - a. masking tape
  - b. pins
  - c. Velcro
  - d. sewing
  
10. Fill in the blanks on procedures:
  - a. Start with the padding touching the \_\_\_\_\_.
  - b. Never start wrapping from the \_\_\_\_\_ of the leg.
  - c. When the padding is in place, tuck one end of the bandage \_\_\_\_\_, and make one circuit around the leg at the \_\_\_\_\_.
  - d. Bandage the leg all the way down to the \_\_\_\_\_.

- to
- e. Make several turns at the \_\_\_\_\_, the bandage up the leg within \_\_\_\_\_ inches of the top of the pad.
  - f. Overlap each turn by \_\_\_\_\_ to \_\_\_\_\_ of the bandage width.
  - g. Keep the turns parallel to each other to maintain \_\_\_\_\_.
  - h. With each turn pull the bandage exerting the pressure on the \_\_\_\_\_, not on the \_\_\_\_\_.

10. Name 7 purposes of a stable bandage.

- a.
- b.
- c.
- d.
- e.
- f.
- g.

11. Name two types of bandages that can be used for a stable bandage.

- a.
- b.

12. Stable bandages should be \_\_\_\_\_ feet long.

13. Fasteners that can be used for a stable bandage are:
14. When applying a stable bandage, use the same wrapping procedure as the shipping bandage except the stable bandage ends below the \_\_\_\_\_.
15. To create the upside down "V" on the front of the joint, wrap below the \_\_\_\_\_ of the joint, and rise in \_\_\_\_\_ of the joint.
16. The cupping effect of the upside down "V" supports the \_\_\_\_\_ and \_\_\_\_\_ of the \_\_\_\_\_.
17. A stable bandage applied after exercise must be put on within \_\_\_\_\_ after the workout has stopped.



4. Describe your conditioning program for your horse in preparation for the C3 upgrading.

5. Design a conditioning schedule for a quiet field hunter who has been at grass for 4 months, and needs to be “legged up” for hunting season, which begins in eight weeks.

6. Design a conditioning schedule to prepare a hot thoroughbred for his first Novice Event in 8 weeks.

7. Explain the different considerations between horse #4 and horse #5.

8. Design a conditioning schedule for a D Level Pony Clubber (in your club) to use for a rally.

9. Explain the difference between the schedule in #4 and #8.

# C3 Worksheet #5

## (Conformation Faults)

1. List the three functions of bones:
  - a.
  - b.
  - c.
  
2. List the three functions of smooth cartilage:
  - a.
  - b.
  - c.
  
3. A muscle that bends a joint is called a \_\_\_\_\_.
4. A muscle that straightens a joint is called a \_\_\_\_\_.
5. At a standstill a horse carries \_\_\_\_\_% of his weight on the forelegs and approximately \_\_\_% on the hind legs.
6. Describe the effect on conformation and balance when the hind end is higher than the withers.

7. List the effects of the following foreleg faults:

- a. standing under
  
- b. camped out in front
  
- c. over at the knee
  
- d. calf knee
  
- e. base narrow
  
- f. base wide
  
- g. knock-knees
  
- h. bowed knees
  
- i. bench knees
  
- j. toeing out
  
- k. toeing in

8. List the effects of the following hind leg faults:
- a. camped out behind
  
  - b. standing under
  
  - c. too straight
  
  - d. cow hocks
  
  - e. bowed hocks
  
  - f. too wide
  
  - g. too narrow

9. Discuss what is meant by and what the following faults can cause:
  - a. tendons “tied in” below the knee
  
  - b. pasterns too long and sloping
  
  - c. pasterns too short and steep
  
10. Describe and explain the effect of the following hoof faults:
  - a. too-small feet
  
  - b. contracted heels
  
  - c. Shelly hooves



5. What are the two causes of lameness that involve production of extra fluid?

a.

b.

# **C3 Worksheet #7**

(Diseases, Illnesses, and Parasites)

1. Develop a health care schedule for a new horse. Include pre-purchase items, guideline for before turning out with other horses, what the annual checkup should include, and monthly schedule for worming and immunizations.



## C3 Worksheet #8

(Nutrition)

1. What is the only nutrient found in its pure form? \_\_\_\_\_
2. \_\_\_\_\_% of the horse's body is water.
3. A normal adult horse will drink \_\_\_ to \_\_\_ gallons of water per day.
4. \_\_\_\_\_ occurs when a horse does not get enough water.
5. Why will a horse die if deprived of water?(what does water do in the horse's body?)
6. What is the chemical symbol for:
  - a. water
  - b. carbohydrates
  - c. protein
  - d. fatty acids
  - e. salt
  - f. calcium
  - g. phosphorus
7. Carbohydrates are formed in plants by \_\_\_\_\_.
8. The horse breaks down plant starch into \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_, to create \_\_\_\_\_ and \_\_\_\_\_ acid necessary for the \_\_\_\_\_ process.
9. Most of the fuel used to create \_\_\_\_\_ for the horse come from carbohydrates.
10. What happens to the horse if you feed him excess carbohydrates?
11. What do amino acids do?
12. How many amino acids are there? \_\_\_\_\_ How many amino acids are essential? \_\_\_\_\_
13. Protein makes up \_\_\_\_\_ % of the horse's dry weight.

14. What damage can excess feeding of protein do?
  
15. What are lipids?
  
16. Lipids are used to carry \_\_\_\_\_.
  
17. Older horses need \_\_\_\_\_ (more or less) fatty acids.
  
18. Vitamins are either \_\_\_\_\_ soluble or \_\_\_\_\_ soluble.
  
19. \_\_\_\_\_ soluble vitamin are synthesized in the gut and are:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_
  - h. \_\_\_\_\_
  - i. \_\_\_\_\_
  - j. \_\_\_\_\_
  - k. \_\_\_\_\_
  
20. The fat soluble vitamins are \_\_\_\_, \_\_\_\_, \_\_\_\_, & \_\_\_\_.
  
21. Vitamin A is a precursor to \_\_\_\_\_ and is found in \_\_\_\_\_. It keeps the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ healthy.
  
22. Vitamin D comes from the \_\_\_\_\_ and is involved with the proper use by the body of \_\_\_\_\_.
  
23. \_\_\_\_\_ is necessary for good bones.
  
24. Vitamin E is a precursor of vitamin \_\_\_\_\_. It is closely tied to the mineral \_\_\_\_\_ and is necessary for \_\_\_\_\_ and the capacity to carry \_\_\_\_\_ in the blood.
  
25. Vitamin E can be lost in food that has been in \_\_\_\_\_ by \_\_\_\_\_.
  
26. Vitamin \_\_\_\_\_ is responsible for \_\_\_\_\_ of the blood. It can be synthesized in the intestine from \_\_\_\_\_.

27. Vitamin C is called \_\_\_\_\_ acid. It is produced by \_\_\_\_\_.
28. Minerals are \_\_\_\_\_ compounds. Their main job is to build and maintain \_\_\_\_\_ and to be a \_\_\_\_\_ for body fluids and functions.
30. \_\_\_\_\_ % of the horse's skeleton is minerals, especially \_\_\_\_\_ and \_\_\_\_\_.
31. All feeds are deficient in \_\_\_\_\_.
32. All hays are adequate in \_\_\_\_\_ and low in \_\_\_\_\_.
33. All grains are adequate in \_\_\_\_\_ and low in \_\_\_\_\_.
34. List the MACRO minerals:
- |    |    |
|----|----|
| a. | e. |
| b. | f. |
| c. | g. |
| d. |    |
35. List the MICRO minerals:
- |    |    |
|----|----|
| a. | c. |
| b. | d. |
36. The use of \_\_\_\_\_ has proven beneficial to horses who are heat stressed or asked to do fast work.

# **C3 Worksheet #9**

## **(Riding on the Flat)**

1. Explain the difference between a 10-meter half circle and a 10-meter half circle in reverse.
  
2. Explain how to perform a:
  - a. serpentine along the long side
  
  - b. change of rein through the circle
  
  - c. figure of 8
  
  - d. serpentine across the center line
  
  - e. decreasing and increasing the circle
  
3. What is the purpose of leg yielding?
  
4. Explain the aids for leg yielding in detail.



12. Name the common faults in the reinback.
  - a.
  - b.
13. Explain the difference between increasing speed and lengthening stride.
14. Explain the aids for increasing the walk.
15. Explain the aids for increasing the trot.
16. Explain the aids for increasing the canter.

# C3 Worksheet #10

## (Jumping)

1. Discuss the reason for different positions and stirrup lengths in:
  - a. Dressage
  - b. Cross Country Jumping
  - c. Stadium Jumping

2. Discuss YOUR warm-up routine for:
  - a. Cross Country Jumping

- b. Stadium Jumping

3. How many meters per minute does YOUR horse walk? \_\_\_\_\_

4. How many meters per minute does YOUR horse trot? \_\_\_\_\_

5. How do you determine pace?
  
6. How many minutes to cover a mile at 240 m/m? \_\_\_\_\_
  
7. How many minutes to cover a mile at 350 m/m? \_\_\_\_\_
  
8. Discuss the value of jumping without stirrups.
  
  
  
  
  
  
  
  
  
  
9. Explain the position for riding a drop jump.
  
  
  
  
  
  
  
  
  
  
10. Explain the use of the lower leg when galloping.
  
  
  
  
  
  
  
  
  
  
11. Explain the term “bridging the reins”.